

“Liberation of the Girl Child through Education”

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A: Detailed Proposal

A: 1 Project Title - “*Liberation of the Girl Child through Education*”

A: 2 Brief of the project

SEED NGO, established in 2004 and based in Karur

In addition, Ngo runs an educational sponsorship program for underprivileged children where poor children are provided admission in nearby English Medium private schools. This project stems from the necessity to reach out to more children in need and distress, girl children in particular.

The proposed project aims to provide educational opportunities to 100 girl children who hail from impoverished communities. The beneficiary children will be chosen from the Karur neighborhood, outskirts of Karur

The project will identify girl children who are first generation school goers from their communities and belong to very poor families. We will provide admission in the nearby private schools of good quality, additional support through after-school hours tutoring, skill development through volunteers and professionals.

The expected results of the project include bringing about long-lasting socio-economic impact in the lives of the beneficiary children through education. The project will ensure that the beneficiary children complete primary and secondary levels of education thus gaining access to higher education and wider career options.

A: 3 Problem analyses

India still remains one of the most gender-unequal and insensitive countries in the world. Cultural and social beliefs and practices interface with each other to form multiple and overlapping disparities that exclude girls from their right to education. Patriarchy and a preference for sons, combined with parental perceptions of the opportunity costs of investing in girls' education, often seen as 'watering a neighbor's tree', have become risk factors for girls' education.

Child marriage is still practiced in many countries but its prevalence in India is alarming. Although child marriage has been made illegal in the Indian law, the country is home to more than one-third of the child brides in the world. According to UNICEF, 47% of girls are married by 18 years of age, and 18% are married by 15 years of age. These marriages are often performed without the consent of the girls. The worst affected states are erstwhile Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh.

The single most important factor preventing girls from attending and achieving in school is gender discrimination. Girls and boys both have hurdles to overcome. For girls the hurdles are, for the most part, higher and more frequent – simply because they are girls.

Girls and women are required to take up family gender roles that discourage them from participating in education beyond primary level. Since opportunities for post-primary education are available only in urban areas or city centers situated only on some islands, continuing their

education becomes nearly impossible for girls as their safety away from home becomes an issue. Primary education, on the other hand, lays an essential foundation for those girls if they are offered the opportunity for higher education.

The nature of girls' labor, in the form of household chores, agricultural and home-based work, often means this work is unreported, unvalued and invisible. Trafficking of girls for sex work, bonded labor, or from one form of exploitation to another, is part of the problem as well. Girls' labor, therefore, continues to be a major barrier to accelerating progress towards achieving gender parity and equality in education and gender.

The Karur neighborhood is typical of any rural/sub-urban setting in India where poverty and consequently, gender discrimination are rampant. Most families living in and around Karur Industrial Area and the villages are from the lower strata of society earning livelihood through daily wage labor and menial jobs. Education of the girl child is never given the importance it deserves and most girls are married off as soon as they attain puberty. Whenever there is financial distress in these families, schooling of the girl children is the first casualty.

There is a strong case for external support for girl children who want to study. An educated girl will make sure that none of the children in the subsequent generations remains uneducated.

"Educate a boy, and you educate a person; educate a girl, you educate a family."

A: 4 Objective of project

We seek to obtain the following objectives:

1. Beneficiaries are able to attend school and pursue studies
2. Beneficiaries think about their future and link studies to their career plans
3. Beneficiaries given support to plan and organize for future
4. Beneficiaries encouraged to pursue studies and attain highest grade possible
5. Beneficiaries enjoy a secure and supportive family environment
6. Beneficiaries participate in school/community events
7. Beneficiaries provide mutual support and encouragement to each other

In order that

Beneficiaries feel supported and motivated to pursue their studies and feel valued members of the school community

So that

Beneficiaries are able to concentrate on maximizing their academic potential and receive support to do so

Main Aim

Beneficiaries complete school to secondary level. Beneficiaries who complete school to secondary level supported into further education, training, apprenticeships or employment.

