

PROJECT PROPOSAL

Project Title: Providing basic educational support for 200 girls at age 6 to 15 in four chiefdoms in Bo district by 2021

Submitted to:

GlobalGiving PROJECT TEAM

Submitted by:

KOJO A. BRANSAH

Applicant

Kojo Akosey Bransah (Mr.)
Executive Director
Pink FiRE Organization
158 Tikonko Road
Bo City
Sierra Leone

Email: pinkfiresalone@gmail.com
kojobransah@yahoo.ca

Tel-No: +23278736592 /+ 23276977739 / +23276896760

1. Start and end date of the project

The start date of the project is 1st December 2019 to 30th November 2020

August 30, 2019

1.0 ORGANIZATIONAL BACKGROUND

Pink FiRE – Sierra Leone is a youth service organization registered, initially called ACT Pro-social Anti-Violence Network (APAViN) established in the year 2015 as a result of the high rate of abuses against women and girls in the Bo district southern part of Sierra Leone. Having an aim to deny youth based violence, embrace and engaging in constructive advocacy network for youth, women and children in difficult circumstances and to serve the community in terms of social, economic, education and to build a good socially responsible society. It is a community-based organization in Sierra Leone. In the expedition to radically fight and reduce violence which lens as an emerging threats for women and children, there arose need to form an organization that will diligently work to achieving this aim, hence the creation of Pink FiRE.

1.1 AIM AND OBJECTIVES

- a) Empower youth, women and children to become useful adult in the mere future
- b) Disconnect the chain of poverty, stigmatization, segregation, tribalism in the local societies
- c) To create social stability and awareness on reproductive issues, HIV / AIDS and other related adolescence issues.
- d) Establish training for trainers and promote ACT Pro-social for youth, women and children in targeted communities.
- e) Creating avenue for advocacy for human rights, peaceful resolution of conflict hence sustainable peace among the marginalized communities.
- f) To advocate for a society whereby youth, women, children and people with disabilities have equal rights and opportunities for growth and development.
- g) Increase household income through self-help projects hence eradicating household poverty among the victims in conflict and marginalized communities.

1.2 PROBLEM STATEMENT

Education is the bedrock of every society. Development of education as a cutting-edge catalyst is at the heart of the development agenda of the government. As the government seeks to develop human capital and improve academic performance, access to quality free education has become the flagship program for the government. The aim is to further ensure that education is modernized and made relevant to the development needs of Sierra Leonean society.

Education in Sierra Leone has been a challenge. The devastating Sierra Leone Civil War that lasted from 1991 to 2002 took the nation's education system as an early casualty, wiping out 1,270 primary schools and forcing 67 percent (%) of all school aged children out of school in the year 2001. More than a decade later, education in Sierra Leone is still recovering from the destruction caused by the conflict. The first nine years of education are compulsory, but this law remains virtually impossible to enforce due to the shortage of facilities left in the war's wake. The West African nation continues to struggle with school system and the difficult tasks of rebuilding schools, training teachers and educating children who have never stepped foot inside of a classroom. The system of education in Sierra Leone comprises of four stages which is 6334 refurbished by the ruling President His Excellency Rtrd. Brg. Dr. Julius Maada Bio in 2018. Before now, sixth form of education was not free as compared to today leaving other charges in the hands of parents/caregivers. Students begin Junior Secondary school around the age of 12 and remain at that level through age 15. Girls living in rural areas typically have the toughest time reaching this level of schooling due to cultural beliefs that often discourage their participation. Students enroll in Senior Secondary school from ages of 15 to 18, Students wishing to pursue a university degree in Sierra Leone have two options to choose

from: University of Sierra Leone which has led to the huge number of girl child drop out of school.

Completion rate remains a serious challenge, too many girls are still not completing basic education, and many who complete do not move on to senior secondary school. High repetition rates, especially at the primary level, have been a major factor in limiting school completion. The low levels of teacher competence and motivation are additional factors. More than 40 percent of primary school teachers are untrained. The Free Quality Education by the New Direction administrative is a good one for students especially the girl child despite, these opportunities, education for girls in Sierra Leone continues to face significant hurdles. There is also a massive shortage of textbooks, and it is uncommon for four or five students to share a single book. The literacy rate among 15 to 24 year olds is below 60 percent, and the total adult literacy rate is even lower, at about 43 percent. Secondary school participation is low, with a net attendance ratio from 2008 to 2012 of 39.9 percent for boys and **33.2** percent for girls.

