



# Final Activity Report: Strengthening School-Community Accountability for Girls Education Project

Determined

Resilient

Empowered

AIDS-Free

Mentored

Safe



## Grant Information

**Date of Report:** March 31<sup>st</sup>, 2019

**Project Name:** Strengthening School-Community Accountability for Girls Education (SAGE)

**Grantee Name:** World Vision, Inc.

**Sub recipient names:** Friends of Christ Revival Ministry (FOCREV) and Center for Transformative Parenting and Research (CTPR)

**Country/countries of project implementation:** Uganda

**Project Implementation Period:** October 1<sup>st</sup> 2016 to March 31<sup>st</sup> 2019

**Sub-award agreement number:** 37188-1096

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<b>Date of submission:</b> 29 <sup>th</sup> March 2019		

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## 1. Summary description of the innovation and logic model

The Strengthening School-Community Accountability for Girls Education (SAGE) Innovation Challenge (DREAMS-IC) program was a two-year PEPFAR-funded project (October 1, 2016 – March 31, 2019) implemented by World Vision and managed by John Snow Research and Training, Inc. (JSI). The SAGE project goal was to improve retention of and reduce the risk of new HIV infection among adolescent girls and young women (AGYW) aged 13-19 in 151 secondary schools in 10 districts in Uganda. The project targeted 38,750 AGYW from 151 secondary schools in 10 districts. SAGE used an innovative two-pronged strategy of an Early Warning System (EWS) and Stay in School Committee (SISC) to transform social norms and practices around girls' education, reproductive health, and positive discipline. It sought to reduce risks of early marriage, pregnancy, gender-based violence (GBV), and HIV infection, and supports girls to stay in school.

The **EWS** is a school-community accountability mechanism that supports girls to stay in school. It involves schools, families and communities in monitoring students' attendance and taking practical actions to provide support to at-risk students to help them remain in school. The three key functions of the EWS are to: 1) Predict dropout; 2) Prevent dropout (by creating an environment where girls are safe and encouraged to learn); and 3) Return vulnerable girls back to school. Using readily-available school data and a project-designed register, schools can track three predictors to identify and intervene with girls at risk of dropping out: (A) attendance, (B) behavior, and (C) course performance.

The **SISC** is the action body of the EWS where a majority of decision-makers are AGYWs. Each school's SISC consists of 12-15 people per school: six AG PEs and one representative from each of the following categories: teacher, older girl, older boy, youth, mother, father, faith leader, head teacher, and school administrator. Once a girl has been flagged at school, her case is referred to the SISC who decide on next steps to ensure the girl is supported. The SISCs serve as a school-community body tackling the EWS-identified causes of absenteeism and monitors and supports girls to stay in school through development and implementation of school-community action-oriented work plans each term.

Each SISC is held accountable for interventions on behalf of the most vulnerable of girls who have been identified as being at risk of dropping out of school. They decide whether she may need more support in the school, what type of support may be required, and if a home visit is needed. The types of support that the AGYWs receive includes: peer educators mentoring the at-risk adolescent girls one-on-one or in groups, teachers providing counseling and mentorship, fellow students organizing contributions of general requirements for school that she may lack (sanitary pads, money for meals, etc.), looking for sponsors for their school fees, training to make reusable sanitary pads, help with notes and homework, and home visits to family to intervene around GBV, early marriage, or financial issues. The selection and training of SISC members allows them to be effective voices when advocating for the girls. Home visits are conducted by respected adult members of the community who serve on the SISCs and who have been trained on the issues that surround AG dropouts in this context. The visits usually consist of a meeting with the girl, her family member and/or village elders where the SISC member discusses what they have learned about the importance of girls' education, why early marriage is harmful, for example, and advocates for the girl to return to school. Often, the SISC member is able to take the girl back to the school on the same day.

SAGE uses this two-pronged strategy of the EWS and SISC to transform social norms and practices around girls' education, reproductive health, and positive discipline. It seeks to reduce risks of early marriage, pregnancy, GBV<sup>1</sup>, and HIV infection, and support girls to stay in school. To that end, the project implements a comprehensive set of activities that support the uptake of the EWS, fosters the functionality of the SISCs, empowers the peer educators,

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<sup>1</sup> The project uses World Vision's Channels of Hope methodology and the USAID Journeys curriculum. Channels of Hope is a methodology that motivates and builds capacity in faith leaders and faith communities to engage with key child well-being issues. Channels of Hope for Gender is an innovative approach to exploring gender identities, norms and values that impact male and female relationships in families and communities. It seeks to move people towards healthier relationships and contributes to reduced GBV.

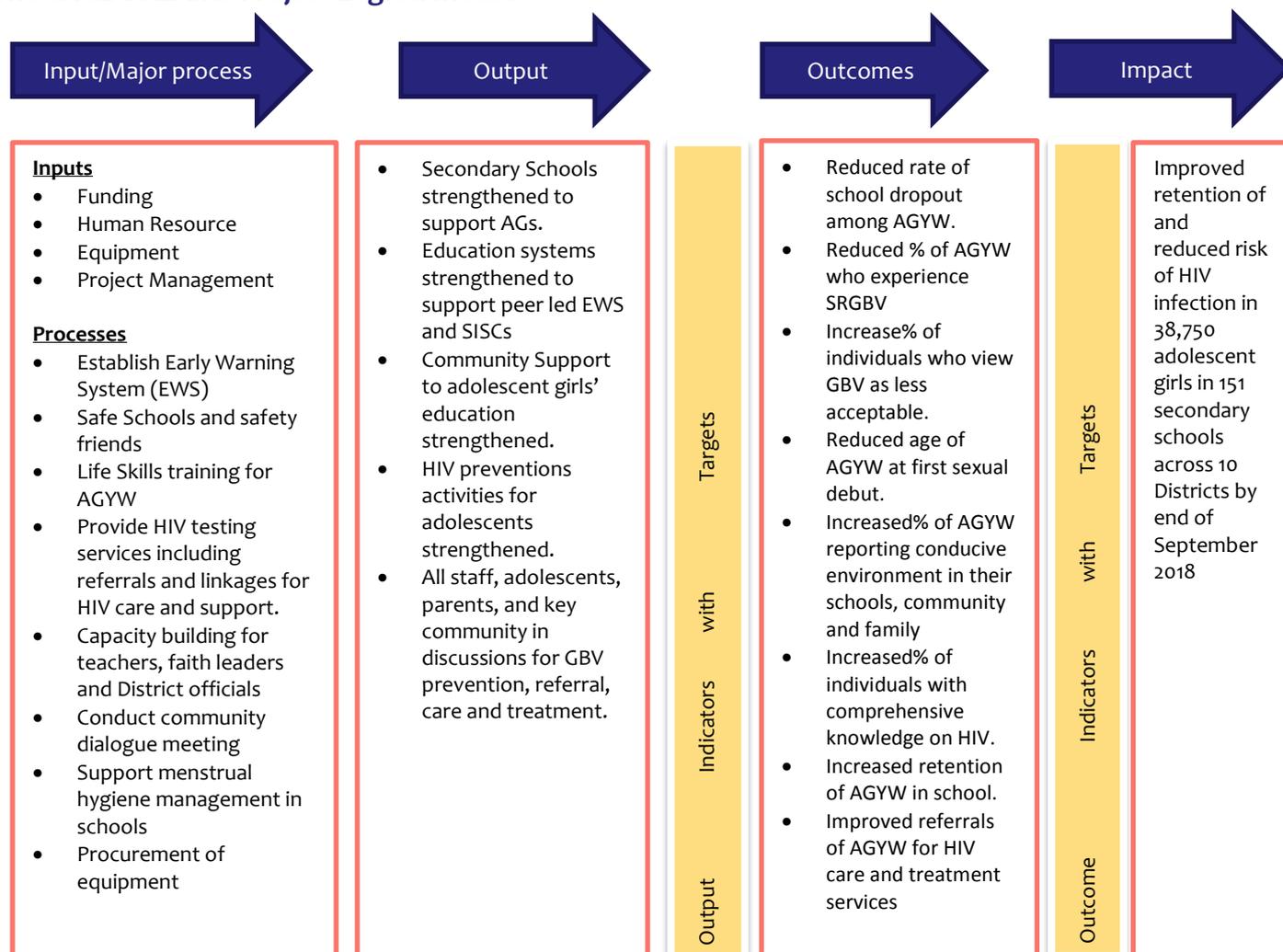
engages communities, and ensures that vulnerable AGYW are linked to comprehensive sexual and reproductive health (SRH), HIV, and GBV services.

