

**Maasai Mara Women Empowerment Guide Organization.
(MWEGO)**

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TITLE OF PROPOSED PROJECT: *MWEGO CLASSROOMS
CONSTRUCTION PROJECT IN KIJIRJIR PRIMARY SCHOOL.*

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1.1 BACKGROUND OF THE ORGANIZATION

Maasai Mara Women Empowerment Guide (MWEGO) is a local registered NGO founded to support women in marginalized Maasai Mara communities towards achievement of social and economic equality. The organization is located in rift valley province Narok County.

MWEGO's mission is to enhance sustainable growth and development by undertaking projects that promotes women's political, economic and social welfare in the society. The organization currently conducts several activities which include training on economic empowerment, providing , enhancing human rights and prevention of female genital mutilation, Improve access to formal education as well as environmental conservation in Maasai Mara region.

MWEGO Ensures women create wealth for themselves by venturing into income generating activities thus leading to self-dependency, educate women on the importance of conserving the natural environment on individual level for the benefit of natural environment and humans, highlighting the importance of education and providing meaningful information through forums, workshops and seminar sand ensure greater access to justice and legal services to women.

1.2 INTRODUCTION.

It is estimated that 60% of Maasai women do not complete high school education due to challenges attributed to many factors. These factors are

Cultural influence: It has been argued that there is a lack of linkage between education and the cherished indigenous values and practices, hence the adverse influence that cultural factor had on the education of Maasai girls. There is an inherent gender bias which shapes the entire life-span of Maasai female. For instance, certain customary such as early marriages have seriously hampered the education of girls in Maasai land.

The earlier marriage, the more likely that a girl will drop out of school prematurely and also the less the parent will enjoy the benefit of their daughter 'education. Also an imminent early marriage is enough to discourage a girls' effort in education.

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Distance: The disadvantages associated with rural setting such as the cost of constructing school in remote areas are many. In addition to the dispersed nature of educational facilities, the problem of distance has a far more heavy impact on girls than boys.

Historical factors: The current poor educational situation for girls is commonly a function of historical legacies. For instance the Maasai district of kajiado, Narok and samburu were among the areas which were less developed during colonial days. There were no schools until after independence. Therefore, low enrolment rates can be attributed to lack of sufficient school facilities especially boarding schools for girls.

Family factor: Against the backdrop of macro factors already mentioned above, it is the outcome of economic decisions made at household level that ultimately determines the level of female education. For girls, poverty severely hampers their educational opportunity. This is because the direct and indirect cost of sending a child to school is often more than poor family can afford. In addition, a daughter' labour at home is commonly considered more valuable and justified than her time that she spent at school (for instance looking after cattle, fetch of water especially in such district where water is a big problem). Further the expected returns for educating girls are less than those expected for a male, resulting in less incentive to invest in educating a girl.

Ignorance of parents: The low exposure of the parents to education, or none exposure to other lifestyles especially those of a literate society, may limit their knowledge on benefits of education. They may not be aware that the benefits of education are intergenerational and in fact accumulate over time hence the adverse consequent or function of the immediate environment of the people.

The 'girls' own choice: As girls become older it may be the decisions they make on their own behalf, either explicitly or implicitly that will determine whether or not they remain or will drop from school. When a girl sees marriage as the most appropriate option, education is likely to hold little value. And if we has had little exposure to models in the community portray alternative lifestyles of higher achievement and independence, her expectations will probably remain low. The low expectation will be reinforced, if employment prospects for the future are lacking. This is all to presume that the numerous handicaps encountered along the way coupled with the low expectations of those around her have been overcome thus having avoided the prophecy of under- achievement that would be written into life-script.

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Due to these challenges, MWEGO undertakes projects that bring change to the Maasai Mara community. MWEGO is committed to uphold woman dignity, improve access to education, empower women economically, improve ownership of resources and make them responsible for developing themselves by raising their self-esteem.

