

"*Ffena Tuzanye*"

Project summary report

A project using netball to empower and educate girls and boys about the negative effects of gender-based violence

Implemented by:

**Netball Development Trust in partnership with
X-SUBA Sport4Development Uganda**



**Waterloo Foundation funded Jinja Sexual Reproductive Health
Education and netball Project 2019 -2020**

Acknowledgements

This summary report on the “Ffena Tuzanye” project was written by Mr. Bazira Henry and final edits and design by Mr. Agaba Kenneth on behalf of Netball Development Trust (NDT) and X-SUBA Sport4Development Uganda (X-SUBA).

We would like to acknowledge the invaluable contributions from the project coordinators Mr. Bazira Henry and Mr. Egondi Fredrick plus all of the X-SUBA coaches that took lead in the data collection and the leading of sessions in the different partner schools where this project was run.

The X-SUBA coaches included Simon, Ignatius, Gilbert, Sarah, Eunice, Jennifer, Ronnie, Janish & Jakob and others mentioned in the Annex 1.

We are also indebted to all the participants; children, teachers and Jinja Municipal Council that allowed us to run this intervention in the schools. We also thank our

M&E officer Mr. Waiswa Charles who designed the research tools for the pilot intervention and provided all the relevant data that necessitated the accomplishment of this pilot report.

Finally we would like to thank Netball Development Trust, its members; Monica Thandi and Julie Smith and funding partners Waterloo Foundation for their guidance, partnership and collaboration on this important project.

You are all appreciated. Thank you very much!

Executive Summary

[REDACTED]
Netball Development Trust (NDT) in partnership with their local partner organization **X-SUBA Sport4Development Uganda** (X-SUBA) in Jinja implemented a pilot project which was titled **"Ffena Tuzanye"** which used purposeful netball to challenge gender stereotypes that cause gender-based violence, working with boys and girls in Jinja District primary schools in Uganda. The Words "Ffena Tuzanye" mean "Let's all play" in one of the local languages used in Uganda.

About the learning & implementing partners:

Both charities are sport for development organizations; where NDT is a lead partner in supporting the use of netball in meeting sexual productive health and rights needs of young people, while X-SUBA runs youth led programs in Jinja in health and education using sport to empower disadvantaged children and youth in those communities.

More information about the charities can be found on their websites and social media sites listed at the end of this report.

Why "ffena Tuzanye"?

Justifications

[REDACTED]
Globally, gender-based violence is one of the most under-reported, pervasive and unaddressed human rights violations. Whereas both men and women experience GBV, women are disproportionately affected. The WHO estimates that about 1 in 3 women has experienced some form of physical or sexual violence in her lifetime.

Uganda is one of the countries in the world with the highest levels of gender-based violence with a total of 5,159 cases reported in 2018. Most of these cases have been associated with cultural and traditional constructs of what "men" or "women" should be and do.

Despite the Government of Uganda and development partners' efforts to eradicate gender based violence, with laws including the Domestic Violence Act 2010, the Prohibition of Female Genital Mutilation Act 2010, the Prevention of Trafficking in Persons Act 2009 and the National Policy on the Elimination of Gender Based Violence (NGBV Policy), abuse is still rampant and implementation of these policies is limited.

Further justifications for the intervention are noted in Annex 6.

"Ffena Tuzanye" Project working with young people using netball

Studies also show that the culturally rooted and socially constructed GBV problem is carried on from a young age where children who grow up in families where GBV has happened are more likely to become perpetrators if not supported. Gender roles are also usually constructed during teenage years where girls and boys show distinct interest in social activities as a sign of belonging to a specific gender. Most of the gender roles in Uganda promote patriarchy/male domination which makes women vulnerable to abuse as illustrated in the figures above.



Why use netball?

With the recurring history of sport taking an unimaginable power to redeem and transform society in behavior change, conflict resolution, encouraging inclusion and participation, encouraging young people and availing platforms and opportunities for participation in sports and other physical activities, sport is without a doubt one of the best tools to tackle this ever-increasing problem.

