



# SOUTH SUDAN & UGANDA GEARED FOR SUCCESS (GFS)

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## 2025 Project Summary

The Geared for Success (GFS) project is a multi-year initiative funded by Global Affairs Canada aimed at enhancing access to gender-responsive, quality education for refugee and internally displaced children and youth, particularly adolescent girls, in Uganda and South Sudan. Implemented by Oxfam Canada and War Child Canada in collaboration with six local refugee-led and IDP-led organizations, the project seeks to build the organizational capacity of these partners, promote women's leadership, and transform social norms that limit educational opportunities. Through investments in local partner capacity, school-level governance, and community-driven education initiatives, alongside flexible funding mechanisms, GFS strengthens the delivery of gender-responsive education while positioning women and girls as key actors in shaping sustainable education outcomes.

In 2025, the project built on the strong foundations established in 2024, continuing to strengthen partner organizations and deepen community engagement despite operating in complex and fragile contexts. Across both countries, GFS reached 6,755 participants, of whom 5,051 were females, through the distribution of dignity kits and scholastic materials, while advancing its core objective of supporting local actors to deliver inclusive, gender-responsive education.



All six partner organizations, CCOSS, UNYDA, and HARD in South Sudan and CECI, YSAT, and RELON in Uganda, continued implementing their capacity strengthening plans and moving towards meeting their organizational goals. Partners in Uganda demonstrated steady institutional growth, while those in South Sudan continued to adapt to insecurity and operational disruptions. Advancing women's leadership remained a central focus of the project. Building on the participatory research conducted in 2024, partners implemented targeted initiatives to address barriers to women's participation in leadership. These efforts contributed to increased confidence and participation of women in decision-making roles, with 67% of women reporting confidence in their ability to take on leadership positions.



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## Continued 2025 Project Summary

At the community level, the project supported CBO-led enrollment and retention efforts to improve access to education. Across South Sudan and Uganda, partners engaged parents, schools, and local leaders through community dialogues, outreach, and “Go Back to School” campaigns. In Uganda alone, these campaigns reached over 1,300 individuals across refugee and host communities, contributing to increased awareness and modest gains in girls’ enrollment. In parallel, targeted training strengthened the capacity of education actors. In Uganda, 104 teachers, district officials, and education partners were trained on gender-responsive and conflict-sensitive pedagogy, while 433 school committee members across both countries (250 in South Sudan: 100 females, 150 males; 183 in Uganda: 61 females, 122 males) were trained on coordination, education quality monitoring, and inclusive oversight. In response to ongoing teacher shortages driven by sector-wide funding cuts, the project also leveraged flexible funding to support the return of 52 teachers across six schools, helping to stabilize learning environments and maintain continuity of education.


In addition, the project supported school-level sustainability efforts through the identification and implementation of income-generating activities across all 17 target schools. These initiatives included livelihood-based activities such as livestock rearing, tailoring, and school-based enterprises, accompanied by training for school committees and community members on financial management and implementation. School committees also developed and began implementing tailored action plans focused on improving accountability, strengthening collaboration with local authorities, and enhancing gender-sensitive monitoring practices, for example by introducing monthly attendance tracking and conducting joint school monitoring visits with teachers and local education officials. These activities were implemented in the context of persistent systemic challenges, including overcrowded classrooms and economic constraints, which continue to affect both access to and quality of education.



In Canada, the project strengthened awareness of refugee and IDP education. War Child Canada’s Together for Learning digital campaign reached 1.16 million Canadians through paid and organic content, highlighting barriers to girls’ education in South Sudan and Uganda. This was complemented by a Back-to-School social media contest that encouraged Canadian audiences to engage with and amplify messages on the importance of equitable access to education.

Overall, 2025 represents a year of steady progress and consolidation. With stronger partner capacity, established systems and structures, growing momentum around women’s leadership, and increased community engagement, the project is well positioned to maximize impact in its final full year of implementation.

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## Key Results for 2025

Indicator	Achievements
Participants receiving dignity kits and scholastic materials	6,755 (5,051 females, 1,704 males)
CBOs receiving capacity support to implement their action plans	6 (3 in South Sudan, 3 in Uganda)
School committee members trained by CBOs	433 (161 females, 272 males)

