**Title of Project: Increased access to Education for marginalized Girls**

**The Project is addressing: Education**

**Project Site: LGA of Kano state**

**Introduction and Problem Analysis**

Exclusion of women and girls in two local governments from access to health, education, employment and politics is a factor that drives inequality and poverty and has limited economic growth. Poverty and gender inequality is stark in Northern Nigeria, where women experience particularly high levels of discrimination and disadvantage due to social norms that limit women and girls’ access to services and assets (such as education), limit their voice and influence, and their ability to engage in decision making. Early marriage, lack of access to education, seclusion and time-limiting reproductive health has severely limited women’s economic opportunities.

 More than two third of girls in rural communities in Gombe state marry before age 16. Recent statistics of children enrollment into primary schools in Gombe state have clearly shown that they have the lowest percentage with about 20 percent in school and 80% are either hawking on the street or are child brides. The situation is still disturbing as tradition, culture and ignorance of what today’s world obtains makes girl child education unsuccessful. It is a common practice in villages that girls from twelve years should be given out for marriage. The current Boko Haram insurgency has further worsen the situation, most of the displaced persons are living in camps in Gombe state and are currently out of school due to poverty.

Funakaye and Duku local governments are part of the LGAs with the highest rate illiteracy amongst women and young girls. Over 80% of young girls attending primary and secondary schools in the rural area cannot read or write due to falling quality of education as a result of poor capacities of teachers, poor leaning environment, inadequate logistics and constant engagement of young girls in income generation activities that always distract her such as hawking or petty trading. These factors interact to influence girls’ economic opportunities and obstacles to their learning, what kind of work they can engage with, what financial services are open to them and how much confidence and decision-making power they have in their work. Most of the adolescent girls in the locality are marginalized in education aspect so even if the parents have interest in allowing them to further their education, they rarely pass their secondary certificate exams due to poor quality of teachers, inadequate teaching aids and infrastructure. The teachers have no opportunities to improve their teaching skills and no access to current technology to assist them in self-improvement and the girls have no access to skills that will empower them to explore other potentials, so are only left with the options of marriage at tender age which always result in pregnancy complications

SWODEN has through partnership with Mercy Corps and worked in five project LGAs for the implementation of the SWODEN project to engaged young girls aged 14-18years to raise the educational achievement levels of the targeted cohort through both formal and non-formal education to reach the most marginalised girls in both rural and urban contexts. We have paid advocacy visits to different stakeholders including ministry of Education, departments and agencies responsible for education, parents and community leaders to advocate for the scale up of the girl child education. Community dialogue and engagement with the beneficiaries through the learning spaces identified inadequate capacity of teachers, nonexistence of in-service trainings, outdated school curriculum which is not addressing current issues, non-availability of teaching guides, un supportive community laws and discrimination /low morale of the girl child as the key challenges faced by the education of the girl child. Training manuals, protocols and guidelines were developed and used for capacity building of teachers for in school girls and for learning site coordinators targeting out of school girls.

SWODEN will work with the different stakeholders at the community level, Local Government education department and the state ministry of education to address the issues of marginalized girls including people with disability to increase targeting them in their programs and build capacities of 75 female teachers at the community level to improve their teaching skills which will also include computer and use of internet to update their skills for improved learning The teachers will serve as Agents of Change to improve their teaching skills and also serve as trainers that will step down the training to other teachers in other community schools.

Essential training materials and teaching aids will be regularly provided to ten community schools for a period of three

Over 500 girls will be enrolled into schools, 250 marginalized girls including people with disabilities will be provided with school support on regular bases for a period of three years

Ten girls with disabilities will be provided with tricycles to facilitate their attendance to school

**T***he Aim/Goal*:**To improve enrollment and retention of marginalized girls in secondary schools and increase access to other services at community level**

Objectives:

