



Project Title: Support the schooling of 300 children in rural Haiti for a year.



Education Proposal for 300 Beneficiaries

Presented by

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Date: November 2024

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I- Executive Summary

Action et Transformation aims to provide plausible answers to the educational problems identified in the communities it serves through the implementation of integrated life skills education projects. From this point of view, it aims to reorient the situation in which the communities targeted by the Integrated Life Skills Education Project for 300 Beneficiaries in three (3) schools in the Central Department of Haiti are living. It aims to support the populations of the Nord, Centre and Artibonite departments of the Republic of Haiti.

The state of deprivation in these rural communities is obvious. To trigger change in these communities, Action et Transformation would like to establish solid partnerships with these three schools in the Centre Department. The project is expected to reach 300 beneficiaries.

School activities are the focal point of interventions. This integrated life skills education project, focused on children's future, incorporated community development, aims to:

Promote an integrated formal and non-formal skills education project in geographical departments and/or intervention zones during the current academic year.

And its objectives are to:

- 1 - Improve the quality of teaching and learning through teacher training, focusing on pedagogical skills and effective classroom management during the current school year.
- 2 - Implement an innovative teaching process focused on active learning, social interaction and student engagement, in collaboration with teachers, parents and local authorities over the course of a school year.
- 3 - Organize awareness-raising and community mobilization sessions to promote the importance of education and parental involvement in their children's schooling, while strengthening partnerships with community leaders and local organizations during the school year.

The project will enter into formal partnerships with 3 targeted schools in the Central Department of Haiti, where we will support these schools in teaching to the standards of the Ministry of National Education and Vocational Training (MENFP), provide students with appropriate teaching materials, ensure teacher training and encourage academic excellence.

The activities of this project are operationalized through the implementation of a cooperation agreement with their local governance structure, created by members of the community supported by the Action et Transformation organization.

The total cost of the budget established in relation to the activities to be implemented amounts to: US \$ 88,500.00

II- Problem statement

The central problem addressed by this educational program is the lack of access to quality education in rural areas. This gap has adverse consequences for the cognitive, social and economic development of children living in these areas, compromising their future prospects as well as the future of their communities.

Several factors contribute to this problem. Firstly, rural areas are often characterized by a lack of adequate educational infrastructure, marked by old and dilapidated buildings, a lack of basic teaching equipment and a deficit of qualified teachers. This situation considerably limits children's access to quality formal education.

In addition, geographical and socio-economic obstacles such as long distances to school, extreme family poverty and the exodus of skilled human resources to urban centers all hamper school attendance and access to quality education in rural areas. As a result, children in rural areas face an increased risk of dropping out of school early, compromising their ability to acquire the fundamental skills needed for personal fulfillment and future success in the job market.

The situation in rural communities is worsening, with many families fleeing the violence of armed gangs and settling in the countryside, increasing the number of families in difficulties of all kinds.

In sum, the major problem identified is the persistent imbalance in access to quality education in rural areas, with profound consequences for equality of opportunity, human development and poverty reduction. This integrated life skills education program aims to address this issue by implementing targeted interventions to strengthen the accessibility, quality and relevance of education in targeted rural areas.

III- Context and rationale

Education is considered the fundamental pillar on which the individual and collective progress of any society rests. The communities targeted by the intervention of this integrated life skills education program are characterized by acute precariousness, from which they are almost all deprived of everything, and face enormous challenges.

These shortcomings range from limited access to quality education, to socio-economic disparities, to insufficient resources and infrastructure. Faced with these challenges, this project is committed to being a catalyst for change, proposing innovative and sustainable solutions. We aim to create an environment conducive to learning, where every learner is encouraged to develop their potential, explore their curiosity and cultivate their critical thinking skills. We are aware that achieving this goal will require ongoing commitment, close collaboration with all stakeholders and constant adaptability. However, we are convinced that the benefits of this initiative will transcend the ages and have a positive impact on future generations.

The main beneficiaries are children in rural areas who have no access to quality education, which will enable them to acquire skills essential to their personal development and future success. On the other hand, the large majority of their parents live in deprivation. « It is estimated that over 6 million Haitians live below the poverty line on less than US\$2.41 a day, and over 2.5 million have fallen below the extreme

poverty line, living on less than US\$1.23 a day. »¹. The purchasing power of these families is very low, and they live from subsistence agricultural activities, small shops and other small businesses.

In terms of social benefits, these families will benefit from access to quality education for their children, which will open up future opportunities and contribute to their personal and social development. As for the teachers in the supported rural schools, they will benefit from improved pedagogical training, which will enhance their skills and motivation to teach in difficult educational environments.

