

PROJECT TITLE: EDUCATION SUPPORT TO MARGINALIZED GIRL CHILDREN IN TANZANIA
PROJECT PROGRAMME: GIRL CHILD SECONDARY EDUCATION PROGRAM
APPLICANT: SAVIAK FOUNDATION FOR DEVELOPMENT TRAINING AND EDUCATION CENTRE

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1.0 EXECUTIVE SUMMARY

Girl Child Secondary Education Program plans to provide free comprehensive support to 100 marginalized girl's education from poorest families in Ubungo District, Dar es Salaam Regional Tanzania every year.

The Project will provide free enrollment and remedial studies, text books, exercise books, school uniform, school shoes, transport to and from the school, sanitary female towels and free meals.

In this District, there is a large section of poor and deprived people including socially excluded communities whose children who were supposed to be in secondary school have either not been to school or are school drop out. These children could be seen engaged in one or the other child labor with the purpose of supporting and supplementing family livelihood. Unfortunately some are engaged in risky practice such as prostitution and drug abuse.

The project aims at promoting secondary education for marginalized girl children who completed primary school but have never been to secondary school or are school drop out or child labor

The amount requested for implementing this project for one year is US D 41,500

2.0 BACKGROUND OF THE ORGANIZATION

Saviak Foundation For Development Training and Education Centre is a civil society organization (CSO) registered in Tanzania under company Act 2002 section 15 (Company by Guarantee) as non governmental, non profit and voluntary organization with registration number 56661 of 5th June 2006.

The organization serves to transform lives of vulnerable people in the community through education and development training. Since its inception, the organization has been solely involved in the provision of alternative supportive basic elementary and supplementary training on various field to needy groups based in Tanzania.

The organization is a registered as training and education centre where various people are getting training and education in various fields. also the organization is the owner of registered secondary school known as **SAVIAK SECONDARY SCHOOL – REG NO; S3794**

3.0 PROJECT DESCRIPTION

3.1 Project Location

Ubungo District is located in the Northern part of Dar es salaam Region, with a population of 1,248,970. The population growth rate is estimated to be 4.3% per annum and the population density is 1,179 people per square km.

Ubungo District have fourteen wards namely, Makurumla, Mburahati, Manzese, Kimara, Saranga, Goba, Msigani, Mbezi, Kibamba, Makuburi, Ubungo, Sinza, Kwembe, and Mabibo

3.2 Climate

This District experiences a modified type of equatorial climate, it is generally hot and humid throughout the year. The hottest season is from October to march while it is relatively cool between May and August. There are two rain season, short rains from October to December and long rains between March and May.

4.0 JUSTIFICATION OF THE PROJECT

4.1 Problem Analysis

43% of pupils who complete primary school do not selected to join secondary education and 25% of students enrolled in secondary school in Ubungo District do not complete the school due to various of reasons including family problems, poverty and pregnancy, most of these students are coming from the poorest families. Girls are more likely to be pulled out of school due to frequently absenteeism and pregnancy during secondary school and this contributes to poor performance and drop out.

There is a relationship between poverty, poor performance and drop out of girls. There are often competing demands on girls time especially in carry out household chores. Slums families are often very large and very poor. Poverty is a major factors forcing families to make choices about whom to send to school, often at the expenses of the girls, in particular for the need for the free labour of girl children.

Prohibitive school fees in addition to costs such as transport fare, pocket money, text book, exercise books, school uniform, shoes and sanitary napkin prevent girl children from enrolling or result in truancy and dropping out.

Parents recognized that the cost of educating a girl is not just the cost of tuition, it is also the cost of her labor, therefore one of the most common reasons for girl children not to attend school is that their families need them to work (labor)

Poor families are forced to involve all members in the income generating activities, including children in order to cope and manage their daily lives.

Distance from school and cost of transport is a significant obstacles that tends to affect girls more than boys. Economic and safety concerns make parents reluctant to send girls to school. Families are more likely to view the education of a girl not as investment, but a loss.

In Tanzania and other developing nations, women are married and then care for their new family, while men are expected to care for and support their own parents and immediate family.

