



## LET'S HELP INTERNATIONAL-LHI

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Kyegegwa, Uganda.

### PROJECT PROPOSAL

#### "Special Education for the Most Vulnerable Refugee Children"

**Project Duration:** April 2021 -December 2028 (7.5 years)

**Project Budget:** US\$26,337.50

**Project Community:** Kyaka II refugee settlement, Kyegegwa District, Uganda, East Africa



Stand up for the needy

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## **Executive Summary**

Education is vital for helping children develop healthily to become productive members of society. However, refugee children are 5 times less likely to attend school than their counterparts. Furthermore, they are likely to have experienced trauma and require further psycho-social support. Without intervention refugee children, such as those at the Kyaka II refugee settlement, are set to continue living a life of poverty, with a potential future of drugs, criminal activity, and prostitution. Let's Help International (LHI) has created a program in order to aid such children. This program provides children at the Kyaka II refugee settlement with the financial, material and psycho-social support they need to not only attend school, but to finish at least until the end of the primary level. By receiving an education, these children have a brighter future, with the possibility to fulfil their dreams of becoming educated professionals, such as doctors or teachers, and further benefiting their community.

## **Let's Help International**

Let's Help International (LHI) is a non-profit organization that advocates for the physical, cognitive and social development of vulnerable children, youth and families, including refugees and other in need people. LHI was founded in August, 2020 in Kyegegwa District, Uganda, East Africa when the three founders, two Congolese Refugees and one Ugandan by nationality, identified that many people in their local area were missing out on the basic necessities needed to thrive. LHI seeks to break the cycle of poverty through providing vulnerable children access to education, youth with continuous training, and families with support, so that they in turn can play a positive role in their communities.

## **Mission**

To improve the quality of life of children, youth and families with limited resources or who live in vulnerable sectors through helping them to access education, training, welfare and behavior change, so that they in turn are able to change their future positively.

## Problem Statement

**“We have a collective responsibility to ensure education plans take into account the needs of some of the most vulnerable children and youth in the world – refugees, internally displaced children, stateless children and children whose right to education has been compromised**

Education is one of the most valuable building blocks you can give a child in life; it allows children to thrive. Basic literacy and numeracy skills are required to excel in many aspects in life. Without a basic education many people can only find low wage work as they do not possess the educational or technical skills required for other careers. However, many children are unable to receive an education. Refugee children in particular have a five times greater risk of losing years of education than their peers (UNHCR, 2016).

Uganda hosts one of the largest refugee populations in the world, with most coming from Burundi, the Democratic Republic of Congo (DRC), and South Sudan. The majority of these people have fled from violent situations and dangerous conditions, and some have lived in refugee camps for many years, or even their whole lives. Kyaka II, in Uganda’s South West, is one such refugee camp. This camp hosts over 113,000 people, almost half of which are under 18 years of age.

In Uganda 96% of primary school aged children are enrolled in school (UNICEF, 2016), in refugee camps such as Kyaka II, however, this number drops to 71% (UNHCR, n.d.). While there are multiple schools within walking distance of the camp, many of the children within Kyaka II are, however, unable to attend school due to a lack of financial resources. Many of these children have witnessed or experienced extreme violence. Without an education, they are more likely to fall into lives of drugs, crime, and prostitution, continuing a life of poverty. Girls in particular face many challenges when trying to access an education, and their attendance is generally lower than their male counterparts. Without an education they are more vulnerable to child marriage or a life of prostitution.

**“Education provides the keys to a future in which refugees can find solutions for themselves and their communities.” (UNHCR, 2016)**

To break the cycle of poverty LHI is providing children with the necessary tools and support to receive an education. The program not only ensures that the children are able to enrol in school, but also provides them with the support necessary to stay in school, with the aim of having all participants completing primary level education. Furthermore, to increase the level of gender equality in education, over half of the selected participants will be female.

