



BASIC ORGANIZATIONAL INFORMATION

I. Description

Emerge For Africa Ltd (EfA) is a UK-registered NGO specializing in addressing the multiple barriers to girls' education in East Africa. Emerge for Africa is dedicated to ensuring that all people, particularly those whose circumstances have marginalized or silenced them, can lift their voice in their own lives and have a reason to smile. Emerge for Africa believes strongly in the idea that no child's gender should stand in her way to increased freedoms. No child's life circumstances should halt her steps forward to her education and a better future.

II. Mission

Our mission is to contribute to the UNESCO 'Education For All' programme goals by giving a voice to the most marginalised with the aim to enhance their educational experience, welfare and life chances.

III. History

Our work in the past two years has rested upon developing comprehensive, research-led and holistic educational programmes adapted to the specific needs of Uganda's teenage mothers. They have embedded functional and life-skills designed to enhance their socio-economic position within Ugandan society. These educational programmes have been developed in partnership with staff and graduates of the UCL Institute of Education (London). We have also focused on the completion of fully functional premises in the Wakiso District, Central Uganda which will host our research activity for the prevention and mitigation of early pregnancy in the East Africa Region, and the development of shared premises in the Masaka District, Central Uganda, which is currently hosting our 'Mentor A Mum' (MAM) pilot project.

Emerge For Africa Ltd is led by four directors, each with diverse backgrounds. Two directors are active contributors to our projects' design, development and implementation, and each holds a Masters degree: one in Education, Gender and International development, and the other in Distance Learning. They are also experienced practitioners in the domains of planning, monitoring, evaluation and learning with emphasis on participatory and collaborative approaches, integrating gender perspectives into the planning processes of programmes and projects. Our educational programmes have been developed by our Curriculum Team of eight (8) qualified graduates, under the supervision of a UCL Lecturer in International Education, who has also participated to DFID, UNICEF and World Bank funded projects in the past. Emerge for Africa's Directors and Curriculum Team have been working on a voluntary basis since 2012.

IV. Annual Budget

Organization Name: Emerge For Africa Ltd

Fiscal Year Period: 01st Jan 17- 31st Dec 17

| | Current Org. Budget |
|--|------------------------|
| Revenue | |
| Government grants & contracts | £ - |
| Foundations | £ - |
| Corporations | £ - |
| Religious institutions | £ - |
| United Way, combined federal & other federated campaigns | £ - |
| Individual contributions | £ 1,000.00 |
| Fundraising events & products | £ - |
| Membership and program income | £ - |
| Other | £ - |
| Total cash revenue | £ 1,000.00 |
| Total in-kind revenue | |
| Total Revenue | £ 1,000.00 |
| Expenses | |
| Staff salary and wages | £ - |
| Insurance | £ - |
| Fringe benefits & payroll taxes | £ - |
| Sub-grants to partner orgs | £ - |
| Consultant and professional fees | £ - |
| Travel and meetings | £ - |
| Equipment | £ - |
| Supplies | £ 22.95 |
| Staff development | £ - |
| Printing & copying | £ 18.00 |
| IT/telephone | |
| Postage & delivery | £ 39.99 |
| Fundraising fees | £ - |
| Other | £ 0.57 |
| Total cash expenses | £ 81.51 |
| Total in-kind expenses | |
| Total Expenses | £ 81.51 |
| Revenue over Expenses | £ 918.49 |

V. Number of girls currently served by the organization

To date, 11 young mothers have already enrolled in our initial Literacy and Numeracy programme in the Masaka District, with their number growing weekly. Their enrolment was made possible through a partnership and shared premises with ELITE-U (Education and Literacy Transformation Efforts Uganda), a Ugandan local NGO dedicated to transforming the lives of young adults and communities through the development of functional skills (See Photos in Annex 1 and Testimonials in Annex 2, pages 13 to 15).

VI. Status of the Organisation

Emerge For Africa Ltd was founded in 2012 and is a UK private limited company (company number 8324172) with charitable status from HM Revenue & Customs (reference number EW02226).

Emerge For Africa Ltd also has a branch registered in Uganda under Emerge For Africa (UG) Limited (incorporation number 185729) since 2014.

PROJECT PROPOSAL

I. Description of Project and Activities

In Uganda, where youth are the backbone of a rapidly growing country, early pregnancy is a detriment to a girl's life chances, and it is widespread. If statistics were to introduce us to one hundred women and girls, 57 of them would have given birth before their 16th birthday. We would meet 22 girls who became mums before age 14, when they were children themselves. If the physical challenges of carrying a pregnancy for such young mums were not enough, the withdrawal of critical social and economic support due to the stigma is particularly harmful. From 12-18, girls most need the kind of social networks, skills development, and encouragement that access to a holistic education can provide to build their futures. However, it is at this critical juncture that young mums are in fact least likely to access those opportunities if they are not barred from them altogether.

