# “*Emancipation of the Girl Child through Education*”

**Submitted by**

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**Contents**

|  |
| --- |
| Section A: Detailed Project Proposal Page |
|  | **A01 Project Title**  |  |  | **3** |
|  | **A02 Brief of the project** |  |  | **3** |
|  | **A03 Problem Analyses** |  |  | **3** |
|  | **A04 Objective of Project** |  |  | **4** |
|  | **A05 Project Timeframe** |  |  | **5** |
|  | **A06 Profile of the beneficiaries** |  |  | **5** |
|  | **A07 Proposed team for project implementation**  |  |  | **6** |
|  | **A08 Project Management Plan**  |  |  | **6** |
|  | **A09 Logical framework**  |  |  | **7** |
|  | **A10 Expected Risks** |  |  | **8** |
|  | **A11 Experience in similar thematic area** |  |  | **8** |
|  | **A12 Communication and Donor Visibility** |  |  | **8** |
|  | **A13 Scalability Plan** |  |  | **9** |
|  | **A14 Sustainability Plan** |  |  | **9** |
|  | **A15 Impact Measurement** |  |  | **9** |
|  |  |  |  |  |
|  |  |  |  |  |
| Section B: Detailed Project Budget 11 |

# A: Detailed Proposal

### A: 1 Project Title - “Psycho-social support for Victims of Boko Haram in Borno State”

### A: 2 Brief of the project

Tulips International Foundation, established in 2018 and based in Maiduguri, Borno State, works for to ensure equal opportunities for all most especially women and girls and the rehabilitation of widows, orphans and destitute children.

In addition, Tulips International Foundation 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 psycho-social support and educational mentoring opportunities to 200 women and girl children currently displaced from various communities in Borno State and who hail from impoverished communities. The beneficiary women and girl children will be chosen from the various IDP Camps within Borno State

The project will identify girl children who were halted from school education due to bokoharam attacks on various 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 and their families through mentoring, and psycho-soclal 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

Nigeria still remains one of the countries bedeviled with high levels of gender-inequalities and poverty-ridden countries in the world. Relion and socio-cultural beliefs and practices interface with each other to form multiple and overlapping disparities that excludes women and girls from their right to education. Male-dominated soicieties and a preference for sons, combined with parental belief for early marraiges most especially in the north east have become risk factors for girls’ education.

One of the major factors preventing girls from attending schools and achieving good grades in school is gender discrimination. Both girls and the boys both have several hurdles to overcome. However, for the 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.

Part of the problem includes poverty, abduction and trafficking of girls for sex work, bonded labor, and other 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.

Most internally displaced persons are camped in various IDP Camps lacated at the epicnetre of the State Maiduguri and its environs. In these settings, poverty and gender discrimination are rampant. Most of the families living within and around Maiduguri are from lower strata of society without any means of earning livelihood or through daily wage labor and menial jobs.Most children and girls have droped out of school due to the insurgency. Thus, the need to re-instate them back to school.

In many communities, girl-child education is never given the importance it deserves and most girls are married off as soon as they attain puberty. Schooling of the girl children is the first casualty, Whenever there is financial distress in these families.

There is a strong case for external support for women and children who want to live normal lives, get support through counselling, receive education, while earning a decent livelihood. To educate a women and a girl will make sure that none of the children in the subsequent generations remains uneducated.

### A: 4 Objective of project

We seek to obtain the following objectives:

1. Beneficiaries are able to obtain psycho-soclal support,and mentoring
2. Beneficiaries think about their future and link their stories and pain to their studies and career plans
3. Beneficiaries obtain support to plan and organize their future
4. Beneficiaries are encouraged to pursue studies and attain highest grade possible
5. Beneficiaries enjoy a secure and supportive work and family environment
6. Beneficiaries participate in school/community events
7. Beneficiaries provide mutual support and encouragement for each other
8. School drop out rate is reduced

**In order that**

Beneficiaries feel supported and motivated to pursue their studies and feel valued members of the community. Drop out

**So that**

Beneficiaries are able to achieve confidence, concentrate on maximizing their God-given potential and receive support to do so

**Main Aim**

Beneficiaries who were previously school drop out will be able to return back to school, complete school to secondary level. Beneficiaries who complete school to secondary level supported into further education, training, apprenticeships or employment. Internally displaced women will receive training too on lifeskilll development.

**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**

* Provide mentoring and psycho-social support for young women and girls
* Obtaining admission in local schools from school drop outs
* Group and town hall communal discussions
* Follow up or call backs with professionals on state of affairs
* Recreational activities
* Book or club reading
* Artisan works ; Multicultural activities, basket weaving, folktales, games etc
* Tracking progress of children in academic and non-academic activities.
* Meetings with families to assess and address wider needs and ensure support for beneficiary
* Providing peer-to-peer learning and support opportunities.
* Links created and maintained with colleges, tertiary educational institutions, businesses and potential employers.
* Children will be encouraged to go to school regularly

### A: 5 Project Timeframe: Project period: 5 years

### A: 6 Profile of the beneficiaries

**Direct beneficiaries**

200 Girl children in the age group - belonging to the following categories:

* School drop outs
* Young Women and Girls from Marginalised communities
* Orphaned girl children
* Widows
* Girl Children whose parents are HIV/AIDS infected or suffering from terminal illnesses

Most of the women are from marginalized communities, widows or socially isolated. The girl children are either school drop outs or first generation school goers. Their education will have a far-reaching effect on the communities they are part of.

