

THE REPUBLIC OF UGANDA



ORGANISATIONAL PROFILE OF LEGION MARIA RELIEF AGENCY FOR INTERNATIONAL DEVELOPMENT (LEMARAID)

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Concept Note for the Enhanced Girls' Education Program

ORGANISATION PROFILE	
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Type of organization	Non-Governmental Organization/Community Based Organization
Registration number	12935, S5914/12765
Bankers	Bank of Africa, Lira Branch.
Mission, Vision and Introduction	<p>Legion Maria Relief Agency for International Development (LEMARAID) is a registered grass root Non-Governmental Organization/Community Based Organization, Not-for-profit organization operating <i>in Uganda</i>.</p> <p>Vision. “We unite to eliminate poverty, hunger, ignorance and to fight against the causes of diseases e.g. HIV/AIDS”.</p> <p>Mission “To respond to causes and consequences of diseases, poverty, hunger and ignorance with a commitment to mobilize communities to solve their own problems and live with dignity”.</p> <p>Introduction This concept note is one of the final products of the Project Team that was constituted for the Girls’ Education program in July 2016. The purpose of the Team was to recommend enhancements to the Girls’ Education program as a result of LEMARAID’s Country Strategic Plan for 2019-2023 Specifically, the Team was asked to address 12 issues including questions of appropriate program approach, targeting and selection, definition of beneficiaries, further definition of key program components, elaboration on the life skills education activity and more. This concept note summarizes the Team’s findings and recommendations regarding many of these issues. A more comprehensive Girls’ Education Program Strategy Document expands on the issues raised in this note in more detail. The Project Team conducted a broad review of current activities in the Five Regions that are implementing the Girls’ Education program, consulted Country teams, and completed an extensive review of the national literature regarding girls’ education programming. The Team also hosted two thematic workshops with Girls’ Education program teams in December 2017 about life skills education. Most critical was a consultation about the draft Strategy Document with Girls’ Education program managers in January 2018. Program managers were asked to</p>

	<p>discuss the Strategy Document with key members of their regional teams prior to the January meeting, and feedback has been incorporated into the current version.</p>
<p>Evolution, Not Wholesale Change</p>	<p>Evolution, Not Wholesale Change</p> <p>The proposed enhancements are much more of an evolution of the Girls' Education program than a wholesale change. The program began in 2017 as an attempt to help girls to complete school by providing school fees and other material support to those who were economically disadvantaged. Over time, on the basis of extensive observation and discussion, LEMARAID recognized that monetary and material support was not sufficient to achieve the earlier goal, which was to educate, motivate and empower girls. Disadvantaged girls needed additional support to succeed. For many girls, this included role models to guide girls' educational progress, supplementary academic support, and lessons in key life skills to give girls the strategies and confidence to continue to focus on their studies. As LEMARAID continues to gain more experience in girls' education programming, program staff have recognized that the supplementary academic support and psycho-social activities have substantially increased girls' Continuation in school. Additionally, staff has noted that program activities that focus almost exclusively at the girl level are still not sufficient to help girls to complete secondary school with the necessary skills to succeed in life. Girls live within social structures, including families, schools, and communities. If parents, siblings, teachers, administrators, and community members are not supportive of girls' education, then it is difficult for even the most committed girls to complete secondary school. It is for these reasons that LEMARAID's Country Strategic Plan for 2019-2023 includes a balanced set of activities that reinforce girls' success at the individual level while, at the same time, attempting to improve support for girls' education at the school and community levels. The nine activity sets referenced in the Country Strategic Plan include the following:</p> <ol style="list-style-type: none"> 1. Life Skills Education 2. Mentoring 3. Academic Support 4. Material Support 5. Gender-Responsive Teaching 6. Infrastructure 7. Stakeholder Engagement 8. Partnership with Government and Other NGOs 9. Research, Assessment, Monitoring and Evaluation <p>The challenge for the Project Team was to identify an approach to implementing these activities sets that maintains the high standards of current program implementation; incorporates newer activities in a seamless, effective, and efficient way; and promotes a high level of Country creativity and responsiveness to local context while at the same time providing a manageable level of cross-country coherence and coordination. The proposed program enhancements also needed to respond to a variety</p>

of challenges that had surfaced about the program during the country strategic planning process.