Emerge for Africa, through the Mentor A Mum (MAM) project, is addressing this situation by developing and leveraging the strength of these young mums and the very social support and training they are currently denied by their situation.

The MAM Project has been developed in response to the widespread concern of early pregnancy in Uganda, and puts young mothers in a position to take decisions about their own futures and those of their children. The MAM project engages with pregnant girls and young mothers through 'Safe Learning Spaces' at different locations, four afternoons per week, where young mothers are presented with three educational options: (1) to re-enter formal education (primary), (2) to prepare for the PLE (Primary Leaving Examinations) in collaboration with local nearby PLE exam centers, to facilitate their transition into secondary education, or (3) to participate in our Alternative Education Programmes (tailored courses and training) if they do not wish or are unable to re-enter formal education. Girls who opt for option 1 are accompanied by a local mentor to help them plan and organize their re-entry into formal

schooling, including arranging child care for their children. Girls choosing option 2 are accompanied by a local mentor to help them prepare for the PLE, register in a local nearby PLE exam centre, and plan their transition into secondary education, including arranging child care for their children. Girls who select option 3 have access to our Alternative Education Programmes via blended learning (face-to-face/online) or via online mobile response learning, and to our 'Mum Can Care and Work' scheme, allowing them to progress into employment or self-employment. When possible, work placements, connections with potential employers, or traineeships are arranged and monitored in partnership with chambers of commerce and employer associations. Guidance for the creation of associations or cooperatives and access to local start-up funds is also provided.

These young mothers have access to this initiative over 18 months, and as a prerequisite for further skills development, have to participate in our Literacy and Numeracy programme and Life-Skills programme, since initial needs and academic assessments show that girls have completed different levels of primary education, varying from Primary 4 (P4) to Primary 7 (P7). Moreover, their literacy and numeracy levels also vary, from foundation to basic skills, with none having completed the Uganda Primary Leaving Examinations (PLE). Literacy and numeracy skills are foundational for achieving a certain level of education, for well-being, self-confidence, and their ability to express themselves in society. However, even with a good level of literacy and numeracy skills, girls generally face disadvantages in access, participation and opportunity. Therefore, in addition to raising their literacy and numeracy level, they need to engage in further skills programmes that will dismantle current barriers, resulting in increased opportunities, access to more productive employment or self-employment, and ability to participate in the development of their communities. Skills programmes include vocational and professional courses (e.g. Tailoring, Hairdressing, Crafting, Information Technology and Catering). These programmes are delivered in collaboration with a local Vocational Institute, The Mummy's Institute (Masaka, Uganda), and can be completed over a period of 3 months. Through ongoing sensitization and encouragement, we are aiming to facilitate their aspirations for skills development in other vocations (e.g. authoring and/or illustrating children's books).

After one year, young mothers will be asked to act as mentors to new young mothers entering the project and to disseminate our Early Pregnancy Prevention (EPP) programme. Our EPP programme will offer a critical space for action research and include different activities such as setting up and coordinating school clubs to engage school students to discuss early marriage, early pregnancy and barriers to education; community sensitization to tackle issues and stigma related to early pregnancy, and the development of an action plan at the national level to prevent early pregnancy in a coordinated

manner, via engaging the Ministry of Education and the government on the formulation of a clearer policy for teenage mothers.

The material for our educational programmes is accessible via our 'Back to Study Chest'. This consists of (a) sets of national textbooks from P4 to P7, (b) self-study guides, (c) attractive visual aids to learn essential concepts, (d) e-readers (when possible), (e) notebooks, and (f) pens and pencils, as well as baby books, flash cards and small toys for their children with the aim to promote early childhood development. The Chests will remain within each local partner's premises. The concept of 'Chest' instead of 'Bag' is designed to ensure girls experience their learning process in groups rather than individually. The concept of collaborative learning is central since young mothers will need to organize childcare on a rota basis and support each other in their learning journey. Trained mentors will assist with their learning process at each location.