SAGE was designed with adolescents at the core of its strategies. The motto of the program team was “nothing for you without you.” AGYW are consulted at each stage of program design and implementation and are considered the thought leaders. Adolescents are positioned as decision makers and equal contributors in a group of adults and youth, and six AGYW peer educators hold positions in each SISC. SAGE seeks to give these PEs an opportunity to grow through life skills programming including leadership, communication, SRH, HIV prevention and treatment, and menstrual hygiene management (MHM) training. In turn, the PEs are expected to lead other aspects of the program, such as designing health messages for their peers, training and mentoring their fellow students, and creating social networks that support their most vulnerable classmates.

### Project theory of Change

**IF** adolescent girls at risk of secondary school dropout are identified by peers and monitored through the Early Warning Systems, **AND** an enabling environment for girls education is improved at the schools and communities **AND** material support such as scholastic materials and tuition provided to AGYW; **AND** HIV prevention promoted at schools with links to HIV testing and sexual reproductive services; **THEN** at risk adolescent girls will be retained in school, and empowered to avoid HIV infection.

### The SAGE-DREAMS Project Logical Model



### The specific project objectives were:

- 1) To establish an adolescent girl-led Early Warning System (EWS) to prevent school dropout
- 2) To strengthen school-community linkages to support AGYW to remain in school and reduce new HIV infections
- 3) To strengthen linkages with health care providers for Youth Friendly Reproductive Health Services (YFRHS) including HCT, referrals for HIV care treatment and adherence support

### Key Interventions and Activities

The project implements a comprehensive set of activities that supports the uptake of the EWS, fosters the functionality of the SISCs, empowers the PEs, engages communities, and ensures that vulnerable AGYW are linked to comprehensive sexual and reproductive health (SRH), HIV and GBV services. For example, to engage communities beyond the SISC, World Vision trains faith leaders in GBV issues, using the Channels of Hope for Gender curriculum. Many of these activities serve multiple functions, as indicated below.

<b>Predicting Dropout</b>	<ul style="list-style-type: none"><li>• Safety friends for AGYW</li><li>• Teacher Safe School Contract</li><li>• SISC</li><li>• HIV Testing Services (HTS)</li></ul>
<b>Preventing Dropout</b>	<ul style="list-style-type: none"><li>• Positive Discipline training for teachers</li><li>• GBV training for teachers and community members</li><li>• Safety friends for AGYW</li><li>• Teacher Safe School Contract</li><li>• SISC</li><li>• Home visits to flagged girls</li><li>• MHM (making reusable sanitary pads and menstrual health education)</li><li>• HIV and SRH Training for AGYW</li><li>• HIV Testing Services</li></ul>
<b>Returning Girls to School</b>	<ul style="list-style-type: none"><li>• Teacher Safe School Contract</li><li>• SISC (Home visits to dropped out girls)</li><li>• MHM (making reusable sanitary pads and menstrual health education)</li><li>• HIV Testing Services</li></ul>

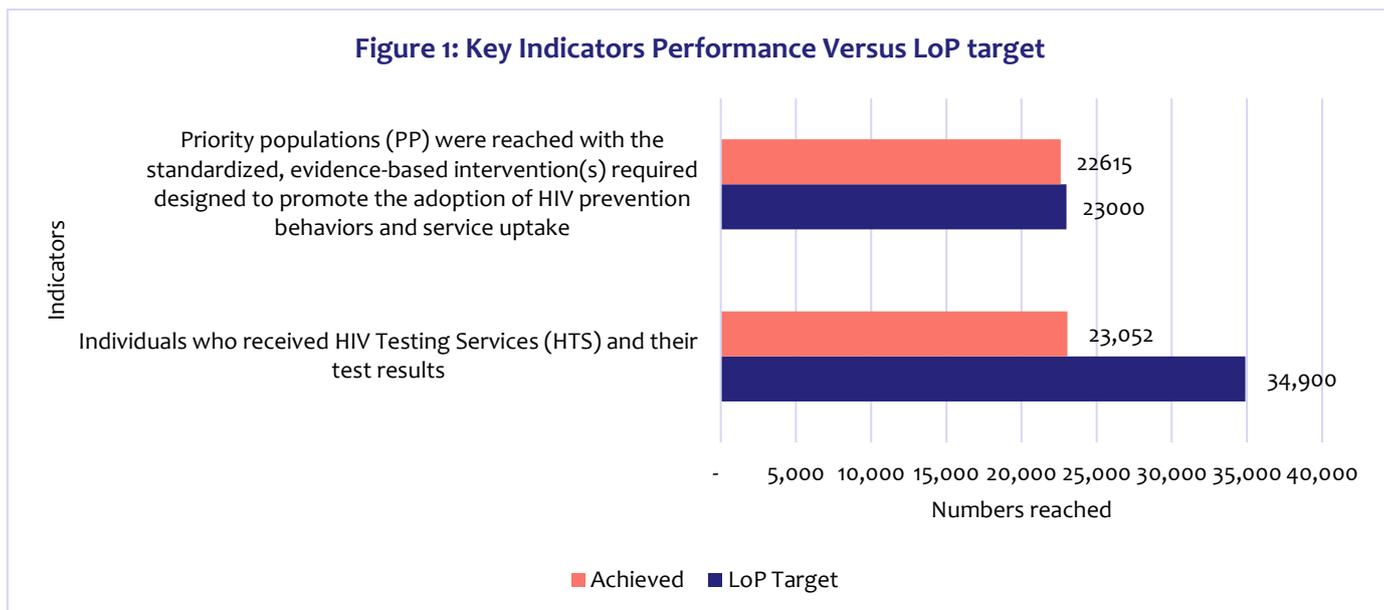
These interventions were implemented in a phased approach across all the 151 schools. In year 1, the activities started in 71 schools, and the remaining schools were reached in year 2. Each school followed a prescribed and logical activity sequence.

## 2. Accomplishments for the life of the project by outcome

### Outcome 1: Reduced rate of school dropout among Adolescent girls and young Women (AGYW)

The SAGE-DREAMS project efforts to contribute to reduced school dropout among AGYW were attributed to the regular tracking of the students' attendance, behaviour and course performance by the trained teachers. Any student found to be at risk of dropping out must have scored a two in any of the two predictors hence flagging. Students found to be at high risk of dropping out of school were referred to the SISC and home visits conducted to ascertain, counsel and discuss options of solving the challenges faced by the students with their caretakers. The concept of safety friend was much welcomed by the peers who experienced the benefits of having close peers to support them when in need and also walk to and from school with them to reduce on the risk of being disturbed by motorcycle riders who shower them with gifts. Also, the capacities of the teachers, district officials and peer

**Figure 1: Key Indicators Performance Versus LoP target**



leaders were built through several trainings that were conducted like in EWS, positive discipline, transformative teaching, life skills and menstrual hygiene management. The results are summarized by the following outputs:

- 302/302 (100%) parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance.
- 2,352/4,000 (58.8%) AGYW of the target in the project were identified through EWS to be at risk of school dropout over the life of the project. 140 AGYW were returned to school after dropping out of school through home visits and encouraging the parents to keep girls in school.
- 151/151 (100%) schools were enrolled into the project to implement the EWS innovation package
- 1006/906 (111%) of teachers were trained on EWS and positive discipline.
- 11,241/10,184 (110%) service providers were trained who serve vulnerable persons.
- 1,988/2,265 (88%) members of Stay in School Committee are functional and participated actively in the home visits of students who were flagged, conducted community dialogues and participated in counseling of students in schools.
- 8,237/7,550 (109%) youth trained in social or leadership skills through USG assisted programs.
- 12,636/26,740 (47%) adolescent girls reached with messages on life skills by PEER educators and members of Stay in School Committee (SISC)

The project utilized the EWS as an approach to identify girls at risk of dropping out of school. The EWS provided a basis for tracking under the three parameters of student attendance, behavior and course performance. The teachers and the stay in school committees worked together through the home visits they conducted and the community meetings to identify and support girls at risk of dropping out of school through home visits. A total of 140 of the girls who had dropped out of school were traced and re-enrolled in schools across the 10 districts. Qualitative evidence captured as voices/quotes during the project end-line survey indicates that the approach was successful.