**Indirect beneficiaries**

* Parents and siblings of beneficiary children approximately 700

### A: 7 Proposed core team for project implementation

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Designation** | **Qualification** | **Project responsibility** |
| Batula abdulazeezi | Founder/Director | MBA Marketing; Phd Intl Business Management Experience of over 18 years  | The Director will be responsible for the overall planning for the organization and will be the main contact person from Tulips International Foundation. |
| Kakakolo Abdulazeez | Academic Coordinator | B.Ed. experience of over 30yearsM.Sc. Educational Leadership | * Develop and improve strategies and programs on psycho-sociial support, EDUCATION and mentoring for beneficiary women and children
* Develop and implement an effective monitoring and evaluation system to assess impact of the program
* Supervise and guide the work of the Coordinators Level
 |
| Aisha Abdulazeez Adamu | Associate  | Graduate With experience of 2 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 |
| Jidda M.A.Ajayi | Local Community Coordinators  | M.Sc. Economics with min experience of 25years | * Oversee financial activities
* 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
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### A: 8 Project Management Plan

The Director, Batulal, 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, Kakakolo and an Associate Aisha Adamu Abdulazeez r from Tulips International Foundation 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 also responsible for communicating with organizational managers on the progress and performance of each project activity and resources.

**Reporting**

* Bi-annually, and annually programme evaluation and child performance review is conducted with entire team of the program.

### A: 09 Logical Framework

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| **Summary of objectives**  | **Objectively verifiable**  | **Means of verification** | **Important** |
| **& activities** | **indicators** |  | **considerations** |

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| --- | --- | --- | --- |
| **Goal**: To assist the widowed women, orphans and destitute children to acquire psycho-social support, mentoring and education and improve their quality of life  | Enable the women and children to acquire skills necessary for their proper living and integration into the community. | Observations.Report from M&E Team, School reports andRecommendations. | \*Availability of funds.School is present nearby and has adequate facilitiesWomen and Children are willing to learn and acquire skills |

|  |  |  |  |
| --- | --- | --- | --- |
| **Purpose**: To provide psycho-social support and educational support to the orphans and vulnerable children. | Number of widows, orphans and vulnerable children supported via psycho-social education Services provided. | Survey reportsWorkshop/seminarsAttendance lists.\*Project implementation  | \*Availability of funds.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 widows, 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 allStake holders for the period.\*Volunteers are supportive. |
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| --- | --- | --- |
| ACTIVITIES\*Identify needy widows, orphans and vulnerable children in the community\*Take pictures and fill their profiles.\*Pay school fees and other school Needs for the children like uniforms, books, pens, pencils and shoes. |  |  |
| \*Number of widows, orphans and vulnerable children supported.\*Number of children girls attending schoolNumber of women attending psycho-social education and other activities\*No. of forms filled.\*Quality of data filled. | \*Project implementation documents.\*Records.\*Reports.\*Registers. | \*Funds are available.\*Community is supportive.\*Volunteers are supportive. |
| \*There will be a functionalCamera. |
| \*Number of orphans and vulnerable children actually getting support. | \*School reports.\*Receipts.\*Registers. | \*Timely funding and proper accountability. |

### A: 10 Expected risks with mitigation plan

* Level of cooperation of the women and parents of the girl children
* Aptitude and attitude of the girl children towards 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
* Counseling sessions for women and their spouses
* Creating awareness to children to obviate issues like bullying, segregation etc
* Extracurricular/multicultural activities

### A: 11 Experience of working in similar thematic area

* Tulips International Foundation has been working to ensure equal participation of all most especially women and girls since 2018.
* Tulips International Foundation has provided livelihood support for internally displaced persons at Fori IDP Camp, Molai IDP Camp, and various districts in Mafa, Konduga, Jere and MMC in Borno State
* Tulips International Foundation also has conducted several advocacy prorams both online and offline on gender based violence Peace FM, Kanem Radio, Borno State Universal Basic Board , Yobe State Universal Basic Education Board, Primary Healthcare Maiduguri etc.
* Tulips International Foundation runs a program called ‘’Ilmiyya Jari” in Hausa meaning Knowledge is Wealth, which sponsors education of 10 children who are either orphans or from broken homes

### 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. Special Mention in our Social Media accounts – Facebook, Twitter etc
4. Pominent Mention in Press releases, newspaper stories, Television interviews
5. Prominent mention in our 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 IDP Camps,surveys, schools and children

* **Qualitative Information**

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

Sources: information from idp camps, school and students

* **KPIs**

# of participants enrolled in a program to enable access to psycho-social support

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

# of participants enrolled in a program to enable success in lifeskills development.

# of participants who demonstrate improvement in dealing with trauma, 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 attend psycho-social support, 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**

Providing psycho-social support, mentoring and education is a long –term resource commitment to the beneficiary women and 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 and or terminating the project activities.

To fulfill one of the stated objectives of helping children access psycho-social support and mentoring, and education, the program must run for at least 5 years so that all the beneficiaries will achieve maximum benefits without disruptions in the process

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

* Targeted beneficiaries 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 families and school to continue their children’s education.

**Steps to ensure financial stability to the project**

To ensure financial sustainability of the project, Tulips International Foundation has approached several new funding agencies for support, and we are pleased to report that Tulips International Foundation is expecting funding from the UNOCHA, currently undergoing the due diligence process

Tulips International Foundation 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 $ 1,050,000.00 for its regular programs (school-related gender based violence and other intervention programs.

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| Section B: Detailed Project Budget  |
| **Psycho-social support for victims of book haram in Borno State** |
| **S.No** | **Particulars** | **Qty** | **Cost** | **Amount USD** |
| 1 | Training Fees | 200 | 75 | 15000 |
| 2 | Textbooks, Notebooks, Stationery | 200 | 25 | 5000 |
| 3 | Uniforms (2 x 200) | 400 | 20 | 8000 |
|  | others | 400 | 50 | 10000 |
|  | **Grand Total** |  |  | **38000** |