



All Girls Must Fly

NIGHTINGALE SCHOLARSHIP IMPACT REPORT 2024-2025

PROGRESS AND PROMISE



MARCH 2026

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1.0 BACKGROUND

1.1 About the Foundation

The Florence N. Kuteesa Foundation LTD is a community-based charity designed to dismantle the systemic barriers preventing girls from achieving their full academic and economic potential. It targets girls at the highest risk of dropout to ensure that human capital is preserved rather than wasted due to preventable socio-economic hurdles. It is based in Nakirebbe Village in Mpigi District, Uganda and founded in October 2023 with a seed grant from the savings of the founder, Ms. Florence Nightingale Kuteesa.

The Founder is an economist passionate about girls attaining their career aspirations and economic advancement for women. Throughout her 40-year career, she dedicated her professional life to the prioritization of women within development programs across Uganda and Anglophone Africa; and supported women and girls realize their full potential for career advancement and economic empowerment respectively.

Accordingly, she felt it befitting to establish a Foundation to provide “*complementary education support*” through the *Nightingale Scholarships*. The Scholarship serves as a commitment to aid a vulnerable female student through the completion of specific formal education levels and ensuring continuity into high-performing schools for the most successful beneficiaries. It is also our conviction to help the adolescent girls transform into self-esteemed, competent, and employable personalities with ability to manage the threats posed by dynamic socio-economic environment.

Box 1: Purpose of the Foundation

- **Vision - What is the future we seek to contribute to?**
A Uganda in which vulnerable girls and youth attain career and economic advancement for their socio-economic well-being.
- **Mission - Why do we exist?**
To support vulnerable girls to attain career and economic empowerment dreams through access to education, skilling, and enhanced financial capacity of parents and guardians.
- **Goals**
To support a holistic transformation of girls and youth, in disadvantaged communities, into self-esteemed, skilled, and self-reliant adults
- **Values: What core ideals guide our decisions and actions?**
 - » **Leadership:** We listen to and learn from our community. We address the root causes of community problems and mobilize resources for the common good.
 - » **Equity:** We strive for equity, and we focus primarily, but not exclusively, on people who are vulnerable.
 - » **Inclusiveness:** We practice and champion inclusiveness in our community. We honour diverse strengths, needs, voices, and backgrounds of all members of our community.
 - » **Accountability:** We serve as stewards for our community investments and honour the charitable intentions of our donors to meet current and future community needs

1.2 Overview of the Foundation Programme

The Foundation operates under a holistic 2024–2030 Strategic Plan that recognizes that for a girl to thrive, the intervention must extend beyond tuition to include personal development, career guidance, and parental economic stability. By addressing these three pillars simultaneously, the Foundation ensures that every scholarship recipient enters a supportive environment designed to sustain her journey from the classroom to a productive career.

Accordingly, the Foundation’s work is organized into three core program areas:

- 1. Nightingale Scholarships:** Direct financial and scholastic support to ensure candidates complete their current education levels and transition successfully to the next.
- 2. Empowering the Young Minds:** Programs designed to transform adolescents into self-esteemed, competent, employable and self-reliant adults; and preparing them for a dynamic socio-economic landscape.
- 3. Enhancing Incomes for Parents and Guardians:** Initiatives aimed at boosting the entrepreneurship and financial capacity of families, enabling them to eventually fulfill their own educational obligations independently.

The Foundation, as guided by its values, has adopted a “bottom-up” decision-making structure that ensures community voices remain at the heart of our operations. The Community Coordination Committee (CCT) serves as the primary advisory body, reporting local needs and monitoring the implementation of the activities as approved by the Board of Directors.

The Board provides strategic oversight into the implementation of the activities which are executed by the secretariat that constitutes an executive director and designated staff. The governance structure ensures that our limited resources are directed towards the target beneficiaries and families with the highest potential for systemic change.

The purpose of the Report is to highlight the implementation status of the Nightingale Scholarships initiated in 2024 and share impact of the programme.