*“The EWS has helped the school to easily follow up all aspects of the students in regard to attendance, performance, behavior and this has increased the overall performance and reduced dropouts”, said the focal teacher Kojja Secondary School (S.S).*

*Tracking students’ performance, attendance and behavior creates a firm foundation and evidence for deciding whether a student is at risk of dropout or not. I thank World Vision for coming up with this innovation.” Mr. Ngirabunkinzi John, Head teacher at Kasenyi Secondary School. in Mubende*

*"In my school, the EWS has made a number of positive changes in management. When I joined this school in 2012, the rate of pregnancy was very high that I sent away 7 girls that got pregnant. However, since the introduction of the EWS*

that has many stake holders involved, girls are being supported better and this has reduced from 7 to 2 by November 2017 the number of teenage pregnancies in my school." Mweruka Samuel Head teacher Buyamba Secondary School.

"Retention has improved and drop out has reduced in the schools where the SAGE-DREAMS is implementing the Early Warning System approach", District Inspector of Schools, Lira district

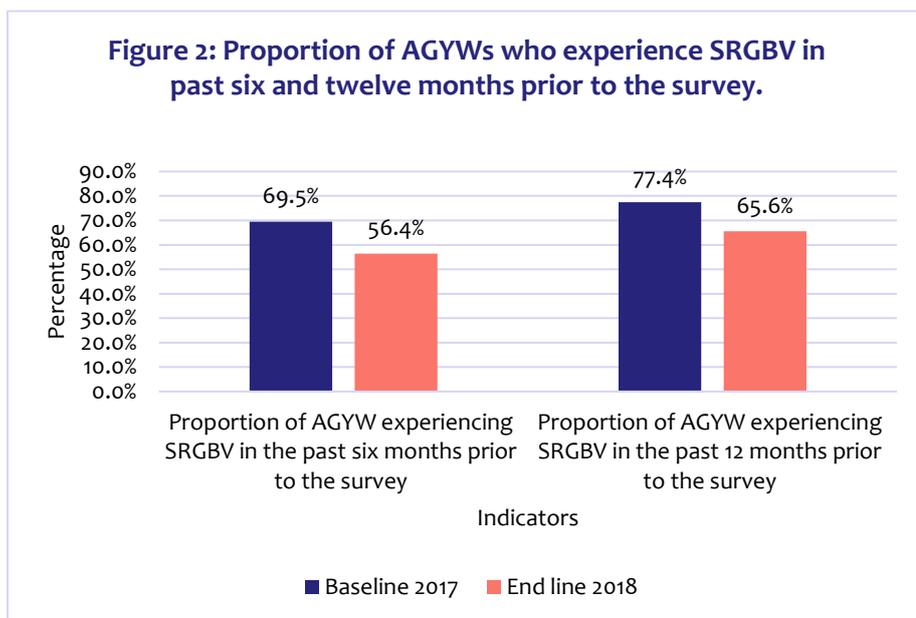
"Like we have reached very many girls who had dropped out of school for example Deborah we brought her back to school, but there are no school fees for us, she is with us but no one to pay for her because she lost all her parents" - St. Katherine Adolescent Girls in discussions

### Outcome 2: Increased retention of AGYW in school

To increase retention of AGYWs in school, the SAGE-DREAMS project implemented menstrual hygiene management training for both girls and boys, including preparation of menstrual hygiene sanitary pads, mentorship sessions, life-skills, tracking for attendance, behavior and performance using the early warning system. The baseline findings reveal that: the proportion of girls 15-19 years who reported staying/going to school during their menstrual cycle increased by 2.6 % between baseline (94.5%) and end line survey (97.1%) in the project areas. The percent of AGYWs who have ever been absent from school for at least a month in a term during the past 12 months reduced by 2.5 % between baseline (12.7%) and end line (10.2%). This positive change is due to the 1) EWS intervention that involved the SISC members in conducting home visits to investigate and discuss the causes of irregular attendance, 2) assessment and follow up discussion regarding the behavior and performance of the AGYW at risk of dropping out of school and supportive roles of parents/caregivers to encourage them to support the girls to remain in school, and 3) routine guidance and counselling provided by the SAGE-DREAMS structures within the school. Routine monitoring data shows that 99.7% of the 44,351 AGYW reached by the project were retained in school for the life of project.

"Personally, am so touched with menstrual hygiene management, because before there was menstrual hygiene stigma but as I talk now the stigma is reducing." - Mityana PTA Member

### Outcome 3: Reduced percentage of AGYW who experiencing SRGBV



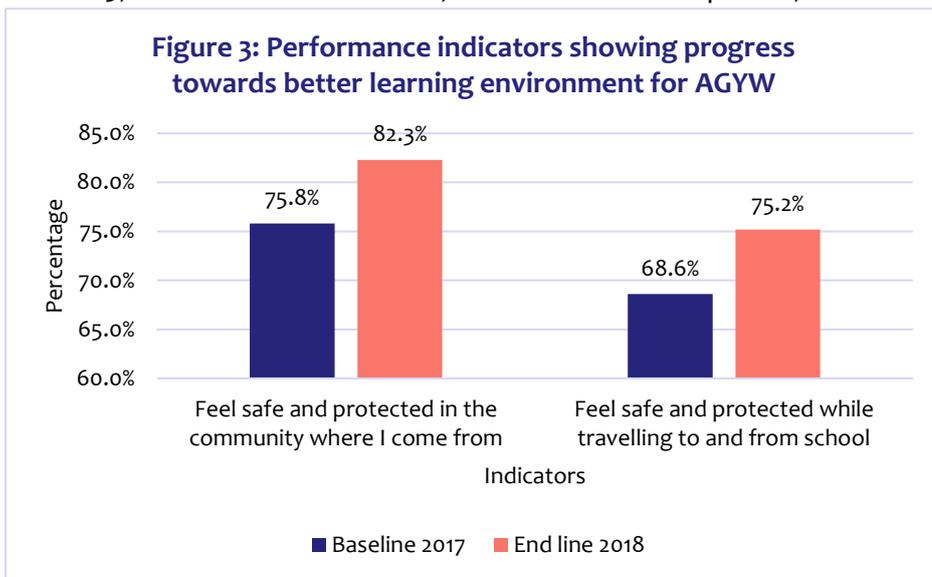
The Project trained Community structures comprising of: Local Council Ones (LC1), Faith leaders, Parish and sub county leaders on GBV in different districts. The objective of this training was to equip community leaders with knowledge and skills to identify and respond to cases of Gender based Violence (GBV) which is one of the big factors placing children especially adolescent girls at risk of dropping out of school. After the training the participants drew work plans to sensitize the communities on the dangers of Gender based Violence (GBV) and its effects on the education of the children.

Evidence generated from the end line survey indicates that, slightly less than eight-in-every ten AGYW and six –in-ten AGYW noted to have experienced any form of SRGBV in the past 12 and six months prior to the survey respectively (Figure 1).

The predominant forms of SRGBV were: making love proposals to AGYW that upsets them, making sexual gestures at AGYW or looking at them in a sexual way; spreading sexual rumors and lies as well as touching, grabbing or pinching ones' butt, breast or private parts. Of all these SRGBV, the proportion of AGYW experiencing sexual rumors and lies reduced by 14.7% in the intervention/treatment areas (36.7% at baseline and 22.0% during end line), for all the other violence no significant variations in the occurrence of these forms of SRGBV were noted between AGYW in the control and intervention area.

### Outcome 4: Increased percentage of individuals who view GBV as less acceptable

Gender Based Violence training was conducted in all the districts of SAGE DREAMS targeting participants in the category of SISC Members, parish leaders, sub county staff including Community Development Officers, Local Council 3, Health Center III officials, Local Council 1 Chairperson, Local Council II chair persons and Secretaries for



youth. The training aimed at empowering community leaders to identify and respond to community and school related GBV, promoting safe learning environments and retention of children in target schools and equipping participants with knowledge of counseling and referral of AGYW affected by GBV. Relating to the above, 3,149 (174%) out of 1,812 people targeted were trained on GBV prevention, recognition and referral.