This initiative works directly towards Sustainable Development Goal (SDG) #4, ensuring that boys and girls have access to education, while creating long term knock on effects in other SDG goals through improved educational outcomes including: decent work and economic growth, reduced inequality, and no poverty (United Nations, 2015). Furthermore, it actively works towards achieving Uganda’s Education Goal of increasing equitable access to and completion rates of primary education, ensuring for gender equity (Uganda Ministry of Education and Sports, 2017), as well as working towards achieving the Incheon Declaration and the Education 2030 Framework for Action, which stresses the social responsibility countries have to educate refugee children (UNESCO, 2016).

By improving the educational outcomes of at risk children in the Kyaka II refugee settlement area, benefits are created not just for the children themselves, but for their families, and their communities as a whole. In an immediate sense, children are supplied with knowledge and psycho-social support, which helps them both through improved education and to move beyond the traumatic events they may have endured. Whereas long term their education can be used towards becoming educated professionals, who in turn can work towards the prevention of disaster, disease, and conflict (UNESCO, 2016), making them valuable persons not only within their community but for the whole world.

## **Project Description**

LHI's program identifies refugee children within the Kyaka II refugee settlement, from 7 years old and above who are not currently attending formal education, and provides them with the resources they need to go to school. The program identifies public schools within walking distance of the children's home, and provides them with the needed resources. This includes paying for school fees, uniforms and scholastic requirements, such as books and stationery. For their mental health and well-being, the children will be offered psycho-social support, and will be referred to the appropriate health services where necessary.

To ensure the children selected attend school regularly, contracts will be made with their families stating that they will send them to school each day. Attendance will be taken each day by the school teachers, and collected at the end of each week by LHI staff, who will monitor the attendance of each student. If a student is seen to be regularly absent, discussions will be had with the student's family to resolve any issues faced.

LHI's programme aims to not only enrol refugee children in school, but to supply them with the financial and psycho-social support to stay in school. Empowering children to complete their primary school education, giving them a strong base stone with which to continue their lives.