Local communities, for their part, will benefit from a better-educated population, which will foster socio-economic development, reduce poverty and improve living conditions in these rural areas.

Local authorities and governments will benefit from an educated and skilled population, strengthening the region's economic and social capabilities and contributing to the country's overall development.

IV- Goals and objectives

We plan to promote integral education in all the communities in which we operate. This will take the form of an integrated education program of formal and non-formal life skills in the geographical departments and/or areas where Action et Transformation carries out its interventions. As education is considered the cornerstone of sustainable development in any society, it must be able to provide a satisfactory response to the problem described as the lack of access to, and quality of education.

As a result, we need the right answers and the most appropriate solutions. So, we need to strengthen educational infrastructures by renovating existing buildings and/or constructing certain reception areas, provide basic pedagogical equipment to improve basic learning conditions, integrate information and communication technologies (ICT) that will facilitate the development of digital pedagogical content and train teachers in their use, in order to strengthen the digital skills of students and teachers.

V- General objective

For increasing access to quality education in the communities served over the course of a school year.

VI- Specific objectives

- Improve the quality of teaching and learning through teacher training, focusing on pedagogical competence and effective classroom management during the current school year.
- Implement an innovative teaching program focusing on active learning, social interaction and student engagement, in collaboration with teachers, parents and local authorities over the course of one school year.
- Organize awareness-raising sessions and community mobilization programs to promote the importance of education, parental involvement in their children's schooling, and strengthen partnerships with community leaders and local organizations during the school year.

¹ <https://www.undp.org/fr/haiti/reduction-de-la-pauvrete>

VII- Strategy and Activities

Our strategy is to establish a formal relationship with community entities and/or schools located in the Organization's areas of intervention. To do this, we will obtain information about each school and/or community entity in question. Then, using a form submitted to the potential partner, we will obtain the essential information needed to carry out the following activities:

- Assess the needs of the selected sites through field surveys to obtain precise data in terms of the specific educational needs of each partner in the rural communities served.
- Communicate to all stakeholders the specific objectives and expected performance indicators of the process.
- Acquire basic teaching equipment.
- Organize initial training sessions for newly recruited teachers.
- Adapt our life skills curriculum to the local context.
- Organize ongoing training sessions to enhance teachers' skills.
- Organize meetings and awareness-raising campaigns to encourage parents' participation in their children's teaching-learning process at school.
- Monitor and evaluate the progress of the education program, measure results and adjust activities according to identified needs.
- Prepare regular reports on the activities carried out and the results of the education program, and communicate with the relevant stakeholders.

VIII- Logical framework (Outputs and Outcomes)

Project frame	Logic of intervention	Indicators Objectivement Verifiable (IOV)	Sources and means of verification	- Critical assumptions - Risks - Important Assumptions/Preconditions
Global Objective	What are the larger general objectives to which the action is entitled?	What are the key indicators? Are they linked to the overall objectives?	What are the sources of information for these indicators?	Certain natural and political obstacles that would reduce the level of performance expected in the areas concerned.
1.- Goal	1. - Transforming disadvantaged rural Haitian communities in their spiritual, socio-economic and environmental dimensions.	1.1 - Two (2) documents evaluating the effects (short and medium term) of implementing the integrated life skills education program (formal and informal components). 1.1.2. - Two (2) impact assessment documents recorded (medium-term and long-term) by the implementation of the integrated life skills education program (formal and informal components).).	Results registers for pupils confined to partner schools.	Assumptions : <ul style="list-style-type: none"> ▪ The community's commitment to receiving a project will not reduce their willingness to do so. ▪ Budget costs could be adjusted. ▪ Program regulations will not be affected. Risks : <ul style="list-style-type: none"> ▪ Socio-political unrest ▪ Safety conditions are weak,

				<ul style="list-style-type: none"> ▪ Force majeure, i.e. natural disasters such as rain, floods, etc. ▪ Haiti is located in the trajectory of atmospheric depressions (cyclones ...). ▪ The adoption of new policies for the functioning of social organizations. ▪ Difficulties for donors to maintain their commitments.
2.-Strategic Objectives	<p>2. - Increase access to quality education in communities served over the duration of a school year.</p> <p>2.1. - Improve the quality of teaching-learning through teacher training, focusing on pedagogical competence and effective classroom management during the current school year.</p> <p>2.2. - Implement an innovative teaching program focusing on active learning, social interaction and student engagement, in</p>	<p>2.0. - 3 accommodation agreements established with local development structures in areas where Action et Transformation works with its Board of Directors.</p> <p>2.1.1. - 3 partnership and support agreements are established between the A&T Board of Directors and partner schools.</p> <p>2.2.1. - 3 alliance and support agreements are established with formal</p>		<p>Assumptions :</p> <ul style="list-style-type: none"> ▪ The partners have co-signed the commitment agreements and scrupulously respect the clauses. ▪ All partners have submitted their dossiers to MAST and received approval. ▪ Increased community involvement in the project implementation process. <p>Risks:</p> <ul style="list-style-type: none"> ▪ People find it hard to come to terms with the partnership

