



Empowering girls

**Gufasha Girls Foundation
Rapid Impact Assessment Report**

March 2025

PREPARED BY



PREPARED FOR



Table of contents

List of tables	i
List of acronyms	ii
Welcome note from our founder	iii
About Us	1
Why what we do matters Where we work	2
Executive summary	4
Background & objectives	5
Methodology & implementation approach	5
Findings	7
Focus group discussion findings Voices reflecting on the Sponsorship program	14
Focus group discussion findings Voices reflecting on making reusable menstrual pads	17
Focus group discussion findings Voices reflecting on the mentorship program	18
Recommendations	19
Appendices	24
• Tools	
• Photos	



List of tables

Chart 1 showing percentage of learners per classroom	3
Chart 2 showing reasons cited learners for missing school	4
Table 1 showing number of learners who considered dropping out of school	5
Chart 3 showing learners who participated in the mentorship program	6
Chart 4 showing learners who were trained how to make reusable sanitary pads	10



List of acronyms

GGF	Gufasha Girls Foundation
CBO	Community Based Organization



28 March 2025

Dear Stakeholders,

I am pleased to present the Gufasha Girls Foundation Rapid Impact Assessment Report for March 2025. This report provides a comprehensive evaluation of our key projects: the #SheThrives Education Sponsorship, the Annual Gala, and the My Menstruation Is My Dignity (Reusable Pads training) Project.

This assessment was conducted to measure the effectiveness of our programs, identify challenges, and gather data to inform future improvements. It utilizes a mixed-methods approach, combining quantitative surveys with qualitative focus group discussions and interviews, ensuring a thorough and nuanced understanding of our impact.

The findings highlight significant achievements, such as the positive influence of our sponsorship program on school attendance and the increased self-confidence observed among girls participating in mentorship initiatives. The report also identifies areas for growth, particularly in stakeholder engagement, resource distribution, and income generation through reusable pad training.

We are committed to using the insights from this report to refine our strategies and enhance our impact. By focusing on Child Marriage, Education, and Economic Empowerment, and by leveraging data-driven strategies and expanded partnerships, we aim to achieve sustainable growth and contribute to the eradication of child marriage and the empowerment of girls in Uganda.

I extend my sincere gratitude to Insika Associates for their meticulous work in preparing this report, and to all our stakeholders - beneficiaries, teachers, mentors, parents, community leaders, and partners - for their continued support and dedication.

We believe this report will serve as a valuable tool for guiding our future efforts and ensuring that we effectively achieve our mission of empowering girls and young women in Uganda.

Sincerely,



Joan Kembabazi
Founder & Lead,
Gufasha Girls Foundation



About Us

Gufasha Girls Foundation is a community-based organization in Africa founded in 2016 and is committed to promoting girls' rights and education through advocacy, capacity building, and awareness creation.

Gufasha Girls Foundation's history traces back to the founder Joan Kembabazi's loss of her childhood best friend, Gufasha Maureen who was married off at 13 years, had to quit her education, experienced a difficult marriage, and lost her life during childbirth.

And due to the increased number of girls being married as children (before the age of 18) in her community as a result of inadequate access to education, poverty, negative social and cultural norms, lack of awareness of girls' rights, and laws against child marriage, it is from here that Joan founded Gufasha Girls Foundation in memory of her late friend in 2016 to empower and change lives of girls in her community and Africa as a whole.

The Foundation was officially registered in 2021 as a Community-Based Organization (CBO) number KYG/095/21. The Foundation works with different communities in Uganda (East Africa) having Kayunga as its model district.

Over the years, Gufasha Girls Foundation has been able to create awareness of girls' rights and values in communities of Uganda through community-based programs and initiatives.

Our work seeks to address and contribute to the attainment of the following SDGs

The primary SDGs our work focuses on



The secondary SDGs our work focuses on



Vision

A world in which every girl achieves her fullest potential and contributes to all aspects of life



Mission

To end child marriage and empower girls and young women in Uganda through Advocacy, Capacity building and Education support.

Meet the Gufasha Girls Foundation team



Joan Kembabazi
Founder & Lead



Jamil Kigenyi
Co-founder



Namulondo Mercy
Communications and
Advocacy Officer

7

Number of
volunteers on
the team

Map of Uganda showing
Kayunga district



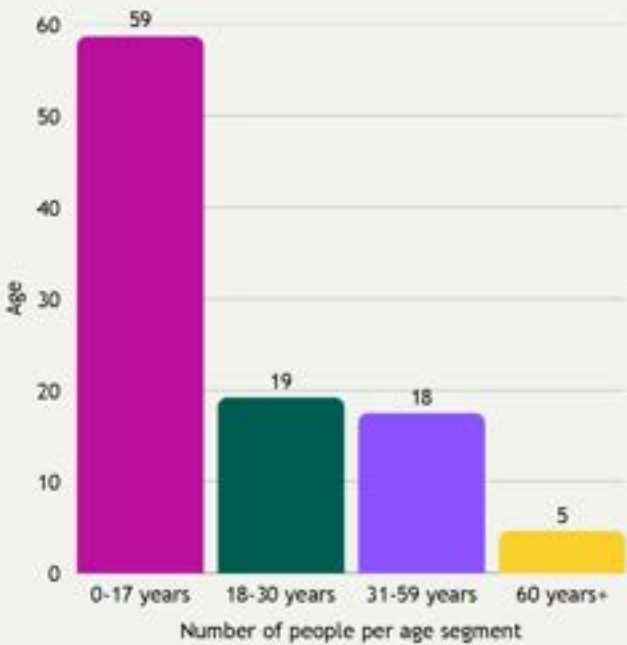
Map of Kayunga district
showing population density