1.3 PROBLEM STATEMENT

Through needs assessment carried out by MWEGO, the organization noted that there is deficit of classrooms in Kijirjir primary school. There is only one classroom that is shared by all the children. The children learn in shifts. Children also learn under trees that provides shades for them while the writing wall is cardboard fixed on the tree. There is also one staffroom that serves as an administration block and as the central point where teachers converge before they take their duties. It has been noted that there are no schools nearby hence this school can serve a big population if all facilities are installed. Also many children in the area do not attend school due to distance and poor learning environment offered by the only nearby school that is Kijirjir primary school.

These challenges are worsened when rain comes. There is no learning that can take place as the only classroom serves as shelter for the whole school. The teachers work as volunteers as they are not paid. Despite all these challenges, the organization has devoted in providing leaning materials such as chalk, exercise books and pencils. Due to these challenges the organization is appealing for assistance in construction of two classrooms as the school expands to host more children.

This objective has been hindered by resource constraints. The overall aim of this programme is to improve the quality of education, increase the number of children in classrooms as well as improving education environment.

2.1 PROJECT DESCRIPTION.

MWEGO aims at constructing two classrooms for the children. These two classrooms will host fifty children each hence a total of 100 children. Construction materials will include ballast,

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cement, stones, and timber and iron sheets for roofing. Construction will begin immediately all materials and funds are acquired. The beneficiary community will provide unskilled labour while Mwego organization will provide skilled labour. Also expenses on sand will not be incurred as it is naturally plentiful in the area. The whole project is meant to improve the quality of education and improve learning facilities.

2.2 PROGRAMME OBJECTIVES

Improving quality of education

Improving learning environment.

Increasing the number of children in the school

2.3 EXPECTED OUTCOMES OF THE PROGRAMME

Improved educational performance

Increased school enrolment.

Reduced school drop outs

Reduced early and forced marriages in Maasai Mara community

Improved learning environment

Increased literacy skills in Maasai Mara community

Reduced cultural rigidity due to access to formal education.

2.4 PROGRAMME BENEFICIARIES.

The programme beneficiaries are children in Maasai Mara community. The main target is girls who cannot access formal education due to distance, socio cultural factors such as female genital mutilations and early marriages. The project also targets any child who is not schooling but great priority is given to girl child since they are the most neglected in the community. The programme aims at reaching more than 100 children in Maasai Mara to attend school. This number will be increasing as we construct more classes.

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3.1 PROGRAMME SUSTAINABILITY.

The project will be sustained through sound management of the available resources. These practices will include repairing worn out parts of the classroom, painting and also replacing broken window panes. There will also be outsourcing of more partners with the organization so as to provide funds for the running of the school as well as constructing more classrooms.

3.2 MONITORING, REPORTING AND EVALUATION

The program will be monitored on regular basis by project staff in line with the project activities using the monitoring framework. All the activities will be monitored closely by MWEGO staffs and thus preparing a report at the end of every month. Monitoring will involve the records of all project activities that will be reviewed regularly to ensure that they are in accordance to the plan. Monitoring results will be used to identify gaps and lessons learnt. MWEGO will prepare progressive reports on quarterly basis till the end of the project. MWEGO will share with partners and other donors the evaluation and final reports of all activities undertaken in this project. Success stories and case studies will be captured throughout programming to measure the most significant changes in the lives of the beneficiaries.

The project activities will be reviewed on daily basis to determine if the project has achieved its set objectives and success stories established. There will be mid-term evaluation in the form of review to establish existing gaps and weaknesses.

3.3 RELEVANT EXPERIENCE (ORGANIZATIONAL CAPABILITY):

MWEGO is a registered and recognized humanitarian organization in Kenya. The organization has competent and qualified staff with vast experience in different areas of humanitarian needs. The organization has been undertaking several programs in Maasai Mara Narok. These include several capacity building workshops for economic development and human rights. Others include tree planting for conservation of environment.