	<p>collaboration with teachers, parents and local authorities over the course of a school year.</p> <p>2.3.- Organize awareness-raising sessions and community mobilization programs to promote the importance of education, parental involvement in their children's schooling, and strengthen partnerships with community leaders and local organizations during the school year.</p>	<p>and/or informal skills club structures.</p> <p>2.2.2.- 3 des structures de gouvernance locale ont été mises en place et reconnues par le ministère des affaires sociales et du travail (MAST) pour représenter leurs communautés devant les autorités de l'État.</p> <p>2.3.1.- 4 awareness-raising sessions (one per quarter) were carried out in cooperation with local governance structures on community mobilization, the importance of education, parental involvement in their children's schooling, etc. during the school year.</p>	<p>Agreements filed in the organization's archives and partners' filing cabinets.</p> <p>Copies of valid recognition certificates are archived in the organization's filing cabinets.</p>	<p>contract between the two parties.</p> <ul style="list-style-type: none"> ▪ Policies have been changed at MAST ▪ Non-cooperation of target communities or, where local authorities are involved, reluctance to cooperate with the program. ▪ Change in government structure and policy (local, provincial and national). ▪ Socio-cultural atmosphere of target community.
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<p>3.-Intermediate Results (outcomes)</p>	<p>3. - The community is transformed, with young people, women and men setting up businesses of all kinds and getting involved in the socio-economic organization of their community.</p> <p>3.1. - Initial education for young people and women is strengthened in the community.</p> <p>3.2. - Community members (women, men and young people) now have the necessary skills.</p> <p>3.3. - Grassroots organizations and associations, schools and skills clubs (formal or informal) are</p>	<p>3.0.- At the end of the first year of the five-year term, at least one (1) social and/or economic enterprise has been created in each of the communities we serve.</p> <p>3.1.1/ 3.2.1. - At least 75% of those enrolled in training centers have acquired numeracy and literacy skills.</p> <p>3.3.1.- Au moins 50% des enrôlés du programme des compétences de vie ont</p>	<p>Social enterprise registration certificates issued by the “Direction Générale des Impôts (DGI).”</p> <p>Register of students' achievements in training centers sent to the Organization.</p> <p>Record of participants' level of acquisition in training centers transmitted to the Action et Transformation organization.</p> <p>Minutes of meetings held during group performances and events.</p>	<p>Assumptions :</p> <ul style="list-style-type: none"> ▪ Availability of filing cabinets and filing of files according to standards. ▪ Increased knowledge of enrollees in training centers. ▪ Groups of children and young people have performed on various themes. <p>Risks :</p> <ul style="list-style-type: none"> ▪ Partners take time to assimilate document filing methods. ▪ Difficulty in finding qualified human resources to enhance the skills of enrollees.

	<p>transforming their communities.</p> <p>3.4.- Young people take part in events such as recitals, performances of literary and other works, school engineering and reading competitions, and are ready to serve their community and make it their own.</p>	<p>acquis de nouvelles compétences nécessaires dans la vie active.</p> <p>3.4.1. - 3 literary performance groups have been set up and produce regularly at the training centers.</p>		<ul style="list-style-type: none"> ▪ Emigration of qualified resources to other, more attractive horizons.
4.- Outputs	<p>4.1. - Community members' awareness and knowledge are increased.</p> <p>4.2. - Communities, school staff and association members are motivated.</p> <p>4.3 - Pupils in partner schools and participants in skills clubs (formal or informal) master curriculum content and</p>	<ul style="list-style-type: none"> ▪ # of awareness-raising sessions (governance members, parents, children...)/ year. ▪ % of awareness-raising sessions (governance members, parents, children, etc.) / year. ▪ # Children enrolled/grade. ▪ % Children enrolled/grade. ▪ # Children who have completed/grade. 	<ul style="list-style-type: none"> ▪ Minutes of awareness sessions. ▪ Registers of enrolled children / grade. ▪ Club registers of enrolled children / grade. ▪ Student records / grades. ▪ Records of end-of-year decisions regarding student performance. ▪ Report on indicators achieved. 	<p>Assumptions :</p> <ul style="list-style-type: none"> ▪ Awareness-raising sessions have been held, and local stakeholders are participating in the implementation of the education program. <p>Risks :</p> <ul style="list-style-type: none"> ▪ Contrary ideas are advocated by other bodies wishing to deliberately disrupt the organization's actions.