Our curricula aligns with the Uganda national curriculum but utilizes sound methods and is based on the latest developments in curriculum that is appropriate for our audience. Furthermore, the MAM project is strongly aligned with the Uganda National Strategy to End Child Marriage and Teenage Pregnancy 2014/15-2019/2020 (NSCM&TP). Currently, the findings from Ugandan research and policy state that ongoing programmes aimed at both these issues (child marriage and teenage pregnancy) lack geographical coverage in the western and central regions of Uganda (p. 22). Nonetheless, while child marriage and teenage pregnancies occur at higher rates in the Northern and Eastern regions of Uganda, they are 'wide spread throughout the country' (p.22). 'Our intervention also has the potential to feed into the 'generation of relevant data and evidence for programming and monitoring progress towards ending teenage pregnancies', to contribute to 'changing communities' mindsets, knowledge, aspirations, behaviors and social norms that drive teenage pregnancies', to participate in the 'increased access to quality protection, education, reproductive health services and other opportunities 'as per the Strategic areas of Focus of the NSCM&TP.

II. Organizational Capacity

Emerge For Africa strength lies in technical capacities and familiarity with the context of our interventions. The team members involved have demonstrated their ability to plan, monitor and coordinate a range of development activities. They are specialized in Education and Gender, and can mobilize extensive knowledge of current policies, trends and issues in Uganda and other East African countries. They take responsibility for the engagement, needs analysis, action planning steps in our

delivery model. ELITE-U, our local partner, has experience on the ground, of providing educational programmes to children and young adults. They take responsibility for the provision of the MAM project educational programmes, and assist young mothers in their progression into formal education, employment or self-employment. Together, Emerge for Africa and ELITE-U train local mentors and manage the MAM project monitoring and evaluation activities.

III. Timeframe

This project is divided into four stages (*See Expected Timescale and Financial Costing in section IV. Project Budget for more details*):

- 1) Engagement and Needs Analysis: Identification of young mothers and evaluation of their situation and needs (1 month)
- 2) Action Planning: Planning and organisation of the next steps for each young mother (1 month)
- 3) Training: As the case may be, completion of our Literacy and Numeracy programme and Life-Skills programme (4 months), or participation in our Alternative Educational Programmes (10 months).
- 4) Progression into formal education employment or self-employment: As the case may be, assisting girls with their re-entry into formal education, including passing the Uganda Primary Leaving Certificate, or assisting girls with employment or self-employment opportunities (6 months).

IV. Dollar amount requested

With a budget of \$24,736, MAM can reach over 1000 mums in the first 18 months in one location (Masaka), with costs decreasing by half per young mum participant after the first 18 months due to the built-in sustainability measures.

V. Project Budget

The budget detailed below shows how funds will be allocated.

| Activity | Duration | | | | | | | | | | | | Cost (GBP) | Description |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------------|------------|---|
| | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 | Month 7 | Month 8 | Month 9 | Month 10 | Month 11 | Month 12 to 18 | | |
| | | | | | | | | | | | | | | Exchange Rate on 02.08.17 : 1GBP=1.30 USD 1 UGX=0.0003 USD |
| Activities to re-engage with young mothers in the Masaka District | | | | | | | | | | | | | 2,275 | 1 Efa + 1 ELITE-U staff stipend @ \$195 x 5 days x2 = \$1,950 Activities material @\$65 X 5 days = \$325 |
| Initial Needs Assessments activities | | | | | | | | | | | | | 611 | 1 Efa + 1 ELITE-U staff stipend @ \$195 x 1 day x 2 = \$390 Activities material (flip chart, stationery, food and beverage) @\$221 X 1 day = \$221 |
| Local Mentors Training | | | | | | | | | | | | | 5,135 | 2 Mentor trainers @ \$195 per day during 10 days = \$3,900 Training stipend @ \$6.5 x 2 participants x 10 days = \$130 Training Expenses (e.g. flip chart, stationery, food and beverage for 4 participants) for 10days @ \$110.5 per day = \$1105 |
| Action Planning activities | | | | | | | | | | | | | 611 | 1 Efa + 1 ELITE-U staff stipend @ £195 x 1 day x 2 = \$390 Activities material (flip chart, stationery, food and beverage) @\$221 X 1 day = \$221 |
| International Flights | | | | | | | | | | | | | 1,300 | Contribution to international flights x 1 for 1 Trainer @ \$650 per trip (Engagement + Needs Assessment + Action Planning + Training Activities) Contribution to international flights x 1 for 1 External Consultant @ \$650 per trip (Project Evaluation) |
| Contribution towards the Safe Learning Spaces equipment and material in one location (MASAKA) | | | | | | | | | | | | | 2,561 | E-readers (\$65 x 5 = \$325), stationery for the duration of the project (75,000 USh x 50 groups of 20 girls = 3,750,000/\$1,041), Textbooks sets (£40 x 5 = \$260); Internet access for 18 months (125,000 USh x 18 = |

