

## Meet Nakiru Alice from panyangara sub-county, Kotido District



My dream is to become a journalist so that I can go from village to village to advocate for the rights of young women and girls. I was a young girl, powerless to see my village facing a rural exodus, a high school drop-out rate for young girls, child or forced marriages and early pregnancies.

Nakiru Alice

Let me introduce myself, I am Nakiru Alice. **I am a participant in an empowerment project entitled Inclusive Dialogue between young women and girls and their parents in the rural community of Panyangara sub-county.** This project is supported by Agrifund International

I am 16 years old and live in Lomonía village in the Panyangara sub-county, in Kotido district, Karamoja sub-region. Lomonía is a village where people migrate from, which has a low number of girls enrolled in school, or girls who do not finish their studies because they are forced to marry at a too young age. This trend is also encouraged by the girl's parents who tell her *"have you seen the neighbor's daughter? She left for the capital city to find work and brought a lot of money to her parents. Why don't you do the same"*.

I had the same problem with my mom and I was about to leave school and the village because it hurt to hear her say that every day.

Before I made my decision, I became aware of some young girl leaders who are implementing the Inclusive *Dialogue between young women and girls and their parents in the rural community* in our village to raise awareness on the issues I shared earlier. The meeting was a great opportunity for me because I was about to drop out of school and I didn't know what could happen to me.

I joined the group and received training on gender-based violence, children's rights, early and/or forced marriage, the consequences of rural exodus as well as communication techniques.

After this training, I started to talk to my mother about different things and also encourage her to attend sensitization meetings and trainings conducted by Agrifund, at first, she had no time for me because these subjects are considered taboo between mother and daughter. But as time went by and because I understood the importance of education, I was able to convince her to let me continue school. She told me this: *"My daughter, I didn't know all these things, the consequences of girls not going to school and the rural exodus Thanks to you, I will be able to talk to the other mothers. We only see those who bring money but many girls are abused in the capital and most of them come back with children and empty hands.*

I continued to raise awareness among my peers who wanted to drop out of school to leave for the city, I was able to convince some of them but others not. I am however not discouraged because it is an issue close to my heart and I will continue.

It is through these sensitizations that I developed a passion for journalism. I would like to finish my studies and become a great communicator and journalist to convey as many messages as possible to reach as many people as possible! But above all to be able to be in contact with communities to discuss with them about their stories and experiences to give their perspectives.

## DETAILED PROPOSAL FOR AGRIFUND INTERNATIONAL UGANDA

**1.Project title:** Empowering the Girl Child through Education in Karamoja Region in Uganda

**Project Timeframe:** 5 years

### Project Budget

S.No	Particulars	Qty	Cost	Amount USD
1	School Fees	250	120	30000
2	Textbooks, Notebooks, Stationery	250	30	7500
3	Uniforms (2 x 250)	500	25	12500
	Community sensitization & project cost	1	5,000	5000
	<b>Grand Total</b>			<b>55000</b>

### 2.Brief History

Agrifund International is a registered Local Non-Governmental Organization, Non-Political, non-religious working in partnership with both local and international Partners tackling poverty cases, responding to emergencies and disasters of any kind, Promoting peace and justice and transforming conflict into opportunities for peace and development and human rights advocacy, established in 2012 and its head office is based in Kampala with district field offices in Kotido Karamoja sub-region, Busia Eastern region, and Gulu in Northern Uganda.

Agrifund international, runs an educational sponsorship program for deprived excluded and vulnerable children who are provided with school fees, scholastic materials, uniforms, shoes, and textbooks in private boarding schools. This project stems from the necessity to reach out to more children in need and distress, girl children in particular.

The proposed project aims to provide educational opportunities to 250 girl children who hail from vulnerable communities. The beneficiary children will be chosen from the rural manyatta villages in Kotido district, outskirts of Kotido.

The project will identify girl children who are school goers from their communities and belong to very poor families. We will provide admission in the nearby private schools of good quality, additional support through after-school hours tutoring, skill development through volunteers and professionals.

The expected results of the project include bringing about long-lasting socio-economic impact in the lives of the beneficiary children through education. The project will ensure that the beneficiary children complete primary and secondary levels of education thus gaining access to higher education and wider career options.

### **3. Problem analyses**

Uganda remains one of the most gender-unequal and insensitive countries in the world. Cultural and social beliefs and practices interface with each other to form multiple and overlapping disparities that exclude girls from their right to education. Patriarchy and a preference for sons, combined with parental perceptions of the opportunity costs of investing in girls' education, is often seen as not a good investment. have become risk factors for girls' education.

Child marriage is still practiced in Uganda is alarming. In the Karamoja sub-region, the less educated girls are, the higher the bride price. The best preparation for marriage is to stay at home and help, not get an education at school. 35% of girls drop out of school because of early marriage, and 23% drop out due to pregnancy. Over 15% of married women aged 20–49 are married by the age of 15 and nearly half (49%) are married by the age of 18. These marriages are often performed without the consent of the girls. The worst affected districts are nomadic pastoralists of Moroto, Kotido, kaabong, nakapiripirit, Amudat, Abim, Nabilatuk, and Napak.