	<p>produce satisfactory learning results.</p> <p>4.4- Students and club participants share their knowledge and skills for the benefit of themselves and the community.</p>	<ul style="list-style-type: none"> ▪ % Children completed/grade. 		<ul style="list-style-type: none"> ▪ Existence of political and social rivalries hampering program implementation.
5.- Activities	<ul style="list-style-type: none"> ▪ Establishment of a database of the 300 targeted beneficiaries. ▪ Survey each partner's level of performance on: <ul style="list-style-type: none"> - Governance. -Teaching practices -Level of student acquisition in relation to state curriculum. ▪ Dotation de matériels didactiques et scolaires (Clubs et écoles) ▪ Trainings and Learning activities. ▪ Campagne de sensibilisation auprès de la communauté. ▪ Workshops on 	<ul style="list-style-type: none"> ▪ # Children enrolled/grade including their level of skills in arithmetic, reading/spelling and general knowledge. ▪ % Children enrolled/grade including their level of numeracy, literacy/spelling and general knowledge. ▪ # Local governance members of CBOs and local associations surveyed. ▪ # of teachers identified and classified by skill level. ▪ # of community sessions held / year. 	<ul style="list-style-type: none"> ▪ Database built on an Excel sheet. ▪ Survey report on each partner's level of performance. ▪ Report on materials purchased and distributed to schools and life skills clubs. ▪ Report on training activities. ▪ Awareness campaign report. ▪ Indicator report produced from data collected on the teaching/learning process 	<p>Assumptions :</p> <ul style="list-style-type: none"> ▪ A directory of 300 children is established, and relevant information on each child is easily retrieved when needed. ▪ Relevant information is obtained, enabling the process of implementing the integrated life skills education program to be set in motion. ▪ Teaching and learning materials are available and distributed to pupils for their learning. ▪ Highly professional teaching staff.

	<p>Services Policy advocacy and networking.</p> <ul style="list-style-type: none"> ▪ Suivi d'enseignement-apprentissage et Evaluation. 	<ul style="list-style-type: none"> ▪ # of advocacy workshop sessions held with the community / year. ▪ # teaching-learning follow-up sessions / year 		<ul style="list-style-type: none"> ▪ Parents play an effective role as catalysts to encourage their children's education. <p>Risks :</p> <ul style="list-style-type: none"> ▪ Inflation has made it impossible to adequately meet all the needs targeted in the intervention of the integrated life skills education program.
6.- Inputs	<ul style="list-style-type: none"> ▪ Budget ▪ Training materials. ▪ External trainers. ▪ Community leaders ▪ Students ▪ Teachers ▪ Awareness training modules ▪ Training modules on community participation. ▪ Training workshops ▪ Ressources. ▪ Food ▪ Health care for learners. ▪ Adequate accommodation (schools and skills clubs) 			

- Technological equipment
- Technologies
- Teaching materials
- State education curriculum
- Progression guide
- Aflatoun curriculum for skills clubs (formal and informal)
- Old-age insurance for teachers in partner schools.
- Program managers
- Multi-dimensional team
- External training partnership
- Local management structures
- Local authorities
- Other human resources.

IX- GANTT chart

ID	Month/Tasks	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Responsabilité
1	Needs assessment of selected sites.													<ul style="list-style-type: none"> Local management structure (Management Committee). General Coordinator.
2	Formalize and/or maintain partnerships with the 3 schools													<ul style="list-style-type: none"> Consultative Council (CC) and/or Executive Committee (CE) Board. Local management structure (Management Committee). General Coordinator.
3	Strategic planning (Communicate specific objectives and expected process performance indicators to all stakeholders)													<ul style="list-style-type: none"> Consultative Council (CC) and/or Executive Committee (CE) Board. Local management structure (Management Committee). General Coordinator.
4	Establishment of a database for 300 targeted beneficiaries.													<ul style="list-style-type: none"> General Coordinator. Field coordination team.
6	Acquire basic pedagogical equipment / Endowment of teaching and school materials (Clubs and schools)													<ul style="list-style-type: none"> Field coordination team. Local management structure (Management Committee).
7	Personnel training/Trainings and Learning activities.													<ul style="list-style-type: none"> Field coordination team. Local management structure (Management Committee). General Coordinator.