2: NIGHTINGALE SCHOLARSHIP

2.1 Nature of the Scholarship

Strategic early intervention in an adolescent girl's education is the most effective way to build a strong base for future employability, break the vicious circle of disempowerment; and prevent the *"wastage of human capital."* The Scholarship targets vulnerable girls in candidate classes, namely primary seven(P7), senior four(S4) and senior six(S6) as pivotal moments to ensure that intellectual potential is met with opportunity rather than being stifled by financial or social constraints. The initiative is also seen as motivation of the parents and guardians to generate more income needed to enhance access to quality education for their children.

The main features of the Scholarship include:

- a) **Targeting vulnerable girls in candidate classes**, namely primary seven(P7), senior four(S4) and senior six(S6) to complete that level of education; accomplish formal education and secure certificates of completion of specific levels of education and training.
- b) **Ensure best performing beneficiaries** continue to the next level of formal education in a high performing school within the community.
- c) **A shared obligation model:** The Scholarship is in a form of a financial support award to complement the contribution by the parent or guardian (P/G), generated from their sources of income, towards the school requirement and school fees. The arrangement reflects a shared contribution to the agreed total school requirements

The scholarships are complemented by delivery of *annual counselling seminars* on career guidance and examination preparation and annual five-day workshop on *"empowering young minds"*. The workshops are delivered to equip adolescents with knowledge and skills to unleash their potential and transform into confident, self-esteemed, mentally stable, self-reliant, and basic information technology and computer literate. The delivery of both events is subject to availability of funds.

2.2 Scope of Beneficiaries

The Foundation targets vulnerable girls with demonstrated interest and ability to accomplish a specific level of formal education and secure best academic grades.

In 2024, the Community Coordination Team undertook an assessment of the extent of the vulnerability of the students or pupils in the Nakirebbe Village in Kirengente Sub-county community. The findings guided a broader understanding of vulnerability in education which refer to any *child at greater risk of dropping out of school or underperforming because of experiencing physical or emotional harm that may have severe impact on their participation and benefit from education.*

The program specifically targets "vulnerable" candidates, utilizing the findings from the community assessment and a definition derived from the Latin word "vulnus", meaning *"wound."* This sophisticated understanding acknowledges that vulnerability goes beyond simple low income; it occurs when a child is isolated, insecure, or defenceless against risk and stress.

Accordingly, target beneficiaries are categorized by three primary risk factors:

- **Orphans:** Children facing irregular support due to the loss or abandonment of parents.
- **Financial Struggle:** Homes where economic hardship often forces parents to deprioritize the education of the girl child.

- **Emotional Issues:** Children exposed to prolonged shock or stress. The Foundation recognizes that these girls require dedicated **psycho-social support and counseling** alongside financial aid to ensure their emotional stability and academic focus.

2.3 Selection and Validation of the Potential Beneficiaries

The Foundation has established a transparent mechanism of selecting schools in Kirengente sub-county that houses Nakirebbe Village; nomination of candidates; and verification of their vulnerability.

To maintain integrity and impact, the Foundation employs a **Three-Step Selection and Validation** process:

1. School Selection:

- a) In collaboration with the District Education Officer (DEO), schools in the Kiringente sub-county (housing Nakirebbe Village) are selected based on academic performance and religious representation. All schools are government aided and hence the contribution was harmonised within acceptable school fee arrangements.
- b) Flexibility has been adopted in selection of schools for the selected beneficiaries to continue to the next level of education. The parents are given an opportunity to select a school of their choice - provided the quality of education is good; standard of performance is acceptable, and they can afford the “shared obligation”.

2. **Candidate Nomination:** Headteachers of approved Schools nominate vulnerable girls based on Foundation guidelines and submit details to the nomination for the Founder/Acting Executive Director to facilitate the verification or validation of their vulnerability.

3. Multi-Level Screening:

- a) **Level 1:** Independent verification through home and school visits to assess the student’s eligibility; socio-economic status of the respective household, and **viability of the parent’s or guardians’ business enterprise**.
- b) **Level 2:** CCT scrutiny of eligibility and further, if need arises, undertake household verification to affirm vulnerability and financial capacity of the parent or guardian to fulfill the shared obligation.
- c) **Level 3:** Final Board review and approval of beneficiaries for the academic calendar year based on resource availability.