It is from this background that as organisations with different experiences and expertise we joined efforts to use purposeful netball play as a tool to build teams that were going to lead peer to peer education practices and behavior which promotes room for acceptance, negotiation and challenge stereotypes that promote GBV.

Given the fact that netball is the most popular sport played globally by females, it was seen as the best potential driver for social change through involving both genders in the sport to not only challenge the stereotype that “netball is for girls” but also bring on board other topics that address GBV causes. This is a model designed to build resilience & challenge stereotypes while empowering a group of young people that accept each other through building healthy relationships with respect of rights for each other.

Main goal

To use netball as an education tool to raise awareness and acknowledge the existing gender inequalities that lead to gender-based violence and its effects.



Summary of key objectives of the "Ffena Tuzanye" project

- To create an environment in sport of zero tolerance towards GBV where boys and girls can play and communicate freely.
- Create awareness about GBV and its diverse long-term effects using netball.
- To equip young people with knowledge and skills in leadership, negotiation, conflict resolution, communication and social justice rotating around GBV.
- Increase awareness and the use of the available GBV and other sexual reproductive health services (prevention, response and management).
- Work with teachers and community leaders as change agents in advocacy against GBV.
- Use the findings from the pilot to help inform partners and stakeholders in development about the power of sport as a strategy to address inequalities which cause social problems such as GBV.