4.2 Solution

The Project will provide free secondary education to 100 marginalized girls for holistic growth and development which will put them in the path toward breaking the pervasive cycles poverty in their slum communities. The project will provide an incentive to parents/guardians and students to enhance girls' enrollment, participation, performance and completion in secondary school, will also maintain regular attendance and monitoring their academic performance, providing transport fare to and from the school, free meals that is breakfast and lunch, free education materials, school uniform, shoes as well as sanitary towels

4.3 Long term impact

Since this is a humanitarian project, it will have long term impact in the development of society particularly people belong to poor communities in Ubungo District. The educative of not less than 100 children per year with focus on girls, who are not going to school or who are school drop out will put them on the road to development not only to theirs but also of the future generation. Their education as well their development will set as examples of encouragement for others to develop responsibility in the society. The children so educated will have the potential for going in for higher education and proper employment.

Extensively analyses have demonstrated that secondary education of a family members is strongest determinant of household welfare in Tanzania. While secondary schooling represents a high return investment for both boys and girls, the social returns for female education are exceptionally high. Evaluation of basic health, nutrition and family planning outcomes demonstrate the powerful positive effect of secondary education for girls. Girl's secondary education resulting in social benefits to the whole society, as it is the gateway to higher education. and Higher education equip students critical thinking enabling civic participation and democratic change

As girls pursue their education, they are less like to engage in or become victim of early marriage, sex workers and child labour. In addition secondary education increasing economic opportunity and make girl children less vulnerable.

Secondary education for girls is a powerful driver of development and one of the strongest instruments for eradicating poverty, raising income, promoting economic growth and shared prosperity and for improving health, gender equality, peace and stability.

5.0 OBJECTIVE OF THE PROJECT

- General Objective

The project would contribute to the economic and social development of Tanzania by increasing enrollment, completion and performance of girls in lower secondary school (Form 1 – 4)

- Specific Objective

- Providing full scholarship to marginalized girls for attending lower secondary education
- Providing opportunities for remedial or supplementary academic tutoring to improve performance at secondary school levels
- Providing incentives for continuation in and completion of lower secondary school
- Providing incentives to the school which catering to these girls to improve their science and math curriculum, laboratories and other education inputs
- Providing incentives to teachers
- To motivate parents to send their children (including non-school going and school drop out) to joins schools
- To undertake advocacy program under which school authorities will be persuaded for a proactive role for granting admission to the aforesaid children in appropriate classes and ensuring their regular attendance

6.0 TARGET GROUPS

The organization under the project envisages enrolling 100 marginalized non school going and school drop out girl children of 12 to 17 years old from the poorest families in Ubungo District

7.0 ACTIVITIES PROPOSED UNDER THE PROJECT

7.1 Orientation Training for Project staff, teachers and project committee

The selection personnel will be given orientation training on various aspect of the project including objective, mode of implementation, assignment of duties and responsibilities, monitoring of progress and expected results, reporting and documentation etc. the training will also feed the participants about the various indicators of the project and the activities that are proposed to be undertaken for improvement in the indicators in the light of the objectives of the project

7.2 Field study and survey for identification and selection of beneficiaries (qualified disadvantaged girls)

A field study and survey would be conducted throughout the project villages and streets in the District of Ubungo, by the project committee. From the data so collected an analysis will be made for planning the most deserving village/streets under the project can be implemented for maximizing the benefits to the people. It is proposed that that the project will benefit an estimated number of at least 100 marginalized children of the non school going and school drop out categories

7.3 Education Promotion Programme

An awareness and environment building campaign will be required to be carried out to sensitize of parents and community about importance of girls' education and the rights of children for this purpose the organization adapt various IEC strategies which will be carried out at strategies places where educational and rights of children including empowerment activities under the project will be implemented. These campaigns will include meeting and coordination with leaders of the communities, department concerned, school authorities and social activist . motivational programs will also be initiated for convincing and persuading parents of eligible children to cooperate in the joining the activities of the project