1.3 PROJECT DELIMITATION

Bo District borders Kenema District to the east, Tonkolili District to the north, Moyamba District to the west, Bonthe District to the southwest and Pujehun District to the south. The district population as of 2015 is 574,201. Bo District occupies a total area of 5,219 km² and is subdivided into fifteen chiefdoms.

1.4 PROJECT OBJECTIVES

The project objectives is to significantly improve and increase access to quality basic education in formal and non-formal settings, providing modern, free basic and secondary education services for girls age 6 to 15 for safe, inclusive, equitable, corruption free, and relevant to needs in order to impact productive economic activity.

The project is aimed at achieving the following objectives:

- i. To improve capacities in marginalized rural communities to effectively respond to issues of girl child education.
- ii. To reduce the number of girls not attending school in rural communities by 2023 supporting large number of girls with logistics to enrol or continue their schooling.

1.5 PROJECT INTENDED RESULTS

The expected results of the interventions have been summarized as follows:

- i. People in Kakua, Bumpe, Tikonko and Baoma chiefdoms will become more aware on the limitations of the Free Quality Education phase I and need to enroll girls at age 6 to 15 in schools.
- ii. Management structures of these rural community schools will be enhanced to effectively handle issues of girl child education.
- iii. Comprehensive data on number of girls not attending school gathered before and after project phase I in various communities.
- iv. A large number of out-of-school girls age 6 to 15 will be supported to enroll into schools in all the selected communities for the project.
- v. Parents or guidance to aware on the essence of education by sending their girl child to school and not to forcefully involve them into early marriage.

1.6 JUSTIFICATION AND SIGNIFICANCE

Education is a vital basic tool for human rights enshrined in several international and national protocols, conventions and treaties and needs to be observed and exercised with utmost commitment. The efforts being made by the government of Sierra Leone to ensure the Free Quality Education system in the country are enormous, while starting school for girls, completing and advancing to the next level of education is a challenge, if not more crucial in terms of national development. Late school entry impacts negatively on school completion, especially for girls. Generally, school completion rates have been moderate in Sierra Leone.

The New Direction government one of its flagship program is EDUCATION which has been a challenge for parents in rural communities reach the required standards in retaining especially the girl child in schools but however, this is not to say that Sierra Leone has failed to improve from the initial damage left by the war. Education in Sierra Leone has experienced notable advances in recent years. Just after the conflict, a mere 55 percent of children were finishing primary school. That number has since jumped to 76 percent of students finishing primary school, and 77 percent of those children advancing to the junior secondary level. The youth literacy rate jumped a fall percent point from 2009 to 2010. The government of Sierra Leone spends 14 percent of its national budget on education and half of that figure is devoted to primary education. With generous funding from the government of the Netherlands, teacher-training programs have been greatly improved in recent years with more than 3,000 teachers now enrolled in first-time or continuing courses. UNICEF's cross Border Schools Project, which teachers and school managers, is in the process of curtailing the high numbers of out-of-school children throughout the nation's border regions.

From statistics and projections, girl child education is a serious problem that continues to plague education in Sierra Leone. Although girl's educational access is improving in 2016 shows 42,761 and males 38,162 but class completion remains scarce with high dropout rates and consistently low enrolment in secondary school. Early pregnancy, gender-based violence, child marriage and cultural bases propagate the cycle of gender inequality. Sierra Leone has one of the world's highest adolescent pregnancy rates, a phenomenon that is largely responsible for the high dropout rate among girls. Girls in Sierra Leone often get married as early age 11, and more than 60 percent hinders these girls' abilities to pursue an education and gain independence. Shortages of facilities, supplies,

This proposal is working similarly with Sierra Leone's National Development Plan and the New Direction Medium Term Plan Volume I under cluster five and PART II Pursuing special policies under this cluster recognizes the issue of gender and the role of vulnerable groups in guaranteeing inclusiveness and empowerment. This cannot be overemphasized, as women constitute more than 50 percent of the national population, while the need for adequate investment in children especially the girl child from pre-primary onward has become more crucial than ever, given the weak state of human capital development and fluctuating economic growth in the country.

The trend of this project is expected to continue, especially with the introduction of the Free Quality School Education Programme, and could result in more girls of age 6 to 15 than boys being in senior secondary school in the next five years. It is therefore critical to ensure that girls do not only enroll in school, but continue with and complete their education. The project is a strategy to ensure that this materializes with a pilot phase of 200 girls in four chiefdoms; Kakua, Bumpe, Tikonko and Baoma starting from primary to secondary school education as we anticipate government's Medium Term National Plan by 2023, seeks to develop human capital and improve academic performance, access to quality free education has become the flagship program for the government. The aim is to further ensure that education is modernized and made relevant to the development needs of Sierra Leonean society with large proportion of females through monitoring and provision of other cost to access school materials.