Examples include the need to

- ☐ Clarify program goals and objectives
- ☐ Clarify criteria for targeting and selecting girls to achieve program goals
- ☐ Respond to community concerns about the exclusion of some girls and all boys
- ☐ Ensure that scholars are attending schools with at least the minimum quality for girls' success
- ☐ Promote the sustainability of program outcomes after LEMARAID programming ends
- ☐ Consider appropriate staffing and technical assistance to implement the program effectively
- ☐ Clarify LEMARAID's long-term commitments as girls' or communities' circumstances change

The Project Team's recommendations for the enhanced Girls' Education program are an attempt to address these challenges while providing guidance for the implementation of the country activity sets.

Goal and Outcomes

The goal of the Girls' Education program is for girls to complete secondary school and have the skills necessary to negotiate key life decisions.

Specifically, the program seeks to achieve the following outcomes:

- ☐ Increase years of schooling for girls
- ☐ Increase girls' self-awareness, decision-making and problem-solving skills
- ☐ Increase the girl-friendliness of school environments
- ☐ Increase family, peer, and community awareness and support of girls' education
- ☐ Increase collaboration with government to support policies and programs to promote girls' education

Principles

In addition to the organizational principles described in LEMARAID's Country Strategic Plan for 2019- 2023, the program will adhere to the following four principles:

1. Gender-responsiveness: LEMARAID seeks to transform gender equality in education through gender-responsive programming (described more fully in the Gender Mainstreaming concept note).
2. Child protection: LEMARAID seeks to protect girls and minimize their vulnerability to circumstances that prevent them from staying in school.
3. Participatory: Expanding on the organizational operating principle of community engagement and local partnerships, LEMARAID seeks to work in collaboration with schools, communities, partner organizations, and girls themselves is to create a supportive atmosphere for girls' education. This includes ongoing engagement of boys and men.
4. Do no harm: LEMARAID actively tries to reduce the risk of harm within the Girls' Education program. Program staff is expected to respond swiftly and without hesitation to situations in which there is even a possibility that

activities may be causing harm.

Program Approach

Program Participants

Going forward, LEMARAID will adopt a Countrywide approach to the Girls' Education program in which all girls in selected schools will be identified as primary program beneficiaries and eligible for at least some level of program support. This enhanced approach expands on the girl-based approach that LEMARAID has implemented in many Districts. In the girl-based approach, individual girls are selected for program participation—in some cases a relatively small number of girls per school—and receive a combination of material and academic support as well as life skills education. In contrast, under the new approach, all girls in the selected school will be offered life skills education and have access to a trusted female mentor; at the same time, it will still be a subset of girls in those schools who will be targeted for material and academic support based on their needs. Including all girls in a school in program activities will not only improve opportunities for many more girls' to complete secondary school but will also have profound effects on views about girls' education at the school and community levels. The approach makes it more likely to increase the participation of school teachers and administrators, community members, local government officials and participants' family members and peers in LEMARAID activities. Engaging a wider range of stakeholders in school and community level girls' education activities can then increase the girl-friendliness of the school environment and within the community. This contributes to a "multiplier effect" of positive outcomes for program participants and future generations of girls in the target areas. The enhanced approach also supports a more efficient use of resources since there are economies of scale created when there is programming for larger numbers of girls supported at one location. And among girls themselves, the enhanced program approach will create opportunities for more inclusive mutual support among girls as all will be participants rather than a specific group singled out for support from LEMARAID.

Targeting and Selection

LEMARAID's approach to targeting and selection for the Girls' Education program is to work in areas that demonstrate economic need and verifiable gender inequality in education.¹ The needs and inequality, though, should not be so great that LEMARAID would have a limited chance of transforming community values about the importance of secondary education for girls even with girls' education programming and material support. In keeping with this view, the Girls' Education program will target schools in communities that have need but also minimum required conditions for program success. This includes a basic level of local support and functionality in a school and community. Some of the criteria used for targeting and selection will be consistently used Countrywide (e.g., gender disparities in enrollment, inequalities in completion, or inequalities in academic achievement), while Country teams may develop others based on

their local contexts (e.g., inequitable class practices, violence, or trafficking).
1 The latter condition is essential to ensure that there is a clear justification for implementing a girls' education program that does not equally support the education of boys.