Information generated through regular monitoring shows that; 549 (40%) out of 1,387 targeted participants reported increased

agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities, 44% of participants viewed GBV as less acceptable after participating in or being exposed to USG GBV programming in the project. Similarly end line survey findings, indicate an 8%-point reduction in the percentage of AGYW who disagreed with at least three harmful norms and attitudes that violate the rights of AGYW from 46.2 (baseline 2017) to 38.6 at end line. This reduction is attributed to the fact that the project was very short to influence changes in deeply rooted negative societal beliefs in gender equity. More time is required for such social changes to happen.

### Outcome 5: Reduced age of AGYW at first sexual debut

The project conducted HIV Testing Services, life skills training and mentorship sessions for the AGYW to empower them with knowledge and skills to make informed decisions about their lives in order to prevent early sexual debut. Evidence gathered from baseline through the endline revealed that, the percentage (%) of AGYW aged 15-19 who had sexual intercourse before the age of 15 reduced by 7.4%, between baseline (33.4%) and endline surveys (26.0%). During the endline survey, qualitative data collected provides perspectives from the AGYW that explains the above positive change.

*“... Sex education, like some girls who don’t mind. You might find yourself getting pregnant because you have not got sex education, so here we are educated, they tell you the bad things about sex, because you have to first study and then you get what you want and you have to first get your education until the last time such that you avoid school dropout” Adolescent Girl, Lira District].*

*“... counseling and guidance --- this helped the girls to abstain from sex through continuous guidance of students.” Peer Leader, Mukono District*

## Outcome 6: Increased percentage of AGYW reporting conducive environment in their schools, community and family

To promote conducive learning environment in schools, the project implemented the concept of safety friends among the adolescent girls, introduced the safe school contract boards among the teaching staffs and planted “Talking” compounds with key messages to promote good and healthy learning environment and supportive behavior while at school. The safe school contract boards were signature boards distributed to all schools under the project and it required all the teaching staff within the school to sign as a commitment to promote a safe environment for the students, to protect the students from any form of violence and not to indulge in any act of violence against the students. The safety friends concept requires an AGYW to have two to three friends, who they can confide in, walk with to and from school and share daily life challenges or experiences that affect them and encourage each other to keep in school and safe from all forms of abuse. In addition, teachers, students and parents were trained on positive discipline techniques that included opting for alternative punishments for the students as opposed to corporal punishment hence promoted safer learning environment for the AGYW.

According to the end line survey findings, the percentage of AGYW who report they feel safe and protected while traveling to and from school and in the community where they come from increased by about 6.5% and 6.6% between baseline and end line respectively (see Figure 2). This achievement is attributed to the; 41021 (101%) out of 40513 targeted persons who participated in community mobilization activities such as community meetings to sensitize and create awareness on the benefit of keeping girls at School. Qualitative information generated at end line further noted the following.

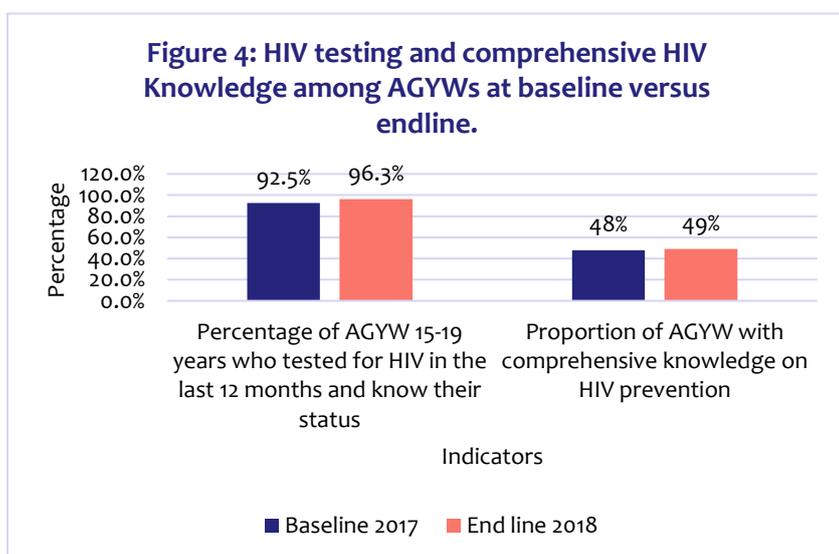
*“Corporal punishment was very common in schools at the beginning of the project in 2017. After the trainings we received in EWS, GBV and positive discipline, most of the teachers no longer punish students in an un appropriate manner” Head teacher of Kasenyi Secondary School*

*“Before DREAMS, our school was well known for caning students. Actually, if you wanted your child to be disciplined, then you had to bring that child to Kasawo Secondary School. But since the inception of DREAMS, I want to assure you, everybody has changed,” focal teacher Kasawo Secondary School*

## Outcome 7: Increased percentage of individuals with comprehensive knowledge of HIV

HIV Testing Services (HTS) was done in the 10 SAGE- DREAMS Districts (Mukono, Mityana, Gomba, Mubende, Mukono, Gulu, Lira, Oyam, Ssembabule and Rakai). Health workers from nearby health facilities conducted health talks to all the students at the schools, while pre and post HIV counselling, testing for HIV was only done for the students who consented to HIV test. The health talk involved asking the students about what HIV/AIDS is, where

HIV is found in the human body, the modes of HIV transmission, HIV prevention and relevance of taking an HIV test. The illustration below indicates life of project achievement towards increasing comprehensive knowledge on HIV.



196 (61%) out of 322 targeted School-based HTS outreaches were conducted and as a result; 23,052 (67%) out of 34900 targeted new individuals received HIV Testing Services (HTS) and receive their test results. Similarly, 22,615 (98%) out of 23,000 targeted priority populations (PP) were reached with the standardized, evidence-

based intervention(s) required designed to promote the adoption of HIV prevention behaviors and service uptake (Figure 3).

According to the end line survey findings, the Percentage (%) of AGYW 15-19 years who tested for HIV in the last 12 months and know their status increased by 3.8% in the intervention/treatment areas, 92.5% baseline 2017 and 96.3% at end line 2018 (Figure 4 to the right). HIV comprehensive knowledge among the AGYWs increased by 1% between baseline and End line in the intervention/treatment areas. The slight increase observed in comprehensive knowledge could be a result of inadequate time allocated to HIV education by the schools, change in PEPFAR policy guidelines from massive testing to index case testing and also the fact that HTS is voluntary. An average of one to three hours in a week (or month?) at a school did not provide adequate time to conduct comprehensive HIV education with other competing school schedules. Secondary schools are more focused on academic excellence, hence the materials on HIV Comprehensive knowledge, “the Advanced PIASCY Handbook” that was reproduced and disseminated to teachers for this were not effectively utilized during lessons as per MoES policy to increase the level of knowledge amongst the AGYW. More effort was put by the health workers in discussing the benefits of HIV testing that led to increased number of AGYW taking HIV tests and receiving their results. One of the AGYW had this say about HTS:

*“I know my HIV status; I can’t be in a relationship with any boy without testing” AGYW of Bukandula*

### 3. Innovation

#### Did the project achieve Proof of concept?

The SAGE-DREAMS project utilized the EWS as an innovation to predict, prevent and return AGYW to school using the attendance, behavior and course performance parameters during the life of Project. Four core project performance indicators listed below demonstrate achievement of the EWS innovation.

**Table 1: School enrolment and attendance indicator performance**

Enrollment and Absenteeism	Baseline (%)	End line (%)	% Change
	Treatment	Treatment	
1. Percentage of AGYWs, who attend school during menstrual cycle	94.5	97.1	2.6
2. Percentage of AGYWs enrolled in school during the previous school year	80.7	88.7	8
3. Percentage of AGYWs who have ever been absent from school for at least a month in a term during the past 12 months	12.7	10.2	-2.5
<b>4. Percentage of AGYWs retained in school at life of project</b>	<b>87.3</b>	<b>99.7</b>	<b>12.4</b>

Quantitative and qualitative findings from the endline survey and monitoring data (Table 1: above), revealed a positive change in the above set of indicators between baseline and end line surveys. The qualitative perspectives gathered during the end line survey do strongly point to success of the innovation.