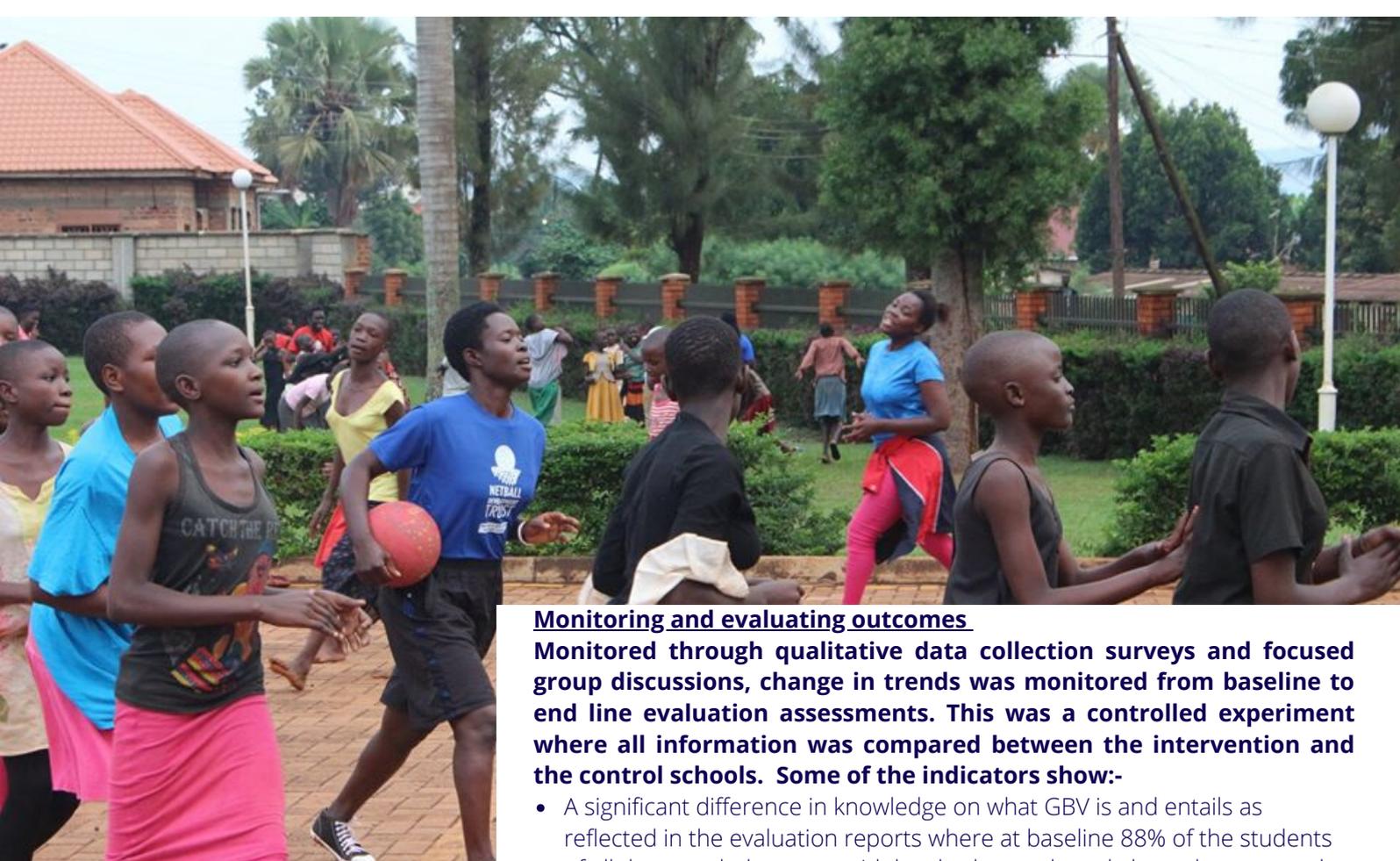


Highlighting key outputs



- **12 facilitator coaches** were trained to deliver purposeful netball play sessions that address GBV.
- **1200 students** were involved in the pilot study.
- **Boys and girls** from the intervention and control schools.
- Over **96 educative netball play based sessions on GBV** were conducted in the selected intervention schools benefiting an average of 600 students weekly for 6 months.
- Over **25 GBV sessions** were carried out at **community level** reaching out to over **200 young people** every weekend at X-SUBA connection days. During these sessions, coaches tried out some of the developed games and made fast cycle iterations where it was needed.
- **GBV tool kit** comprising of **25 games and drills** was developed by the facilitator coaches with support from the project coordinators.
- The project was able to select and train **30 peer educators** from the 6 intervention schools that led sessions in and out of school “Ffena Tuzanye” sessions.
- One **radio** and one **T.V talk show** were conducted over the six months of the intervention hosted by Baba F.M and Urban T.V respectively where facilitator coaches shared about the project and received feedback from the audiences.
- We conducted the end of project **netball tournament** which was hosted by one of the intervention schools and had over 600 participants where exceptional participants were recognized and awarded accolades and certifications.



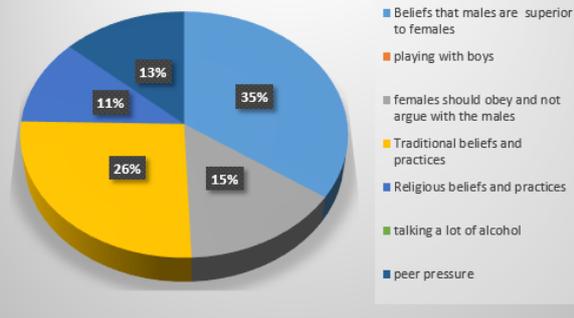


Monitoring and evaluating outcomes

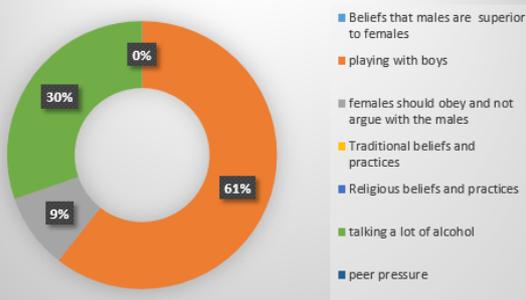
Monitored through qualitative data collection surveys and focused group discussions, change in trends was monitored from baseline to end line evaluation assessments. This was a controlled experiment where all information was compared between the intervention and the control schools. Some of the indicators show:-