In the coming years, LEMARAID will target lower secondary schools to address widespread dropout between primary and secondary school and develop the enhanced program approach and activities in a consistent environment. As scholars transition into upper secondary school, girls who continue to have economic or academic needs will receive more targeted individual support.

Transition of Approach

The transition from a girl-based approach to the new one will require a number of adjustments in

Program management and implementation. The most important message during this process is that LEMARAID will honor its commitment to all girls who joined the program before 2019. LEMARAID will continue to support these girls to complete secondary school, even if the schools they are attending are not targeted under the enhanced program. Assuming that existing girls continue to meet the terms of program participation, these girls will continue to receive the same support that they have received in the past until they complete secondary school. It is only girls who join the Girls' Education in 2018 or later who will become scholars as part of the enhanced approach. The transition of approaches will be phased over two to three years accordingly:

☐Step 1: Map out existing schools and communities appropriate to transition to the new approach.

☐Step 2: Develop clusters with the existing girls based on their school location wherever possible.

☐Step 3: Identify new school selection for the new approach.

☐Step 4: Increase interaction with local partners, communities, school authorities and teachers to introduce new approach in both transitioning existing schools and new schools selected.

☐Step 5: Take on all new girls as part of the new approach.

☐Step 6: Provide ongoing capacity building to Social Mobilizers and implementation partners on the new approach.

☐Step 7: Initiate activities at school and community levels, in phases.

Phasing Out of Communities and Schools

Through promotion of girls' education, community engagement, and success in improving educational opportunities for groups of girls in secondary school, we expect that gender equality in schools will increase in targeted communities over time. At the point at which a community and the schools in that catchment area achieve a pre-determined level of gender equality, it will "graduate" from the program. At that time, cohorts of current scholars will continue to receive support until they complete secondary school, but no new cohorts will be identified. The Girls' Education program officially will end in a school when the last cohort of funded girls graduates.

Linkages and Integration

LEMARAID prioritizes establishing strong linkages between the Girls' Education program and other LEMARAID programs, or even integrating programs where possible. This should be a consideration in geographical expansion, program design, identifying new schools, and implementation throughout the organization. Layering programs can increase children's learning and school success substantially more than participating in individual programs, particularly when programs are designed to build on one another. Girls who have had access to LEMARAID early reading instruction, libraries, and local language books will be more successful primary school students, which will then prepare them to be more successful secondary school students. Layering also has the potential to create efficiency in program management, program support, and performance monitoring.

- **Special Programs for Widows, Widowers and Disabilities**

The needs of widows, widowers and persons with Disability have over the years overwhelmed those who have tried to assist them. Most times they are left in the hands of relatives who are struggling to keep their own immediate families from starving. Subsequently, when the relative can no longer cope up, the widows and widowers and Disabled persons suffer most and in terms of welfare and health as caretakers do care only for themselves and their families. In order to improve the situation of these people, it's necessary for families and local communities to contribute either individually or as group to supplement government's effort and those of other development partners. LEMARAID on their part is:

1. Providing essential logistics like clothes, food, blankets, mosquito nets, utensils, mattresses, etc. to these widows, widowers, and Disabled persons.
2. Providing medical services and support through our partner doctors and medics to widows, widowers, and Disabled persons.

- **Health Program.**

The new approach combines innovative measures that improve Health by removing barriers to education among girls, supporting access to sexual and reproductive services, addressing gender-based violence, and improving the wellbeing of girls and their families. To break the interconnected factors of disease, inequality and poverty, countries and development partners must invest in programs that link health and education.