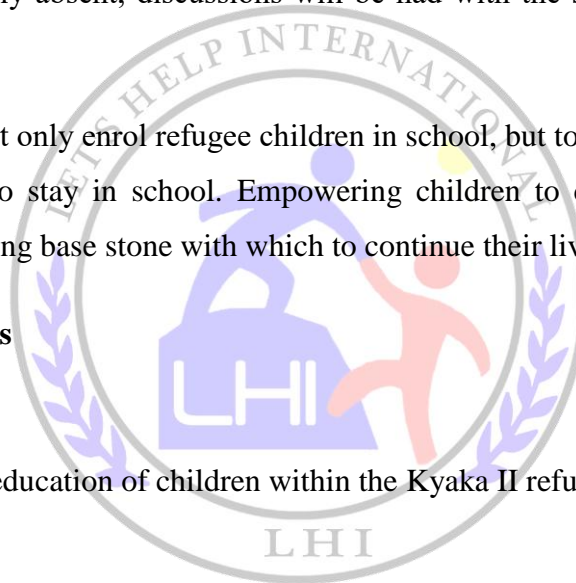
## **Project Goal and Objectives**

### **Goal**

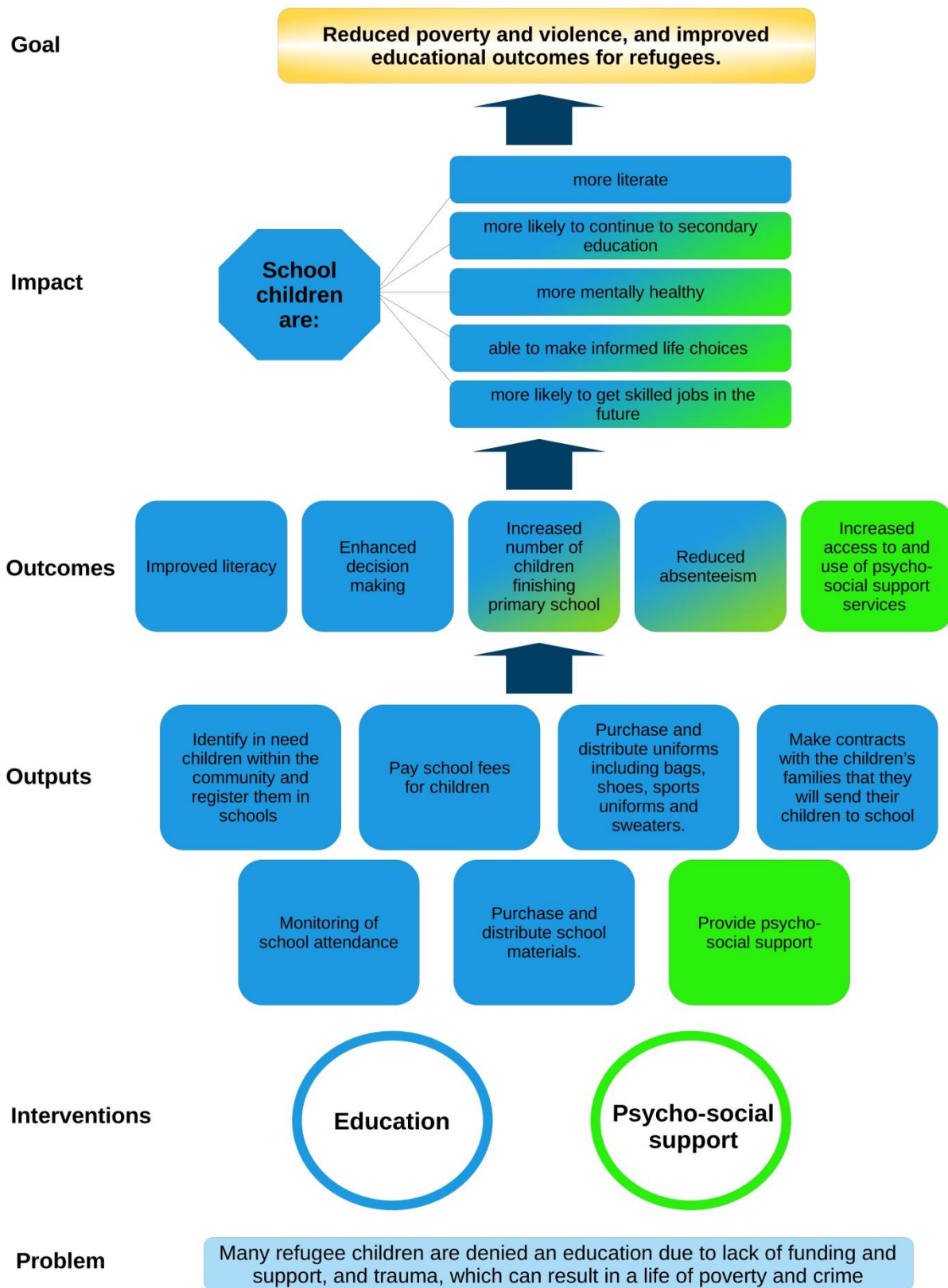
- Increase the level of education of children within the Kyaka II refugee settlement.

### **Objectives**

- To provide 70 children with the financial support to attend school each year for seven years. Including school fees, school uniforms, and other scholastic supplies such as books and stationery
- To monitor the school attendance of the 70 children each week for 7 years
- To provide psycho-social support to students as needed



Theory of Change



## Monitoring and Evaluation Strategy

In this project monitoring and evaluation activities will be coordinated and carried out primarily by the LHI staff, with some recording being done by the school teachers. Quantitative data, such as student attendance, will be recorded in tabular form, whereas qualitative data will be recorded in the form of reports.


