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Grants and Resources for Sustainability
PREMIUM

Girls Education & Empowerment - Kenya

Project Title: Girl child education Empowerment

Program: Girl Child Education Program

Submitted by:

[REDACTED]

Submitted to: Well wishers

Amount Requested:

Contact Person:

[REDACTED]

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Executive Summary

Girl Child Education and empowerment Program aims to address the constraints of girls' **participation, retention and achievement** at school. These include financial and opportunity costs, socio-cultural factors such as early marriage, as well as the devastating impact of HIV/AIDS on girls and their families. The Program is to provide comprehensive support for girls' education in the form of: **learning and scholarships** at the secondary level and beyond. Scholarships are intended to ensure access to educational opportunities, and are geared to needs within the project area. Lack of opportunity created by the absence of education on the other hand can not only cause despair but destruction of once life. Hence, quality education is a sound investment that provides economic, health, societal, and civic returns that will last for generations. Access to quality education is one of the best ways to prevent child labor and trafficking in children (house helps) from rural to urban. The children of educated women have higher survival rates, better health and nutrition, and are more likely to attend and succeed in school. Good education is one of the most effective preventive weapons against HIV/AIDS, which is prevalent in the project area. Young girls with little or no education are more than twice as likely to contract HIV as those who have completed primary education, for example. Basic education can transform the lives of girls and women, providing them with a greater appreciation of their own potential and rights as well as expanded employment opportunities. Finally, good education promotes democratization and stability. An educated woman that is capable of making informed decisions, voicing opinions, and holding elected officials responsible is essential for democracy to survive and flourish.

- [REDACTED] has an important role to play in providing the resources to help our people help themselves to achieve and sustain quality education to Girls. Without us (You), the goal will not be met. We can, and must, do better. The future of our Girls' education will ride on our success. The big picture of this project is, therefore, to establish centre of excellence in Homabay County with reputation for quality education and providing a haven for girls who wish to escape early marriage due to peer pressure,

poverty, etc. This will be implemented in phase II of the program. However, the short term is to identify good girls' schools outside the community where the identified girls can continue with their secondary education meanwhile. In such environment these girls could be developed into **high achievers** academically and socially. [REDACTED] through **this Program** is to put activities in place aimed at building confidence and self-esteem in Girl Child Education (GCED) and developing their leadership qualities. The identified girls are to join "Tugambe Gambee" Club (which means "let's go to school "in local dialect).

Introduction.

Homabay District is part of 16 districts forming Nyanza Province. It is located in the south western part of Kenya along Lake Victoria. It borders Karachuonyo District to the north across the lake, Rongo District to the east, Suba District to the south and Lake Victoria to the west. It is located between longitude 34° E and 34° 20" and latitudes 0° 20"S and 0° 52"S. The district covers an area of 1,400 km² exclusive of water. The district comprises of 4 divisions. The water mass covers an area of 1,200 km²

Compared with neighboring districts, Homabay district and in particular, Asego Division and its satellites, girl's education is dismal. This region has demonstrated powerful correlation between incidences of widespread poverty and declining enrolment, poor retention and unsatisfactory educational outcomes. As a matter of fact few girls like 5% have joined public (state) universities from our district schools. These disparities are as a result of: gender-based discrimination within the school environment which remains as one of the most intractable constraints to improving retention and performance of girls. In many local schools teachers are poorly trained and are ill prepared to provide gender-responsive teaching. Schools too are inadequately equipped to cater for girls special needs, in areas like **sanitation, health and nutrition**.

Other key issues that keep girls out of school include lack of sufficient places in school that are close to girls' homes, tuition and other fees that are beyond the means of the majority of families and the fact that the adolescents are indulging in early and unprotected sex resulting in alarming rates of pregnancy and HIV/AIDS infection. Also, traditional beliefs about girls and women's roles continue to discourage investment in their education.

Problem Statement

In Homabay district, the majority of girls do not complete primary school, and only 25% percent are enrolled in secondary school. The barriers to girls' education in Homabay district in general and on the slums in particular to secondary education, are numerous, but among the most prevalent are: lack

of access due to the absence of girls' secondary schools on the slums; pressure to drop out to fulfill household responsibilities; ineffective teaching methods resulting in poor educational quality; lack of relevance of what is being taught to the daily lives of the communities has a greater impact on girls' survival in school and completion of the primary cycle.

The relationship between poverty and enrollment and retention is pronounced at the secondary school level. On the slums families are often very large and very poor, poverty is a major factor forcing families to make choices about whom to send to school, often at the expense of the girls. In particular, the need for the free labor of children, prohibitive school fees, in addition to costs such as text books, school supplies, and uniforms, prevent students from enrolling or result in them dropping out. Girls are expected to work more than boys, and as girls are the ones who look after younger siblings, care for the household, work in agricultural fields, and sell goods at the market, the costs for educating them are actually more than the costs for educating boys.

Parents recognize that the cost of educating a girl is not just the cost of tuition; it is also the cost of the loss of her labor. Poverty, then, is clearly interrelated with child labor; therefore, one of the most common reasons for children, especially girls, not to attend school is that their families need them to work (labor). With the growing inflation in Kenya, 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 is a significant obstacle for many children and tends to affect girls more than boys. Economic and safety concerns make parents reluctant to send girls to boarding schools or let them walk long distances to day schools.