Home – to home sensitization will be conducted in order to reduce absenteeism, child labor and truancy

7.4 Coordination Meetings with School Authorities

Having already prepared the list of deserving children the next step would be to approach concerned schools where these children could be admitted. Meetings will be held with school authorities where the aims of the project will be explained and their cooperation will be sought for solving this humanitarian problem of education. Their cooperation will also be sought for holistic approach to the children so that no discrimination on account to occur and the children feel a conducive environment for continuing their studies

7.8 Incentive to children and parents/guardians

Since the children would be belonging to poor families, the parents may not be able afford the necessary requirements for sending their children to schools due to many reasons, therefore, as a start up initiative, it is proposed to provide the children support in the form of an incentive which would include uniform, stationeries, school bag, text books, school shoes, transport fare, meals and sanitary female towels

7.9 Orientation Workshop for Teachers

The teacher will be coming from different background and disciplines and their mindset may also require to be molded for creating the right environment in school. A discrimination approach may lead to discouraging the children from attending schools, therefore it is necessary to provide proper guidelines and seek the teacher's cooperation so as to provide a receptive approach to the children,

8.0 Monitoring and Evaluation

Retention in school of the newly admitted children under the projects through out the year of admission and subsequently years will be an indicators of success of the program in order to ensure that the schools following the guideline of the project periodical monitoring will be required. This will take stock of attendance of children, teachers approach and help in finding solution, that may cause hurdles if any.

8.1 Monitoring and Evaluation Plan

Officer Responsible: Head of School

| Key result areas | Goal | Strategies/Targets | Verifiable Indicator(s) | Means of verification |
|---|---|--|---|---|
| Supervise effective teaching and learning processes in school | To have Effective Teaching And learning | <ul style="list-style-type: none"> - Institute teachers And students control By: <ul style="list-style-type: none"> - Enforcing regular And impromptu Classroom visits, - Enforce proper Utilization of 194 Teaching days as per Regulation - Provide Teaching Learning/materials to All classes - Enforce use of | <ul style="list-style-type: none"> - Prepared scheme works, Lesson plans and lesson notes - Prepared and effected Teachers checklist - Prepared students Attendance checklist - Prepared students Attendance checklist, Subject log books | <ul style="list-style-type: none"> - Visit to classroom - Inspect teachers daily attendance (Class Journal) - Review of school monthly reports on teachers attendance - Review and inspect subject logbooks - Crosscheck curriculum/syllabus on the level of implementation versus submitted scheme of |

| | | |
|--|--|--|
| | Attendance registers And permission Registers - Monitor daily Student attendance | works - Review of students attendance registers - Review students permission registers |
|--|--|--|

8.2 The strategies for Conducting M&E at school

The head of school is responsible for conducting M&E in management and administration curriculum implementation and school resources. The following are strategies for conducting M&E at school:

| s/n | Areas of M&E | Strategies | Tools |
|-----|--------------------------------|---|--|
| 1 | Teachers' attendance | <ul style="list-style-type: none"> - Enforce use of official daily attendance Register for teachers - Draw a blue or black line below the last Signature after 07:30 a.m - Withdraw attendance register after 08:00 a.m and let latecomers sign before Head of School - Enforce use of permission registers | <ul style="list-style-type: none"> - Official daily attendance register - Permission Book |
| 2 | Teachers' Classroom Attendance | <ul style="list-style-type: none"> - Enforce use of class Journal - Monitor daily signing of class Journal | <ul style="list-style-type: none"> - Time-table - Class Journal |
| 3 | Teaching and Learning process | <ul style="list-style-type: none"> - Enforce regular and impromptu classroom visits - Enforce inspection of scheme of works Lesson plan, students' exercise books, Subject log books - Proper utilization of 194 teaching days as per circular no 1 of 2001 | <ul style="list-style-type: none"> - Lesson Plans - Schemes of work - Subject log books - Time-table - Syllabus - Education Circular |
| 4 | Student Classroom attendance | <ul style="list-style-type: none"> - Enforce use of attendance registers and Permission registers - Monitoring daily student attendance | <ul style="list-style-type: none"> - Attendance registers - Student permission registers - Class Journal - Education Circular |
| 5 | Availability of Infrastructure | <ul style="list-style-type: none"> - Mobilize school community, donors and well wishers to contribute financial or physical resources for infrastructure | <ul style="list-style-type: none"> - Inventory list |
| 6 | Financial Resources | <ul style="list-style-type: none"> - Physical verification | <ul style="list-style-type: none"> - PV - Bank Statement |

