



School Retention and HIV Prevention for Adolescent Girls through Early Warning Systems

The DREAMS Innovation Challenge in Uganda

*The Strengthening School-Community Accountability for Girls' Education (SAGE) DREAMS Project
World Vision, Friends of Christ Revival Ministries, Center for Transformative Parenting and Research*

Determined

Resilient

Empowered

AIDS-Free

Mentored

Safe





Introduction

Background

- Completion rate (Senior 4); 36%
- Transition rate (Senior 5); 24%

Goal

- Improve retention of AGYW (13-19 years) in secondary schools and reduce risk of HIV infection

Target

- 38,750 AGYW in 151 secondary schools in 10 DREAMS districts in Uganda



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Project Objectives

- Establish an adolescent girls-led Early Warning System (EWS) to prevent school dropout for the AGYW
- Strengthen school-community linkages to support AGYW to remain in school and reduce new HIV infections
- Strengthen linkages with healthcare providers for Youth Friendly Reproductive Health Services (YFRHS) including HCT, referrals for HIV care treatment and adherence support

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Theory of Change

If

AGYW at-risk of dropping out of schools are identified early and monitored

and If

The learning environment for girls' education is improved at school, home and community levels

Then

AGYW will remain in school and their potential risks for new HIV infection will be decreased



AGYW	In School	Out of School	Total	New
AGYW at Risk of Dropping Out	236	377	613	55
AGYW who have dropped out of school	00	106	106	13
AGYW who have returned to school	05	00	05	00
AGYW who have been identified as at-risk	01	01	02	00
AGYW who have been identified as at-risk	01	01	02	00

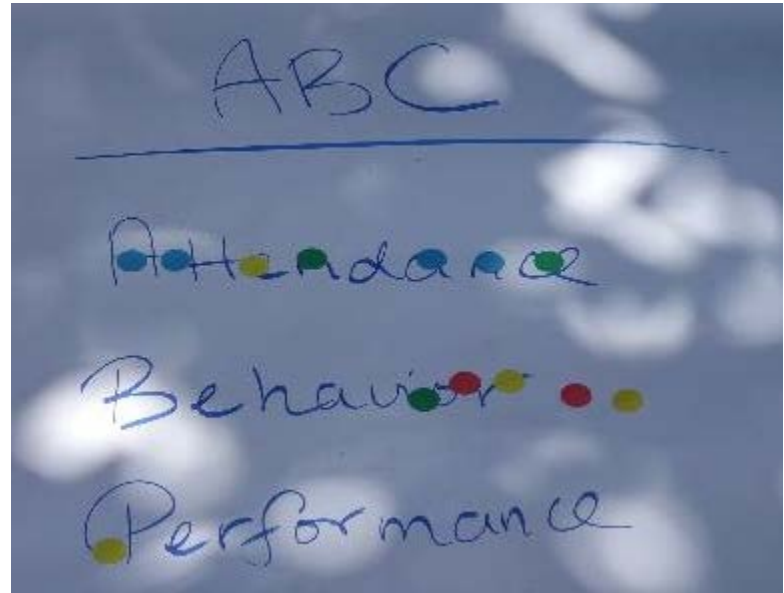


Definitions

ABC: Predictors for drop out: Attendance, Behavior and Performance

Dropout: To stop going to school before finishing the course of instruction

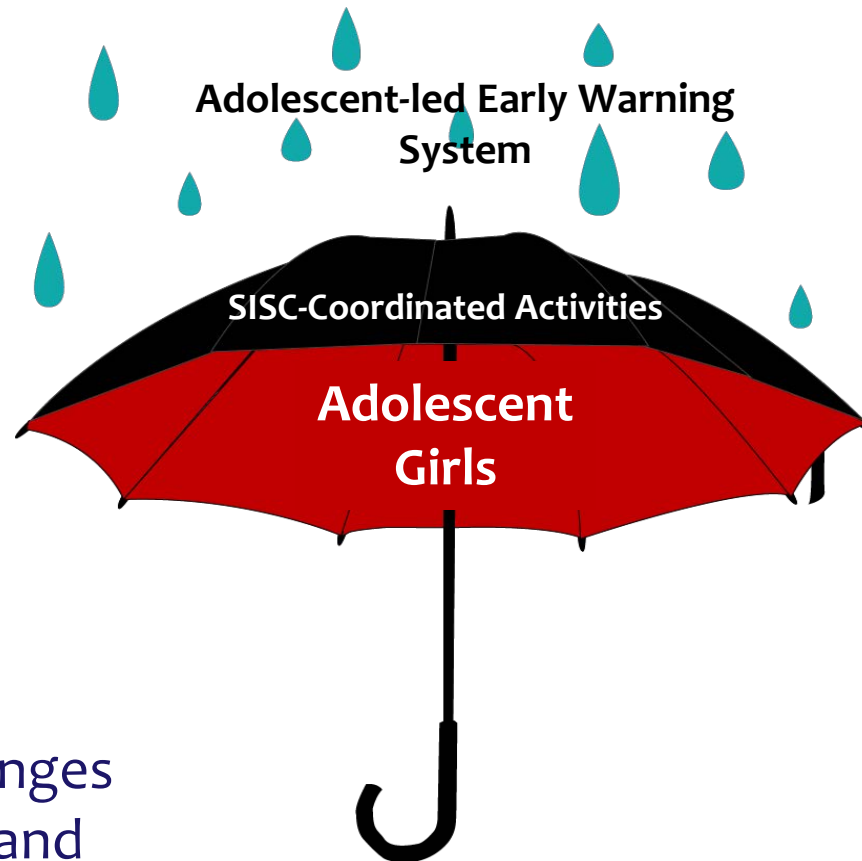
Risk: Meets the threshold for flagging for the ABC criteria



SAGE Innovations



Adolescents are thought leaders and co-implementers in the project.