- A significant difference in knowledge on what GBV is and entails as reflected in the evaluation reports where at baseline 88% of the students of all the sampled groups said they had never heard about the term and what it entails. Only 12 % reported to have heard about it. Compared to the end line evaluation, 100% of the 600 students in the intervention schools demonstrated knowledge on GBV where some even gave examples compared to 11% of the controlled group who illustrated some knowledge about what GBV is.
- More students admit they have experienced GBV in the intervention schools during the end line evaluation compared to the control schools. 57% of the students noted that they had experienced GBV compared to 32% at baseline. Through focused group discussions, some students confessed to the coaches that they have experienced GBV. The data remained the same in the control school at end line compared to baseline.
- ***A case scenario was one of the girls (name withheld) who explains after learning about GBV she realised abuse and shares her personal experience. "I have brothers but I was physically abused, slapped by my mother for not returning home early to cook one day. She explained that as a girl I am supposed to learn how to cook early so that I can cook for my husband when I get married"***
- When looking at the perceptions around the causes of GBV, using the question "what do you think are the causes of gender based violence?" participants in both control and intervention schools were given multiple answer choices and data at end line indicates changed perceptions in the intervention schools where 0% of the participants for example believe playing with boys is the cause GBV compared to the control schools where it is at 61%.

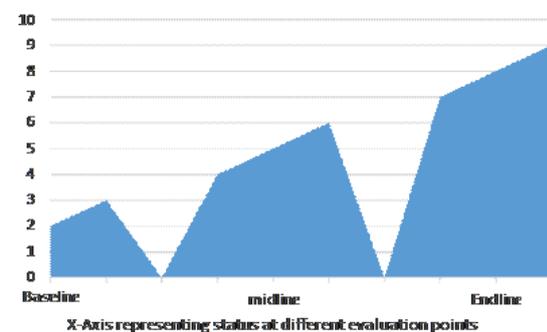
A pie chart showing causes of gender based violence amongst the intervention group



A chart showing causes of GBV amongst the control group



A chart showing changes in knowledge and perceptions in the intervention schools



The trend analysis chart in the figure on the left also reflects the status of the data of the respondents before the implementation, during and at the terminal level. The analysis clearly indicates that there has been average improvement in performance of the intervention schools between mid line and end line mostly reflected in the behavioural changes, perception and improved knowledge of the respondents. 95% of the targets were achieved as per the Monitoring and Evaluation Reports (available on request).

How GBV was reported and handled

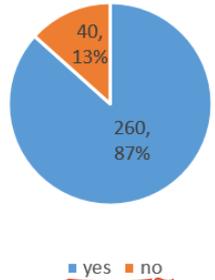
The findings also illustrate that for the 68% that said they know what GBV is had also heard about reporting of GBV cases in their communities at baseline. The study also shows that 68% of respondents say that the victim was paid money to silence them and that is how the case was handled.

There was an increment in the number of participants who had heard about GBV at the intervention schools after the "Ffena Tuzanye" project. The end-line report shows that 87% of the respondents had heard about cases reported around GBV and 77% of the perpetrators paid money to the victims compared to 12% where the offender followed legal proceedings and was imprisoned and 11% of offenders were killed by the community taking their own action/revenge by an angry mob.

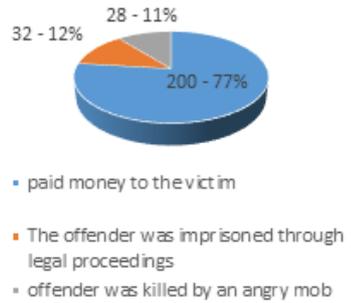
What were the new learnings?

The study clearly shows that victims of GBV don't get justice as it was also later found out through the FGDs that the victim's care taker was paid off money and the cases dropped. This illustrates the need for Governments to strengthen policy implementation through action and awareness on proceedings around justice acquisition for GBV victims

A chart showing respondents from the intervention group who have heard cases of GBV.



A chart showing views of the respondents of how GBV cases are handled in Uganda.