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1 ANNEX1: PROJECT BUDGET

BUDGET ITEM	DESCRIPTION	UNIT COST	NO. OF UNITS	TOTAL
Cement		800	30 bags	24000
Ballast		8000	8 lorries	64000
Stones		10000	30 lorries	300000
Iron Sheets	3m by 1m	1500	30	45000
Nails	1 inches	200	6kg	1200
	4 inches	200	8kg	1600
	3 inches	200	4kg	800
Timber				
	1 inch by 6 inch by 8ft	20 per ft	64	1280
	2 inch by 2 inch by 10ft	20 per ft	150	3000
	2 inch by 3 inch by 12 ft	20 per ft	120	2400
Desks		2000	50	100000
Windows		16	1500	24000
Glass Window Panes	60cm by 35 cm	250	6	1500
Painting	sand papers	50	10	500
	10 litre paint	500	10	5000
	10 litre paint(water proof)	800	10	8000
	Brush	100	10	1000
Hinges		6	500	3000
Locks		2	200	400
Padlocks		2	200	400
TOTAL				587080

2 ANNEX 2: BUDGET EXPLANATION

The classroom will require materials for construction that will include sand, ballast, cement, timber, iron sheets, nails. It will also require windows that are made of glass for penetration of light. Doors will be made from timber provided in the budget. Sand will be provided by the community as it freely available in the area hence this will not be accounted for in the budget. .

Labor will be provided by the community as a positive contribution to the project. This will include carrying sand to project area, fetching water for project and assisting masonry and carpenter. Mwego organization will provide skilled labour that is a mason and a carpenter.

Desks will be shared among the children. One desk will be shared by two children hence in 100 children 50 desks will be required.

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THE BUDGET IS CALCULATED IN KENYA SHILLINGS.

3 ANNEX 3: PROJECT LOGICAL FRAME WORK.

	Intervention Logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objectives	Improving quality of education in Maasai Mara community	Checking on the Children comfort in the classroom while learning. Check on teacher's morale to teach the children.	These indicators will be developed by the project manager from MWEGO organization.	
Project Purpose	Improving learning environment in Kijirjir primary school. Increasing the number of children in the school	Compare the number of children currently in the school and the number of children in the school after classroom construction have been completed. Check on the children' performance and make comparison after one year of	Information will be obtained from the school registers and roll call for all the children. Also admission record, and performance records will provide key information while assessing children performance	Community will fully contribute to providing unskilled labour.

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		project completion date.		
Expected Results	<ul style="list-style-type: none"> • Improved educational performance, • Increased enrollment • Reduced school drop outs • Reduced early and forced marriages in Maasai Mara community • Improved learning environment • Increased literacy skills in Maasai Mara community • Reduced cultural rigidity due to access to formal education. 	<p>Check at the school enrollment records and school drop outs and compare with the current number and after one year of project completion.</p> <p>Check on the behavior of the children when in class during rainy seasons and establish whether they are satisfied with the new classrooms.</p>	Children performance records will indicate the success of the expected results and the whole project.	That the community will provide materials for construction that is sand and also they will provide labour for the project.

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Activities	Site Marking Foundation digging Stone Foundation Fill soil inside Plinth area. Setting up main door frame and other room door frames Wall construction until window frame base Setup all window frames based on its sizes Setup lintel Wall construction until beams Join timber for roofing Fix iron sheets. Fix doors and windows Paint the walls.	These activities will be carried out by an experienced mason and a carpenter the two will need three persons to assist them.. All materials required for construction will be provided before the work begins to avoid cost overrun and time overrun.	Monitoring and evaluation reports will ensure implementation of the project activities are achieved. Also the project manager will be involved in monitoring the project so as to remove any ambiguities that may be involved.	The community will be informed about the project since they are stakeholders to the project. They will also be informed of their contribution to the project.
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4 ANNEX 4: PROJECT IMPLEMENTATION PLAN.

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