

**TITLE: YOUNG WOMEN SKILLS DEVELOPMENT PROJECT**

**SUPPORTED THROUGH: GLOBAL GIVING**

**DURATION: 6 MONTHS REVOLVING**

**IMPLEMENTING ORGANISATION: ACTION FOR SOCIAL ECONOMIC  
DEVELOPMENT**

**TARGET POPULATION: YOUNG WOMEN OUT OF SCHOOL**

**AMOUNT REQUIRED \$48,895**

## **Introduction**

Action for Social Economic Development-ASED is a Non-Governmental Organization that empowers the vulnerable members of the community to attain a long lasting social-economic development with an independent, empowered, enlightened, vibrant, self-reliant community. Action for Social Economic Development stands on the values of Peace, Unity, reconciliation, transparency and Accountability, Voluntarism, Solidarity, Gender, teamwork, Equal opportunity, Integrity and Ethics. Action for Social Economic Development is registered with Government of Uganda, Registration Number **CBS/011327/19**

## **Background**

The importance of girls' education is not longer an issue of debate. Many writers have demonstrated the relationship between women's education and economic development, health and education of their children. Due to this girls' education has become an area of concern to both international and national leaders as evident in their commitments to Millennium Development Goals. Female education creates powerful poverty-reducing synergies and yields several inter-generational gains. For developing countries, where women represent an untapped source of human capital for development, policies to reduce gender gaps in access to education can yield economic and social benefits that accrue to individuals, families and the society at large. Yet, many girls are either out of schools or fail to complete due to several reasons ranging from both in school to out of school factors without proper life skills.

## **Problem statement**

In most parts of Uganda, girls are given less priority to education; Education, which should liberate the local community from poverty is very expensive for the poor to afford, and this is left only for the middle class and the rich, leaving a huge gap in human development capacity. The girls' who go to school, the completion rate is low, Primary school is at 69% while secondary level is less than 40%. Compared to 91% and 80% in South Asia for primary and secondary respectively. Still for those in school, situations around her does not favor her education. In most cases they lack financial support to pay fees, lacks basic items such as scholastic materials, (books, pens and other scholastic materials), sanitary pads and others items that could support the process and her stay at the school. Lack of these basic needs has forced many girls to drop out of school without any skills. In addition to the lack of skills development in the relevant fields, there is also the problem of quality of skills churned out by academic and training institutions in Uganda. The overemphasis of certificate qualification as against individuals' ability to perform on the job tends to shape training and teaching, and how

to pass examination takes the better part of the time of students and trainees. Hence many drop out girls resort to Prostitution, working as bar maids, house maids for survival since they can't get a decent job. There is also fear that many young girls might become pregnant during this COVID-19 period hence increasing the number of school drop-out

### **Justification**

Uganda Vision 2040 provides development paths and strategies to operationalize Uganda's Vision statement which is "A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years" as approved by Cabinet in 2007. It aims at transforming Uganda from a predominantly peasant and low income country to a competitive upper middle income country. Among the Key core projects that will enable Uganda be a competitive upper middle income country is globally competitive skills development centers.

Besides that, the Aspiration 1 of African Agenda 2063 aims to achieve: A prosperous Africa based on inclusive growth and sustainable development.

Uganda was one of the first countries to develop its 2015/16–2019/20 national development plan in line with the Sustainable Development Goals. The Government estimates that 76 per cent of the SDGs targets are reflected in the plan and adapted to the national context. In the Second National Development Plan (NDPII) 2015/16 – 2019/20 of Uganda under International, Regional and National Development Obligations aims at Reduce Unemployment through Quality Education and Skills Development, Human Capital Development – target skills development. With the capacity building of the un/under-employed young women in vocational skill will directly contribute the implementation of development initiatives as mentioned above.

### **Our intervention**

This project will provide safe and equipped vocational training skills for income generation and employability for 600 young women and youth in Masindi. This will target unemployed Young women and recent school-dropouts to enhance employability and provide a skilled foundation to build a career – therefore reducing levels of unemployment in those aged 21-30. Empower young people to believe in their dreams and to enable the acquisition of income (through formal and informal job prospects) so that they can support their household and families.