The project will also bring on board educational sector stakeholders involving, School Management Committees (SMCs), PTAs, parents, guardians and other community-based institutions, to work together on issues that will create conducive atmosphere for children in the deprived rural communities to attend and stay in school. Advocacy and sensitization campaigns will be used to acquire the commitment of the change agents. Through these interventions, the community stakeholders will be empowered to perform their functions effectively and efficiently through routine monitoring and support to the girls to attend and stay in schools.

Incentive packages will be given to motivate 200 girls involving school drop-outs and girls of school-going age 15, to enroll in schools in the deprived communities of the project. By this support, the disadvantaged girls will once again be offered the opportunity to acquire basic education, considered very essential in reducing their vulnerability and making them responsible adults. Ultimately, this will contribute in making Bo district that have been neglected over the past years has conversant society, thereby contributing to the platform for our country to achieve the medium term goal.

The prospect of the project succeeding is very high because the partners for this particular project have the capacity and resources to implement it. The organization priority area for this project is logistics to effect changes within program context. Moreover, the communities have shown their readiness and full cooperation to work with us in addressing the challenges in these chiefdoms.

1.7 PROJECT ACTIVITIES

The project aimed Activities is to be implemented to achieve the objectives and accomplishment of its goal.

- i)** Conduct community sensitization/consultative meetings on girls' at age 6 to 15 out of school attendance. This will provide the opportunity for the community people to be enlightened on government education policies and improve their knowledge on the consequences and plight of the girl child without basic education.
- ii)** Organize meetings with DECs, PTAs and SMCs in targeted communities on identifying families with girls missing out of school. The aim is to work with the community education stakeholders to identify and profile families with girls missing out of school in the communities.
- iii)** Hold dialogue meetings with families with girls not attending school. Through this intervention, the affected girls to be supported will be identified in collaboration with their respective family.
- iv)** Organise interaction forum with School Management (PTAs and SMCs) to develop an assessment template for enrolment and integration of girls. This will offer an opportunity to know the number of schools and admissions available for their enrolments.
- v)** Counselling is essential and must be recommended as a healing tool for most rural communities for 200 girls age 6 to 15 out of school to start or continue schooling, caregivers and teachers hence, we achieve project accomplishment.

Table 1: Project Logical framework

GOAL	SPECIFIC OBJECTIVES	INTENDED RESULTS	MAJOR ACTIVITIES	OUTPUTS
<p>The purpose of the project is to improve the access of basic education for 200 direct beneficiaries and 2,000 indirect beneficiaries in the targeted communities.</p>	<p>To improve capacities in marginalized rural communities to effectively respond to issues of girl child education.</p>	<p>i) Community members in 4 chiefdoms are aware on the policies on the Free Quality Education phase I</p> <p>ii) Management structures of 25 rural community schools will be enhanced to effectively handle issues of girl child education.</p> <p>iii) Comprehensive data on number of girls not attending school gathered before and after project phase I in various communities.</p> <p>iv) A large number of out-of-school girls age 6 to 15 will be supported to enroll into schools in all the selected communities for the project.</p>	<p>i) Conduct community sensitization/consultative meetings on girls' non-school attendance in 4 chiefdoms.</p> <p>ii) Organise meetings with PTAs and SMCs in targeted communities on identifying families with girls missing out of school.</p> <p>iii) Hold dialogue meetings with families of affected girls.</p>	<p>i) 4 chiefdom sensitization meetings on girls' non-school attendance conducted in targeted communities.</p> <p>ii) Meetings organised with DEC, PTAs and SMCs on identifying and profiling families with girls missing out of school in 12 communities.</p> <p>iii) Dialogue meetings held in seven communities with families of affected girls.</p>
	<p>ii. To reduce the number of girls age 6 to 15 not attending school in rural communities by supporting girls with logistics to enrol or continue their schooling.</p>	<p>iii. Comprehensive information on the number of girls not attending school documented.</p> <p>iv. Marginalized rural out-of-school girls supported to enrol into schools in communities.</p>	<p>i) Organise interaction sessions with school management (PTA and SMC) to prepare for the integration of girls.</p> <p>ii) Provision of support and counselling to girls out of school to start or continue schooling.</p>	<p>i) Interaction forum organised with school management (PTA and SMC) to prepare for integration of girls.</p> <p>ii) Girls out of school are provided with support and counselled to start or continue schooling.</p>