MENTOR A MUM_UGANDA / Emerge For Africa

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------|--|
| | | | | | | | | | | | | | | 2,250,000 USh/\$675); second hand printer/scanner (\$52) ; contribution to young mothers' transport to and from the centre (950,000 USh/\$260) |
| Local Mentors Support Costs at one location (MASAKA) | | | | | | | | | | | | | 2,700 | Local Mentors stipend over 18 months (\$75 per month x2 mentors x 18 months) = \$2,700 |
| Contribution towards access to accredited courses | | | | | | | | | | | | | 2,500 | Access to 50 courses over a year (\$65 x 50) = £3,250 |
| Audit Fees | | | | | | | | | | | | | 1,296 | Fees for a Senior Auditor at 240,000 USh per month over 18 months (4,320,000 USh/\$1,296) |
| Project Review | | | | | | | | | | | | | 1,625 | Project Evaluation and reporting – Consultant @ \$325 per day during 5 days |
| Total | | | | | | | | | | | | | 20,614 | |
| Contribution towards Emerge For Africa Admin (10%) | | | | | | | | | | | | | 2,061 | Contribution towards Emerge For Africa Admin expenses |
| Contribution towards ELITE-U Admin (10%) | | | | | | | | | | | | | 2,061 | Contribution towards ELITE-U Admin expenses |

TOTAL 24,736

VI. Number of girls served by the project

The MAM project is currently working with 11 girls in Masaka. This is the pilot start. Through the requested funds of \$24,736, we plan to reach an additional 989 young mothers within the first 18 months in the Masaka District. Furthermore, we anticipate disseminating this low cost model across Central Uganda in the future, through additional partnerships with local NGOs that already have existing premises and are currently working towards improving access and participation to education for girls.

VII. The project's objectives and expected outcomes

Objective 1: Improving access to education for marginalised young mothers in Central Uganda, by providing tailored solutions based on personal needs and local contexts.

Key activities for Objective 1: (1) Development and Provision of a series of workshops to train two local mentors per location; (2) Provision of a mentorship programme to help young mothers plan and realize their re-entry into formal education; (3) Provision of a mentorship programme to help young mothers prepare and register for their Primary Leaving Examinations, and assist their transition into secondary education; (4) Provision of Alternative Educational Programmes, including Literacy and Numeracy, Life-Skills and vocational and entrepreneurial courses; (5) Organisation of childcare activities on a rota basis; (5) Conduction of observations during mentorship activities.

Objective 2: Improving young mothers' personal agency and self efficacy, by ensuring young mothers fully engage and participate in the planning of their education and future, and are assisted by mentors in their new journey.

Key activities for Objective 2: (1) Conduction of participatory needs assessments to engage young mothers; (2) Conduction of participatory action research activities to reflect on barriers and challenges to young mothers' agency and self-efficacy, and plan actions to enhance their agency and self-efficacy. (3) Provision of counselling sessions with a local mentor to sustain young mothers' motivation.

Objective 3: Ensuring young mothers and their children reach an improved level of well-being and financial autonomy, by supporting them once they re-enter formal schooling or assisting them in new employment or self-employment opportunities.

Key activities for Objective 3: (1) Provision of regular counselling sessions with a local mentor to ensure young mothers are progressing well in formal education; (2) Provision of a 'Mum Can Care and Work' scheme, allowing young mothers to progress into employment or self-employment, including assistance with work placements, connections with potential employers, traineeships and guidance for the creation of local associations or cooperatives.

Objective 4: Addressing the complex interrelations of sexuality, reproduction and patriarchy linked to early pregnancy to reduce key obstacles to girls' education, by ensuring girls and boys learn about their sexual and reproductive health and rights at an early age and by developing strong support networks within communities to prevent early pregnancy.

Key activities for Objective 3: (1) Development and dissemination of our Early Pregnancy Prevention (EPP) programme in local schools and communities, engaging girls and boys, as well as community members in discussions and reflections linked to gender equality, sexual and reproductive health and rights, and common barriers to education.

The project is expected to have four central outcomes that will be tracked through our monitoring and evaluation mechanisms:

1. Young mothers re-enter and complete their primary education;
2. Young mothers continue their education and enter secondary education;
3. Young mothers and their children gain increased financial autonomy via employment or self-employment;
4. Local schools, parents, youth and communities engage in the Early Pregnancy Prevention Programme, to better mitigate the consequences of early pregnancy and help reduce incidences of early pregnancy.

VIII. How the outcomes of the program will be collected and reported

A monitoring and evaluation framework has been developed and integrated into the project during the planning stage, and is monitored against clear indicators.