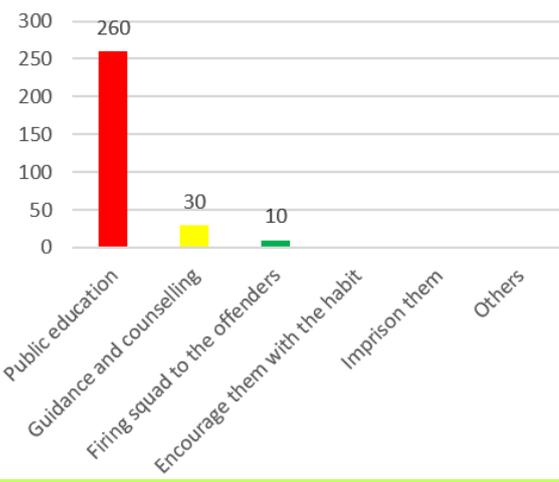


The solutions

Other learnings also indicate participants in the intervention schools sharing best practices on how to handle GBV in their communities. The solutions:-

- 90% reported more public education
- 10% more guidance and counselling
- Only 3% noted death sentence by law (firing squad) for the offenders compared to 62% at baseline.

A bargraph for intervention group solutions.



These statistics clearly imply that 99% of the respondents from the intervention schools are better informed about the appropriate solutions to prevent gender based violence against primary pupils. This is a milestone achievement as respondents already have appropriate solutions which means that they are informed. This is as result of the "Ffena Tuzanye" education sessions carried out.

A comprehensive M&E report measuring all variables is available on request for any future references.



Did we face any challenges while implementing "Ffena Tuzanye"?

During the implementation of the project we encountered challenges which were addressed as quickly as possible to enable the smooth running of the project. A summary of those challenges and what was done to overcome them is set out below.

Challenge

- Absence of some teachers assigned to monitor the sessions which is not only a new requirement by the Ministry of Education and Sports but also prevents some sessions from taking place in some schools.
- Disruption of the training sessions by children who were not part of the selected groups.
- Poor attendance by kids due to other conflicting school activities/programmes.
- Perpetual late coming by some coaches which resulted in some schools missing sessions or having insufficient time.
- Bad weather was a huge challenge. This being a rainy season coupled with the fact that our activities are conducted outdoor on fields that are muddy, some sessions were missed.
- There was a shortage of netball equipment at sessions like whistles, bibs, cones and balls.
- There was limited involvement of some boys due to shyness and lack of interest.
- Financial budgets exceeded the grant available - see Annex 5

Mitigation action taken

- We engaged the schools' administration so that more emphasis was put on the teachers' participation, and we used incentives to encourage teachers to be involved such as helping to prepare their teams for other competitive games and providing netball kit for game play.
- Provide playing kit and a support coach to cater for children who weren't part of the intervention groups.
- The coaches went to the schools thirty minutes before sessions so that the participants could be part of the planned GBV session before they were taken to participate in other school programs. This is because the time allocated to X-SUBA had been aligned with all participating schools' programs and so we are entitled it.
- We introduced the coaches drawing weekly plans and submitting them to the administrator which eased monitoring and accountability.
- We conducted sessions/discussions indoors on days affected by bad weather. This way despite missing the play the participants still learnt about the different aspects of GBV.
- We purchased more of these items and NDT provided more equipment.
- We reviewed and modified the advocacy manual thus creating games that were both fun and educative. We also ran team building games for both girls and boys reminding them that there would be an end of term tournament where they would all be asked to represent their schools since only mixed teams would be allowed, thereby encouraging more male participation.
- We cut costs to stay within the budget.



Did they speak out?



One of the participants (name withheld) was being sexually abused by her uncle and feared talking to someone for help. When she heard the coaches freely and openly share about GBV and how it can be reported and perpetrators are held accountable, she opened up to one of the coaches who has provided follow-up support to her. She has gained confidence to report the case to her care givers who have followed up the case to have justice gained. She was also worried if she would have the opportunity to continue with her school after primary school but because she plays good netball, she has been able to advance to secondary school.



One of the X-SUBA coaches explains.



What are the next steps after the "Ffena Tuzanye" pilot project?