*“... we [AGYW] got the skills and knowledge of tracking students at risk of dropping out of school. So, because of that, we have been able to identify those girls using those methods and now we use the tools of the three predictors; to identify like we are supposed to report on a Saturday to begin the term, so when you see on Sunday a friend has not yet come, you take action. Actually they are also concerned and begin asking the peer educators so and so has not come we are beginning exams and the rest of it” [FGD AGYW, Lira District].*

*“..... girls have gained a lot because they have made themselves reusable pads, which has improved their hygiene. So you find that the problem of absenteeism is being eradicated out.” (Key Informant, Rakai District)*

### **What worked and did not work?**

The EWS innovation provided a basis for tracking students’ attendance, behavior and course performance, which supports in predicting, preventing and re-enrollment of girls in schools. *“... it [EWS] was a good innovation, where you don’t simply take a roll call and that is all but you go ahead to analyze why a student is not present” Key Informant, Mityana District.*

Through the EWS, the Stay in School Committee (SISC) conducted home visits to follow up the girls identified to be at risk of dropping out of school to discuss. Whereas the innovation worked, stakeholders (some teachers) perceive the EWS innovation as an additional work thus increasing their workload. Moving forward, implementation of the innovation may require facilitation in terms of allowances and more materials as illustrated by the excerpt below.

*“One of the gaps I might say, to some teachers, they see it as added load. More so, am sorry to mention, but secondary school teachers, anything you mention, some interpret it in money terms. They are used to allowances. But through trainings, majority have changed, although some are still resisting.” (Key Informant, Gomba District)*

*“... the challenge has been the teachers who think it is an extra work for them and thinking they should have been facilitated to do that extra work...” (Key Informant, Mityana District)*

*“In the early warning system, teachers have always requested for facilitation because it is quite hard work to document and file the three predicators every day. The teachers will lose interest in the filing. But still, at least, they have the knowledge, so they can tell students at risk even when they do not file because they know all the predicators. So, if they are not facilitated, then this filing will be hard to do.” (Key Informant, Mukono District)*

### **Is the EWS innovation scalable?**

At the national level, the Ministry of Education and Sports (MoES), Ministry of Gender, Labor and Social Development (MGLSD) and Ministry of Health (MoES) provide a fertile ground for the replication of the EWS innovation within existing Government of Uganda (GoU) Programs.

*“... DREAMS is not a project of its own, it’s a project that is fitting perfectly well with what is going on in the program and processes of the MoES” [Key Informant, MoES].*

World Vision worked with the MOEST to incorporate the EWS into the national guidelines for girls’ retention and HIV prevention, and it is possible that the EWS will be taken to scale in the country in both primary and secondary schools. There is supportive legislative framework with the MoES; the country’s supportive legislative framework on safe learning environment, girl’s education and gender equity within the sector provides an enabling political environment at the national level [i.e. MoES, MGLSD and MoH to facilitate the continuation the project objectives and achievements. The available legislative framework presents a commitment by the MoES to continue with the objectives of the project beyond the project life span.

### **What critical gap does the innovation fill?**

By 2020, the youth population in sub-Saharan Africa will have doubled from the start of the HIV epidemic (1980s). Girls and young women account for 75% of new HIV infections among adolescents in sub-Saharan Africa. Today, there are 100 million more 15-24-year-olds than at the beginning of the HIV epidemic 35 years ago. In 2016, new infections among young women (aged 15– 24 years) were 44% higher than they were among men in the same age group. Access to prevention, care and treatment for adolescents living with HIV lags behind that of adults. The President's Emergency Plan for AIDS Relief (PEPFAR) data indicates that young adult men contract HIV at increased rates when they are 23-35 years of age while Adolescent Girls and Young Women (AGYW) are infected at a higher rate between 15-24 years of age). Although data suggests that age-disparity of women (15-29 years

old) and their partners in South Africa does not increase the risk of HIV, the discrepancy of ages with highest levels of HIV infection is worth noting (Harling, Newell, Tanser et. al, 2014). Beyond this, AGYW account for the majority of the more than 6000 new infections that occur every day and have HIV at up to eight times higher the rate of their male peers (Karsami & Karim, 2016). Eastern and southern Africa have the highest burden of HIV in the world and it is the home to the largest number of people living with HIV (19 million adults and children) (UNAIDS, 2016). Young women and other key populations have increased vulnerability to infection. AGYW are disproportionately affected by the virus, and of the 2.7 million 15 to 24-year-olds living with HIV in the region, 70% are female (Karsami & Karim, 2016).

Recent UNAIDS (2016) statistics indicate that in Uganda, 570 AGYW aged 15-24 are infected with HIV weekly and HIV prevalence is almost four times higher among AGYW than their male counterparts (UPHIA, 2016-2017). Data indicates that adolescent dropouts in Uganda have some of the highest HIV rates (MoESTS, EMIS, 2013). In Uganda, 65% of those who complete primary school go on to the first year of secondary school, while only 22% of these go on to the final year of secondary school (MoESTS, EMIS, 2013). Girls who drop out of school are more likely to be infected with HIV and the data shows that interventions that increase frequency of school attendance and prevent dropout can reduce risk of infection (Stoner, 2017).

Keeping girls in school, the EWS innovation provided an effective tool in tracking Adolescent Girls and Young Women (AGYWs) through their attendance, behavior and course performance factors. Girls identified by the EWS predictors to be at risk of school dropout, were counselled by fellow peers and teachers to keep in school, but also home visits were conducted by SISC for those that dropped out of school to be re-enrolled in school. Statistics from the end line survey revealed an improvement in school enrollment from 80.7 percent in 2017 (baseline) to 88.7 percent in 2019 (End line Survey Report). A corroboration with monitoring data provides a similar data, with school retention at 88.5% at baseline and at 99.7 percent at end line with school dropout rate ranging from 0.3 – 5 percent.

#### 4. Challenges and lessons learned

Challenge	Lessons learned and recommendation
Limited time to implement school based activities: Implementation of activities was greatly affected by the tight school Programme that limited school-based activities.	<ul style="list-style-type: none"> <li>Schedule teacher’s engagements during weekends or holidays.</li> <li>Engage students in the afternoon or evening after classroom lessons.</li> </ul>
Some head teachers were not supportive of the DREAMS program resulting in difficulties of engaging teachers and students	<ul style="list-style-type: none"> <li>Engage the District Education Leadership and MoES to talk to the school leadership</li> </ul>
Low value to girl child education in some communities. Education and retention in school, HIV prevention and Gender based Violence (GBV).	Project staff are scaled up mass community mobilization with the intention of creating awareness for girl child.
A significant number of AGs at risk of dropping out of school and flagged off for support are experiencing financial challenges	Strengthen linkages and layering with other DREAMS implementing partners for school fees subsidy and other socio-economic initiatives.
High expectation of teachers and school administrators especially in terms of financial gains	Embed/institutionalize the interventions in the comprehensive school service package at policy level

#### 5. Additional evaluation findings

The key findings based on retention and pre-and-post indicator comparison are as follows:

- Access and Support towards Education:** Percentage of parents or caregivers that participate in the parents’ awareness meetings, those that go to school meetings as well as parents who ask what AGYW has learnt at school increased by 27.2%, 12.6% and 12.8%, respectively.

- **Encouraging Enrollment and Retention in the Community:** Percentage of parents or caregivers involved in at least one activity that supports girls' retention increased by 1.2%. Percentage of parents or caregivers who disagreed with the argument of sending their own girl or boy to live with their relatives other than sending them to school increased by 13.1% and 13.8%, respectively.
- **Gender Norms and School participation:** % of AGYW who disagree with at least three harmful norms and attitudes that violate the rights of AGYW reduced by 7.1%
- **School-related SRGBV:** % of AGYW who have experienced SRGBV (any) in the last 12 months and 6 months prior to the survey reduced by 5.6 percent and 7.0percent, respectively. The percent of AGYW who experienced any form of bullying in past 12 months and 6 months prior to the survey increased by 4.3% and 1.7%, respectively. The percent AGYW experiencing any form of corporal punishment in past 12 months and 6 months prior to the survey reduced by 8.1% and 17.4%, respectively. These findings demonstrate achievement of the project's goal of reducing secondary school dropout and HIV infection among Adolescent Girls and Young Women (AGYW) aged 15-19 years in 10 districts of Uganda.

## 6. Finance, operations, and compliance

Financial management on this project was a beautiful challenge this being a first-time in country donor for World Vision Uganda in as much as World Vision has worked with a number of USG funding agencies. JSI provided a lot of support regarding capacity building through trainings, online support, quarterly finance review visits etc. This offered great experience in USG grant management.

The major challenge for finance was regarding the earlier reporting date which was the same date for the World Vision monthly closure hence making it difficult to send the report on the very day due to necessary reviews. This was however resolved when we negotiated for an extension of the reporting date which was approved in March 2018.