Kayunga district population density 2014

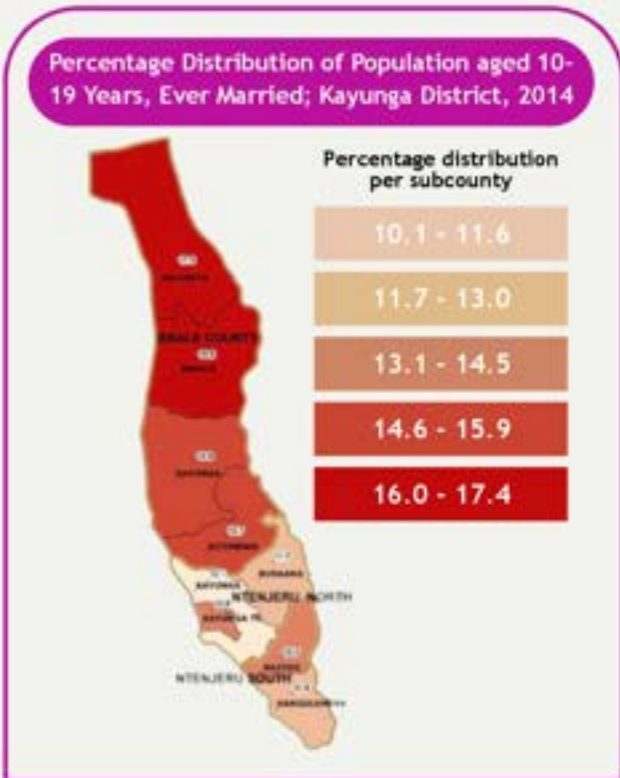


Kayunga district population age appropriation



Kayunga district gender aggregation



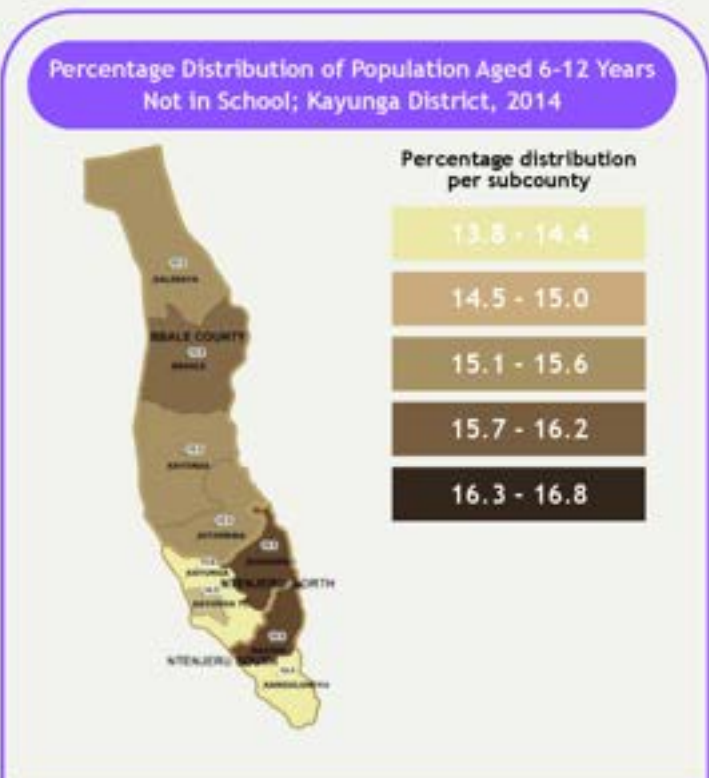


Addressing girl child marriage in Uganda—particularly in Kayunga District—is essential for advancing human rights, education, health, and economic empowerment.

Early marriage deprives girls of their right to education, exposes them to serious health risks like maternal mortality and obstetric fistula, and reinforces cycles of poverty and dependence.

In Kayunga, cultural norms, limited access to menstrual health resources, and inadequate support for teenage mothers drive high rates of school dropout and early marriage. This not only undermines the potential of young girls but also hinders broader development goals such as gender equality and inclusive economic growth.

Ending child marriage through community-based interventions and education-focused programs can help girls stay in school, delay marriage, and contribute meaningfully to their communities



Keeping the girl child in school in Uganda—and specifically in Kayunga District—is a powerful intervention with long-term benefits for individuals, families, and communities. Through scholarships, technical skilling, and mentorship, we can break systemic barriers that prevent girls from accessing and completing education.

In Kayunga, many girls face challenges such as poverty, early marriage, teenage pregnancy, and lack of menstrual hygiene support, which often lead to school dropout. Scholarships alleviate financial burdens, making it possible for vulnerable girls to stay in school. Technical skilling equips them with hands-on knowledge and livelihood opportunities, helping them transition successfully into the workforce or entrepreneurship. Mentorship provides emotional and academic guidance, boosting their confidence, building life skills, and helping them navigate socio-cultural pressures.

Educated girls are more likely to delay marriage, have healthier families, earn higher incomes, and contribute to community development. According to UNESCO, every additional year a girl spends in school can increase her future earnings by up to 20%. In rural areas like Kayunga, where educational resources and opportunities are limited, targeted interventions are vital to leveling the playing field and ensuring no girl is left behind.

Executive summary



School attendance & dropout trends

Students missed an average of 17 school days in the past year, with financial constraints (53.2%) and illness (52.6%) as the primary causes. Among respondents, 42% had considered dropping out, with the majority (89.2%) being non-beneficiaries of the sponsorship program. Encouragingly, 100% of program beneficiaries reported improved school attendance due to sponsorship support



Mentorship & self-confidence

Strong participation (78.3%) in the mentorship program highlights its role in empowering students, particularly adolescent girls. Self-confidence ratings improved from 2.6 to 3.1 by the end of 2024, showcasing the program's positive impact



Annual gala impact

The event was attended by 71.0% of respondents, with most learning about it through community announcements. Key takeaways included advocacy for girls' education, resisting early marriage, and community engagement in children's rights. While 71.2% of attendees reported applying the knowledge gained, gaps in resource distribution and participant engagement were noted



Reusable sanitary pad training

Training participation stood at 52.8%, significantly improving menstrual hygiene knowledge (rated 3.8/5 post-training vs. 1.4/5 pre-training). The training positively influenced school attendance for 65.6% of participants, though income generation from the acquired skills remains low (22.6%)

Conclusion

To achieve its long-term vision of eradicating child marriage and empowering girls in Uganda, Gufasha Girls Foundation should streamline its efforts into Child Marriage, Education, and Economic Empowerment. Data-driven strategies and expanded partnerships will be key to sustainable growth and national/global influence in advocacy, capacity building, and educational support.

Background & objectives

The Gufasha Girls Foundation conducted a rapid impact assessment to evaluate the effectiveness of its key projects: #SheThrives Education Sponsorship, the Annual Gala, and the My Menstruation Is My Dignity (Reusable Pads training) Project. The assessment aimed to determine if the projects are achieving their intended outcomes, identify challenges, and gather data for future program improvements.