* To network with government, NGOs, CBOs and groups for advocacy and policy level change for marginalized girls and people with disability at the LGA
* To Mobilize and sensitize 100 Traditional and Faith Leader (TFLs) to accelerate girls’ education
* To improve quality of education and inclusion of marginalized girls through capacity building of 25 female teachers as change agents from five wards in Dawakin Tofa local government
* To support 250 marginalized girls and 50 people living with disability with school logistics
* To support 10 schools and increase enrollment of marginalized girls and people with disability into secondary schools

**Description of Key Activities to be Carried out** *(List and describe each including Description of the Issue, Challenges, Who does what etc.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Activities  | Issues | Strategies  | Expected output/outcome  | Persons responsible  |
| 1 | Two Advocacy and Sensitization meetings at the state agency of SUBEB and LGA council | Approval from the policy makers to scale up more LGA | This is to engage with the management of SUBEB and LGA for support in scaling up our intervention in Dawakin tofa LGA. This will include selection of schools, engagement with principals and selection of teachers and  | 20 management staff reached and the ownership of the project to ensure accountability and sustainability of the project through scaling up of the intervention  | Project team |
| 2 | Advocacy and sensitization of stakeholders at the community level and selection of Project advisory team  | Inadequate awareness of issues affecting and needs of marginalized girls and PWD | this is to solicit for their support and participation in the project through use of community assets, identification of beneficiaries, supervision  | 30 stake holders reached enabling environment created for marginalized girls and people with disability and ensure community ownership  | Project team |
| 3 | Selection of 10 schools and 50 female teachers as change agents  | Use of existing structures to ensure accountability and sustainability  | To form partnership with the schools in the implementation of the project  | 10 schools selected and 25 female teachers selected mainstreaming the intervention into existing school programs and increased focus on marginalized girls and people with disabilities  | SUBEB/LGA and project advisory team |
| 4 | Conduct baseline assessment  | Inadequate information on the needs of target beneficiaries  |  the needs assessment marginalized girls and people with disabilities, schools standards and capacities of the identified teachers in the identified field of intervention  |  a baseline for measuring success produced  | Facilitators  |
| 5 | Five days Training for 50 female teachers  | Inadequate capacity of service providers  | To build the capacities of the female teachers using the approved training manuals by SUBEB aimed at improving quality of learning, self-esteem and Reproductive health issues of the girl child  | 25 female teachers trained as change agents Improved learning outcomes of both the teachers and the beneficiaries  | Project coordinator/Facilitators  |
| 6 | Production and distribution of manuals, protocols and guidelines to beneficiaries | Non availability of teaching aids and IEC materials  | To provide teaching materials to the teachers and support schools with logistics  | 50 set of textbooks purchased 100 manuals and guidelines produced and distributed Improved learning and enrolment of marginalized girls  | Trained Female teachers  |
| 7 | Strengthen School Based Management Committees (SBMCs) and staff of the LGA education unit to work for girls. | Inadequate capacity to address the needs of the beneficiaries  | Conduct 2days capacity building training of the members of the SBMCs  | Capacities of 55 policy makers built from 10 schools and LGAIncreased ownership and accountability  | Project team |
|  | Procure and distribute school logistics to Marginalised girls and PWD | Lack of access to educational materials and transport for PWD to attend classes  | Procure and distribute school logistics to 250 marginalized girls and support 50 PWD with transport (tricycles and other felt needs) | 250 marginalized girls and 50 PWD supported  | Project team |
| 8 | Conduct community outreach activities to sensitize communities on the project by the change agents  | Low awareness of community members on the needs of marginalize girls and PWD | create awareness on the general needs of the girls and PWD especially on education through one on one communication and group meetings  | 500 community members engaged Increased targeting of marginalized girls and PWD with services  | Change agents  |
| 9 | 3days Stepdown training of teachers at school level  | Low capacity of service providers  | Conduct 3 days step down skills transfer training to other teachers to increase coverage  | Capacities of 50 teachers built through step down training Increased capacity of service providers  | Change agents  |
| 10 | Dissemination meeting with stakeholders  | Low commitment by policy makers  | Conduct one day dissemination meeting with policy makers and other stakeholders to present results and develop plans for scale up  | 50 stakeholders reached Increased commitment by stakeholders in addressing the needs of marginalized girls and PWD  | Project team/project advisory team  |
| 11 | Monitoring and evaluation  |  | Engagement of one supervisor in each ward to track implementation, monthly meetings, quarterly review of progress  | Implementation process documented  | M&E officer  |
| 12 | Submission of report  |  | Submission of monthly financial report and programmatic report  | Reports submitted to donor  | Project manager  |