9.0 Supervision, Monitoring and Evaluation

A team of project committee will be assigned the responsibility for supervising and monitoring of project activities. The team leader (Project Coordinator) will be overall in charge of the implementation of the project. He/she and other project functionaries will make frequent visits for outside observation of implementation and direct for suitable remedial steps if any needed. The progress reports received from the respective field/staff will be compiled at the project office and a consolidated report will be

submitted to chief functionary of the organization who after studying the same will in turn submit necessary reports to as per their guidelines. In case any specific information or reports are required to be submitted the same will also be compiled with by the organization. Necessary evaluation of the project will be carried out by the project committee and report will be submitted to the relevant authority

9.1 Monitoring and Evaluation Matrix

| objective | Immediate objective | Input requirements | Expected output | Measurable indicators | Means of verification | Achievements % | Reasons for success/failure | New strategies proposed |
|---------------------------------------|--|--|--|--|---|----------------|---------------------------------------|--|
| Improve teaching and learning process | <ul style="list-style-type: none"> - Ensure proper utilization of instructional materials - Involvement in school community activities - Enhance personal growth and professional development - Ensure stakeholders' level of satisfaction - Ensure adequacy of education resources - Ensure availability of ICT equipment - Supervise curriculum coverage and time allocation per grade/year level | <ul style="list-style-type: none"> - Teachers - Teaching and learning resource | Improved teaching and learning process | Examination performance improved from 60% to 70% | <ul style="list-style-type: none"> - Availability of adequate and competent teachers - Number of professionally developed teachers - Availability of ICT equipment - Time effectively and efficiently managed - Balanced teaching load | 10 | Availability of educational resources | Effective and efficient utilization of educational resources |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> - Manage distribution of teaching loads - Ensure efficiency & effectiveness of delivery | | | | | | | |
|--|--|--|--|--|--|--|--|--|

10. Expected Project Outcomes

The identifiable outcomes results are summarized as under:

- A number of girls identified at the beginning of every year who qualified to join secondary education
- 100 girls sponsored to secondary school per year
- The various activities under the project particularly in education will ensure joining/re joining of schools by not less than 100 non school going/school dropout marginalized girl children belongs to poorest families in Ubungo district per year
- The school strength as well as attendance of students will show significant improvement
- The advocacy effort will show significant improvement in infrastructure facilities including human resource in schools
- Good results in national examinations

11. Project Management and Implementation Strategies

The overall responsibility for project management and implementation will rest with Project Committee, with the chairperson acting as Project Coordinator. The committee would be staffed by persons proficient in monitoring and evaluation, financial management and educational and would be accountable to the executive director of the organization

The committee will identify the beneficiaries and also ensure that the beneficiaries (marginalized girls) are facilitated accordingly. The committee will be trained so as to facilitate and effectively manage the project, also they will follow up with particulars school head where the students are learning

12 Project Impact and Sustainability

Since this is a humanitarian project, it will have long term impact in the development of society particularly people belonging to poor and deprived community in Ubungo district. The education of not less than 100 marginalized girl children will put them on the road to development, not only of theirs but also of the future generations. Their education as well as their development will set as examples of encouragement for others to develop responsibly in the society. The children so educated will set as examples of encouragement for others to develop responsibly in the society. The children so educated will have potential for going on for higher education and proper employment.

Cultivation of school going habit will help the marginalized girl children to accomplish school education and help them to go in for higher education of their choice. The children so educated will be able to seek employment opportunities which will further promote development of an educated generation and society. skills for the rights of children will enable the community to protect the rights of their children