The #SheThrives Education Sponsorship Project

Child marriage remains a critical issue in Uganda, with 8.9 million girls aged 10-19, particularly in rural areas, at risk due to limited education opportunities. Education is a proven protective factor, significantly reducing the likelihood of early marriage and teenage pregnancies. Gufasha Girls Foundation aims to combat this by promoting girls' education through providing scholastic materials, advocating for safe school environments, sensitizing communities, providing counseling, offering sponsorships, distributing sanitary towels, conducting peer outreach, and advocating for the reintegration of teenage mothers. The foundation believes education empowers girls to make informed life decisions and thrive, directly addressing the core drivers of child marriage.



The #GufashaGirlsAnnualGala

Child marriage persists as a major issue globally, particularly in low-income countries like Uganda, where it affects millions of girls. In Uganda, 34% of girls are married before 18, ranking it 16th globally. To address this, Gufasha Girls Foundation utilizes sports as a community engagement tool to raise awareness, amplify adolescent girls' voices, and strengthen their capacity to combat child marriage. The project aims to improve community response and ultimately reduce the high prevalence of this harmful practice by leveraging the unifying power of sports.



Menstrual Health & Hygiene Management

Menstruation significantly hinders girls' education and well-being in Uganda, with 23% of girls aged 12-18 dropping out of school. In Kayunga district, period poverty is rampant, characterized by limited knowledge, stigma, and the use of unhygienic menstrual substitutes. This leads to health problems, school absenteeism, and even exploitation. Gufasha Girls Foundation aims to combat this by providing sanitary pads, educating communities to break menstrual taboos, and training girls to make reusable pads, ensuring they stay in school and continue their education. The project directly addresses the health and educational barriers caused by period poverty.

Background & objectives

Objectives:

The assessment focused on several key objectives across the projects:

The primary assessment objective for the #SheThrives Education Sponsorship Project was to evaluate the project's efficacy in facilitating continued education for 50 adolescent girls. This involved measuring the reduction in school dropout rates among beneficiaries and assessing the impact of mentorship programs on their empowerment. The assessment aimed to determine the extent to which the project successfully removes educational barriers and fosters personal development.

For the Gufasha Girls Annual Gala, the assessment focused on the project's ability to effectively engage a diverse community of stakeholders. This included evaluating the platform's success in providing adolescent girls with a space to voice their concerns and the level of engagement achieved with local leaders. The assessment sought to determine the gala's impact on raising awareness and promoting dialogue on relevant issues.

The My Menstruation Is My Dignity Project was assessed based on its ability to provide girls with the knowledge and practical skills necessary to produce reusable sanitary pads. The assessment measured the project's success in reducing school absenteeism due to menstruation and evaluate the empowerment of girls through income-generation skills acquired via pad production. This sought to determine the project's contribution to improving girls' menstrual health management and economic independence.

Methodology:

The assessment utilized a comprehensive mixed-methods approach to ensure a thorough evaluation. Quantitative data was collected through surveys, allowing for the gathering of statistical information to measure project outcomes and trends. This provided a broad overview of the projects' impact on the target populations.

To complement the quantitative findings, qualitative data was gathered through FGDs with key stakeholders, including beneficiaries, teachers, mentors, parents, and community leaders. These interviews aimed to capture nuanced perspectives and experiences. Additionally, focus group discussions were conducted to facilitate detailed insights and explore shared experiences among participants.


The sample sizes for beneficiary groups were determined using simple random sampling where a sample of 200 students were selected for the quantitative surveys. The qualitative survey respondents were selected purposively. Furthermore, ethical considerations were paramount throughout the data collection process. Informed consent was obtained from all participants, safeguarding their rights and well-being.

Data Analysis:

Both statistical and qualitative data analysis techniques were used:

- Statistical analysis: Descriptive statistics were employed where counts, graphs, percentages
- Qualitative data analysis: Methods was used to analyze interview transcripts, focus group discussions, and observations to identify themes, patterns, and key insights.

The assessment involved control groups for comparison and ensured ethical data collection with informed consent. The findings will be used to validate project outcomes, identify areas for improvement, and enhance the overall impact of the Gufasha Girls Foundation's initiatives.




Voices from the field

Girls were given a platform to express and speak about their challenges to the event participants and asked for support towards their enjoying their rights.
Teacher

Findings

Voices from the field

Girls' voices were centered during the event which gave them and other stakeholders an opportunity to discuss how better they can support the girl child and their thriving.
Parent

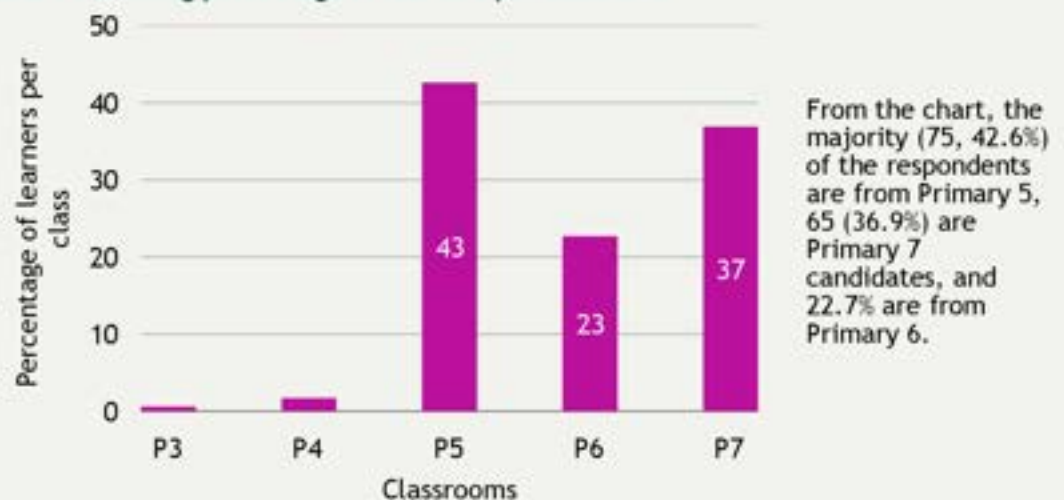




Demographics

The survey targeted students from Kayunga district in 4 schools that are part of the program were targeted for the survey. The schools included Pride Junior School Kayunga (30, 17.0%), Devine Embassy Kindergarten and Primary School - Bbaale (43, 24.4%), St. Andrew C/U Primary School - Bbaale (78, 44.3%), and Gayaza Primary School (33, 18.8%). Of the planned 200 students to be sampled, 176 were surveyed. The average age of the students surveyed was 13 years, with the oldest being 17 and the youngest 9 years.