8	Implement the integrated life skills education program for all our partners													<ul style="list-style-type: none"> • Field coordination team. • Local management structure (Management Committee). • General Coordinator.
9	Community awareness campaign													<ul style="list-style-type: none"> • Field coordination team. • Local management structure (Management Committee)
10	Ongoing training/ Workshops on Services Policy advocacy and networking.													<ul style="list-style-type: none"> • Field coordination team. • Local management structure (Management Committee)
11	Teaching-learning follow-up.													<ul style="list-style-type: none"> • Field coordination team.
12	Follow-up and assessment													<ul style="list-style-type: none"> • External evaluation firm and/or internal evaluation structure

X- Budget

This estimated budget has been designed to take into account the specific features of the project, local costs, economic fluctuations and other factors. It is based on the number of children, i.e. 300, to maintain the break-even point for direct beneficiary benefits, program administration and training costs.

The presentation of this budget is as follows:

- 1.1 PRIMARY EDUCATION
 - Scholarship fees
 - Operation Cost
 - Scholar Materials
 - Clothing/Uniform
 - Shoes
 - Medical Cost
- 1.2 OVERHEAD AND GENERAL COST
 - Office supplies
 - Salaries related to whole project (e.g. education coordinator salary, etc.)
 - Lobbying activities / Advertising / Fees IT services / Accounting consultant
 - Bank fees

XI- Monitoring and evaluation

We are setting up a regular monitoring system to accompany the implementation of the education program activities, through the field coordinator to monitor data collection on the progress of the established indicators, analyze and document them according to the frequency considered for each of them.

Appropriate data collection tools will be developed, such as questionnaires, interviews, observations and administrative data. Rigorous processing will be carried out to ensure the quality and reliability of the data, ensuring that it is accurate, complete and consistent.

Analysis of the data collected to assess the project's progress in relation to the objectives set, will help identify any challenges and obstacles, and formulate recommendations to improve the project's continuity. Quantitative and qualitative analysis methods will be used to examine trends, correlations and responses.

Project results are assessed against pre-defined performance indicators, such as percentage enrolment, student learning outcomes, teaching quality and community involvement.

The results achieved will be compared with the objectives set, in order to assess the effectiveness of the education program and determine whether any adjustments or modifications are required. This will enable regular revision of project plans and activities based on the results of monitoring and evaluation, identifying areas requiring improvement or change, and adapting the action plan in the light of new data.

By implementing rigorous monitoring and evaluation, the educational project effectively tracks its progress, assesses its results and learns lessons to improve performance and maximize expected outcomes. The table below gives an overview of how the organization's M&E department will collect data along the process:

DESCRIPTION OF MEASURABLE COMPONENT	WHEN TO MEASURE	HOW TO MEASURE
Key Performance Indicators (KPIs)		
Children's performance results by grade: <ul style="list-style-type: none"> ▪ # Children enrolled/grade ▪ % Children enrolled/grade ▪ # Children who completed/grade ▪ % Children completed/grade 	Quarterly	Data Collection
Follow-up to Trainings and Learning activities: <ul style="list-style-type: none"> ▪ # of sessions planned ▪ # of training sessions given ▪ of training sessions given ▪ # Teachers targeted ▪ # Teachers who took part ▪ % Teachers who took part ▪ # of targeted facilitators ▪ # facilitators who took part ▪ % facilitators who took part 	Quarterly	Data Collection
Awareness-raising (governance members, parents, children, etc.)	Quarterly	Survey

Acquisition level of participants in formal clubs <ul style="list-style-type: none"> ▪ # Children enrolled/grade ▪ % Children enrolled/grade ▪ # Children who completed/grade ▪ % Children completed/grade 	Monthly	Data Collection
Acquisition level of participants in informal clubs: <ul style="list-style-type: none"> ▪ # Children enrolled/grade ▪ % Children enrolled/grade ▪ # Children who have completed/grade ▪ % Completed/grade 	Monthly	Data Collection
Monitoring & Evaluation	Monthly / Bi - Annualy	Data Collection

XII- Sustainability

Sustainability refers to the long-term viability of a project and/or program. It is assessed from the following angles: community, financial and organizational sustainability.

1- Community sustainability

This is the level of maturity of the community in terms of guaranteeing the achievements and results of the education program, by involving itself as real stakeholders in the implementation of the project and/or program.

2- Financial sustainability: This is the ability of the project and/or program to maintain a break-even level of expenditure in relation to available resources. The expenditure forecasts for this program are as follows:

- 90% of direct beneficiary expenses
- Overheads and indirect costs at 10%.

3- Organizational sustainability: It's the ability to keep the different structures in place alive over the medium and long term. In terms of actions to be taken to ensure the viability of these established structures, or governance, management structures, e