This rigorous selection methodology ensures that the scholarship is not just a gift, but a strategic investment in families ready to partner with us through our “Shared Obligation” model.

3: COHORT 2024 - A YEAR OF PROOF

3.1 Scope of Pilot Cohort

In May 2024, the Foundation embarked on the first pilot education support to 11 primary seven pupils in schools within the community for the second and third term of academic year 2024 as indicated in Table 1 below.

Table 1: Schools Attended by the Beneficiaries.

No.	Name of School	Number of Pupils
1	Kyeswa Memorial Junior	2
2	Avemar Infant School	1
3	Ssimamu Junior School	2
4	King David Junior School	2
5	Orient Standard Junior Sch.	2
6	Archbishop Dr. Joseph Kiwanuka	1
7	Wamatovu UMEA Primary School	1



The beneficiaries who received the complementary financial support award for 2024. They are flagged by members of the CCT.

3.2 Shared Obligation Framework

Under the “Shared Obligation” framework, parents were asked to cover 30% of school requirements in cash, while the Foundation provided the remaining 70% and enforced through an endorsed memorandum of understanding. This was designed to “motivate the parents” to actively enhance their income streams and undertake periodic business reporting to the Foundation. To ensure students had the tools for success, we launched a **Book Loan Scheme**, providing dictionaries and question banks essential for Primary Leaving Examination (PLE) preparation. The materials were returned after the examinations to be loaned to the next set of beneficiaries in P7.

The enforcement of the framework underscored the need for effective and responsible engagement with the two parties: the Foundation and parents or guardian. While the pilot successfully demonstrated that modest and well-timed support could catalyze significant education shifts within a household, it also provided lessons related to issues of affordability and commitment. The Foundation found that the initial 30/70 split and monthly business reporting were difficult to enforce through formal contracts alone. This has underscored the need for more robust and adaptive verification procedures, including assurance of parental commitment to the shared obligations.

3.3 Counselling for Examination Preparation

The Foundation held a half-day session on August 31st, 2024, to equip the beneficiaries under Cohort 2024, with tips to prepare for their examinations and work towards scoring good performance in their primary leaving examinations. The session was facilitated by Ms. Nakato Hadijah- a teacher and chairperson of the CCT; Ms. Nakakande Mastulah, a teacher in mathematics and member of CCT; Ms. Aisha Kayaga - an educator and a career counselling expert; and Ms. Nabunje Tracy Mutaawe a professional social worker.



Ms. Hadijah Nakato, chair of the CCT, welcoming the pupils to a counselling session held at Ssimamu Junior School on August 31st, 2024.

The pupils applauded the program and shared the benefits and lesson learnt summarised below:

- a) **Enjoyment of Talent Show:** the pupils enjoyed the demonstration of talents by their colleagues in form of singing and dancing; admired their confidence and appreciated the value for confidence building.
- b) **Understanding the Concept of a Career:** the pupils were happy to be exposed to a range of career options and the pathways to achieving them. They acquired the tips for setting their goals and paths to drive personal and academic growth.
- c) **Self-Assessment:** each pupil had a wonderful opportunity to identify their interests, strengths, and review their current academic performance. They identified the subjects they are good at and those that require more effort to improve performance.

- d) **Goal Setting for PLE:** the pupils treasured the tips for setting realistic academic goals and actions to achieve them. They welcomed the guidance for planning for good results in all subjects and actions required to sustain better performance and address weak performance.
- e) **Maximizing benefits from the Nightingale Scholarships:** They welcomed the support and demonstrated their commitments to work to achieve their academic and career aspirations. They pledged to undertake revision in a wise manner by setting up a personal revision timetable, consulting teachers and prioritising harder subjects over the easy ones.

3.4 Academic Performance of Cohort 2024

The results of the 2024 cohort were exemplary: 100% of the 11 beneficiaries completed their primary education, with **70% achieving Division 1 or 2 placements**. Beyond the grades, we observed a profound change in mindset of the parents. The parents, who were initially reluctant to send their daughters to higher performing, and more expensive schools, like St. Maria Goretti Senior Secondary School, Katende, shifted their perspective. Appreciating their children’s potential, they began to prioritize education over “luxury life,” viewing it as a pathway to stability rather than a “gamble.”