Chart 1 showing percentage of learners per classroom

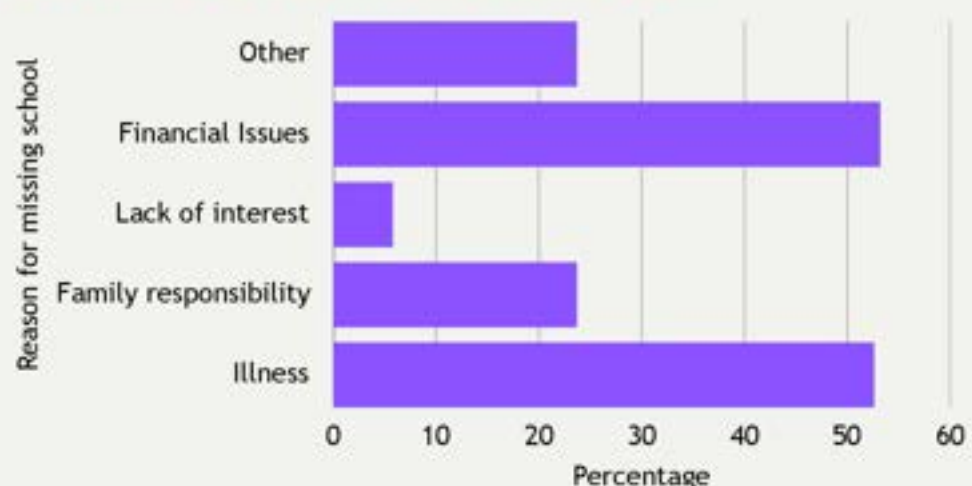


Objective 1: School attendance

We asked the students about their stay in school, and the survey revealed the following.

On average, the students missed school for approximately 17 days in the last year. However, some of the students stayed away from school for up to 100 days.

Chart 2 showing reasons cited learners for missing school



From the chart above, the survey revealed that the majority of the students who missed school attributed it to financial issues (53.2%) and illness (52.6%). However, these were mainly from the students that are not part of the sponsorship program.

Table 1 showing number of learners who considered dropping out of school

Narration	#	%	Part of the sponsorship program	
			Yes	No
Yes	74	42.0%	18.9%	81.1%
No	102	58.0%	10.8%	89.2%
Total	176	100%		

We asked the students if they had considered dropping out of school, and 102 (58.0%) said they had not, while 74 (42.0%) had considered dropping out of school. Of those who had considered dropping out of school, the majority (89.2%) were not part of the program.

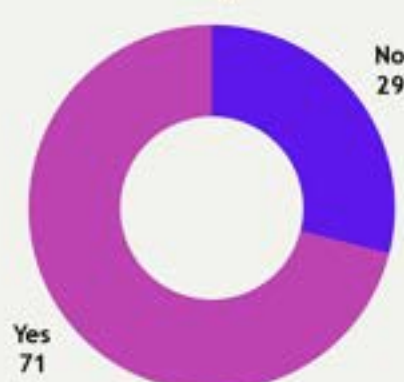
The survey findings highlight the prevalence of school dropouts, with 61.4% of respondents knowing peers who have dropped out. However, sponsorship programs have proven effective, as all beneficiaries (100%) reported improved school attendance due to the support.

The survey revealed that the students dropped out of school primarily due to financial constraints, including a lack of school fees and scholastic materials. Family issues, such as the loss of parents, mistreatment by stepparents, and heavy family responsibilities, also contributed. Child marriage and teenage pregnancy forced many girls out of school, often under parental pressure. Peer influence, joining bad groups, and losing interest further drove dropout rates.

Additionally, harsh treatment by teachers, long distances to school, and health problems made it difficult for some students to continue their education.

Participation in the mentorship program

Chart 3 showing learners who participated in the mentorship program



Additionally, 78.3% of respondents participated in the mentorship program, indicating strong engagement in initiatives aimed at empowering girls. These results underscore the importance of sponsorship and mentorship in promoting education retention and reducing dropout rates among adolescent girls. Expanding mentorship opportunities could further enhance the impact of these interventions.

We asked the students to rate their self-confidence at the beginning and end of 2024, and we noted that their rating increased from 2.6 to 3.1, showing increased levels of self-confidence as a result of the program.

The survey revealed that 125 (71.0%) of the respondents surveyed attended the annual gala last year and 82.6% of the respondents that attended were part of the program.

The majority of students (76.0%) learned about the annual gala through community announcements, while invitations (9.6%) and other sources (25.6%) also played a role. Social media had no impact on event awareness. The primary motivation for attendance was an interest in child marriage issues (62.4%), followed by personal connections (16.8%), support for the organization (14.4%), and professional reasons (3.2%).



Voices from the field

The speech from the adolescent girls moved me, they shared an important message that not only called upon the leaders to protect their rights but also encouraged their fellows to stay in school and avoid bad peer groups.

Parent



Voices from the field

The biblical message around marriage and raising well disciplined children from the Archdeacon, and his commitment to working together to ensure that the practise of child marriage is eliminated stood out for me.

Teacher.

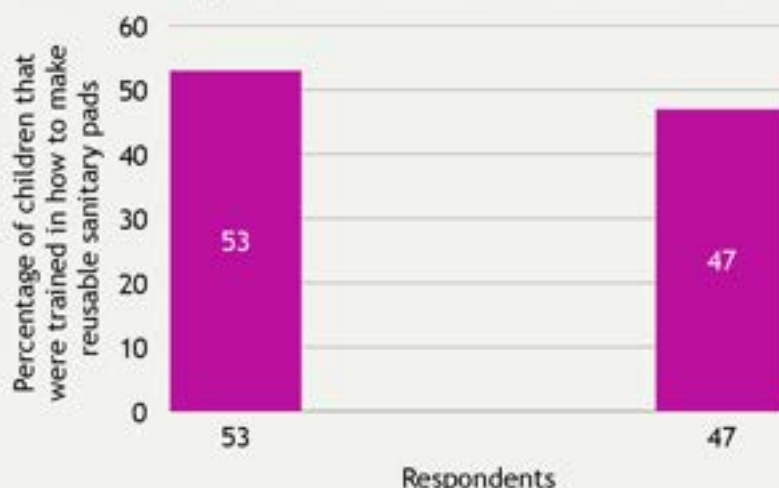
Additionally, 25.6% cited other motivations. The average rating of 3.4 out of 5 suggests a moderate improvement in attendees' understanding of child marriage issues after the event. While the gala contributed to raising awareness, there is room for further engagement and educational efforts to deepen participants' knowledge.