Lessons learnt and other findings from the intervention

- Students were enthusiastic to play and learn about gender-based violence and how it manifested itself in society.
- There is an insatiable hunger for knowledge on gender based violence and how it can help foster equal opportunities for both girls and boys in schools and surrounding communities.
- Gender based violence is a huge problem that is denying the students, especially girls, opportunities to participate in the development of their communities.
- There is still a huge knowledge and information gap about the realities of gender based violence and continued awareness is necessary.
- Netball is an efficient and effective tool of behavioural change because it's fun, inclusive, competitive, requires discipline and is an effective means of communication.

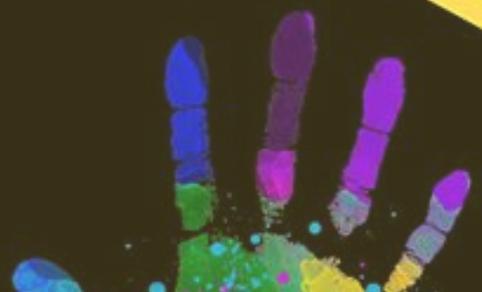
Final recommendations and conclusion

For the key findings for these recommendations, formative research through use of efficient and effective M&E systems have been made. These systems were crucial in determining future recommendations.

- GBV intervention **scale-up processes** should focus on 'learning through action' and incorporate lessons learned at the community level (where respondents live) to strengthen scale-up efforts.
- **Sport**, specifically netball in this reference, has proven beyond reasonable doubt that it is a **tool** which can be used to deliver content that challenges gender stereotypes. It is a model which can easily be replicated during the scaling up and be used by other institutions or organisations.
- The **development of a community of practice** is one important approach that would allow scale up of GBV interventions because these help on building on and utilising local traditions, customs and popular culture, as well as linking economic livelihoods models with GBV prevention are stepping-stones to trans-formative scale-up of GBV interventions.
- In addition to the Good Practice Note and GBV Risk Assessment Screening Tool, which enable improved GBV risk identification and management, the organisations involved have made important changes in their operational processes. These include the integration of GBV provisions into their safeguarding and procurement requirements as part of the evolving Environmental, Social, Health and Safety (ESHS) standards, the elaboration of GBV reporting and response measures in the Environmental and Social Incident Reporting Tool, and development of guidance on addressing GBV cases in our grievance redress mechanisms. These will be adopted during the scale up period if funding is availed.

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Annexes

Annex 1: List of X-SUBA coaches who participated in the project and their roles

1. Okollo Peter Simon	Lead facilitator coach at Day star P/S
2. Atim Janat Immaculate	Lead facilitator coach at Masese co. Edu P/S
3. Ocheng Gilbert	Lead facilitator coach at Walukuba West P/S
4. Eunice Onen Macmurray	Lead facilitator coach at HELP P/S
5. Atiim Jennifer	Lead facilitator coach at Lakesite P/S
6. Oweka Goeffrey	Lead facilitator coach at Walukuba East P/S
7. Bazira Henry	Lead project coordinator
8. Egondi Fredrick	Assistant project coordinator
9. Ignatius Ofwono	Administrator and Finance Manager
10. Okello Ronald	Facilitator coach
11. Sarah Atim	Facilitator coach
12. Kemigisa Janish	Facilitator coach
13. Jakob Grandel	Facilitator coach
14. Louise Riederer	Facilitator coach
15. Kenneth Agaba	Concept developer -Ffena Tuzanye project
16. Malcom Mitembo	Lead TOT facilitator from MEN ENGAGE UG
17. Issiko Ramadhan	Facilitator GBV TOT Workshop

Annex 2: Topics covered in GBV sessions

- Sex and gender
- Gender roles
- Human rights
- children's rights
- Gender based violence
- Magnitude and facts about Gender based violence
- Forms of violence against children
- Where and when does GBV occur
- The impact of gender-based violence on the health of children.
- Behavioural changes which indicate signs of violence
- How to handle cases of gender based violence
- Key factors in reporting, tracking cases of violence against children.
- Why GBV should be reported
- Why it is necessary to create awareness against GBV
- Existing challenges in reporting GBV cases
- Laws and policies dealing with GBV in Uganda.
- Power