**Expected Outcome(s):**

**Targeted Beneficiaries (**How involved are the target beneficiaries/population)

Primary beneficiaries: The target beneficiaries are 75 female teachers identified from existing community schoolsschools within the project site

Seventy Five teachers (75) will be trained and supported with teaching materials to improve learning outcomes and to step down trainings to over 300 teachers from other community schools

Ten community schools will be supported with learning aids

250 marginalized girls will be enrolled into schools

10 girls with disability will be provided with tricycles

Over 20,000 marginalized girls and those living with disability will be reached over three years

criteria for marginalised girls in-school includes (1) girls in faith-based schools who never attended MoE primary school or did not obtain a primary-level certificate; (2) girls whose families cannot pay the girl’s school fees; and (3) girls identified by the school headmaster as marginalised given their specific circumstances at home, girls living with disability either in school, dropped out or was not enrolled

**Which M4D Output is the proposed project contributing to? (Describe how your activities align with the output)**

The project will contribute to M4D **Output 3**. Increased capacity of policy makers and service providers to design and deliver basic services and operate accountably. This will support innovative, better-fit approaches to addressing the educational needs of the marginalized girls and People with Disability that will support M4D achieve its objectives,

**Project Timeline and / Key Milestones:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activities  | Sub activities  | Results  | Milestones | Means of verification  |
| Baseline assessment of current situation  | Engagement of data collectors Collection of baseline data  | Baseline report  | Data collectors identified 1st week of month one Data collected and report ready 2nd week of month 1 | Baseline report  |
| Advocacy and Sensitization at the state agency of SUBEB and LGA council | Identify key persons in across the relevant stakeholder groups and develop plans  | Key persons identified and letters sent  | * Advocacy plan agreed and in place by 2nd week of M1
 | List of key stakeholders  |
|  |  Advocacy visits to the key groups | Support and commitment of stakeholders and commitment to the project, is secured | Advocacy visits to SUBEB and LGA 3rd week of Month1 | Advocacy report with pictures |
| Advocacy and sensitization of stakeholders at the community level and selection of Project advisory team | Advocacy visits to traditional rulers, parents, women’s groups, traditional rulers, to sensitise them about the project objectives | Community support secured and project advisory team formed  | Advocacies and set up of project advisory team 4th week of month 1 | Advocacy report and list of project advisory team |
| Selection of 10 schools and 25 female teachers as change agents  | Selection of project schools in collaboration with SUBEB and LGA | List of project schools finalized and contacted  | Selection of schools finalized 1st week of month 2 | Approved list of schools  |
|  | Meeting with principals and teachers from project schools  | Project schools sensitized on the goal of the project  | Sensitization of schools finalized 2nd week of month 2 | Minutes of meeting  |
|  | Selection of teachers in collaboration with principals  | List of female teachers finalized  | Selection of teachers finalized -3rd week of month 2  | List of female teachers |
| Conduct baseline assessment of the beneficiaries ie teachers, the project schools, marginalized girls and PWD  | Administer needs assessment tools to beneficiaries and collate data | Needs of the different groups identified  | Needs assessment report finalized -4th week of month 2 | Report of needs assessment  |
| Five days Training for 50 female teachers  | Conduct training of change agents  | Capacities of female teachers built  | Training of beneficiaries conducted -1st week of month 3 | Training report  |
| Production and distribution of manuals, protocols and guidelines to beneficiaries | Production of teaching aids  | All materials needed to improve quality of education and assist community outreach programs produced  | All documents produced by 2nd week of month 2 | Samples of teaching aids  |
|  | Distribution of teaching aids  | Schools and teachers provided with teaching aids  | Teaching aids distributed -3rd week of month 3 | Distribution list  |
| Strengthen School Based Management Committees (SBMCs) and staff of the LGA education unit to work for girls. | Conduct a two days training for the members  | Capacities of the members built to demand for accountability from policy makers  | Training conducted by 4th week of month 3 | Training report  |
|  | Develop advocacy plans to policy makers  | Increased awareness and demand for targeting services from policy makers  | By 4th week of month 3 | Copy of advocacy plan  |
| Procure and distribute school logistics to Marginalised girls and PWD | Procure and distribute consumables and equipment  | Improved learning  | By 1st -4th week of month 3 |  |
| Conduct community outreach activities to sensitize communities on the project by the change agents  | Develop community outreach plan and provide logistics  | Increase awareness and community ownership  | Month 3-6 | Report of outreach activities and data generated  |
| 3days Stepdown training of teachers at school level  | Conduct stepdown training of more teachers at the school level  | Increased number of change agents and reach to marginalized girls and PWD | Month 4 (1st -4th week) | Training reports  |
| Dissemination meeting with stakeholders  | Conduct a one day meeting with stakeholders  | Feedback and commitment from stakeholders secured  | 4th week of month 5 | Meeting report |
| Monitoring and evaluation  | Conduct monthly data collection meeting with beneficiaries  | Project process and result documented  | Month 1-5 | Program and M&E Reports |
| Submission of financial and program report  | Monthly submission of reports  | Reports submitted  | Month 1-6 | Final Reports  |