The findings indicate that 56.8% of attendees felt the event provided a platform to raise their concerns, while 43.2% did not, suggesting a need to enhance opportunities for participant engagement. Additionally, 71.2% did not receive informational materials, highlighting a gap in resource distribution that could be addressed in future events. Encouragingly, 71.2% of attendees reported applying the knowledge gained from the gala, demonstrating its practical impact.

We asked the students how they applied the knowledge gained from the Gala and noted that the annual gala empowered participants to advocate for girls' education, avoid early marriage, and resist peer pressure. Many now educate peers and communities on children's rights, report child marriage cases, and apply skills like making reusable pads. The event fostered confidence, leadership, and positive change.

Training on making reusable sanitary pads

Chart 4 showing learners who were trained how to make reusable sanitary pads



The findings indicate that 52.8% of respondents received training on making reusable sanitary pads, with their understanding of menstrual hygiene management rated at 3.8 out of 5 after the training. Before the training, their skills in making reusable pads were low, with an average rating of 1.4. Encouragingly, 65.6% of participants reported improved school attendance as a result of the training, highlighting its positive impact on education retention. However, only 22.6% have used their skills to generate income, earning an average of UGX 13,190, while 77.4% have not.

Voices from the field

The gala brought together different stakeholders to stand up for girls' rights and emphasize the importance of collective action to ensure that girls are not married off as children and promote girls' education, which was a success as different stakeholders committed to working hand in hand with GGF to support the mission.

Youth Leader, Focus Group Discussion attendee

GUFASHA GIRLS ANNUAL GALA 2024



Focus group discussion findings

Key themes from the discussion

The discussions revolved around four key objectives:

Theme 1: Engagement with a wider community of stakeholders

1.1 Diversity of stakeholders: Participants generally felt that different stakeholders were represented, including teachers, parents, community leaders, and police. However, concerns were raised about the underrepresentation of boys and persons with disabilities (PWDs) in discussions about the girl child.

1.2 Success in engaging the community on girl child issues: The event was seen as successful in raising awareness about child marriage, girls' education, and community involvement in protecting girls' rights.

Areas for improvement:

- Better planning and time allocation to ensure all discussions take place effectively.
- Increased participation of boys to create a more inclusive dialogue.
- More community mobilization strategies, such as using a brass band and community feeding, to attract wider participation.

Voices from the field

I expected boys to be part of the activities, but to my surprise girls were the only ones considered which created a line between boys and girls and so some boys were heard asking themselves what took them on the gala.

Felix Gordon, Focus Group Discussion attendee

Focus Group Discussion highlights

The focus group discussions included a mix of teachers, parents, pupils (adolescent girls), community leaders, and government representatives (such as GISO - Gombolola Internal Security Officers). The breakdown of participants per session was as follows:

Group composition of focus group participants

Gayaza C/U Primary School Participants

- 7 participants

Composition

- Parents and an adolescent girl

Pride Junior School Participants:

- 6 participants

Composition:

- Teachers, Parents, Community Youth Leader


Divine Embassy Kindergarten and Primary School

Participants:

- 9 participants

Composition:

- Teachers, GISO, Parents



Focus group discussion findings

Theme 2: Platform for Adolescent Girls to Raise Concerns

2.1 Opportunities for girls to speak out: Girls were given a platform to express themselves through speeches and panel discussions. However, some participants felt that the number of girls chosen to represent others was too small, leading to limited participation.

2.2 Impactful speeches and moments: Adolescent girls' speeches were powerful, calling on leaders to protect their rights and encouraging peers to stay in school. The speech by a health officer about adolescent reproductive health services stood out for some. A religious leader's message on marriage and raising disciplined children was noted as impactful.

Suggested improvements:

- Fair representation of adolescent girls in discussions.
- Better community mobilization to ensure a diverse audience.
- Engagement of boys in discussions to create a balanced perspective.



Voices from the field

The gala was marvelous though girls should be involved than outside people, let's mobilize girls earlier in all fields eg football.
Philly, Focus Group Discussion attendee

Voices from the field

Equal treatment between girls and boys in Gufasha activities on Gala

Felix Kabogoza,
Focus Group Discussion attendee



Focus group discussion findings



Voices from the field

Girls should be involved more than boys, boys should also be involved since they share classrooms with their sisters (girls)

Alezio Lucy, Focus Group Discussion attendee

Theme 3: Training on reusable menstrual pads

3.1 Satisfaction with training: Training provided essential knowledge about menstrual hygiene, which helped girls stay clean and prevent infections.

- The inclusion of boys in the training was appreciated.
- Impact on School Attendance and Performance: Fewer girls missed school due to periods.
- Increased confidence among girls in discussing menstrual health.

3.2 Community perception of menstrual health: Many community members still viewed menstruation as a taboo topic, and there was a need for more community sensitization.

- Parents appreciated the training because they could not afford disposable pads, and girls could now make their own.

Voices from the field

They should give schools time and organize and bring topics that empower them in earlier academics,

Ahmed Kabogoza,
Focus Group Discussion
attendee





Focus group discussion findings Voices reflecting on the Sponsorship program

Voices from the field

The sponsorship helped my daughter and supported her with her everyday needs in order to stay in school without distractions and be able to achieve the best results

Parent(Namusisi Ruth)

Voices from the field

We do not have so many girls sponsored at our school, but those who are supported with scholastic materials from GGF have been able to stay in school

Male Teacher from Gayaza Primary School.

Voices from the field

I am a product of the sponsorship program and i have been able to stay in school and completed my primary seven last year, i am still a beneficiary of the program which is helping me stay focused on my education and achieve my dream of becoming a nurse.

Angel (adolescent girl participant)

Voices from the field

We have so many girls here coming from poor families, if GGF can sponsor/support a number of them, that would be helpful for girls to stay in school and become powerful people.