The wider goal

The wider goal of the project is to bring about improvement in educational opportunities and academic achievement of young girls from disadvantaged backgrounds as well as long-term contribution to sustainable development through education as key driver of social, political, health, environmental, cultural and economic outcomes.

Methodology

- Providing admission in local schools (English Medium) of good standing.
- Coordinating with the school authorities regarding class scheduling, curriculum customization and examination scheduling.
- Seeking regular reports of attendance of beneficiary children.
- Arranging after-school-hours tutorial classes.
- Tracking progress of children in academic and non-academic activities.
- Organizing extracurricular activities and training the beneficiaries for participation.
- Meetings with families to assess and address wider needs and ensure support for beneficiary
- Children will be encouraged to go to school regularly.
- Providing peer-to-peer learning and support opportunities.
- Links created and maintained with colleges, tertiary educational institutions, businesses and potential employers.

A: 5 Project Timeframe: Project period: 5 years

A: 6 Profile of the beneficiaries

Direct beneficiaries

- 1) 100 Girl children in the age group - belonging to the following categories:
- 2) First generation school goers
- 3) Girls from Most Backward Classes
- 4) Girls belonging to low income groups as defined by the State Government.
- 5) Orphaned girl children

Most of the girl children are first generation school goers and their education will have a far-reaching effect on the communities they are part of.

Indirect beneficiaries

- Parents and siblings of beneficiary children approximately 400

A: 7 Proposed core team for project implementation

Name	Designation	Qualification	Project responsibility
D.Rajendran	Director	M com Experience of 15 years	The Director will be responsible for the overall planning for the organization and will be the main contact person from Sphoorti.
S N Selvi	Academic Coordinator	B.Sc(Maths) experience of 9 years	<ul style="list-style-type: none">• Develop and improve strategies and programs on education for beneficiary children• Develop and implement an effective monitoring and evaluation system to assess

			<ul style="list-style-type: none"> impact of the program Supervise and guide the work of the Coordinators Level
D Stephen	Associate	BA Graduate With experience of 20 years	The Associate serves as a key link between the Director and other staff of the project. S/he is responsible for the overall management of coordinators
S Jayabarathij	Local Community Coordinators	M com Teachers from local schools with min experience of 7 years	<ul style="list-style-type: none"> Develop understanding of community and build rapport Oversee and guide planning and implementation of programs Manage extracurricular activities and provide logistical support for classroom activities Monitor and review progress and activities on a regular basis
R Sudakar	Project co coordinator	B.Sc (Ag) with experience 17 Years	<ul style="list-style-type: none"> Soil testing Organic Manuring Landscape Training for Rural Agriculturalist Co ordination and liaison with Government

A: 8Project Management Plan

The Director, Rajendran has the overall authority and responsibility for managing and executing this project according to this Project Plan and its Subsidiary Management Plans. The project team will consist of the Academic Coordinator S N SELVI and an Associate D Stephen from seed and assistance from local community members and teachers from local schools the beneficiary children are going to attend. The Director will work with all resources to perform project planning. All project and subsidiary management plans will be reviewed and approved by the project sponsor. All funding decisions will also be made by the project sponsor.

The project team will be a matrix in that team members from each entity continue to report to their organizational management throughout the duration of the project. The Director is responsible for communicating with organizational managers on the progress and performance of each project resource.

Reporting

- Twice in a year, six monthly and annually programme evaluation and child performancereview is conducted with entire team of the programme.

A: 09 Logical Framework

Summary of objectives & activities	Objectively verifiable indicators	Means of verification	Important considerations
Goal: To assist the orphans and destitute children to acquire education and improve their quality of life	Enable the children to acquire skills necessary for their proper living and integration into the community.	Observations. School reports and Recommendations.	Availability of funds School is present and has adequate facilities Children are willing to learn and acquire skills
Purpose: To provide education support to the orphans and vulnerable children.	Number of orphans and vulnerable children supported via education Services provided.	Survey reports Workshop/seminars Attendance lists. *Project implementation	Availability of money Schools are willing to admit children
Objective: To provide financial, moral and material support to the orphans and vulnerable children up to High School	*Number of orphans and vulnerable children supported. *Number of meetings held. *Number of sensitization workshops held	*Sensitization reports *Seminar attendance lists.	*Availability of funds. *Active involvement of all Stake holders for the period. *Volunteers are supportive.