Families are more likely to view the education of a girl not as an investment, but as a loss or, at best, an investment in someone else's family. In Africa and other developing nations, women marry into and then care for their new family, while men are expected to care for and support their own parents and immediate family.

Justification

Girls' secondary education results in social benefits to the whole society, as it's the gate way to university education. University education equips students with critical thinking enabling civic participation and democratic change. As students pursue their education, they are less likely to engage in or become a victim of crime and youth violence. In addition, secondary education by extension university education reduces the risk of human trafficking by increasing economic opportunities and making children less vulnerable.

Tertiary education reduces infant mortality, increases childhood immunization and nutrition, reduces children's stunting, and lowers fertility rates and unwanted pregnancies. Such education can mitigate HIV and AIDS and is also a tool for poverty alleviation. Quality education produces high returns in terms of wage growth. Increasing the share of women with secondary education by 1 percentage point can boost the annual per capita income growth by 0.3 percent on average, according to a 100-country study by the World Bank.

"To educate girls is to reduce poverty. Study after study has taught us that there is no tool for development more effective than the education of girls."

—Kofi Annan, U.N. Secretary General

Vision

Girl Child education Program has a vision to producing a pool of role model women in the region.

Mission,

Mobilization and engagement of Island community and well wishers to promote quality girl child education by establishing perpetual fund.

Goal

To provide unmatched quality education to produce between 50 to 100 role model women (entrepreneurs, educators, professionals, bankers, CEOs, politicians etc) in a single decade.

Specific Objectives

1. To increase access of secondary education of the disadvantaged slum girls.
2. To create an enabling environment within the schools through provision of package of intervention to address specific problems, towards girls education.

Activities

- Identification of beneficiaries (qualified disadvantaged girls).
- Identification of the model girl schools.
- Facilitation of scholarship program to qualified girls.
- Sensitization of parents and community about importance of girls' education.
- Strengthening of guidance and counseling for teachers and parents at primary level.
- Conduct home-to-home sensitization to reduce absenteeism, child labour and truancy.

Outcomes

- Pool of quality girl's secondary schools identified and posted to all primary schools on the district.
- A number of girls identified at the beginning of every year who qualify to join secondary schools.
- 5 girls sponsored to secondary schools for the next 4 years a total of 20 girls.
- Conducted four training sessions for Guidance and Counseling teachers/Career teachers
- Two seminars of civic education targeting girl child conducted.

Implementation Strategy

The following structures will be used to identify and implement [REDACTED] Girl Child Education Program: [REDACTED] [REDACTED] committees [REDACTED] and education committees at sub-location level. These committees will identify the beneficiaries and also ensure that the beneficiaries (girls) are facilitated accordingly. The community structures will be trained by project staff so as to facilitate and effectively manage the project. They will also identify the suitable schools where the beneficiaries will pursue education, also follow up with particulars schools heads where the students/pupils are learning.

Project Management and Sustainability

The overall responsibility for project management and implementation will rest with **Project Committee**, with the chairperson acting as Project Officer. However, he/ she will only facilitate the implementation process while the day-to-day project planning and implementation will be in the hands of the volunteers and [REDACTED] where applicable. This project has four (4) components, all are income generating. They are: Grain Banking; Horticulture production, Revolving Loan Fund and Endowment Trust Fund. For the Grain banking and horticulture production volunteers will be actual implementers while for RLF, volunteers will be supervisors and debt collectors but the Care Givers will be implementers. The other component is Endowment Trust Fund which will be managed by Board of Trustees appointed by the Community Action for Health and Development.

It is anticipated that if all goes well as per plan, [REDACTED] Girl Child Education Program will meet its vision of empowering the slum Girl Child as the program will be sustainable.

Monitoring and Evaluation

Both qualitative and quantitative methods will be used to assess the performance of the initiative. Visits to respective schools where the girls learn, will periodically be conducted. Case studies will always be conducted through

continuous assessments. Report writing and periodic review meetings will be conducted to determine the level of achievement in every term.

Estimated budget

CAHED Girl child Education Program has put forward a request of Ksh 3,500,000.00 (US D 53,846) as seed money. Breakdown is as follows:

Ksh. 1,000,000 (US D 15,385) –	Endowment Fund
Ksh. 2,000,000 (US D 30,769) –	Investment Fund
Ksh 250,000 (US D 3,746)	– Revolving Loan Fund
Ksh. 250,000 (US D 3,746)	– Fees for Form 1 (2013)

For explanation see appendix 1

APPENDIX 1

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For explanation see appendix 1 Explanation

The total fees for initial four (4) years will amount to Ksh 2,500,000 (US D 38462). See the details in the table below.

	FORM					Amount in Ksh	
Year	1	2	3	4	Total	Fees Per Student	Total Fees
2013	5	–	–		05	50,000	250,000

2014	5	5			10	50,000	500,000
2015	5	5	5		15	50,000	750,000
2016	5	5	5	5	20	50,000	1,000,000
Total							2,500,000

Note

Fees being currently levied on student in National and Top Quality Provincial Girls Secondary Schools is between ksh 45,000 and 50,000.

So to educate 20 girls in such schools for 4 years will cost Ksh 2.5 m assuming that there will not be drastic increase in fees being charged. This will represent Phase I of the Project. If successful Phase II will see the continuation of sponsorship to University.