Parent

Voices from the field

The sponsorship offered to Angel acted as an example and a door way to other girls who had lost hope. This boosted her morale to stay in school and a conducive environment hence creating for her a better future

Felix Gordon



Focus group discussion findings Voices reflecting on the Sponsorship program

Voices from the field

Last year, my daughter always came back home and told me how her sponsors(GGF) sat her down and advised her to stay focused in her studies, leverage the availability of her teachers to help her with subjects she is still weak in, and encouraged her the education is the best thing any girls can ever have, which i am so sure have helped her stay committed to her education.

Parent.

Voices from the field

One of my three daughters who has been part of the mentorship program has had some improvement in her academics, i should say this was because of the counselling and guidance she received from the program.

Parent

Voices from the field


Girls learnt to express themselves in terms of leadership where they are able to stand up for different positions in school

Kirya Daniel

Voices from the field

Confidence in girls has been greatly improved where girls are all aware of their rights and how, when and whom to demand them from

Teacher



Focus group discussion findings

Voices reflecting on **making reusable menstrual pads**

Voices from the field

I shared what we learnt from the training with my older sister, she knew most of the information about menstruation though she was never open with me about it. So now i and her are open about the matter at home.

Adolescent girl participants



Voices from the field

Girls in our school no longer miss school days during their periods which has contributed to their school performance. They have also gained more confidence in sharing about periods among their peers during school club sessions.

2 Teachers

Voices from the field

Girls share about menstruation freely among each other at school and they have always engaged the school woman teacher at school. - Teacher

Adolescent girl participant



Voices from the field

Many girls in the community share the idea which has impacted confidence about periods being a normal occurrence

Parent

Voices from the field

Girls are attending their school days even during their periods, our school woman teacher no longer receives complaints from girls for being stigmatized during their periods, which was not the case before.

Teacher





Focus group discussion findings

Voices reflecting on **making reusable menstrual pads**

Voices from the field

My two daughters who were part of the training are able to attend school because they have pads readily available to them, pads is no longer a worry for them.

Parent



Voices from the field

I and my fellow girls used to shy away from talking about our periods, but after the training we were and we continue to share experiences and advice among ourselves, we even speak about our safe and unsafe days and how we can stay clean during our period days

Adolescent girl participant.s

Voices from the field

The attendance of girls who attend school has increased since girls can attend even during their periods

GISO



Voices from the field

girls have developed confidence to face their periods with confidence and abolish the system of staying home during their period


Gordon

Voices from the field

I felt good because at the moment I can make sanitary pad for my daughter, wife, friends and others. On top of this, this it improved the health of the menstruating girls because some could use clothes but now they learnt how to make and use reusable pads

GISO



A group of people are gathered outdoors under the shade of a large tree. In the foreground, a man in a light-colored shirt sits with his back to the camera on a wooden chair. To his left, a woman in a pink dress sits on a similar chair, holding a small object. Further back, two women are seated; one in a red dress and another in a striped shirt and white skirt. Standing to the right is a woman in a dark blue polo shirt and light-colored shorts, holding a white folder or book. The background features a single-story brick building with a dark arched doorway. The entire scene is overlaid with a semi-transparent blue filter.

Recommendations

Recommendations

Inclusive stakeholder engagement & representation

To enhance stakeholder engagement and representation, efforts should be made to ensure inclusive participation by actively involving boys, children with disabilities, and more adolescent girls in discussions and activities, fostering a holistic approach to gender equality and community development. Diverse community mobilization strategies, such as door-to-door campaigns, engagement with local leaders, and the use of branded materials like banners and brass bands, should be employed to attract broader participation.

Additionally, policymakers, district officials, and community leaders should be engaged to enhance advocacy efforts and ensure long-term policy impact. Strengthening platforms for adolescent girls' voices is crucial, and this can be achieved by establishing permanent safe spaces in schools and communities where girls can regularly express their concerns, receive mentorship, and access essential resources.

Community and policy advocacy should be reinforced through regular awareness campaigns, including community dialogues and radio talk shows, to educate parents and guardians on critical issues like child marriage, education, and girls' rights. Strengthening legal support and reporting mechanisms in collaboration with local authorities will ensure better protection against child abuse, forced marriage, and discrimination.

Inclusive spaces for broader engagement

A structured "Children's Parliament" should be introduced to enable girls to engage directly with policymakers and advocate for their rights, while public speaking and advocacy training should be provided to help them confidently present their issues in community forums.

Scale the scholarship reach & potential impact

Scaling sponsorship and mentorship programs is also essential, with a focus on expanding the number of sponsored girls—prioritizing those from vulnerable backgrounds—while implementing a long-term tracking system to measure impact. Strengthening mentorship networks by connecting girls with successful alumni, professionals, and role models will offer valuable guidance and motivation, and greater parental involvement should be encouraged to create a supportive home environment.

Scale the reusable menstrual pad skilling reach & impact

To improve reusable menstrual pad training and awareness, community sensitization efforts should extend beyond schools to challenge stigmas and misconceptions, while local women should be trained in pad production to ensure sustainability through small-scale manufacturing units. Establishing school-based menstrual justice clubs where both girls and boys can openly discuss menstruation, hygiene, and reproductive health will further promote awareness and inclusivity.

Sustainability! Sustainability! Sustainability!

Additionally, Gufasha Girls Foundation should develop a scalable and self-sustaining business model that will ensure sustainable partnerships with NGOs, government programs, and private sector entities to scale and sustain educational sponsorships, mentorship initiatives, and menstrual health programs.

Specifically, we recommend that Gufasha Girls Foundation implements either all or most of the following action points

Recommendation 1: Supporting young children to set up income-generating activities

Goal: Equip children with practical business skills and hands-on experience to generate supplementary income while fostering an entrepreneurial mindset.

A. Vocational training & skilling programs

- **Hands-on workshops:** Conduct regular training sessions in skills like tailoring, beadwork, soap-making, baking, and agribusiness.
- **Community-led training:** Partner with local artisans and skilled professionals to mentor young learners in practical trades.
- **School-based business clubs:** Establish entrepreneurship clubs where students can work on small projects and learn business principles.

B. Seed funding & micro-business support

- **Start-Up kits:** Provide basic materials (e.g., sewing kits, baking tools, craft supplies) to help children start small ventures.
- **Savings & investment training:** Introduce simple financial literacy lessons on saving, budgeting, and reinvesting profits.

C. Sustainable agriculture & agribusiness

- **School gardens & urban farming:** Teach children modern farming techniques such as vertical gardening, poultry rearing, and mushroom farming.
- **Value addition training:** Encourage value addition to farm products (e.g., making fruit juice, drying vegetables, packaging honey).
- **Family integration:** Engage families to support children's projects, ensuring continuity and shared learning at home.