1.8 IMPLEMENTATION PLAN AND TIMELINES

Table 2: Implementation Timelines

Activities	Months											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Conduct community sensitization/consultative meetings on girl child education in communities.	■	■										
2. Organise meetings with PTAs and SMCs on identifying and profiling of families with girls missing out of school.			■	■								
3. Hold dialogue meetings with families of affected girls.					■	■						
4. Organise interaction forum with school management (PTAs and SMCs) to prepare for integration of girls.							■					
5. Provision of support and counselling to 200 girls out of school to start or continue schooling.								■	■			
6. Monitoring and evaluation	■	■	■	■	■	■	■	■	■	■	■	
7. Preparation and submission of progress reports			■			■			■			■

1.9 METHODOLOGY/STRATEGY FOR OPERATION:

This is a pilot project we plan to implement. In pursuit of the project objectives, we desire to engage with all who matter in this issue. The use of dialogue meetings, workshops, drama and other media shall be employed to embark on this sensitization and advocacy drive. To achieve this, our target group shall include PTAs, traditional leaders, girl child missing out of school, and mothers/caregivers.

Our strategy will involve engaging directly with the affected children. Our focus will be to register, mobilize and engage with these missing out girls age 6 to 15 and to advocate for their rights to free quality education through drama, community dialogue and other engagement mediums.

The project will promote greater equality among boys, women and men. It will ensure greater participation of boys, women and men in all aspects of the interventions. It will enable boys, women and men to collaborate and work together using participatory strategies. Gender will be integrated in all reports and documentation.

Other crosscutting issues such as health, and rights of vulnerable groups would be mainstreamed in the entire project cycle.

2.0 PROJECT SUSTAINABILITY

Participatory tools were used to identify the problem and will again be used to strengthen the community-based institutions, such as DECS, CDCS, PTAs and SMCs, which are crucial in building confidence within the communities. The project will begin with a withdrawal strategy from day one onwards, to practically facilitate the communities to own the process and act accordingly.

A monitoring strategy will be developed with Final to examine the progress of the interventions and also to document lessons learnt. Interactive meetings will be held for 200 beneficiaries in 12 communities to generate feedback, facilitate planning and promote people’s participation.

Strategic alliances will also be established with the local government authorities and institutions such as the District Education Committee (DEC), Chiefdom Development Committee (CDC), the Local Councils and other CSOs operating in the area, to ensure that the project is successfully implemented and its gains sustained without winding-up.

Furthermore, Pink FiRE as the leading organization implementing this Girls Empowerment Project (GEP) and the implementing partner, Bo district council comprises of proficient staff and volunteers in the area of child protection, livelihood, women’s empowerment, youth advocacy programs, and better education for all, that would continue to visit the communities to offer them practical support fold of project, as we would be working with them to develop other interventions aimed at age 16 to 18 achieve senior school education and improving their living standards as well.

2.1 MONITORING AND EVALUATION PLAN

The project will be monitored at three levels in the following schedule:

The community and Pink FiRE:

- Will monitor the project in an on-going basis. Quarterly reports will be submitted to stakeholders by Pink FiRE Programme Manager.
- District level stakeholders such as the District Education Committee spear headed by the local council will monitor it monthly.
- Donor Agency will also monitor the project every quarter i.e. in every three months.

Similarly, the project evaluation plan will be as follows:

- Initial baseline study to ascertain the extent of problem prior to project interventions.
- End of project evaluation to assess overall impact of the project.

Case studies, best practices, lessons learnt and other information, including gender disaggregated data, deprived women and widowers will be carefully documented and presented in the final report.

Table 3: Indicators to be used to track project performance:

Project goal: Increase enrolment and improve access to basic education for 200 girls at age 6 to 15 by 2023			
Objective 1: To improve capacities in 12 rural communities to effectively respond to issues of girl child education.			
	Activities	Indicators	Execution Period
1.1	Conduct community sensitization or consultative meetings on girls’ non-	-Number of community people with improved knowledge on plight of the girl	1 st and 2 nd Months

	school attendance in twelve communities.	child missing out of school.	
1.2	Organise meetings with PTAs and SMCs in twelve communities on identifying families with girls missing out of school.	-Number of families with girls missing out of school identified.	3 rd and 4 th Months
1.3	Hold dialogue meetings with families of affected girls.	-Number of girls identified to receive support.	5 th and 6 th Months
Objective 2: To reduce the number of girls not attending school in 12 communities by supporting 200 girls at age 6 to 15 by 2023 with logistics to enrol or continue their schooling.			
2.1	Organise interaction sessions with school management (PTA and SMC) to prepare for integration of girls.	-Number of schools prepared to absorb girls.	7 th Month
2.2	Provision of support and counselling to girls out of school to start or continue schooling.	-Number of girls supported to start/go back to school.	8 th and 9 th Months