SISCs tackle challenges identified by EWS and plan activities.



Project Achievements

EWS is effective at predicting dropouts:

- 132 (26%) of 501 dropouts flagged
- “C” (performance) most powerful predictor

Predictor	Percentage
Attendance	15.1%
Behavior	14.0%
Coursework performance	75.4%
Two or more factors	37.0%

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“The effect of the EWS is seen in many areas. Our girls used to perform poorly but we now feel they are empowered and their performance is improving through tracking using the EWS.”

– Agweng SS, Focal Teacher

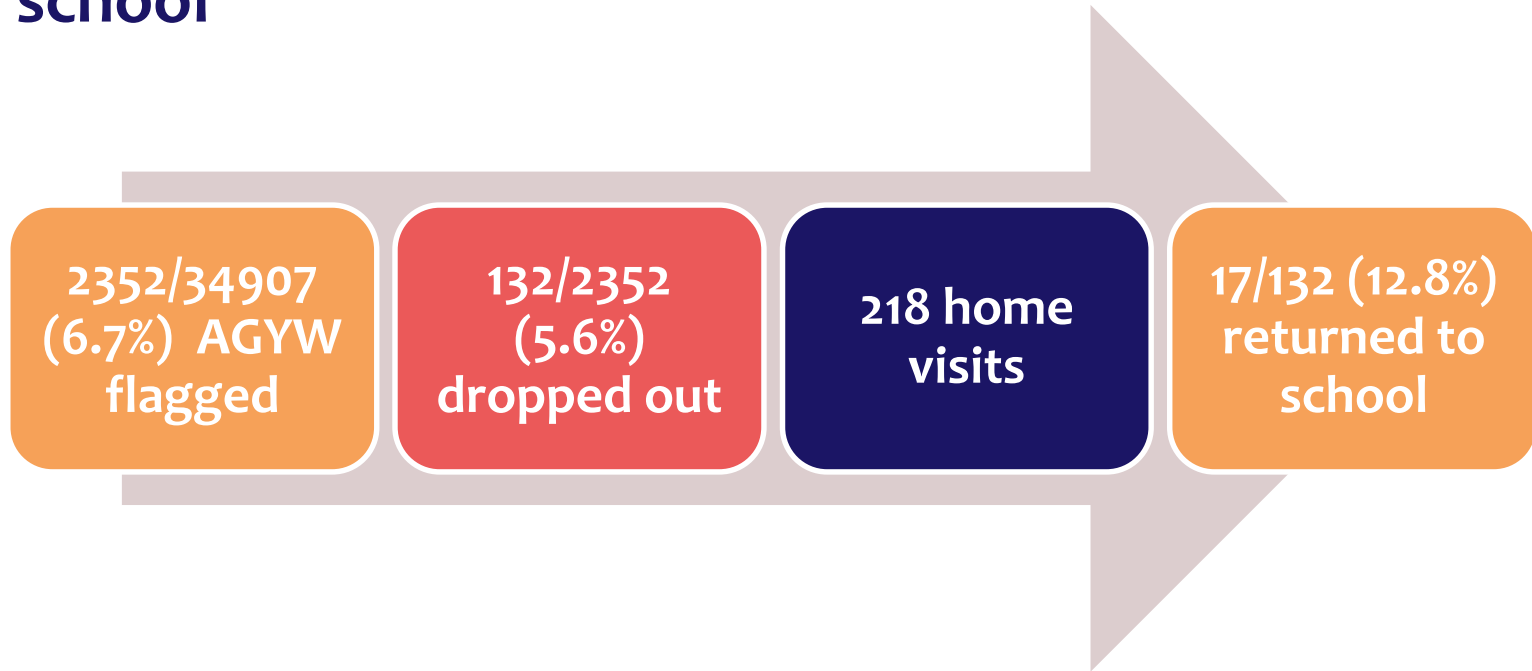




Project Achievements

SAGE model is highly effective at preventing dropout:

- **94.4% of AGYW flagged at risk of dropout stayed in school**



Project Achievements

- 23,449/34907 (67%) tested for HIV and received their results
- 5,996/5,285 (113%) received reusable menstrual hygiene products and training

“HIV/AIDs, when I was still in my primary school I never thought that one day I would also test for HIV/AIDs because I had that fear in me of knowing my status. But when DREAMS project came they taught us the importance of testing and I tested and now am happy and free. It has taught us that education cannot wait but marriage can wait, so it helps not to go on around with men or boys.”

- St. Katherine AG in FGD





Lessons Learned

- 1) EWS can identify girls at risk of dropping out of school. Follow-up and support of high risk girls by peer educators, teachers & parents can prevent drop out. Performance is a key factor in both prediction and prevention.
- 2) EWS is feasible, low cost, and uses available resources, but requires commitment from school administration and teachers. Most of the schools implementing successful SAGE- DREAMS programs are female-headed.
- 3) School fees are a significant challenge due to poverty and in areas where parents perceive secondary education as expensive and unnecessary. Linkages to bursaries and economic empowerment programs are essential.
- 4) Engaging boys in HTS, Life skills, MHM, and GBV prevention improves relationship between girls and boys and improves safety of the girls.
- 5) Teacher, parent, and community engagement increase accountability of schools and shift attitudes toward girls education.

Thank you!