Recommendation 2: Digital skilling to prepare children for the future

Goal: Equip children with practical business skills and hands-on experience to generate supplementary income while fostering an entrepreneurial mindset.

A. Digital literacy & computer skills

- **ICT labs in schools & community centers:** Establish computer hubs where children can learn basic computer skills.
- **Basic coding & programming:** Introduce beginner-friendly platforms like Scratch and Blockly to teach children programming concepts.
- **Digital citizenship & online safety:** Educate children on responsible internet use, cybersecurity, and digital ethics.

B. Online business & E-commerce training

- **Social media marketing:** Teach children how to leverage platforms like Facebook, WhatsApp, and Instagram for business promotion.
- **E-Commerce basics:** Introduce platforms like Jumia for those making handmade products

C. STEM & future-oriented learning

- **Robotics & innovation hubs:** Partner with STEM organizations to expose children to robotics, AI, and automation.
- **Virtual learning & online courses:** Provide access to free learning platforms like Khan Academy, Code.org, and Coursera for kids.
- **Gamification of learning:** Use educational apps & games to make learning coding, entrepreneurship, & finance fun.

Recommendation 3: Sustainability strategies

- **Public-private partnerships:** Collaborate with tech companies, NGOs, and local businesses to provide funding, equipment, and mentorship.
- **Teacher & mentor training:** Train educators and community mentors to continuously support young learners.
- **Monitoring & evaluation:** Track progress through competitions, exhibitions, and business plan presentations.

Specifically, we recommend that Gufasha Girls Foundation implements either all or most of the following action points

Recommendation 4: Develop a comprehensive Monitoring and Evaluation (M&E) system.

Goal: To effectively track and manage the impact of Gufasha Girls Foundation's programs in a measurable way. Below is the proposed approach

Step 1: Develop a Theory of Change (ToC)

Purpose: Define the cause-and-effect relationships between Gufasha Girls Foundation's activities, outputs, outcomes, and long-term impact.

Key components:

- **Problem statement:** Identify key challenges (e.g., high child marriage rates, low school retention for girls, period poverty).
- **Inputs:** Resources (e.g., funding, staff, training materials, partnerships).
- **Activities:** What the foundation will do (e.g., advocacy, mentorship, education support, microcredit programs).
- **Outputs:** Direct results (e.g., number of girls receiving scholarships, number of women trained in financial literacy).
- **Outcomes:** Short-term and medium-term results (e.g., increased school retention, reduced teenage pregnancies, improved financial independence).
- **Impact:** Long-term change (e.g., reduced child marriages, improved economic empowerment for women, better education access for girls).

Step 2: Design an M&E Framework

Purpose: Establish a systematic approach to track program effectiveness using defined indicators, data sources, and responsibilities.

Key components:

- **Indicators:** Define clear metrics for each program outcome.
- **Data collection methods:** Use surveys, interviews, and mobile data tools to gather data.
- **Data sources:** Schools, health centers, community reports, government records.
- **M&E responsibilities:** Assign roles to staff for tracking, analyzing, and reporting data.
- **Frequency of monitoring:** Quarterly progress reviews and annual impact assessments.

Step 3: Develop an M&E Log Frame

Purpose: Create a structured log frame (Logical Framework) to map activities, indicators, and means of verification.

Key components:

Objectives	Indicators	Means of Verification	Assumptions
End Child Marriage	% reduction in reported child marriages	Community & police reports, surveys	Cultural shifts in child marriage practices
Girls' Education Support	# of girls receiving scholarships, school attendance rates	School enrollment & attendance records	Families support girls' education
Menstrual Health	% increase in school attendance during menstruation	Surveys, distribution records	Continued community engagement
Women Economic Empowerment	# of women trained, % increase in income	Business records, savings reports	Women have access to markets & resources

Specifically, we recommend that Gufasha Girls Foundation implements either all or most of the following action points

Recommendation 4: Develop a comprehensive Monitoring and Evaluation (M&E) system.

Goal: To effectively track and manage the impact of Gufasha Girls Foundation's programs in a measurable way. Below is the proposed approach

Step 4: Implement a Digital Impact Tracking System

Purpose: Automate data collection, reporting, and visualization for real-time program monitoring.

Recommended tools:

- **Mobile data collection:** KoboToolbox, CommCare, ONA, SurveyCTO
- **Cloud-based dashboards:** Google Data Studio, Power BI, Salesforce for Nonprofits
- **GIS mapping for outreach efficiency:** ArcGIS, Google My Maps

Step 5: Conduct routine data collection and program evaluations

Purpose: Ensure continuous monitoring of impact and data-driven decision-making.

Activities:

- **Quarterly reports:** Assess progress against log frame indicators.
- **Annual impact reports:** Document program successes, challenges, and lessons learned.
- **Beneficiary feedback mechanism:** Use focus groups and surveys to gather qualitative insights.

Step 6: Establish stakeholder engagement and learning mechanisms

Purpose: Strengthen collaboration with community members, policymakers, and funding partners to improve program sustainability.

Activities:

- Regular community feedback sessions (to refine interventions).
- Policy advocacy meetings (to influence national strategies on child marriage and girls' education).
- Peer learning platforms & webinars (for knowledge sharing and networking).

Expected Outcomes of the M&E System

- Improved program effectiveness with real-time data insights.
- Increased accountability and transparency to donors and stakeholders.
- Strengthened decision-making through evidence-based program adjustments.
- Enhanced impact measurement for advocacy and fundraising.

In conclusion

Our assessment recommends Gufasha Girls Foundation streamline its efforts into Child Marriage, Education, and Economic Empowerment, using data to drive efficiency and impact.

Expanding funding and partnerships is crucial for long-term growth. Utilizing data for informed decision-making and impact measurement, alongside expanding funding and partnerships, will be essential.

This strategic approach will position the Foundation as a national and global leader in advocating for, building capacity, and supporting the education of girls and young women, ultimately contributing to the elimination of child marriage in Uganda.

Appendices



21 March 2025

The Founder and Team Leader

Gufasha Girls Foundation
Busaana road, Kayunga Town, Kayunga District, Uganda

US Mailing Address: 1890 GORDON DR ERIE, CO 80516.

