



ABOUT THE PROJECT

CHALLENGE:

One (1) in five (5) girls are not attending school due to lack of suitable consistent menstrual hygiene and management products and facilities. Completion of basic primary education for girls in Uganda and transition to secondary education remain a big gender equality challenge in rural areas. According to statistics 23% of girls of girls between 12 and 18-years dropout of school when they begin their menstruation. This gender phenomenon is followed by early child marriages/forced marriages, teenage pregnancies and consequences of the same.

Uganda has highest the rate of teenage pregnancies in Sub-Saharan Africa with 30% of girls in Uganda giving birth before age of 18. Furthermore 49% of Ugandan girls are married between the age of 15-19 (UDHS 2017). The new HIV infection rates among young g girls is 70% higher compared to young boys of the same age.

The economic, social and health consequences of teenage pregnancies and early marriages in Uganda has been manifested in maternal and infant mortality rates which are the highest in the world with 25% of maternal deaths resulting from unsafe abortions.

All these challenges emanating from one single factor calls for campaigns aimed at keeping girls stay longer in school and completing their basic education level so as to reduce on social, health and economic costs associated with teenage pregnancies, early marriage and school dropout in Uganda and Kisoro district in particular.

SITUATION ANALYSIS (CONTEXTUAL ANALYSIS AND GEOGRAPHICAL LOCATION)

Kisoro District located in southern Western part of Uganda is among the top three districts in Uganda where girl education completion rates are lowest at both primary and secondary education level. Besides, school dropout, child and early marriages; social norms and economic activities mainly rural subsistence farming pose a challenge to girl education in the district. 10 % of girls who get married between 15-19 years of age are in Kisoro out of 49% of girls in the same age bracket in the whole country(National population and Housing census,2014).The same report states 14% of young girls aged 6-15 are not attending school, moreover 11% of households in the district are 5 Km or more from the nearest public school or private primary school. Similarly, 11% of households in the district are 5 km or more from the nearest public or private school respectively secondary education for rural girls due to long distance traveled to and from school on a daily basis forcing many girls out of school, and left with no option but societal pressure to get married as early as between

15-19. Poverty in the district disempowers households with many children (due to orphan hood and family disfunctions) to afford basic scholastic materials

SOLUTION:

The project will enable girls complete their basic primary education and in turn support them to transition to secondary Education by:

Training 50 students to become Rural Girls Champions by equipping them with knowledge, skills and information on sexual reproductive health and gender rights annually.

Distribution of sanitary towels to girls identified to be at the on-set of their menstrual periods/cycle

Construction of Girls' menstrual management facility (toilet and washing facility)

Conducting monthly Parent to Parent community outreaches to encourage parents to support their children stay in school.

Construction of a boarding facility (dormitory) for girls transitioning to secondary education at the nearest secondary school (which shall be admitting girls from the beneficiary primary school)

Construction of a library to improve on quality of education for lifelong learning in target school(s).

Supporting 5 girls to pursue their career goals by providing scholarship to vocational training institutions annually.

Building capacity of 100 teachers from 10 public schools a year to promote girl child education through mentorship.

LONG TERM IMPACT:

Baseline survey conducted early this year by program field team found out that the project will have a remarkable impact. Girls in schools who are given information on their reproductive health and gender rights feel more comfortable to express themselves about: their body changes and right to their bodies, puberty struggles and menstruation rather than opting for SILENCE which forces them out of school and eventual consequences. This is because their self-esteem, and confidence are built when sessions that enable them share and learn from each other, equip them with knowledge and skills to navigate through life's challenging situations by making right and health choices enabling them to complete school and hence achieve their career aspirations or sustain themselves economically.

PILOT PROJECT (Phase 1)

The programme first will target 2 rural schools in Kisoro District by training 10 senior women teachers, and 50 Rural Girls Champions reaching 1000 girls in school and will be rolled out to other needy communities. The Champions shall be the keepers of girls in school together with trained senior women teachers and will report on any challenges girls directly benefiting from the program are going through that may threaten their school completion. The programme officers and Senior women teachers shall be good ambassadors to the programme by working with parents, district officials and local leaders to identify households experiencing difficulties in educating their girl-child, provide support systems to ensure that girls enroll and complete school through the programme.

In addition, data will be collected and analyzed after a period of one year of the project inception and compared to previous data on school enrollment and completion rates in the target schools. In subsequent years data will be collected and analyzed on the transition to the secondary school education by girls under the program against the previous data on transition.

CONCLUSION:

The programme will change the face of girl education in target communities and other rural communities of Kisoro district by creating innovating ways to expand its impact such as through media advocacy, community outreaches and trainings. Mothers will take lead in educating and supporting their daughters(children) complete both basic primary and secondary education as this has not been the case. This will ensure that women themselves appreciate and understand the importance of girl child education.

ACTIVITY MATRIX

Item No.	ONE-TIME DONATION(USD)	RECURRING DONATION	ACTIVITY	TIME-LINE
1	10	10	Buys IEC materials for one Girl Champion to conduct sessions on reproductive health and gender rights in 1 school annually	Month1
2	23	23	Buys sanitary pads for one girl for a year.	Month 2
3	40	40	Will train a Girl Champion helping girls stay in school.	Month 4
4	80	80	Will buy scholastic materials for 50 girls from needy families for 1 year.	Month 4
5	1,703	3,114	Will build a separate latrine and washing facility for girls	Month 5
6	3,559	3,655	Scholarship to 10 direct girl beneficiaries from vulnerable families complete a vocational training course every year	Month 6
7	3,655		Will construct a dormitory for girls joining a nearest public secondary school in the sub-county to avoid long distances to and from	Month 7
8	7,832		Will equip girls' dormitory with beddings for 100 girls	Month 8
9	3,700		will build a library for 1 school to promote literacy for lifelong learning	Month 9
10	3,800		will build capacity of 100 teachers from 10 public schools a year to promote girl child education through mentorship	Month 10
Donation totals	16,892	14,422	Others	
Grand Total	31,314			

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