There were some challenges with the partners as this was a first time donor for them and for one of them, this was the biggest project the organization had ever handled. The partners were however cooperative, and this enabled World Vision to build their capacity, systems and policies towards compliance. For one partner in particular, the change is very significant as they were even ranked the best performing for FY18 by their other donors and were contacted by another donor agency to submit a proposal without solicitation. This is a great success for the project finance team.

The budget performance was good and in reconciliation with the program achievements. We spent slightly beyond it, but this overspending has been covered by the sale of project assets and a few other measures. The project had one fraud case which was identified in time before expenses were approved and the staff fully refunded the money. JSI was notified of this case. The project had four audits (USG OIG 2018 and 2019, A-133 2017 and Internal Audit 2018) and one significant congress review visit all of which were very successful with no finance findings or issues at all.

## 7. Capacity strengthening

The JSI team including Judy Mwangi and Abel Muzoora supported the pre-endline assessment in early October by visiting two schools and making recommendations during the visit but also guiding the team during the analysis of the data and report writing.

On December 19, 2018, JSI conducted photography capacity building workshop for the SAGE-DREAMS project staff. This training was aimed at equipping staff with relevant skills in taking good resolution photographs to enhance documentation of project level impact especially success stories.

In April 2017, 20 project staff including FOCREV and World vision had a two-day training on HIV Programming held in Kampala supported by the Senior Health and HIV Advisor, World Vision US. The overall objective of the training

was to equip staff with skills and information on HIV programming. It had been noted that the pace of implementation of the HTS component was moving at a very slow pace because of the few numbers of partner staff (FOC-REV) directly in charge of implementing HTS. It was therefore important for more staff to get equipped with knowledge and skills to supplement the partner's efforts in a bid to increase coverage of HTS.

In May, 2017, JSI trained the M&E Specialist, SAGE-DREAMS and the Programme Management Specialist, WVUS in Gender Equity Promotion (GEP) in Nairobi, Kenya. The purpose of the training was to improve the participants' program design skills and help them better integrate gender equity approaches in programming into their projects. Later on, the M&E Specialist trained 16 project staff including the Sub grantee staff of FOCREV and CTPR.

JSI organized SBCC training for the Sub grantees in South Africa in August, 2017. The training was attended by the Project Directors and Education Specialist. This training was intended to build capacity of the project staff to develop SBCC strategies for their projects for the SBCC interventions. Attached is the draft SBCC strategy for the SAGE-DREAMS project. The M&E Specialist and the Project Officer for Bukomansimbi were also trained on monitoring SBCC intervention by JSI in South Africa in September, 2017. The trained SAGE team later trained the rest of the SAGE DREAMS project staff on SBCC during the Quarterly review meeting held in Munyonyo resort hotel in Kampala on February 5-7, 2018.

JSI organized resource mobilization training in Nairobi, Kenya for all its sub grantees aimed at providing knowledge and skills on resource mobilization, different donor profiles and requirements to enable the Implementing partners to search for funds for future programming and organizational growth beyond DREAMS IC projects. The training that took place on May 22 – 24, 2018 was attended by the SAGE DREAMS Director and Grants Acquisition Manager, WVU. One key output of the training was that the team developed a Resource Mobilization Plan for each organization.

JSI also organized a Close out training on June 25 – 29, 2018 in Mombasa, Kenya for Finance and Program leads of the DREAMS IC project. The purpose of the training was to review USG processes and procedures to enable the grantees to close out their awards in a complaint manner.

The key output of this training was each grantee came up with an action plan to close the award by November, 2018 except those that were given extension by DOS until March, 2019.

JSI also organized a training at Tambo Conference Centre in South Africa on March 28-30 2017 Boksburg, South Africa. The objectives of this training course are to:

- improve grantee knowledge of USG/DOS regulations & how to manage projects in accordance with them; and,
- address financial reporting issues to improve ability for accurate and timely financial reporting.

The above training was attended by the Project Director and the Senior Finance Officer. The two also came back and trained all the project staff including the staff of FOCREV and CTPR on the same content. This training was very helpful in helping WVU and her partners learn how to be compliant and audit ready. As a result, the audit by DOS in July, 2017 was effectively handled and it also helped to improve management of Sub grantees in the field to remain compliant.

## **8. Sustainability**

### **8a. Project continuity**

The engagement of relevant district technical team at all levels of project implementation has resulted into greater ownership of interventions and will move a long way to sustainability. For example, Gomba district has incorporated GBV sanitization in community policing while the District Inspector of Schools is monitoring EWS in schools.

Community sensitization meetings are bound to continue as these were started or coordinated by the local leaders as evidenced by the end line evaluation report. "...the local leaders have mobilized, provided space for community meetings and then also participated in those meetings. Then the police and community development officers (CDOs) were all present in the trainings. Even during the community meetings when either the police or

sub county chief would attend, our meetings held more value in the community because they knew the area very well. For the health workers, whenever we needed them to come for meetings, they always attended although facilitation was a challenge. Then the police also provided the statistics needed for gender based violence because it was also our indicator.” (Key Informant, Mukono District)

Menstrual hygiene management activities including making of re-usable pads is bound to be sustained given the skills acquired by the students to make the re-usable pads as stated by a key informant during the end line evaluation in Mityana district: “some schools are planning to incorporate the budget to buy materials that are used to make reusable pads for the school, so that it is sustainable”.

As evidenced in the end line report, Ministry of Education has already shown great interest in the ‘Early Warning System’ as observed by a key informant in Mukono district: “... Ministry of Education is interested and it is telling us to come up with policy guidelines of the early warning system. So even if we [World Vision] pull out, I will not say the early warning system ended with DREAMS, it will actually expand.”

### **8b. Collaborators**

The project worked in collaboration with the line ministries of health, education and sports. Also, other DREAMS partners like Mildmay Uganda, Makerere University Walter Reed Program, Rakai Health Sciences program, Sparked Women, SOCY and RTI. The project staff participated in national events organized by the Ministry of Education and Sports where the project supported AGYW to represent SAGE-DREAMS project at the National Celebrations of the International Girl Child Day held in Jinja on November 27, 2018.

The project team was part of the intergenerational Dialogue organized by Global Forum for Development (GLOFORD) Uganda in partnership with AMREF Health Africa. Two girls from Dr. Obote Secondary School, ably represented SAGE - DREAMS and actively participated in discussing the issues pertaining to girl child education with the cultural, religious and political leaders. These leaders fully committed themselves to promoting the education of girl children during this meeting.

The project team also participated in National HIV prevention symposium, which was held on 21<sup>st</sup> to 22<sup>nd</sup> November 2018 under the theme; “Fast track and sustain the multi-sectoral HIV prevention Agenda.” Key stakeholders in HIV prevention were in attendance like Ministry of Health, Ministry of Education, and Uganda AIDS Commission, MOH for Zimbabwe, and Ministry of Gender Labour and social development.

World Vision SAGE- DREAMS staff participated in the National quarterly review meetings. Representatives from all implementing partners of DREAMS including DREAMS Core, Innovation Challenge and LITE, Ministry of Health, Ministry of Education and Sports, PEPFAR, CDC, Local government officials (DEOs, DIS, DCDO, DHOs, CAOs) from 14 districts where DREAMS is implemented, head teachers, teachers and beneficiaries. The PEPFAR representative reminded the organizations present that data for the work done is critical for decision making and encouraged all IPs to track the work they do and report accurately as donor decisions depend on the data provided.

### **8c. Replication/scale up**

SAGE innovations of the Early Warning System (EWS) and Stay in School Committee (SISC) has potential for scale-up in all districts in Uganda and other DREAMS countries because it is an adolescent driven model. It engages and builds the capacity of adolescents, their teachers, parents/caregivers and key community leaders, to identify problems and provide practical solutions to address adolescent girls’ retention in schools and HIV infection risk reduction. The SISC develops and implements action plans owned by them.

To foster ownership and sustainability, during year one, the project worked closely with the MoES to develop training materials on EWS, positive discipline, transformative teaching and life skills for teachers and peer educators. The training materials were endorsed by the MOES before they were used for training. The materials were used to train Trainers of Trainers (TOTs) consisting of staff from the MoES, district education teams who in turn trained peer educators, teachers, faith leaders and school managers from the 151 schools in the 10 districts.