Dear Joan,

RE: Technical Report for the rapid impact assessment of the Gufasha Girls Foundation programs

On behalf of Insika Associates Limited (hereafter referred to as "Insika", "We", "Our"), I am pleased to present this technical report for the rapid assessment of the ongoing Gufasha Girls Foundation programs.

This technical report is consistent with the agreed scope of work as per the task order between Insika Associates and Gufasha Girls Foundation, dated 3 February 2025.

We believe that the submission of this technical report will enable Gufasha Girls Foundation to make the necessary decisions to the continued smooth and collaborative execution of its programs.

Should you have any questions relating to the contents or require additional information, please do not hesitate to contact via email at info.jengabusiness@gmail.com.

Yours sincerely,

For and on behalf of Insika Associates (U) Limited



Shawin Mabiya
Managing Director, Insika Associates



Appendices | Impact assessment tool

Email Address	Name of the moderator	What was the group composition of the focus group participants (i.e. teachers, parents, pupils etc)	Date
Name of the nearest school to		Please state the number of participants in the focus group discussion	
Section 1: Engagement with a Wider Community of Stakeholders (Objective 1) 1. How did you perceive the diversity of stakeholders at the gala? Were there any groups you felt were underrepresented or overly represented?			
2. In what ways do you think the gala succeeded in engaging the community on the girl child issues? Can you suggest any strategies or ideas that could improve stakeholder participation in future galas?			
Section 2: Platform for Adolescent Girls to Raise Concerns (Objective 2) 3. As a participant, how did you feel about the opportunities given to adolescent girls to express their concerns during the gala?			
4. Can you share any particular moments or speeches that impacted you or stood out during the event?			
5. What improvements can be made to better support girls in sharing their experiences and concerns at future events?			
Section 3: Sponsorship to girls 6. Have you observed an improvement in the overall performance of the girls and their engagement as a result of the sponsorship program? If yes explain more.			
7. Did the mentorship program equip the girls with the necessary skills and knowledge to overcome challenges and achieve their academic and personal goals? If yes, How?			
8. How did the mentorship program contribute to the girls' self-confidence and motivation? What shows/gives some examples?			
Section 4: Training on Reusable Menstrual Pads 9. How satisfied were you with the training provided on making reusable menstrual pads? What aspects of the training did you find most helpful to the girls?			
10. How has training on making reusable menstrual PADS affected/ improved school attendance and the performance of girls?			
11. How has the community responded to the girls learning to make and use reusable menstrual pads? Are there noticeable changes in the community's perception on menstrual health?			
12. Have the girls shared their knowledge of making reusable menstrual pads with their peers or family members? How has this sharing impacted others?			

Appendices | FGD tool

FGD Guide: Gufasha Girls Foundation

Moderator guidelines

Use appropriate conclusion

Three Step Conclusion

1. Summarize with confirmation,
2. Review the purpose and ask if anything has been missed,
3. Thanks and dismissal

Use appropriate conclusion

Use appropriate conclusion

Three Step Conclusion

1. Summarize with confirmation,
2. Review the purpose and ask if anything has been missed,
3. Thanks and dismissal

Introduce yourself using this guideline

Good morning/afternoon and welcome to our session. Thanks for giving us your time to talk about the GGF Mentorship program organized by GGF!

Introduce the main moderator (main interviewer) and note-taker (IF AVAILABLE)

My name is and assisting me with note taking is We want to know and understand your experience in this particular program. As a panel of experts, we want to know your experience with the program, its benefits, how your participation has affected the program, and so on.

We will use this information to design a better program for the girls in Kayunga to further improve their quality of life. This information will inform us how to improve the different aspects of the program to better tailor the program to deliver its intended objectives.

Guidelines

So, during this discussion, there are no right or wrong answers, only differing points of view. The note taker will be writing what you say. So, one person should be speaking at a time.

- Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times, the negative comments are the most helpful.
- We want all of you to answer the questions and answer as honestly as possible.
- You don't need to agree with others, but you must listen respectfully as others share their views.
- My role as a moderator will be to guide the discussion.
- The expected duration of the discussion is 30-45 minutes.

Do you have any questions: Let's start

Background information

Name of the moderator	
Group composition (Break it down)	
Number of Participants	
Date	
Name of the nearest school to the discussion point	

Appendices | FGD tool

FGD Guide: Gufasha Girls Foundation

EXPLORATION

NOTE: 1. If you find that there is enough time to go through all the questions, please go ahead and do that. However, if you have run out of time, please try to shorten the time for each participant and ask at least two questions for the remaining sections ONLY.

Section 1: Engagement with a Wider Community of Stakeholders (Objective 1)

1. How did you perceive the diversity of stakeholders at the gala? Were there any groups you felt were underrepresented or overrepresented?

2. In what ways do you think the gala succeeded in engaging the community on the girl child issues?
Can you suggest any strategies or ideas that could improve stakeholder participation in future galas?

Section 2: Platform for Adolescent Girls to Raise Concerns (Objective 2)

3. As a participant, how did you feel about the opportunities given to adolescent girls to express their concerns during the gala?

4. Can you share any particular moments or speeches that impacted you or stood out during the event?

5. What improvements can be made to better support girls in sharing their experiences and concerns at future events?

Section 3: Sponsorship to girls

6. Have you observed an improvement in the overall performance of the girls and their engagement as a result of the sponsorship program? If yes explain more.

7. Did the mentorship program equip the girls with the necessary skills and knowledge to overcome challenges and achieve their academic and personal goals? If yes, How?

8. How did the mentorship program contribute to the girls' self-confidence and motivation? What shows/gives some examples?

Section 4: Training on Reusable Menstrual Pads

9. How satisfied were you with the training provided on making reusable menstrual pads? What aspects of the training did you find most helpful to the girls?

10. How has training on making reusable menstrual PADS affected/ improved school attendance and the performance of girls?

11. How has the community responded to the girls learning to make and use reusable menstrual pads? Are there noticeable changes in the community's perception on menstrual health?

12. Have the girls shared their knowledge of making reusable menstrual pads with their peers or family members? How has this sharing impacted others?

EXIT

End the FGD by inviting any participant to provide further information or input if they want to.

Remind the participants that the information they provide will be used to improve the GGF program we are designing for Ugandan youth.

Thank you for your time.

-----END-----



Let's work together

 <https://gufashagirls.org/>

 info@gufashagirls.org

 +256 752 356 682 | +256 777 565 452

US Mailing address: 1890 GORDON DR ERIE, CO 80516.