# **Project: Save Hope of 6,800 Girls drop out of school in Uganda**



**PROJECT NARRATIVE REPORT**

**DECEMBER 2022**

**1.0. PROJECT SUMMARY:**

African partners for child poverty-APPCO in this end of 2022 quarter is pleased to provide you a report for the girls hope education project being implemented in Uganda with support from global giving targeting saving 6,800 vulnerable girls. Categorically we were able to reach the most vulnerable girls in the target communities enriched with the use of practical evidence-based models that integrated proficiency with maximize impact in the lives of the most vulnerable girls.

With the help of our empowered community support structures, the girl mentors, the GBV activists, local council leaders, child protection committees, faith leaders, youth and teachers, the project most specifically targeted girls with disability impairments, orphans, child mothers, exposed to GBV, GBV victims, single mothers, pregnant teenagers, school drop outs due to lack of fees and girls from poor family back ground with the purpose of preventing them from dropping out of school through organized advocacy dialogues with parents and community leaders, provision of scholastic materials and training on life skills including skills for earning a living, provision of psychosocial support and creating socio economic opportunities for girls through apprenticeship skilling in order to afford school and home basic needs this reporting period

**2.0. ACHIEVEMENTS**

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| Action | Target | Achievement |
| Peer mentorship counselling session | 1. girls. | Counselling helped girls deal with their fears, anxiety, and stress, and work towards improving their psycho-social and emotional social well-being. Peer Counselling targeted 30 girls and their parents as the primary caregivers plus other family members that were considered to be of great support to the adolescent girls and children in the family. It was an essential intervention requiring professional skills to mentor girls and children each with their needs and challenges, while maintaining a relationship that promoted participation in project activities and enabled them to acknowledge their parenting gaps and other social and economic problems that they needed to address to ensure  Girls in a peer mentors’ session  that drivers of separation were minimized. In some cases, counselling involved other family members; this ensured more adult support to the children, girls and sometimes facilitated reconciliation in cases where children had serious disciplinary issues. By counselling family members, social workers got an in-depth understanding of the complexity of the family needs. Counselling contributed to the improvement of child and care giver parental emotional well-being. |
| Life skills training sessions | 45 girls and boys | Girls Hope project offered life skills training using APPCOs Life Skills Education for Adolescents and Youth; Facilitator’s Manual for at-risk and reintegrating adolescents of 10-17 years. The modules intended to equip girls with the skills needed to deal effectively with the demands and challenges of everyday life. The training approach facilitates a process of self-reflection, sharing of experience, and setting of personal goals. This was an important activity for adolescents in the project and was useful for both target groups. Life skills trainings were organized mainly during school holidays for the at-risk beneficiaries, at the community level, and all children within the specified age group residing in a beneficiary household were mobilized to take part in the trainings. Other children from non-target families within the same age groups were also encouraged to join these groups. Groups were started based on schedules agreed upon with adolescents to make it easy for them to participate. Girls Hope project supported 45 target at-risk girls who were in and out of-school with life skills trainings. before they could complete the training.    **Girls developing action plans during Life skills sessions** |
| Girls’ apprenticeship skilling sessions | 20 girls | Apprenticeship trainings have resulted in girls’ employment through the use of the safe spaces market-based model adapted from the AGE project Skilling girls Project, which involves a girl earning from commissions while still in training. Among the girls who had completed an apprenticeship by the end of the project, 43% succeeded in finding employment. Besides the livelihood outcomes made possible through apprenticeship, the intervention served as a child protection option as the girls were kept busy and active under guidance from a responsible adult, the master artisan. The regular support visits and counselling by girls hope project officers and adult guidance provided by the master artisans, in addition to the life skills training, facilitated behavior change and building of resilience in trainees. In addition, project staff reported that the intervention restored hope for a normal and productive life for children who had dropped out of school and had no means and hope of going back to mainstream formal education.  ***Master artisan guiding Girls in skills practice in safe spaces*** |
| Dialogues on Go back to school campaigns with parents | Parents and community local leaders | APPCO staff this reporting period greatly mobilized and sensitized communities and parents on the importance of educating a girl child including on the causes and effects of GBV through role play. considering sustaining of efforts supported and results is greatly registered given the ability of project structures to continue with the implementation of local activities aimed at increasing school enrolment as girls go back to school and reducing violence and abuse perpetrated towards girls. GBV activists championed message delivery among their peers which has greatly contributed to a communal acknowledgment of girls going back to school and eliminating VAW/G being rampant in the targeted communities. In Unyama for instance 8 in 10 people are aware of the causes and effects of VAW/G. And this has led to the development of sustainable actions joined by local authorities, parents and girls themselves to eliminate the happenings and mobilize for girls to go back to school or enrol for skills trainings for self-reliance.    ***APPCO staff and GBV activists sensitizing parents through girl’s role model approach*** |
| Supported vulnerable girls with scholastic materials, | 500 Vulnerable primary seven girls | This reporting quarter, APPCO supported vulnerable girls in school with scholastic materials, the branded assorted scholastic materials like exercise books, mathematical sets and pens were purchased and distributed to 500 vulnerable pupils across 4 targeted schools of central Uganda mukono district. These items were branded with SRH messages that provided educative meaningful messages to children to be aware of themselves and promoted staying and completing school including, my body my pride, Abstinence is safer, avoid drug addiction, Avoid bad peers etc. These also encouraged them stay healthy throughout their school time until they have completed school as well.APPCO also was able to conduct career guidance with primary seven pupils who were being prepared for PLE. They were encouraged to work hard and being disciplined, above all being God fearing. Also encouraged them to reflect on their dreams, relate to the current situation as they work towards their dreams.    ***School girls who benefitted from scholastic materials*** |
| **3.0. CHALL**  **ENGES** |  | * Ebola/Covid 19 continues to affect operations, implementation, and thus a threat to beneficiaries, staff and donor support hence still to follow the standard operating procedures. * Still Overwhelming education needs by girls and their parents for more opportunity support to them especially for girls living with disability for economic support through skilling activities, however with the support being provided, we plan to support girls living with disability through skills as funds are being mobilized. * The majority of the proposed economic strengthening activities for girls are group based. This may pose logistical challenges when attempting to group individual beneficiary households for activities with the rest of community members in the area. |
| **4.0. LESSONS**  **LEARNT** |  | * Through the girls hope project activities, we confirm increased enrolment of in schools and completion of primary school children from the 10 targeted schools with over 600 girls this year doing PLE from the four schools reached. * Behavior change among the girls in the community has been observed commented one parent during a home visit in Pece laroo primary school village, this is seen as the number of girls getting pregnant and getting married is reduced in this community * Districts and parents to beneficiaries are excited about our and have pledged still to continue playing their part to sustain project interventions through monitoring and linkage to existing opportunities especially youth skilling fund and parish development model and increase allocation of funds for education |
| **5.0. RECOMM**  **ENDATIO** |  | * Strengthen International, district and Local donor partnerships for better resource Mobilization, service delivery and increase hope for the vulnerable girls through the funding. * APPCO will Innovate, pilot and scale models for better learning and achievement of programme outcomes in this project. * Strengthen girls’ socio-economic wellbeing through skills and apprenticeship trainings to increase their income base to be able to afford their basic needs. * Offer targeted parents and other community members opportunities to discuss important topics through organizing and facilitating community dialogues, plus referral services through community outreach activities connected to these dialogues * Plan to train teachers to provide psychosocial support and protection from abuse and violence in schools. * Still follow Ebola/Covid19 MOH/COVID19 standard operating procedures. |

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