The single most important factor preventing girls from attending and achieving in school is gender discrimination. Girls and boys both have hurdles to overcome. For girls the hurdles are, for the most part, higher and more frequent – simply because they are girls.

Girls and women are required to take up family gender roles that discourage them from participating in education beyond the primary level. Since opportunities for post-primary education are available mostly in urban areas or city centers situated only in district headquarters, continuing their education becomes nearly impossible for girls as their safety away from home becomes an issue. Primary education, on the other hand, lays an essential foundation for those girls if they are offered the opportunity for higher education.

The nature of girls' labor, in the form of household chores, agricultural and home-based work, often means this work is unreported, unvalued, and invisible. Trafficking of girls for sex work, bonded labor, or from one form of exploitation to another, is part of the problem as well. Girls' labor, therefore, continues to be a major barrier to accelerating progress towards achieving gender parity and equality in education and gender.

Kotido District is typical of rural/manyatta settings where poverty and consequently, gender discrimination is rampant. Most families living in and around Kotido and the villages are from the nomadic pastoralist of society earning livelihood through daily wage labor and menial jobs.

Education of the girl child is never given the importance it deserves and most girls are married off as soon as they attain puberty. Whenever there is financial distress in these families, schooling of the girl children is the first casualty.

There is a strong case for external support for girl children who want to study. An educated girl will make sure that none of the children in the subsequent generations remains uneducated

#### **4.The project goal.**

Is to bring about improvement in educational opportunities and academic achievement of young girls from disadvantaged backgrounds as well as long-term contribution to sustainable development through education as a key driver of social, political, health, environmental, cultural, and economic outcomes.

#### **5.Specific project Objective**

- Girl child can attend school and pursue studies
- Girl child think about
- their future and link studies to their career plans
- Girl child given support to plan and organize for future
- Girl child encouraged to pursue studies and attain the highest grade possible
- Girl child enjoy a secure and supportive family environment
- Girl child participate in school/community events
- Girl child provide mutual support and encouragement to each other
- Conduct community sensitization on girl rights to education, Child protection, and Reproductive health rights (SRHR)
- Support a drama play campaign using girls in community's
- Organizing cultural campaigns, dance and drama plays

Girlchild will feel supported and motivated to pursue their studies and feel valued members of the school community. So that girl child can concentrate on maximizing their academic potential and receive support. Girls who complete school to secondary level will be supported into further education, training, apprenticeships or employment

#### **6. Plan for action**

- Paying school fees and other requirements for all the girls enrolled.
- Coordinating with the school authorities regarding class scheduling, curriculum customization, and examination scheduling.
- Seeking regular reports of attendance of beneficiary children.
- Arranging after-school-hours tutorial classes.
- Tracking progress of children in academic and non-academic activities.
- Organizing extracurricular activities and training the beneficiaries for participation.
- Meetings with families to assess and address wider needs and ensure support for beneficiary
- Children will be encouraged to go to school regularly.

- Providing peer-to-peer learning and support opportunities.
- Links created and maintained with colleges, tertiary educational institutions, businesses, and potential employers.
- Awareness creation for the benefit of girl child education
- Drama shows awareness
- Psychosocial support to the girl children and their families

## **7.Target beneficiaries**

### **a) Direct beneficiaries**

250 Girl children - belonging to the following categories:

- Girl child school-goers
- Girls from Most Backward Classes
- Girls belonging to low-income groups as defined by the local Government.
- Orphaned girl children
- Girl Children whose parents are HIV/AIDS infected or suffering from a terminal illness
- School drop out

### **b) Indirect beneficiaries**

- Parents and siblings of girl children approximately 1000

## **8.Expected Impact**

**a). Quantitative Information.** The number of beneficiaries in the Programme, the pass rate for the year, level of grades, success rate for overall completion of school education. **Sources:** Information collected from schools and children

**b) Qualitative Information.** Case studies, photos, reports from schools, interviews. **Sources:** information from school and students

### **Key indicators**

- number of participants enrolled in a program to enable success in basic education.
- number of participants who demonstrate improvement in literacy and/or numeracy skills or language literacy proficiency
- number of participants on track to attain secondary school accreditation or equivalent [attendance, behavior, grades]
- number of participants who attain a secondary school accreditation or equivalent
- number of participants who demonstrate improvement in life skills (for example personal competencies, problem-solving, effective habits, including interpersonal skills)
- number of participants who are paired with a committed positive role model

## **9.Expected risks with the mitigation plan**

- Level of cooperation of the parents of the girl children
- Aptitude and attitude of the girl children participating in the project
- Mainstreaming of these girl children with the other students in the schools

### **How will you manage the risk?**

- Counseling sessions for children and their parents
- Providing awareness to children to obviate issues like bullying, segregation etc
- Additional tutorial classes to children in the project.

## **10. Experience of working in similar thematic area**

### **a) Children 0-5 years**

Our work to help improve the health of infants and young children starts with maternal health. We provided “mama kits” — packages of plastic sheeting, gauze, bandages, and other necessities for a safe birth — to more than 700 women, and 5,200 other women received prenatal training and advice. In hard to reach rural villages in Kotido we provided access to immunizations, 1,431 children received lifesaving vaccines. Other ongoing programs provided safe water to thousands of families and training about good hygiene and sanitation.