A: 10 Expected risks with mitigation plan

- Level of cooperation of the parents of the girl children
- Aptitude and attitude of the girl children participating in the project
- Mainstreaming of these girl children with the other students in the schools

How will you manage the risk?

- Counseling sessions for children and their parents
- Providing awareness to children to obviate issues like bullying, segregation etc
- Additional tutorial classes to children in the project.

A: 11 Experience of working in similar thematic area

- SEED has been working for the welfare of destitute children since 2004.
- SEED also runs a program called 'Skill matrix programme' in Government high school which sponsors education of 400 children in rural area

A: 12 Communications and Donor Visibility

1. Prominent mention in our premises, of the Sponsor (with logo) and the project supported
2. Special mention on our website, brochures and all PR material
3. Mention in our Social Media accounts – Facebook, Twitter etc
4. Mention in Press releases, newspaper stories, Television interviews
5. Prominent mention in Annual Report and other relevant documents
6. Any other way as suggested by the sponsor

A: 13 Scalability Plan

The programme plan has huge scope of expansion to more beneficiaries in number and categories of beneficiaries as well as geographical areas. As the proposed project progresses, we will identify more girl children in need and distress. We wish to extend this program by adding computer training, career counseling sessions and building library resources for all the children in the neighborhood.

A: 14 Impact Measurement

- **Quantitative Information**

Number of beneficiaries in the programme, pass rate for the year, level of grades, success rate for overall completion of school education

Sources: Information collected from schools and children

- **Qualitative Information**

Anecdotal evidence, case studies, photos, reports from schools, interviews

Sources: information from school and students

- **KPIs**

of participants enrolled in a program to enable success in basic education.

of participants who demonstrate improvement in literacy and/or numeracy skills or language literacy proficiency

of participants on track to attain secondary school accreditation or equivalent [attendance, behavior, grades]

of participants who attain a secondary school accreditation or equivalent

of participants who demonstrate improvement in life skills (for example personal competencies, problem solving, effective habits, including interpersonal skills)

of participants who are paired with a committed positive role model

A: 15 Sustainability Plan

Since providing education is a long –term resource intensive commitment to the beneficiary children, sustainability means that once this program commences, it has to continue seamlessly and prove effective. At no point in the time frame of the project should there be resource crunch hampering and/or terminating the project activities.

To fulfill one of the stated objectives of helping children obtain secondary level of education, the program must run for at least 5 years so that all the beneficiary children appear and clear STD X Board examinations.

A few steps will be taken to ensure continued participation of the beneficiaries in the project:

- Targeted children will be provided counseling and motivation to pursue education in higher classes and will be provided with tutoring classes.
- Awareness will be created among the parents and school to continue their children's education.

Steps to ensure financial stability to the project

SEED has been listed as one of the top-rated Great Non-Profits by Greatnonprofits.org for 2004, to 2017. Through this recognition, SEED has been receiving requests for proposal for funding for its various projects.

We have recently hired a fundraising consultant who is working with our board of directors to develop and implement a strategic fundraising plan that will incorporate an expanded annual giving program. Building a larger individual donor base will complement our grant-seeking program and help ensure our financial future. We currently have four grant proposals pending, requesting a total of Rs 50 lakhs for its regular programs and construction activity (dorms and proposed school).

Section B: Detailed Project Budget

Emancipation of the Girl Child through Education

S.No	Particulars	Qty	Cost	Amount USD
1	School Fees	100	75	7500
2	Textbooks, Notebooks, Stationery	100	25	2500
3	Uniforms (2 x 100)	200	20	4000
	Grand Total			14000