4: COHORT 2025 – EXPANDING THE OUTREACH

4.1 Scope of Cohort 2025

In 2025, the Foundation implemented a strategic shift by expanding support from P7 to include candidates in Senior 4, and Senior 1 students- continuing from Cohort 2024. The support for continuing beneficiaries ensures educational continuity - preventing the momentum gained in primary school from being lost which may be attributed to the costly secondary education.

Accordingly, the 2025 cohort included 11 candidates across several classes and key institutions:

- **P7 Candidates:** Supported at Wamatovu UMEA Primary, Ssimamu Junior, and Archbishop Dr. Joseph Kiwanuka.
- **Senior 1 (Continuing):** Two best performing 2024 graduates placed at St. Maria Goretti SSS, Katende, and St. Charles SSS, Bujjuko.
- **Senior 4 Candidates:** Students enrolled at St. Maria Goretti SSS and Wamatovu Muslim SSS.



4.2 Career Guidance and Examination Preparation

A milestone of the 2025 program was the “Career Guidance and Examination Preparation” seminar, organized with Wamatovu Muslim Senior Secondary School (WMSSS). The event reached **56 students (27 boys and 29 girls)**, reflecting our value of “Inclusiveness” by supporting the broader community.

The objectives of the seminar were two-fold: (i) help the candidates in Primary 7, Senior 4 (“O” level) and Senior 6 (“A” level), work towards attaining good scores in their final examinations for 2025 and (ii) enhance their understanding of career concepts, choices, goals and paths. The engagement was facilitated by professional experts, namely career counsellors, and educationists.

Box 2: A Team of Facilitators

1. Hajji Said Nsamba, a Career Counsellor from Career Guidance Department in Ministry of Education and Sports.
2. Mr. Alfred Okwera, a teacher from Luzira Senior Secondary School, Kampala.
3. Mr. Senyonjo Wasswa, a teacher and deputy headteacher at WMSSS.
4. Ms. Z. Lutaale, a teacher and career guidance official in WMSSS.
5. Mr. Mugoya, a secondary school teacher at St. Maria Goretti SSS, Katende.
6. Ms. Nantenge, a primary school teacher at St John Bosco Primary school.



Facilitators and Primary Seven Candidates



Facilitators and Senior Four Candidates



Facilitators and Senior 6 Candidates

At the end of the seminar, the candidates shared the key “Take Aways” that included:

- a) **Enhanced Career Awareness:** All students greatly appreciated the exposure to a range of career options and the pathways to achieving them.
- b) **Enjoyed the self-assessment and outcome:** Students, in senior 4 and 6, undertook a self-assessment that enabled everyone to discuss their interests, strengths, and current academic performance – all which gave them insights in selecting career choices and paths.
- c) **Better appreciation of factors for individual development:** Primary seven(P7) students had an enlightening discussion of the factors, both academic and non-academic, that are important in their personal development and career advancement
- d) **Greater understanding of how to better prepare for examinations:** All students welcomed the discussion on the tips for examination preparation and demonstrated clear comprehension of actions and their adoption(application).

4.3 Academic Performance of Cohort 2025

The results of the 2025 cohort were commendable as demonstrated:

- a) All the four (4) beneficiaries in P7 completed with their grades in **Division 1 and 2**. We commit to continue our support to the two beneficiaries, graded in Division 1, and admitted to St. Maria Goretti SSS Katende, offering quality education within the community.
- b) All the four candidates in Senior 4 completed the lower secondary education within **Results 1**. We commit to support one beneficiary, with best grades, to join higher secondary education.

Beyond the grades, we observed a significant transformation in mindset of the Parents. Parents are proud to have a shared obligation which has enabled their daughters to join St-Maria Goretti Senior Secondary School, Katende.