By addressing social factors that put adolescent girls and young women at increased risk for infectious diseases, these investments will build on the progress already underway in Uganda towards their national goals to halt the HIV and TB epidemics. Statistics from the Ministry of Health indicate that 2.5 million Ugandans are living with HIV/AIDS and that $\frac{3}{4}$ of that population are found in rural areas. In 2001 the total population of the five districts of the projected project was 2.2 million. Of this, an estimated 200,000 were HIV-positive, including 25% or 5,000 out of a total population of 20,000 in Lira district. Factors leading to the fast spread of the virus in this area

	<p>include poverty, ignorance and unquestioned adherence to certain cultural practices such as polygamy.</p> <p>Therefore in this respect, Legion Maria Relief Agency for International Development (LEMARAID) as a Development partner is involved in the fight to reduce the prevalence of HIV/AIDS in the projected area by carry out awareness campaigns, opening a treatment center for the information circulation, counseling, testing, diagnosis control, management and treatment of HIV/AIDS.</p>
<p>Achievements</p>	<ul style="list-style-type: none"> • unification of different denominations and tribes towards economic empowerment <p>We have also succeeded in bringing together parents, children and stakeholders from various denomination and languages to work collectively towards economic empowerment.</p> <ul style="list-style-type: none"> • building a strong team of volunteers <p>We have also succeeded in building a strong team of volunteers from different professional backgrounds including accountants, managers, doctors, teachers, engineers, social workers, theologians and information experts who are all working collectively and freely towards proving services to the beneficiaries and to the organization.</p> <ul style="list-style-type: none"> • Partnership: <p>At LEMARAID, we believe that development and transformation is a collective responsibility. That is why we encourage and actively seeks and value partnerships with other organization in achieving our development programs.</p> <ul style="list-style-type: none"> • child development program <p>LEMARAID has been able to identify 5000 orphans and vulnerable children to benefit from our education and health programs and we are actively soliciting for funds from various charities, organizations and development partners to support these very desperate children.</p> <ul style="list-style-type: none"> • Birth control, family planning and HIV/AIDS awareness campaigns <p>With contribution and support from members and well-wishers, LEMARAID has been able to carry out community outreaches in Amolatar, Alebtong and Tororo districts to sensitize the community about the dangers associated with unplanned birth, the dangers of gender, marital and domestic tyranny and violence (GBV) and the importance of educating children both boys and girls. Through this outreaches, there have been increased school enrolment in Tororo and Amolatar districts with 50 youths in Kizimba who had dropped out of school enrolling in vocational skills trainings and married couples visiting various health facilities within these districts for family planning services.,</p> <p>We are also mobilizing the communities within the 15 districts to use PMTCT services through community education, referrals and linkages. This initiative is designed to help pregnant mothers living with HIV and AIDS bear HIV free children.</p>

	<p>We are also mobilizing the community to go for HIV Counseling and Testing with special emphasis on married couple going together and knowing their status together. The aim of this campaign is to help the non-infected people protect themselves from the virus and the persons living with HIV/AIDS to plan for their lives (positive living).</p> <ul style="list-style-type: none"> • Conflict Resolution and Peace Building <p>LEMARAID with members' and well-wishers' contribution trained groups in the community Lira, Kole and Oyam districts in peaceful means of conflict resolutions. This was geared towards realizing peaceful homes that value the rights of women and at the same time uphold that of children. It is a project that is still needed but due to limitation in funding, LEMARAID cannot continue with it in full gear.</p> <ul style="list-style-type: none"> • Youth advocacy <p>This is a cross-cutting activity that acts as an avenue for sending information. LEMARAID mobilizes youth in the community using various means like games and sports, music dance and drama, Bible study and cultural gala. This mobilization tool is geared towards promoting the advocating for youth socialization and involvement in discussion of issues that concerns them and their peers.</p>
Geographic areas of operation	<p><i>Lira, Oyam, Kole, Dokolo, Amolatar, Kaberamaido, Apac, Alebtong, Soroti, Katakwi, Serere, Amuria, Mbale, Tororo, Bugiri, Namayingo, Kiryandongo, Kampala, Bukedea, Kibuko, Yumbe, Arua, Moyo, Wakiso, Masindi, Kigumba Districts and among Districts in Uganda that LEMARAID have covered.</i></p>