**PROJECT PROPOSAL**

**Project Name: IGNITE AFRICA CAMPAIGN**

**Project Location: Lagos, Nigeria**

**Name of Organization: Back to School Africa Initiative**

**Project Duration: Long Term (will be reviewed annually)**

**Registration Number: CAC/IT/NO 124607**

# ABOUT THE PROJECT

Nigeria, one of the largest economies in Africa has a population of over 180 million as of today of which, up to (86.9million) of her populace live below the poverty line and are facing many problems including; lack of food, shelter, education, healthcare ob opportunities and occasioned poverty, corruption and negligence of duty by the government.

The level of poverty in Nigeria is mainly reflected in the hinterland communities across the states. These communities receive little or no attention from the government because apparently, they are only useful during elections for vote accumulation for politicians. The result of this inaction and negligence of government is extreme poverty which has ultimately led to an extreme high rate of out of school children across the country. More so, the house holds living in these affected areas are mostly subsistent farmers or daily wage laborers whose income is too low to help them enroll their children in schools. Those who manage to enroll their children tend to withdraw them after a short period as they are unable to keep up with the financial implications of keeping their wards in school. These factors are evidently the reason why Nigeria has the highest number of out of school children in te world (10.5 million) even though basic education is compulsory.

It is against this background that Back to School Africa Initiative has taken up the responsibility of reaching out to states with high levels of vulnerability through the Ignite Africa Campaign to provide access to quality education, school materials and care to 1000 out of school and vulnerable children in 5 states across Nigeria in line with the United Nations SDGs.

Given the right opportunity,

* Every child can acquire all the required skills in all fundamental subjects.
* Every child can build on talent areas he or she can excel at.
* Not every child can be a genius, but future leaders can come from anywhere.

## VISION OF THE PROJECT

We envision every child in every community getting the best education, achieves her full potential, and is prepared to face the world with confidence.

## PROJECT GOALS AND OBJECTIVES

Back to School Africa Initiative aims to achieve the following through this project:

* Provision of access to quality education to at least 1000 children who are passionate about pursuing their academic dreams.
* Provision of care and support services mainly to street kids.
* Provision of school supplies such as school uniforms, school bags, textbooks, notebooks, writing materials, school footwears, and more
* Imparting moral values in the children to enable them to become assets to their families and the society at large as well as equipping them with the necessary leadership skills to take up leadership responsibilities in the future

## THE NEED

The issue of lack of primary education among children and adolescents in Africa is a big problem that poses a significant threat to the future of the African continent. A study conducted by the UBEC revealed that there are over 60 million out of school children in Africa as of 2014, with more than half of them living in Sub-Saharan Africa. Nigeria, on the other hand, according to UNICEF, has the highest number of out of school children in the world, with 10,5million out of school children. These figures are unimpressive and spell jeopardy for the future of Nigeria and Africa at large.

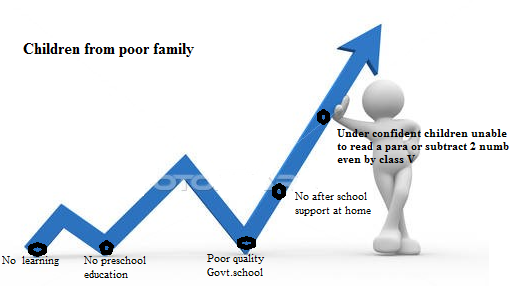
The primary cause of this problem, as stressed in the preceding paragraphs, is attributed to the alarming rate of poverty in Africa which the WHO has termed as the ‘’the ruthless killer’’. According to Nelson Mandela, Education is a powerful weapon which can be used to change the world. But how can we change the future of Africa for the better when the so-called leaders of tomorrow are denied access to education which is a fundamental human right. Education in itself is an essential component of leadership because an uneducated leader cannot lead properly. This fact is expressed in the situation of countries, institutions and organizations that are driven by uneducated individuals or group of individuals.