The trained teachers and peer educators rolled out in their respective schools with support from the project team in close collaboration with the school authorities, faith leaders and community leaders. Therefore, the capacity built in the existing systems is still being utilized in the target schools beyond the project lifespan.

World Vision trained faith leaders, SISCs and other community structures in channels of hope gender to create awareness about the plight of the girl child and how to engage community members to take action to support the adolescent girls to remain in school, complete their education and make the right choices to avoid HIV infection. In some communities, the parents/guardians have taken initiatives to support girls' education for example in Oyam district as shown below:

*Parents mobilized themselves to support girls' education. This happened after a community dialogue was held in their village to discuss issues affecting girls' education. Consequently, lack of school fees was identified as an issue. The group has started farming initiative called "Farming For Education Strategy" which the proceeds is used to pay school fees. Currently, 41 learners are being paid in school.*

The project has documented lessons learned to inform future projects and interventions so that EWS is replicated for the benefit of other schools and communities. In addition, the project has developed tools for tracking girls that have dropped out or are at risk of dropping out of school that can be reproduced or adopted for use in the primary and other secondary schools, Teacher training institutions, districts and countries by other interested partners.

Working very closely with the MoES and involvement of the different key stakeholders in materials development, trainings and monitoring contributed to the ownership of the project initiatives. The experiences these stakeholders have gained can be used in the expansion of the EWS to other areas and improvement of the EWS as needed. Policy oversight by the MoES, the district education and health teams will ensure the schools and government structures continue to apply the EWS even after the project has ended. To this end, World Vision worked with the MoES to integrate the EWS into the Guidelines on Prevention and Management of HIV/AIDS, School Dropout and Re-entry of child mothers into the school setting in Uganda for application in other schools both primary and secondary plus teacher training institutions in Uganda.

World Vision Education Technical program has integrated the Early Warning System into the education sector to enable more students in its target primary schools to benefit from this initiative as a strategy for sustainability of the approach. They have trained TOTs in EWS in the districts where World vision is working so as replicate" as told by the Technical Lead Education.

World Vision also held discussions with the DREAMS Core partners to link the AGYW served by the SAGE DREAMS project into their programs as part of the transition process to ensure that the AGYW continue benefiting from the DREAMS program. So far Rakai Health Sciences Program has linked the AGYW in Rakai, Mubende, Bukomansimbi, Gomba and Ssembabule. Discussions are on-going with RHITES Lango, RHITES Acholi, Makerere University Water Reed Project and Mild May to link the AGYW to their programs for sustained support.

During the last Quarterly Review Meeting Organized by JSI and attended by PEPFAR, all DREAMS IC partners, Core Partners, MoES, MoH and district representatives, the PEPFAR representative announced that EWS will be one of the initiatives that PEPFAR COP 2019 will incorporate for scaling up. If this happens, then more resources might be released for expansion of the EWS in Uganda.

#### **8d. Resource mobilization**

**# of relevant proposals submitted:** No relevant proposal submitted during Life of Project (LoP)

**# of relevant proposals won:** Not applicable

**# of submissions pending a result:** Not applicable

**Did you develop or adapt your resource mobilization plan as a result of the project, and if so, is it final? No**

## 9. Collaboration with DREAMS Core and Innovation Challenge partners

Organization	Core or IC	Description of Partnership	Outcomes/Impact
Mild May	Core	World Vision worked with Health facilities and staffs supported by Mildmay to conduct HTC outreaches and services in the Districts Mityana and Mubende. Strong collaboration was also seen in DREAMS IC data management in the Uganda DREAMS tracking system.	Collaborative efforts between World Vision and Mildmay has contributed to the achievement of DREAMS IC targets, but also layering of the AGYWs to benefit from the other services of DREAMS Core Program.
Rakai Health Science Program	Core	World Vision collaboratively worked with RHSP team to identify the AGYW served by SAGE project to be linked/layered for other services within the DREAMS Core Program and data featured in the UDTs database.	A positive progress has been made and 4 percent of the DREAMS IC AGYWs beneficiaries have been linked in the Uganda DREAMS Tracking System database and layered to access other services from DREAMS Core Program
RHITES Lango	Core	Through collaboration, RHITES Lango has supported in generating unique numbers for the AGYWs for the SAGE-DREAMS Project. The Passports, serves as an identifier for tracking and service layering from DREAMS Core partners in Lira and Oyam district	RHITES Lango Program has processed over 5,000 passports with unique numbers for the AGYWS under the DREAMS IC Project.
Brick by Brick	IC	Through collaboration with Brick by Brick, only one Inception meeting was held in the shared district of Rakai making it more cost effective in terms of time and funds. The two IPs were able to meet the district officials, head teachers and other IPs at the same time to introduce the DREAMS IC programs in the district	<ul style="list-style-type: none"> <li>• Cost effectiveness in terms of time and funds and increased collaboration from the onset</li> <li>• The two organizations signed an MoU to avoid duplication in shared schools and agreed to divide the schools for common interventions of making reusable pads and SRH. This promoted better coordination of efforts</li> </ul>
Wizards Foundation	IC	In the shared districts of Gomba and Mukono, World Vision worked closely in shared schools	<ul style="list-style-type: none"> <li>• Improved layering of services to the AGYW</li> <li>• Improved coordination and leveraging of scarce resources for mobilization and reduced beneficiary fatigue since the two organizations could implement the different intervention concurrently especially HTS and Award Gala ceremonies</li> </ul>
Makerere University Water Reed Project	Core	World Vision and MWRP worked together to coordinate support to the AGYW in the shared schools in Mukono district	<ul style="list-style-type: none"> <li>• Some of the AGYW received school fees subsidy from MWRP in Kojja S.S, Seeta College and Namakwa S.S</li> <li>• MWRP provided 2,000 passports for the AGYW served by SAGE-DREAMS</li> </ul>

RTI	Core	WV and RTI held coordination meetings to discuss how to work with the students, teachers and school administrators after the school mapping revealed that 36 of the 151 schools were shared between the two organizations.	This improved coordination of implementation to the school level because the field officers shared their work plans and coordinated the time for moving to schools to avoid stakeholder fatigue.
Ushahidi	IC	Partnership with Ushahidi was signed but not much was done because it did not materialize	Not much was done under this partnership

## 10. Gender equity promotion and preventing gender-based violence

During the training on making re-usable pads, the project involved both boys and girls. A target of 35 girls and 15 boys was trained per school. They were first trained on Sexual Reproductive Health (SRH) to enable them to understand the body changes in both boys and girls including menstruation cycle and how this comes about and the fact that it is normal and important maturation development for girls. This was intended to empower the boys with the knowledge, skills and attitude to support the girls during their menstruation instead of stigmatizing them by laughing at those that stain their skirts during menstruation.

In addition, teachers, students and community leaders were trained on GBV recognition, response, and referral pathways. Using the Journeys Handbooks adopted by the USAID/Literacy Achievement and Retention Activity from Doorways Curriculum which the project reprinted for use on GBV trainings. Community dialogue meetings were held at community level facilitated by the trained faith leaders, local leaders and SISC members to create awareness on GBV prevention, response and referral pathways within the community to address GBV related issues.

## 11. Required attachments

### 11a. Photography

Photo file name	Attribution (who took the photo?)	Photo caption (please describe who is featured in the photo and what is happening)
 EoP Conference Photos	WV com-department	AGYW of St. Katherine Girls Secondary School in Lira pose for a group photo with the WV National Director- Jayson in red tie and the Commissioner BSE MoES - Ismeal in blue tie during the EoP conference for SAGE DREAMS project at Fairway Hotel on 26th Feb 2019
 Talking compound	Sarah Magoba, former SAGE Project Officer	The six peer leaders in Rakai under SAGE DREAMS project discuss how best they can promote a safe school environment, photo by Magoba Sarah
 DIC Wilson Center Forum	Wilson Center	The Project Director, DREAMS Innovation Challenge, Folami Harris, with Rebecca Acio, SAGE beneficiary and Rita Laura Lula, SAGE Project Director discuss the challenge of girls' education at the Wilson Center. Photo Credit: Wilson Center.
 Teachers update the EWS	Susan Ayer, former SAGE Project Officer	SAGE-DREAMS project support girls' retention in school through EWS approach. Left to right teachers updating the EWS register; Photo by Susan Ayer.