**Project Cost Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| S/N | Action  | Result  | Budget $ |
| 1 | Salaries/allowance of project team  | Five project team paid  | 4,000 |
| 2 | Office expenses  | Counterpart support to office running cost  | 1,500 |
| 3 | Office rent  | Counterpart contribution to office rent at community level  | 500 |
| 4 | Office equipment | Full documentation of activities  | 1,500 |
| 5 | Project materials  | Change agents, the schools, the marginalized girls supported to improve learning and increase enrolment and retention of beneficiaries (25 women, 250 girls, 50 PWD and 10 schools  | 5,500.00 |
| 6 | Training  | Capacities of 75 teachers, 30 SBMCs/LGA staff build to improve learning outcomes  | 5,500 |
| 7 | Advocacy and community development  | Over 500 stakeholders sensitized on the needs of women, marginalized girls and PWD  | 1000 |
| 8 | Monitoring and supervision  | All activities documented and reports produced  | 2,980  |
| 9 | Communication  | Improved communication between the project team and the beneficiaries  | 500 |
|  | Total  |  | $19,980 |

**Granting Principles**

**Equity and inclusion** (Proposed action/s should actively seek to promote the rights of marginalized groups, especially women, girls, and people with disability).

The project concept was developed with input from a cross section of women, girls and PWD through focus group discussions and interviews with the groups. It also came out as a need during the implementation of USAID-MARKETS project. The project will involve active participation of women, girls and people with disability in the implementation and monitoring of the project at the community level. The primary beneficiaries are the focus group, supervisors will be identified from the group to ensure implementation

**Leverage**

The project will be implemented through the use of existing government and community resources such as teachers, schools, and community policy making structures such as traditional and religious leaders, women groups, CBOs and other available community structures that have input in changing community policies to ensure ownership. The project will positively engage and build the capacities of the SBMCs to at the schools level to assist in incorporating strategies for management of women, marginalized girls and PWD. The capacity of the education, health and community development unit of the local government will be built on addressing the needs of women, marginalized girls and PWD and their involvement in different government interventions.

The project advisory team at the community level will provide inputs in the implementation of the project, ensure utilization of services and provide leadership in addressing some cultural practices that promote vulnerability of women, girls and people with disability leading to marginalization in accessing services

**Work with existing initiatives** (Proposed project should seek to closely work with already existing initiative/s within or outside the community- like volunteer scheme etc.).