**Facts about Poverty and Education in Nigeria**

* Official report from UNICEF confirms 69 percent of out of school children are located in the northern part of the country. About 8million out of school children in 10 states in the north.
* Bauchi state having the highest at 1.1million out of school children followed by Katsina state, 781,500. Kano state records the highest number of immigrants from crisis affected states, many of them having children aged 6-14 out of school.
* Only 61 percent of 6-11 year-olds regularly attend primary school and only 35.6 percent of children aged 36-59 months receive early childhood education.
* In the north, the influx of migrants that abandoned properties to start a new life from crisis affected states in the northeast to the northwest and northcentral has contributed to the population below the poverty line.
* The growing homeless population continues to fuel poverty in Lagos. Some 300,000-plus Nigerians are homeless in the ever-increasing city, mostly due to state-ordered demolitions and lack of space.
* Nigerian statistics report that 8.5 percent of the near 21 million people living in Lagos, Nigeria, live in poverty — about 1.7 million people.
* Overpopulation is a significant factor in the growing number living below the poverty line. Also referred to as the city that won’t stop growing, Lagos does not have sufficient economic opportunities for the thousands of people who relocate there weekly. There is a shortage of jobs and housing.
* According to Justice and Empowerment Initiatives Nigeria, 65 percent of the people living in Lagos are urban poor who live in slums and settlements.
* Lack of education sparks poverty. Many families who live in slums and settlements cannot afford to send their children to school. As well, school facilities that offer quality education are not available for children who live in slum environments. If they are lucky enough to go to school, it’s a nearby meeting place, a small school building on the water where 100 pupils cram in to be taught by one teacher.

**Possible Outcome for Each Child**





**Beneficiaries Selection criteria:**

* School-going children from ages 6 to 15
* Children within the above age range from low-income family and children without one or both parents

**Project Timeline**

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| --- | --- | --- | --- |
| **Milestone** | **Target Community/Department** | **Employee (s) Involved** | **Timeline** |
| Strategic planning/meeting for Ignite Africa Initiative project | Team Leads and Staffs of B2SA | Entire B2SA staffs | January 2020 |
| Training | Team Leads and Staffs of B2SA | Entire B2SA staffs and volunteers | February 2020 |
| Advocacy visit to community heads, partners, etc |  | Programme coordinator, Project manager | 8th February 2020 |
| Visit to the Ikeja Local Government to get data on "out of school" children in and around this community. | Araromi community, Lagosstate | The management team | 13th February 2020 |
| Enrolment of the 37 out of school children | Araromi Community, Lagosstate | Community Volunteers | 17th February 2020 |
| Enrolment of 62 children | Agege community, Lagosstate | Community Volunteers | 24th of February till the end of March 2020. |
| Enrolment | Takwa Bay Community, Lagosstate | Community Volunteers | 30th April 2020 |
| Enrolment | Ja’en community, Kanostate | A team coordinated by the Kano team lead and supervised by the programs coordinator | March-June 2020 |
| Enrolment | Tudun Wada community, Lagos state | A team coordinated by the Kano team lead and supervised by the programs coordinator | March-June 2020 |
| Enrollment | 2 LGAs, 3 Communities in Calabar state | Calabar Team lead and volunteers | June 2020 |
| Enrollment | Kwale, Ndokwa, Delta state | Delta team lead and volunteers | June 2020 |
| Enrollment | Ukala, Oshimili north, Delta state | Delta team lead and volunteers | June 2020 |
| Presentation of all Biodata retrieved to each states educational board | State Universal Education Board | Program coordinator and project manager | Early August till end of August |
| Presentation of academic items and school wears | LGAs of all beneficiaries concerned | Executive director, programs coordinator, project manager and volunteers. | Early September |

# ABOUT BACK TO SCHOOL AFRICA INITIATIVE

Back to School Africa Initiative is a volunteer based non- profit organization committed to providing access to quality education and care to underprivileged children through resource mobilization and collaboration with relevant partners and MDAs. The organization, which was founded in January 2018 and was registered with the Corporate Affairs Commission of Nigeria by October 2018, is governed by a functional board as well as replete with passionate volunteers of high competence. The organization has since its formation supported the enrollment and re-enrollment of over 150 children in schools across the country and is committed to taking much more responsibility to ensure that the African child is cared for and has access to quality education. We recognize the danger facing the future of Africa as a result of the high level of illiteracy among children and adolescents who are supposed to be the leaders of tomorrow, hence; we have taken the responsibility to secure the future of our dear continent by standing in the gap to eradicate this societal ill, one community at a time. Our activities include providing educational opportunities, providing care to destitute children, implementing mentorship programs, building learning spaces, advocating, and promoting volunteerism. Back to School Africa currently operates in Lagos State with various projects implemented in Calabar, Cross River State, and Asaba, Delta State, both in Southern Nigeria.