Photo during the Pre-end line assessn

Irene Atheino, Project officer

Group photo with the peers and focal teacher of Mityana SS during World Vision US. Visit for the pre endline assesment on 4th Oct 2018, photo by Irene Athieno, PO Mityana district.

**11b. List of all materials created under the DREAMS-IC grant during the life of the project**

Number	Item Description, including title, type of material, and purpose or target audience	Completed	Uploaded on Salesforce
1	Baseline Report & Summary	✓	✓
2	EWS Implementation Manual	✓	✓
3	EWS Register	✓	✓
4	Positive Discipline Manual	✓	✓
5	SISC Orientation Manual	✓	✓
6	School Mapping Report	✓	✓
7	VAC Guidelines	✓	✓
8	VAC Booklet	✓	✓
9	Referral Register	✓	✓
10	Life Skills Training	✓	✓
11	Menstrual Hygiene Management Training Manual	✓	✓
12	Transformative Teaching Manual	✓	✓
13	T-Shirt Design	✓	✓
14	Talking Compounds	✓	✓
15	Teachers Code of Conduct	✓	✓
16	Channels of Hope Manual	✓	✓
17	Journeys GBV Manuals	✓	✓
18	MOEST Policy Guidelines	In Progress at Ministry	In Progress at Ministry
19	Endline Report	✓	✓
20	Success Story Booklet	✓	✓

**11c. Press releases, major reports, and/or academic papers/abstracts/conference presentations published during the life of project that featured activities funded by DREAMS-IC**

Type and Title	Hyperlink or file name of attachment
<i>Adolescent-Led EWS Innovation Supports Girls to Stay in School</i>	National Symposium on Reflecting on the Gains and Setting the Agenda for Girls' Education in Uganda – February, 2019
<i>Adolescent-led Early Warning System and Stay in School Committee innovations support adolescent girls to stay in school and to be HIV-free.</i>	22nd International AIDS Conference - Abstract Submission System – June 2018
Success Story Blog: Pricilia	<a href="http://www.worldvisionadvocacy.org/2019/02/25/dreams-program-taught-pricilia-advocate-girls-education-empowerment/">http://www.worldvisionadvocacy.org/2019/02/25/dreams-program-taught-pricilia-advocate-girls-education-empowerment/</a>
Success Story Blog: Veronica	<a href="http://www.worldvisionadvocacy.org/2019/02/14/early-marriage-education-uganda/">http://www.worldvisionadvocacy.org/2019/02/14/early-marriage-education-uganda/</a>

Wilson Center December 11, 2018 Event	<a href="https://www.wilsoncenter.org/event/emerging-lessons-the-dreams-innovation-challenge">https://www.wilsoncenter.org/event/emerging-lessons-the-dreams-innovation-challenge</a>
World Vision SAGE Website & Video	<a href="http://www.worldvision.org/dreams">www.worldvision.org/dreams</a>

### 11d. Success stories

There is a success story booklet uploaded separately onto Salesforce, in addition to the below.

Title	File name of attachment
<i>Followed up and empowered by the Stay-in-School Committee to return to school</i>	 Daisy Story
<i>The SAGE-DREAMS Project inspired me to aim higher: I want to be the president of Uganda</i>	 Priscilla Story
<i>The SAGE DREAMS project restored my hope of becoming an accountant.</i>	 Rebecca Story
<i>SAGE-DREAMS Project change my Life and now I understand how to manage menstrual hygiene.</i>	 Agnes story

### 11e. Measuring Success Endline Report

Final Endline Evaluation Report shall be submitted separately using the measuring success template through email and salesforce.

## 12. Appendices

### 1. Life of project Indicators achievement versus targets

Code	Indicators	Overall LoP Target	Cumulative achievement	% of LoP Target	Comment
HTS_TST	Number of individuals who received HIV Testing Services (HTS) and received their test results	34900	23,052	66.0%	This target was not achieved because the PEPFAR policy guidelines changed from massive testing to index testing and also the fact that HTS is voluntary.
GNDR-4	Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities	1387	549	40%	This was under achieved because the project period was too short to change deeply rooted societal norms and believes on Gender
ES.1-4	Number of learners in secondary schools or equivalent non-school	38,750	44,351	114%	Over achieved due to the interventions on awareness raising to promote girls child

Code	Indicators	Overall LoP Target	Cumulative achievement	% of LoP Target	Comment
	based settings reached with USG education assistance				education that led to more parents sending girls to school, counseling, follow up and support to girls at risk of dropping out of school which led to more girls retained in school.
ES.1-13	Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance	302	302	100%	Achieved
ES.4-2	Number of service providers trained who serve vulnerable persons	10,184	11,241	110%	Achieved
SCH_RET	Percentage of girls retained in school for life of project	38,750	44,351	99.7%	Achieved
HYG_PROD	Number of girls with access to hygiene products and services	5,285	6,290	119%	Over achieved because the AGYWs were very interested in this activity as it benefitted them directly and the teachers sent more the 50 participants required.
COMM_MOB	Number of persons actively participating in community mobilization activities	40513	41021	101%	Achieved
DRP_REEN	Number of students re-enrolled in secondary school	1820	140	8%	Few AGYW were re-enrolled because of the effectiveness of the EWS that helped to retain them in school and those that dropped due to school fees challenges could not be re-enrolled because the project did not have school fees subsidy. Very few of those referred to other IPs with subsidy received support
Custom Indicator_1	Number of AGYWs (Peer Educators) and teachers trained in HIV Prevention	1,208	1,034	86%	Under achieved due to tight school schedules for teachers and students.

Code	Indicators	Overall LoP Target	Cumulative achievement	% of LoP Target	Comment
Custom Indicator_2	Number of congregational hope team members trained	520	40	7.7%	Under achieved
Custom Indicator_3	Number of HTC outreaches conducted	322	196	61%	Under achieved
Custom Indicator_4	Number of teachers trained on EWS and Positive Discipline	906	1,006	111%	More teachers were trained during No cost extension period for sustainability
Custom Indicator_5	Number of SISC members trained on EWS, HIV prevention and Life Skills	2,265	2662	118%	Over achieved because more SISC were trained during No cost extension period for sustainability
Custom Indicator_6	Number of AGYW (13-19 years) identified to be at risk of school dropout by use of EWS tool	9,000	2,352	26%	Under achieved many interventions targeted the AGYW hence it reduce their risk of drop out
Custom Indicator_7	Number of outreaches and home visits conducted by trained Faith leaders or SISC	2,718	339	12%	Under achieved AGYW flagged were few so the outreaches ere few too. Also, no prior facilitation was advanced to the faith leaders to carry out home visits
Custom Indicator_8	Number of schools enrolled into the project and implementing EWS	151	151	100%	Achieved within acceptable threshold
Custom Indicator_9	Number of AGYW attending school events: Mentorship by role models	33,750	31,730	94%	Achieved within acceptable threshold
Custom Indicator_10	Number of active members of SISC	2265	1988	88%	Under achieved AGYW flagged were few so the outreaches ere few too. Also, no prior facilitation was advanced to the faith leaders to carry out home visits
Custom Indicator_11	Number of faith leaders and CHAT members trained on gender, EWS and HIV prevention	1994	1797	90%	Achieved within acceptable threshold
Custom Indicator_12	Number of youth (13-19 years) trained in social / leadership skills (35 girls and 15 boys per school)	7550	8237	109%	Achieved within acceptable threshold
Custom Indicator_13	Number of individuals trained on GBV prevention, recognition and referral	1812	3149	174%	Over achieved this is combined with teachers, community structures and students. There was need to reach out to more

Code	Indicators	Overall LoP Target	Cumulative achievement	% of LoP Target	Comment
					community members due to the need to ensure that AGYW are protect from GBV at community levels
Custom Indicator_14	Number of AGYW 13– 19 years reached with messages on life skills by Peer educators and members of SISCs	26740	12636	47%	Under achieved Limited time given to the AGYW to interact with fellow peers while at school.
CustomIndicator_15	Number of teachers trained in transformative teaching	906	799	88%	Under achieved Low turn up of teachers during trainings due to tight school schedules
CustomIndicator_16	Number of individuals trained in making re-usable sanitary pads	8343	8433	101%	Achieved within acceptable threshold
CustomIndicator_9	Number of AGYW attending school events: G4G Campaigns	17516	10321	59%	Under achieved Tight schedules on the school timetable didn't enable active involvement of the AGYW in the campaigns