- The attendance of the students will be recorded daily by the school teachers; this information will be collected and monitored at the end of each week by LHI staff. This data will primarily be used to identify any students with frequent absences, so immediate action can be taken. Data from these collections will be recorded and used to assess termly attendance rates.
- The grades of each student will be recorded by the school teachers and collected by the LHI staff at the end of each term. This data will be used immediately to identify any students that would benefit from additional help. The data will also be recorded anonymously and used to assess cohort wide improved literacy skills.
- The number of school items, such as bags and uniforms, purchased and distributed will be recorded and used to assess yearly goals.
- To ensure the students are receiving all the support they need to attend school, and to reaffirm LHI's continued support, LHI staff will conduct yearly qualitative group interviews with the students. These group interviews, consisting of 10-15 students at a time, will take place at the end of the first term of each school year. The interviews will provide an opportunity for the children to give feedback about their schools and to voice any concerns or issues they may be facing. The interviews will also provide LHI with the opportunity to remind the children about the importance of education and to ask them about their aspirations. The group interviews will consist of informal questions regarding school and the program, and allow space for an open dialogue. Key findings will be compiled into a document and adjustments to the program will be made where necessary.
- To maintain the families' commitments to the program, and to identify any issues, LHI staff will conduct short qualitative interviews with the families of each student at the end of each school year. These qualitative interviews will allow the student's families to provide feedback about the program and subjective evidence of their child's improved educational outcomes, as well as any



issues they may be facing regarding their child's education. These interviews also provide LHI staff with the opportunity to reaffirm the importance of education and commitment to the program. Key findings will be compiled into a document and adjustments to the program will be made where necessary.

- To monitor the use of psycho-social support services, anonymous data will be collected each time a student uses them. The data will be collected and used to show numbers of students accessing psycho-social support, and the numbers of students being referred onto secondary services. These data will be used to assess if the psycho-social support services are being utilised and to provide yearly comparisons.



	<b>DOMAIN COMMUNITY OF INTEREST:</b> Sponsored students in the Kyaka II refugee settlement	<b>Indicator 1</b> Proportion of students within the program completing a year of school, each year for 7 years.	<b>Indicator 2</b> Number of students accessing psycho-social support, each year for 7 years.
<b>Data Collection: Attendance</b> School teachers will take attendance of the students each day. This data will be collected by LHI staff at the end of each week for the duration of the program.	<b>Participant:</b> School teachers <b>Sample:</b> All students in the program	X	
<b>Data Collection: Grades</b> The grades of each student will be recorded by the school teachers and collected by the LHI staff at the end of each term. This data will be used immediately to identify any students that would benefit from additional help. The data will also be recorded anonymously for longer term analysis.	<b>Participant:</b> School teachers <b>Sample:</b> All students in the program	X	
<b>Qualitative Group Interviews</b> LHI staff will conduct yearly qualitative group interviews with the students. These group interviews, consisting of 10-15 students at a time, will take place at the end of the first term of each school year. The group interviews will consist of informal questions regarding school and the program, and allow space for an open dialogue. Key findings will be compiled into a document and adjustments to the program will be made where necessary.	<b>Participant:</b> School students <b>Sample:</b> All students in the program	X	
<b>Qualitative Family Interviews</b> LHI staff will conduct short interviews with the families of each student at the end of each school year. These interviews will take place in the LHI office and allow the student's families to provide feedback about the program and anecdotal evidence of their child's improved educational outcomes, as well as any issues they may be facing regarding their child's education. Key findings will be compiled into a document and adjustments to the program will be made where necessary.	<b>Participant:</b> Families of students <b>Sample:</b> All families of students in program	X	
<b>Data Collection: Psycho-Social Support Usage</b> To monitor the use of psycho-social support services, anonymous data will be collected each time a student uses them. The data will be collected and used to show numbers of students accessing psycho-social support, and the numbers of students being referred onto secondary services. These data will be used to assess if the psycho-social support services are being utilised and to provide yearly comparisons.	<b>Participant:</b> N/A <b>Sample:</b> All families of students in program		X