Built and furnished 5 early childhood development centers, which give children the building blocks they need to start school prepared and confident. We also trained more than 1,300 community members on how to productively manage ECD centers and spread awareness among families about the importance of helping their children develop physically, emotionally, socially, and intellectually.

### **b) Children 6-14 years**

School-aged children who participate in extracurricular activities are more open to assuming leadership roles and are better equipped to face the challenges that come with adulthood. Agrifund Uganda supports extracurricular clubs in sports, music, dance, and drama, which not only teach those specific skills but also help children learn how to resolve conflicts, make decisions, and think critically. We also have trained teachers to make their classrooms more child-friendly, involving student participation to a greater degree. More than 5,000 children in 52 schools also received educational materials, which helped them remain in school and be more productive students. Agrifund also encourages community involvement in school governance, a policy that has helped schools respond to local needs and also spend resources wisely.

Agrifund also runs a sponsorship program, which sponsors the education of 50 children whose mothers are commercial sex workers in Moroto district.

### **c) Youth 15-24 years**

Underemployment among Uganda youth remains a problem, particularly in rural settings, but Agrifund offers training in vocational, business, and entrepreneurial skills, as well as startup funds and tools. More than 950 young people benefited from this program. We also promote health education, including family planning and HIV prevention. Often, this takes the form of peer-to-peer conversations, as well as helping youth access counseling and health examination. As a result, young people are empowered and educated to make a smart decision regarding their future

## **11. Communications and Visibility**

- Prominent mention in our premises, of the Sponsor (with logo) and the project supported
- Special mention on our website, brochures and all PR material

- Mention in our Social Media accounts – Facebook, Twitter, etc.
- Mention in Press releases, newspaper stories, Television interviews
- Prominent mention in the Annual Report and other relevant documents
- Any other way as suggested by the sponsor

## 12. Scalability Plan

The Programme plan has a huge scope of expansion to more beneficiaries in the number and categories of beneficiaries as well as geographical areas. As the proposed project progresses, we will identify more vulnerable girl children in need and distress. We wish to extend this program by, training other 1000 girls and boys in sanitary pad making saving over 1000 girls from dropping out of school, building 5 latrines for girls for hygiene in supported schools, building library resources for all the children, building more 3 ECD classrooms.

## 13.Sustainability Plan

Since providing education is a long –term resource-intensive commitment to the beneficiary children, sustainability means that once this program commences, it has to continue seamlessly and prove effective. At no point in the time frame of the project should there be resource crunch hampering and/or terminating the project activities? To fulfill one of the stated objectives of helping children obtain a secondary level of education, the program must run for at least 5 years so that all the beneficiary children appear and clear Board examinations. A few steps will be taken to ensure the continued participation of the beneficiaries in the project:

- Targeted children will be provided counseling and motivation to pursue education in higher classes and will be provided with tutoring classes.
- Awareness will be created among the parents and school to continue their children’s education.

## 14.Financial stability to the project

We have recently hired a fundraising consultant (Program Management Specialist) who is working with our board of directors to develop and implement a strategic fundraising plan that will incorporate an expanded annual giving program. Building a larger individual donor base will complement our grant-seeking program and help ensure our financial future. We currently have four grant proposals pending, requesting a total of 150,000 \$ (United States Dollars) for its regular programs and construction activity (latrines, library, and proposed ECD schools).

## 15.Proposed core team for project implementation

Name	Designation	Qualification	Project responsibility
Michael Ariebi	Director	BSc Agriculture science and PGD in project planning and management Experience of 15 years	The Director will be responsible for the overall planning for the organization and will be the main contact person from Agrifund.
Peter James Okoyo	Education Coordinator	PGD in project planning and management, Bachelor’s Degree in Education and Diploma	Develop and improve strategies and programs on education for beneficiary children



		in Secondary Education experience of 19 years	Develop and implement an effective monitoring and evaluation system to assess the impact of the program Supervise and guide the work of the Coordinators Level
Beatrice Atim	Program Coordinator	Master Degree in Public Health and Bachelor's Degree in social science experience of 8 years	The Program Coordinator serves as a key link between the Director and other staff of the project. She is responsible for the overall management of coordinators
Khainza Juliet	Finance and Administration Officer	Master's Degree in Business Administration and a Bachelor Degree in Business Administration Experience of 7 years	To oversee and supervise the implementation of the project, budgetary control, quality assurance, reporting and compliance
1.Apollo Elido 2.Amuge Elizabeth 3.Opio Robert	(3) Community Development officers	Degree in education experience of 5 years	Develop an understanding of community and build rapport Oversee and guide planning and implementation of programs Manage extracurricular activities and provide logistical support for classroom activities Monitor and review progress and activities regularly
1.Loduk Francis 2.Apio Vicky 3.Korang Lorine	(3) Child sponsorship Assistant's	Diploma in child protection, development studies. Experience for 2 years	Who helps in mobilization, awareness creation, capacity building, beneficiary identification and verification