The proposed use of female teachers in the secondary schools is to build on existing available resources and all other service providers will be selected from existing pool of volunteers for other sister projects or the government. The beneficiaries will be enrolled into existing government schools

**Clear exit and sustainability strategy:**  The issues of scale up and sustainability of the project will be part of our advocacy requests to the communities, SUBEB and the local government. The project will develop advocacy plan in collaboration with the project advisory team, the change agents and representatives of women, girls and PWD to follow up and advocate for change and increased targeting of the marginalized groups in service provision. The capacity built at the local government level will be used to sustain the intervention in other wards

The change agents will continue to provide services and the step down training of more teachers will provide a multiplier effect in building capacities of more teachers to replace those lost due to transfers and the knowledge acquired will be used in more schools

**Value for money (VfM)**: The project will use the existing structures and human resources at the community level to reduce cost. Services such as the venue will be sourced within the LGA at the lowest cost and the school hall will used for the stepdown training of teachers

Supervisors (volunteers) will be sourced within the community to reduce cost and ensure availability at all times. Must of the items for logistics will be bought in bulk to reduce cost and other supports will be sourced through cost sharing with the local government

**Participation**

There will be full consultation and participation of the different stakeholders through

* Through baseline assessment
* Advocacies to the different stakeholders before implementation, during and at the end of the project
* Through use of project advisory team with representation from the different groups
* Meetings with school authorities and capacity building
* Selection and enrollment of beneficiaries
* Out reach activities by service providers

**Risk Analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| S/N | Risks  | Impact/Likelihood of occurrence | Risk Mitigation Plan |
| 1 | Difficulty identifying the most marginalized girls | medium | Use of community stakeholders in identifying them and we will conduct household assessment to determine vulnerability  |
| 2 | Attrition of trained teachers due to transfer  | Low  | Commitment by SUBEB to retain the teachers for a long period. Step down training of teachers to ensure sustainability of the intervention  |
| 3 | Resistance from schools to Participate | low | Ensure involvement of necessary government authorities at state and LGA levels i.e. state ministries of education and LGA education department in the project. |
|  | Lack of acceptance of the project by traditional/religious leaders in the communities |  | Intensify community outreach activities creating awareness on the need for SRH services for young people.Continuous advocacy to community and religious leaders to foster ownership and continued project support |

**Project Management**

**Staff Profile**

 **Project Manager – Hauwa Magajiya Bala**

 She is a season teacher with years of experience in teaching and management of school projects within and outside the country. She has handled various projects on girl child education, conflict mediation and democracy targeting women and young people. She will be in close contact with the change agents at the communities. She will provide all the necessary technical assistance to all stakeholders to ensure proper implementation of the project.

**Project Accountant– Idris B. Musa**

He is season Accountant with years of experience in implementing donor-funded projects and has received financial management training from our partners. He will manage the project accounts and finances. He is will be responsible for day to day monitoring of financial commitments and also keeps all financial records, will also be responsible for inventory management of any supplies and equipment provided by the project. He will operate separate financial management systems for the project in collaboration with the foundation. Monthly financial reports will be prepared for internal use and review by the management. Among his responsibilities will be ensuring that all project expenditures are authorized by the Project Director and are in accordance with the approved project budget.

 **Monitoring and Evaluation officer :**

Abdullahi Hamisu: is a sociologist with diploma in statistics. He is an M&E officer in the organization and has undergone various trainings on monitoring and evaluation organized by our partners. He is experienced. He will be charged with the responsibility of data collection, collation and submission of statistics based on the agreed indicators

**Supervisors**

The supervisors will be located at the community level, they will track implementation of the proposed activities and work closely with the chnge agents and the beneficiaries. Will submit weekly progress report to the M&E officer

**M&E Monitoring Plan**: this will be developed in collaboration with the key stakeholders to ensure full participation

Submitted by:

Name: Maimuna Yakubu Mohammed

Society for Women Development and Empowerment of Nigeria

Position: Executive Director