Annex 3: Schools that participated in the "Ffena Tuzanye" project

Intervention schools

1. DayStar Nursery and Primary School
2. Walukuba East Primary School
3. Masese Co. Education School
4. Walukuba West Primary School
5. Lakesite Primary School
6. Help Primary School

Control schools

1. Main Street Primary School
2. Spire Road Primary School
3. Uganda Railways Primary School
4. Victoria Nile Primary School
5. Magwa Primary School
6. Naranbhai Primary School

Annex 4: List of acronyms

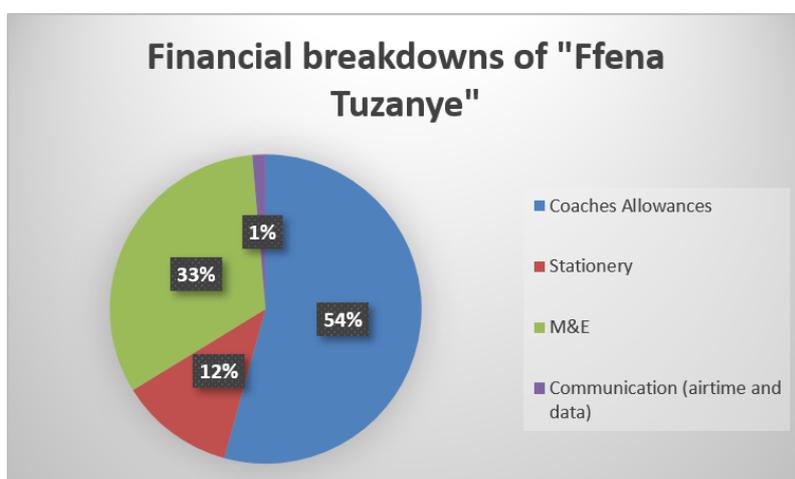
GBV - Gender Based Violence
 SRHR - Sexual Reproductive Health & Rights
 TOT - Trainer of Trainers
 P/S - Primary School
 NDT- Netball Development Trust
 M&E - Monitoring and evaluation
 FDGs - Focused Group Discussions
 X-SUBA - X-SUBA Sports4Development Uganda

Annex 5: Financials

Expected budgeted income : £3,013 - 13,295,674 UGX
 Actual grant income received : £2,627 - 11,590,381 UGX
 Budget deficit : £387 -1,700,000 UGX (Rate £1 = 4413 UGX)

We over-budgeted by £387 but stuck to the grant and therefore cut costs to stay in budget to meet priority expenses.

Break down of expenses:



Annex 6: Some fact findings illustrating and reinforcing the magnitude of GBV in Uganda

- *According to a 2012 study conducted by the Ministry of Education and Sports in Uganda in conjunction with UNICEF, 77% and 82% of primary and secondary school students respectively had experienced sexual violence while 5.9% of children had been subjected to defilement*
- *56% of women and girls in Uganda aged 15-49 years reported having experienced sexual violence at least once since the age of 15 years (UDHS; United Nations Development Assistance Framework for Uganda 2016-2020).*
- *Anti-women cultural practices in Uganda also include female genital mutilation (FGM), forced first sexual intercourse, monitoring and control by spouses and widow inheritance (for example, by the deceased husband's brother without her consent), wife hospitality where a husband offers his wife to sleep with his guest as a gesture of friendship.*
- *The Uganda country assessment conducted in 2015 by UNDP found that wife battering is widely accepted with 58% of women and 44% of men believing that it is justified for a man to beat his wife.*
- *40% of women aged 20-24 years were first married before the age of 18 years. (Petroni et al, 2017)*

For more information about the "Ffena Tuzanye" project please don't hesitate to contact us!

X-SUBA Sport4Development Uganda

PO. BOX. 1411 Jinja, Uganda

Tel: +256 754 306756

Email: xstreetug@gmail.com

Website: www.xsuba.org

Netball Development Trust

17 South Road, London N9 7JG

UK Charity Reg. 1145858

Tel: +44 7737 512145

Email: netballtrust@hotmail.com

Website: netballtrust.co.uk