Sample indicators include: 60% of identified young mothers in the Masaka district engage in the project; 70% of young mothers attend the project activities regularly; 70% of young mothers remain in the project and progress on to formal education, employment or self-employment; 60% of young mothers remain in formal education following their re-entry; 50% of young mothers enter secondary education following the completion of their PLE; 50% of young mothers become peer mentors in the MAM project.

Emerge For Africa currently uses Podio, a project management platform, where all its planning, monitoring and evaluation activities are recorded.

For transparency and accountability purposes, progress reports and impact and sustainability reports will be available quarterly and yearly, respectively, to a range of stakeholders, including development partners, beneficiaries, the government and the larger community.

IX. How the proposed project align with planned government activities

The MAM project is strongly aligned with the Uganda National Strategy to End Child Marriage and Teenage Pregnancy 2014/15-2019/2020 (NSCM&TP). Currently, the findings from Ugandan research and policy state that ongoing programmes aimed at both these issues (child marriage and teenage pregnancy) lack geographical coverage in the western and central regions of Uganda (p. 22). Nonetheless, while child marriage and teenage pregnancies show higher rates of occurrence in the Northern and Eastern regions of Uganda, they are 'wide spread throughout the country' (p.22). 'Our intervention also has the potential to feed into the 'generation of relevant data and evidence for programming and monitoring progress towards ending teenage pregnancies', to contribute to 'Changing communities' mindsets, knowledge, aspirations, behaviours and social norms that drive teenage pregnancies', to participate in the 'increased access to quality protection, education, reproductive health services and other opportunities' as per the Strategic areas of Focus of the NSCM&TP.

X. Organizational Sustainability Plan after the funds have been used

Within an 18-month timeframe, young mothers will have either re-enrolled into formal primary or secondary education; or gained appropriate levels of literacy and numeracy as well as vocational skills to be employed or create local associations/cooperatives. All participants will have developed sufficient life-skills to better independently support themselves and their children.

Savings Schemes will be established for the young mothers after the 18 months, e.g. the Savings and Credit Cooperative Organisation (SACCO). SACCO in Uganda is a statutory association of members who come together for purposes of saving and lending to themselves usually at low rates. Membership is from 20-30 people and above. These are governed by rules and regulations formulated and agreed to by the members themselves to regulate their activities. Through the SACCO, members are able to easily access affordable financial services compared to other established institutions like banks. Apart from access to microfinance, the other advantages of the SACCO is that they develop members' saving culture. Through the SACCO, members can also receive other skills such as business skills and mentorship. With proper guidance and management, SACCO can therefore become a forum where graduate mothers will develop each other financially, and also continue learning and mastering business/trade skills.

Emerge for Africa has begun to incorporate sustainability into its planning by investing in some start-up costs (indicated in our overall budget) and keeping our operating costs low. The premises hosting the MAM pilot project in Masaka are operative, and the premises for our research activity in the Wakiso District are near completion. The dissemination of the MAM project across Central Uganda will be done through partnerships with established local NGOs.

Furthermore, the programme will identify, coach and support the most able and enterprising young mothers to become future role models and peer mentors to other young mothers entering the project. This is a model called 'Cascading Mentorship' based on mentees giving back to their community as mentors, facilitating the transfer of their new skills, knowledge and experience to the youth of their respective communities. Built on this approach, MAM will not have heavy recurrent costs such as mentors' stipends and course fees beyond the 18 month time frame of set up.

During the project life cycle, we will ensure appropriate broadcasting of the project impact and results within the Masaka District, as a result, avoiding costs related to young mothers' re-engagement activities; and develop activities for revenue generation (e.g. crafts, custom made clothing, children book writing, wooden toys making, agriculture and farming).

Annex 1

Mentor A Mum in Masaka





Annex B

Young Mothers Testimonials



'My name is Annet and I have a 1 year old girl. As a single mother I need so many things that are necessary in life, but I can't afford it because I don't have the means. Through the MAM project, I hope to gain livelihood skills like tailoring, catering so that I can get financial support. I also want to be a business lady/entrepreneur in the future'.

'My name is Phiona and I have a 8 months old baby girl. I am currently struggling to care for my child and also meet other basic necessities. Through the MAM project, I hope to acquire skills that will help me to live a good life and be financially independent.'



'My name is Kevin and I have a 5 months old baby boy. I find it challenging to care for a child, myself and my mother because I don't have a job or skills to earn well. I hope that through the MAM project, I will acquire vocational skills like tailoring, hairdressing so that I can support myself financially.'



'My name is Shirat and I have a 5 months old baby boy. I am struggling to provide for myself and my child because. I have enrolled for the MAM project because I want to get knowledge skills that can enable me to get a job from which I can support myself and my family.'