## Budget

1. EDUCATION FOR MOST VULNERABLE REFUGEE CHILDREN														
No.	SCHOLASTIC REQUIREMENTS	QTY	UNIT COST	IMPLEMENTATION FREQUENCY (/TERMS)			ANNUAL TOTAL COST /1 Child/UGX	ANNUAL TOTAL COST /1 Child/USD	ANNUAL TOTAL COST /26 Children /UGX	ANNUAL TOTAL COST /26 Children /USD	ANNUAL TOTAL COST /70 Children /UGX	ANNUAL TOTAL COST /70 Children /USD	7 YEARS TOTAL COST / 70 Children /UGX	7 YEARS TOTAL COST / 70 Children /USD
				Term 1	Term 2	Term 3								
1.	School fees /term	3	20,000	x	x	x	60,000	\$ 16.67	1,560,000	\$ 433.33	4,200,000	\$ 1,166.67	29,400,000	\$ 8,166.67
2.	Uniform	1	25,000	x			25,000	\$ 6.94	650,000	\$ 180.56	1,750,000	\$ 486.11	12,250,000	\$ 3,402.78
3.	Bag	1	10,000	x			10,000	\$ 2.78	260,000	\$ 72.22	700,000	\$ 194.44	4,900,000	\$ 1,361.11
4.	Shoes	1	10,000	x			10,000	\$ 2.78	260,000	\$ 72.22	700,000	\$ 194.44	4,900,000	\$ 1,361.11
5.	Books /term	3	5,000	x	x	x	15,000	\$ 4.17	390,000	\$ 108.33	1,050,000	\$ 291.67	7,350,000	\$ 2,041.67
6.	Pen /term	3	1,500	x	x	x	4,500	\$ 1.25	117,000	\$ 32.50	315,000	\$ 87.50	2,205,000	\$ 612.50
7.	Pencil /term	3	500	x	x	x	1,500	\$ 0.42	39,000	\$ 10.83	105,000	\$ 29.17	735,000	\$ 204.17
8.	Rubber/term	3	500	x	x	x	1,500	\$ 0.42	39,000	\$ 10.83	105,000	\$ 29.17	735,000	\$ 204.17
9.	Mathematical set	1	5,000	x			5,000	\$ 1.39	130,000	\$ 36.11	350,000	\$ 97.22	2,450,000	\$ 680.56
10.	Colors	1	5,000	x			5,000	\$ 1.39	130,000	\$ 36.11	350,000	\$ 97.22	2,450,000	\$ 680.56
11.	Toilet papers	3	2,000	x	x	x	6,000	\$ 1.67	156,000	\$ 43.33	420,000	\$ 116.67	2,940,000	\$ 816.67
12.	Sport wear	1	20,000	x			20,000	\$ 5.56	520,000	\$ 144.44	1,400,000	\$ 388.89	9,800,000	\$ 2,722.22
13.	Sport shoes	1	10,000	x	x	x	10,000	\$ 2.78	260,000	\$ 72.22	700,000	\$ 194.44	4,900,000	\$ 1,361.11
14.	Sweater	1	10,000	x			10,000	\$ 2.78	260,000	\$ 72.22	700,000	\$ 194.44	4,900,000	\$ 1,361.11
15.	Miscellaneous	1	10,000	x	x	x	10,000	\$ 2.78	260,000	\$ 72.22	700,000	\$ 194.44	4,900,000	\$ 1,361.11
<b>TOTAL</b>			<b>134,500</b>				<b>193,500</b>	<b>\$ 53.75</b>	<b>5,031,000</b>	<b>\$ 1,397.50</b>	<b>13,545,000</b>	<b>\$ 3,762.50</b>	<b>94,815,000</b>	<b>\$ 26,337.50</b>

## Timeline

Activity	Year 1 (2021)					Year 2 (2022)				Year 3 (2023)				Year 4 (2024)				Year 5 (2025)				Year 6 (2026)				Year 7 (2027)							
	Before School Year	Term 1	Term 2	Term 3	School Holidays	Term 1	Term 2	Term 3	School Holidays	Term 1	Term 2	Term 3	School Holidays	Term 1	Term 2	Term 3	School Holidays	Term 1	Term 2	Term 3	School Holidays	Term 1	Term 2	Term 3	School Holidays	Term 1	Term 2	Term 3	School Holidays				
Identify 70 children	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5																												
Signed contracts with families completed																																	
Enrol children in schools																																	
Purchase and distribute school uniforms																																	
Purchase and distribute sports uniforms																																	
Purchase and distribute stationery (books, pencils, pens, erasers)																																	
Purchase and distribute mathematical sets and coloured pencils																																	
Monitoring of school attendance																																	
Provide psycho-social support																																	
Qualitative interviews with families of students																																	
Qualitative group interviews with students																																	
Evaluation of program																																	

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