This will be through training in tailoring, hairdressing and saloon work, leadership and life skills to enable them acquire the relevant skills for better lively hood, survival, get a decent job opportunity, and uplift them from chronic and cyclic poverty for better lively hood and survival. The content of the training will also include entrepreneurship development to enable young women get employment, carryout investment as a group. This will be through accessing the Youth funds, proposal and business plan development, these will enable some of them to establish and manage their own business, besides Action for Social Economic Development will later attached these trainees to the local saloons, and tailors so that they can get access to real Job opportunities. Therefore, this Project will support training of 600 young women and youth

out of school in vocational skills - tailoring, hairdressing and saloon, as well as leadership and life skills to enable them get decent job

The support we are requesting for is towards procuring equipment i.e. 20 student sewing machines, 7 Industrial Flatlock sewing Machine, 7 electric baby-lock sewing machines as well as assorted materials tool kits i.e. fabric, thread and tools for practising with, saloon equipment's, accommodation and feeding of the young girls and administrative costs

*“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we have, not what we are given, that separates one person from another.” – Nelson Mandela*

### Project Budget

Activity Description	Unit	Unit Cost	QTY	FRQ	Total Cost (Ugx)	Exchange rate	US Dollar
<b>Equipment for Tailoring</b>							
Industrial Flatlock sewing Machine	Number	1,500,000	7	1	10,500,000	3,675	2,857
Student sewing machines	Number	400,000	20	1	8,000,000	3,675	2,177
Electric baby-lock sewing machines	Number	1,500,000	7	1	10,500,000	3,675	2,857
Fabric, thread and tools for practising	Number	2,000,000	1	2	4,000,000	3,675	1,088
Other training equipment	Provision	500,000	1	2	1,000,000	3,675	272
<b>Sub total</b>					<b>34,000,000</b>		<b>9,252</b>
<b>Equipment for saloon and hairdressing</b>							
Training Equipment for saloon	Provision	5,000,000	1	1	5,000,000	3,675	1,361
Cosmetics	Provision	2,000,000	1	2	4,000,000	3,675	1,088
Coordination	Provision	100,000	1	4	400,000	3,675	109
Wieves	Provision	1,000,000	1	2	2,000,000	3,675	544
Other training equipment	Provision	1,000,000	1	2	2,000,000	3,675	544

Monitoring and evaluation	Provision	2,000,000	1	1	2,000,000	3,675	544
<b>Sub total</b>					<b>15,400,000</b>		<b>4,190</b>
<b>Accommodation and feeding for the trainers</b>							
Land acquisition	Acre	6,000,000	2	1	12,000,000	3,675	3,265
Construction of Dormitories	Provision	20,000,000	2	1	40,000,000	3,675	10,884
Feeding	Monthly	40,000	50	12	24,000,000	3,675	6,531
Procurement of Beds	Number	150,000	50	1	7,500,000	3,675	2,041
water and Electricity	Monthly	200,000	1	12	2,400,000	3,675	653
					<b>85,900,000</b>		<b>23,374</b>
<b>Institutional Costs</b>							
Salaries to the Trainers	Person	400,000	4	12	19,200,000	3,675	5,224
Contribution to Executive Director	Persons	500,000	1	12	6,000,000	3,675	1,633
Contribution to Accountant	Persons	400,000	1	12	4,800,000	3,675	1,306
NSSF org. contribution		130,000	1	12	1,560,000	3,675	424
Procurement of a Printer	Number	800,000	1	1	800,000	3,675	218
Contribution to Office space	Person	200,000	1	12	2,400,000	3,675	653
Procurement of Computer Laptop	Number	2,000,000	1	1	2,000,000	3,675	544
Office communication	Month	59,000	1	12	708,000	3,675	193
Audit	Provision	2,000,000	1	1	2,000,000	3,675	544
Security	Month	200,000	1	12	2,400,000	3,675	653
Contribution to Water and electricity	Month	100,000	1	12	1,200,000	3,675	327
Cleaning materials	Month	60,000	1	12	720,000	3,675	196

Bank Charges	month	50,000	1	12	600,000	3,675	163
<b>Sub total</b>					<b>44,388,000</b>		<b>12,078</b>
<b>Grand total</b>					<b>179,688,000</b>		<b>48,895</b>