2.2 ACRONYMS

DEC District Education Committee
 CDCs Chiefdom Development Committees
 PTA Parents, Teachers Association
 SMCs School Management Committees
 CSOs Civil Society Organizations

Table 4: Project Budget				Detailed budget (exchange 1USD = 9,500)		
Item Description	Unit Cost	Unit of Count (example day)	# of Comm.	No. of Units	Amount in Local Currency (SLL)	Amount in USD
Building Expenses						
Office space	13,000,000	year		1	13,000,000	1,368.42
Office maintenance	1,000,000	year		1	1,000,000	105.26
Sub total					14,000,000	1,473.68
Non Re-curring expenditure/Administrative cost						
Purchase of generator (Kupor diesel)	7,500,000	year		1	7,500,000	789.47
purchase of motor bike	8,200,000	year		2	16,400,000	1,726.32
Printer (hp 4630)	2,800,000	year		1	2,800,000	294.74
Fuel for generator	8,500	litrs (48 wks/hrs)		96	39,168,000	4,122.95
Sub total					65,868,000	6,933.47
Personnel						
Programme Director	1,500,000	months		1	18,000,000	1,894.74

Programme Manager	1,200,000			1	14,400,000	1,515.79
Programme Admin/Finance	1,200,000			1	14,400,000	1,515.79
Field Coordinator	850,000			1	10,200,000	1,073.68
Social Workers	650,000			2	15,600,000	1,642.11
Monitoring & Evaluation Officer	800,000			1	9,600,000	1,010.53
Office Assistant	500,000			1	6,000,000	631.58
Volunteers	120,000			2	2,880,000	303.16
Sub total					91,080,000	9,587.37
Activity 1: Conduct community sensitization/consultative meetings/dialogue for 200 girls age 6 to 15 on enrolment and retention in school						
Fuel for preparatory activities	8,500	litres	12	65	552,500	58.16
Personnel fee	100,000	days		3	300,000	31.58
Rent of plastic chairs	2,000	days	12	100	200,000	21.05
Public address system	350,000	days		12	4,200,000	442.11
Refreshment	15,000	days	12	100	1,500,000	157.89
Media coverage	500,000	slots	12	2	1,000,000	105.26
Sub Total					7,752,500	816.05
Activity 1.2: Organize meetings with PTAs and SMCs in 12 communities to identify family of girls at age 6 to 15 out of school						
Fuel for preparatory activities	8,500	days	12	35	297,500	31.32
Note pad	10,000	participants	12	50	500,000	52.63
Flip chart	50,000	days	12	1	50,000	5.26
Pen	30,000	pkt		1	30,000	3.16
Refreshment	15,000	participants	12	30	450,000	47.37
Sub Total					1,327,500	139.74
Activity 1.2: Dialogue meetings with families of 200 girls not in school						
Fuel for preparatory activities	8,500	litres		35	297,500	31.32
A4 paper	40,000	pkt		2	80,000	8.42
Dialogue meeting with families of 200 girls	25,000	Lunch to		200	5,000,000	526.32
Sub Total					5,377,500	566.05
Activity : Organize interaction session with school management (PTA and SMC) for integration of 200 girls						

Fuel for preparatory activities	8,500	litres		52	442,000	46.53
Venue	750,000	hire		1	750,000	78.95
Note pad	10,000	participants		60	600,000	63.16
Pens	30,000	pkt		2	60,000	6.32
Flip chart	50,000	pcs		2	100,000	10.53
Refreshment	15,000	participants		60	900,000	94.74
Transport refund	75,000	participants		60	4,500,000	473.68
Sub Total					7,352,000	773.89
Activity : Provision of support and counseling to 200 girls at age 6 to 15 out of school						
Fuel for preparatory activities	8,500	litres	12	45	382,500	40.26
School uniform	100,000	child		200	20,000,000	2,105.26
Shoe	35,000	pair		200	7,000,000	736.84
Bag	110,000			200	22,000,000	2,315.79
Lunch	15,000			500	7,500,000	789.47
Sub Total					56,882,500	5,987.63
Activity : Collect baseline data to facilitate comparison between pre-intervention and post intervention assessment						
Allowance to enumerators	350,000	personel	4 days	3	1,050,000	110.53
Stationery A4 paper	40,000	pkt		3	120,000	12.63
Sub Total					1,170,000	123.16
Direct cost					347,692,500	36,599.21