## PRINCIPLES AND VALUES

The following policies and values will govern care, education, and support:

* Respect: Respect for human rights, ethics, confidentiality, informed consent, privacy, and individual dignity. These practices equally apply to poor, vulnerable, and orphan children as well as other individuals. Fighting discrimination, enhancing respect for personal autonomy and human dignity, and pursuing informed consent are all relevant to orphans.
* Equality: Affordable care of acceptable quality will be provided to all beneficiaries regardless of their gender (men or women), race, ethnicity, and place of residence. More attention will be given to children who are most vulnerable such as orphans and street children.
* Accountability: We understand the importance of relationships. Thus, we are accountable to all stakeholders, beneficiaries, and the communities
* Transparency: All processes we will engage in will be as open and fair as can be.

## OUR RESPONSE TO THE NEED

One of the essential Global Goals is that by 2025, all girls and boys should have access to quality early childhood development, care, and preliminary education so that they are ready for primary and secondary school. The burden lies in the hands of citizens who can afford to support children that are in desperate need and those that are committed to pursuing their academic dreams. The following will be done as the response to the need observed in the target areas:

**Community involvement:** In line with the solution suggested after a series of focus group discussions with the target beneficiaries, the proposed project will engage, involve, and members volunteers drawn from the areas of intervention to effectively enroll and follow-up on the progress of recipients.

**Partnerships**: The organization will partner organizations, changemakers, community organizers, leaders from all spheres, MDAs, and other community-based organizations working in the target areas to identify the most vulnerable households for support.

**Structure**: The proposed project will as a means of ensuring the education of the beneficiaries, continue even after the first phase of support (Payment of 3 term fees) will engage in resource mobilization drive to ensure that the parent or guardians of the beneficiaries are empowered following a series of financial literacy and skill acquisition training after which a new set of beneficiaries will be enrolled.

Advocacy Visits: Also, as part of efforts to ensure the continued success of the grant, advocacy visits will be paid to relevant stakeholders including the Chairman of Local Government and Council Development Areas, the State Ministries of Education, and The State House of Assemblies, community leaders, religious leaders as well as other relevant partners to seek their support and collaboration. These meetings are also aimed at achieving the formulation of policies and programs targeted at mitigating the effect of poverty on low-income earners.

## IMPACT ON LOCAL COMMUNITY

The target group of the project is children between the ages of 6 to 15 years who are willing to go to school but are constrained by finances. The organization focuses on disadvantaged children emphasizing children abandoned by one or both parents, children from low-income families, street children, and children who have been abused as a result of poor socioeconomic conditions.

The proposed project will lead to a reduction in the crime in the local communities, an increase in the productivity of youths, and an increase in the number of children accessing quality education.

* Community centered approach: The proposed project will strengthen linkage between the community members (beneficiaries), schools, community leaders while generating demand for and access to quality education.
* Sensitization on the need for quality education: The proposed project will conduct advocacy as well as engage in aggressive awareness at strategic areas to highlight the importance of education.
* Integration: The proposed project will forge linkages and collaborative activities between multiple service providers and partners by leveraging the core competence and strategic importance of various stakeholders.
* Demonstrating impact: The proposed project focuses not only on measuring and evaluating the impact of its activities on the beneficiaries and the communities but also on demonstrating the effectiveness of its strategies and approaches through actions targeted at promoting best practices, obtaining feedback and stakeholder engagement to informed decision making on the project and among policymakers in the proposed target states.
* Contribution to the growth and development of the nation

**Implementation Process**

**Operations**

To meet the project goal and objectives, the following activities will be implemented;

* Identification and selection of community volunteers: community volunteers are individuals who are familiar with the target areas and prospective beneficiaries. They are aware of the needs of these beneficiaries and will engage in the enrolment process. They will also mobilize beneficiaries for events and meetings related to the project. The identification and selection process will be carried out by XXXX.
* Sensitization cum advocacyvisits to relevant stakeholders: Potential partners, donors, and resource persons will be visited to intimate them about the programme and seek their support (financially, materially, etc). Follow-up visits and calls will be made to inform them of the progress of the project and more.
* Training: This involves organizing seminars, workshops, or step-down training for project staff and volunteers on project management, enrollment, data collection, data analysis, and more. Such training will be conducted at the beginning of the project and will be a continuous exercise.
* Enrollment of beneficiaries: This will be done by community volunteers and project staff, depending on the situation at hand. Enrolment tools will be provided, and each employee will be walked through the enrolment benchmarks. All enrolments will also be verified for accountability and transparency.
* Project management team orientation meeting: The essence of this meeting is to educate the management team on all processes involved and the roles to be undertaken.
* Sensitization drive at strategic locations:
* Procurement and distribution of school materials: Procurement will be done by XXXX, while the distribution of the materials will be done by project officers and community volunteers, as the case may be.
* Data validation visit: This visit is to verify the authenticity of the data provided by community volunteers. This is geared towards achieving an accountable, transparent, and effective project.
* Review meetings: A result-oriented project can only be achieved through evaluation and reevaluation. We will conduct review meetings every XXXX to review the status of the project or specific cases. All members of staff and community volunteers will be in attendance
* Project management team meeting:

## ESSENTIAL STRATEGIES FOR OPERATION

**Co-Ordination:** The Nigerian government encourages voluntary agencies to undertake programs that fight against illiteracy and child education. Even the local communities and agencies make requests regarding this need in their local areas. Back to School Africa Initiative seeks the support and cooperation of government services to provide training, especially in the areas of mobilization and awareness. Back to School Africa Initiative will network with other community-based NGOs while carrying out this project.

**Community Involvement/ Gender/ Human Rights Issues:** The project encourages the participation of Community-Based Organizations (CBOs). It develops skills and knowledge for community members that will be participating in the awareness program. The local CBOs and agencies will be responsible for planning and recommendation of the beneficiaries of the project within their communities. The organization upholds and respects the tenets of the global human rights policies.

Back to School Africa Initiative affirms gender policy in equal participation of both men (boys) and women (girls) by offering equal opportunities to every child without any bias.

**Accountability And Financial Management:** The financial procedures manual of Back To School Africa Initiative ensures the use of a reliable financial management system that promotes transparency. It also encourages orderly and systematic documentation of financial transactions to facilitate timely preparation of accurate, relevant, and dependable financial information that will enable the various stakeholders to plan, implement, monitor, and appraise overall progress towards the achievement of her objectives. The finance and Admin Officer is responsible for the day-to-day running of the organization's finances.We, in our commitment to accountability and transparency, will conduct an internal audit as well as engage an independent auditor to conduct yearly financial review of all her activities.

Authenticity of transaction: As much as possible, all transactions will be conducted through wire transfer except in unusual scenarios wherein adequate documentation shall be completed to show proof of transactions. Also, in procuring items, the vendor must have a registered company and a corporate account with any bank of his/her choice. Most importantly, all transactions must be in line with the budget provisions. Request memos will be raised for each activity and will be reviewed by the FAO and approved by the project coordinator.

**Capacity:** Back to School Africa is a full-fledged organization registered with the Nigerian Corporate Affairs Commission and is recognized as a Non-governmental Organization in Nigeria. The organization is replete with a functional board as well as volunteers of high competence to undertake and implement the project activities. The capacity-building priorities are upgraded each year based on need. The organization has relevant experience in providing access to quality education and resource mobilization, having implemented similar projects in Cross River, Delta and Lagos States respectively.

**Outputs, Monitoring, Reporting,And Evaluation:** All components will be consistently evaluated to ensure effectiveness, efficiency, quality, usage, and acceptability. Data will be collected and analyzed for useful reflections, identification of problems, potential gaps, and required remedial actions through participatory assessment and evaluation.The Executive Director will do the overall supervision and evaluation. Monitoring and reporting will be carried out monthly/quarterly on all activities.

The project has monthly/quarterly reporting systems. On this basis, compiled Management Information Systems (MIS) and financial statements will be prepared and submitted to the Donors by the Executive Director. Also, annual reports will be forwarded to the Donors after the completion of each project year as well as an overall report on the completion of the project.

**Sustainability:** Strategies to ensure the sustainability of the interventions are of utmost importance. Therefore, the proposed project activities ensure the enrollment of beneficiaries into only government schools to bypass the high cost of education on offer in private schools.   
Also, the involvement of the target beneficiaries and community stakeholders in the conceptualization, planning, monitoring, and evaluation of the project ensures ownership and sustainability of commitment by the volunteers.  
Finally, the facilitation of the adoption, implementation and evaluation of policies in line with general consideration of the marginalized and less privileged will be entrenched in the education plans of the government and thus live long after the project.

## Organogram

**Budget**