5.0 IMPACT TODATE - STORIES OF TRANSFORMATION

The true measure of our success is found in the restored self-esteem of our students and the empowered outlook of their parents. A modest support act has served as a catalyst, turning students at risk of dropout into engaged scholars and shifting the parental view of education from a burden to a shared mission. With the partnership, parents have committed to building pathways for their children from vulnerability to opportunity.

The beneficiaries have shared positive signs of self-esteem that have driven more engagement with the teachers and working hard to achieve best grades needed for continuity to the next level of formal education.

“I thank the Foundation for the support and the love for the girl child. Attending the empowerment programs taught me culinary skills, such as preparing daddies and hard corn for entrepreneurship, which are vital for my development. I appeal to all parents to work hard and meet their financial obligations in a timely manner.”

– **Ms. Nandutu Michelle**, Cohort 2024 (P7) and continuing under Cohort 2025 - S1 at St. Maria Goretti SSS, Katende.

“I thank the education support which enabled me to complete my P7 without being sent back home for non-payment of fees. I also thank the parents for entrusting the Foundation with their children. The books and scholastic materials provided by the Foundation made an immense contribution to my academic performance. I thank God for my good results in the 2024 P.L.E.”

– **Ms. Mulindwa Daisy**, Cohort 2024 (P7) and continuing in Senior 1 under Cohort 2025 .



Ms. Mitchele Nandutu(left) and Ms. Daisy Mulindwa(right) are beneficiaries continuing from Cohort 2024 to Cohort 2025. They are sharing their testimonies during a get-together meeting for beneficiaries, parents, guardians and members of CCT organized in May 2025.

Parental perspective towards the value and quality education is gradually transforming. Many parents and guardians declare that education for their children remains a “gamble”. They do not have adequate household incomes - making education an expensive household item resulting in school dropouts, especially girls. On the other hand, quality education continues to be expensive - denying an opportunity for better learning environment with girls endowed with great potential to excel.

Notwithstanding, our partnership with parents/guardians has slowly helped to enhance their understanding of the value of education; appreciation of the potential of their daughters to excel in career advancement and economic empowerment; and ultimately support the family in the future.

The parents are currently yearning for continued support of their daughters to the next level of education. They pledged to strengthen their businesses and generate more income to meet their parental obligations under the scholarship.

- **Ms. Namakula Justine, Daisy’s mother**, noted that *“my daughter is no longer sent home for unpaid fees, and that Daisy now applies her new skills by preparing daddies and hard corn for a local school. I appeal to my daughter and other girls to read well and ensure the “blessing” is sustained to contribute to realization of the mission of the Founder”*.
- Similarly, **Mr. Namasonko**, Mitchele’s father, stated that *“the Foundation is a “blessing” that has improved my daughter’s discipline and learning opportunities. I commit to prioritize education over temporary luxuries.”*



Ms. Namakula Justine, parent of Daisy on her knees (left) and Mr. Namasonko, parent of Michelle Nandutu (right) had an opportunity to share their testimonies during a get-together meeting for beneficiaries, parents, guardians and members of CCT in May 2025.

6.0 NEXT STEPS - MOTIVATION FOR MORE ACCESS

This groundswell of parental support provides the momentum needed for our next phase of growth. As we conclude our initial pilot phase, the Foundation is focused on scaling these proven interventions to create a wider “**multiplier effect.**” We know that an educated girl and an empowered parent create a resilient household, which in turn strengthens the entire community.

Accordingly, our roadmap for the coming years is built on three strategic pillars:

- a) Resource Mobilization:** Partnering with new stakeholders to increase scholarship availability for vulnerable candidates.
- b) Quality Placement:** Ensuring our best-performing students transition into high-performing secondary schools to maximize their potential.
- c) Economic Empowerment:** Deepening the entrepreneurship capacity of parents to ensure they can eventually afford key education expenses without sacrificing quality.

The Foundation remains steadfast in its mission to turn **wounds into wisdom.** By equipping girls with education and parents with economic tools, we are not just funding school terms; we are building a sustainable future for both the beneficiary and her household. Together, we are turning vulnerability into opportunity, ensuring every girl has the power to achieve her dreams and contribute to the prosperity of Uganda.







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