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PREMIUM

# Sample Proposal: Adult Education in Kenya

## **Adult Education Program**

**██████ Women's Center, Nairobi, Kenya**

**September 30, 2013**

## I. Summary

<b>Program Title:</b>	Adult Education Program
<b>Program Goals:</b>	To enable illiterate and undereducated women to learn to read and write Kiswahili, acquire familiarity with simple math, and to assist the educational advancement of students seeking certification in the Kenyan educational system as the foundation of better life options.
<b>Program Activities:</b>	Nine-month courses, offered in three Levels, in reading and writing Kiswahili and numeracy with an introduction to basic English. The placement of students is defined by their personal education objectives.
<b>Country &amp; Area:</b>	Kenya, Nairobi
<b>Target Population:</b>	Women ages 16-67 living in Nairobi slums; these women live in extreme poverty, have no formal education or their formal education was cut short during primary school
<b>Period of Activity:</b>	Nine months Level 1: Beginning Functional Literacy. Level 2: Continuing Functional Literacy Level 3: Certification Track (for Kenya certificate of Primary Education (KCPE)
<b>Total Budget:</b>	\$10,241.
<b>Amount Requested:</b>	\$8,000
<b>Organization:</b>	██
<b>Mailing Address:</b>	██
<b>Phone:</b>	████████████████
<b>Contact:</b>	██
<b>Email:</b>	██
<b>Website:</b>	██
<b>EIN:</b>	████████████████

██████ is a California Public Benefit Corporation founded in 2011. ██████ began operation under the fiscal sponsorship of Visions Made Viable. ██████ received approval of 501(c)(3) non-profit status and the fiscal sponsorship ended in January 2013.

**Funding Sources to date:** Grants from Take Part, Swiss Re Foundation; In-kind donations from the Kenyan Ministry of Adult Education (textbooks) and Equity Group Foundation; contributions from individual donors and Board members.

## II. Mission

The mission of [REDACTED] is to develop community-based organizations managed by and for women living in urban slums. Each Center provides integrated training programs that address in key areas of need: Education, Income Development, Health and Safety. The Center is a safe environment that enables women to marshal the means and the mindset to transition out of poverty.

## III. Guiding Principles

*Context-Specific Programming:* The Center provides a protected and secure environment for women to restore and develop their capacity to provide better life options as mothers, heads of household and community leaders. The specific programs reflect location-defined needs and cultural preferences.

*Capacity Building:* The program is based on the belief that the Center's members know best "where the shoe pinches" and what resources will improve their difficult circumstances. [REDACTED] collaborates with members to develop a culture of self-help and mutual support. This approach values the quality of assistance over the quantity of beneficiaries. With focused mentoring, key women emerge to manage the Center.

*Local Procurement:* All supplies for programs are sourced locally. In many cases, women-managed businesses may provide needed supplies for the Center.

*Local Coordination:* [REDACTED] develops alliances with community leaders, Ministries of Education and Health, Red Cross/Crescent Societies, community-based organizations, NGOs and UN Agencies to integrate the Center with existing local services.

## IV. Organization Background & Achievements

[REDACTED], founded in 2011, is a public benefit corporation and registered 501(c) 3 non-profit based in Oakland, California. [REDACTED] US operations are managed by two staff supported by one volunteer. [REDACTED] is governed by an eight-member Board of Directors. Each brings unique strategic planning, management and financial oversight skills to the organization.

The Center's model, developed and successfully implemented in Darfur between 2007 and 2011, is unique in addressing the *underlying* causes of women's marginalization: isolation, threats to personal safety, lack of access to training and capital, and lack of managerial know-how.

The model is a significant innovation in service to marginalized women because it delivers *integrated* training across the spectrum of critical needs, in a *safe* environment, with a plan for *self-management* within two years. The model has proven adaptable, effective, scalable and sustainable. [REDACTED] expects to develop a global network of linked Women's Centers over the next five years.

[REDACTED] opened [REDACTED] Women's Center in Nairobi, Kenya in October 2012. 507 women are currently registered members. Four committees have been formed to communicate member needs and to propose programmatic response. The members will elect a Center Board of Directors in October. This Board is essential to registration as an independent community-based organization and self-governance by November 2014.

Accomplishments at [REDACTED] Center as of September 2013,

- 72 women completed the first Entrepreneur and Leadership (E&L) Program;
- Approximately 50% of E&L trainees
- 36 members will complete the first Adult Education Program at the end of October 2013;
- 78 member received financial literacy training from the Equity Group Foundation;
- 97 members and men from the community are developing support groups and action plans to address sexual and domestic violence in their community;
- Three members receive ongoing mentoring in management positions.

The █████ Women's Center staff includes the Center Manager, Program Coordinator, Program Assistant, Education Advisor and four part-time teachers.

The success of the Center has inspired requests to open Centers in Turkana and Maasi Mara (Kenya), DR Congo, Uganda, Darfur (Sudan) and Sonora, Mexico. The first US Center will be opened in Oakland, CA.

## V. Rationale for Program

Sixty percent of the population of Nairobi – about 2 million people – live in slums. The seemingly intractable poverty in these “informal settlement” derives largely from systemic failure to provide adequate housing and employment opportunities in this resource-rich country.

Nationwide, 56.9% women over 15 years of age are literate. However, many women living in the slums do not complete primary school for reasons that range from lack of school fees, the need for another family wage earner, poor health or family migration.

### Educational Level Achieved in Kenya

#### Among Slum Residents

	Primary Education Grade 1-8	Secondary Education High School
Men	72.7%	31.1
Women	50.3%	28.3

#### Among members of Baraka Women's Center

No education	4%
Declined to state	7%
Some primary through 7 <sup>th</sup> grade	28%
Completed 8 <sup>th</sup> Grade	28%
Some High School including graduates	27%
University / college	6%

The negative impact of limited access to education disproportionately affects poor women. Since education is the key to vocational options, poor women, have few of the basic skills required to secure good jobs. This insufficiency is directly related to long-term poverty, victimization and poor health. Without education, women have no foundation to address these interrelated challenges.

## VI. Profile of Clients

█████ regards the women served as clients rather than beneficiaries to reinforce the value of a providing a hand-up rather than a handout.

Clients are women ages 16 through 67 living in Nairobi's slums including Kariua, Mathare, Dandora, Kosovo and Kibera. The highest level of education among the majority of members is 8<sup>th</sup> grade while at least 4%, mostly older women, have had no formal education. They recognize that their inability to read and write has exposed them to exploitation and consider illiteracy a source of shame.

Their living environment is defined by extremely limited access to clean water and food. Electricity and sanitation services do not reach them. Pervasive health risks included malaria, respiratory and diarrheal diseases, TB, and HIV/AIDS. Alcoholism and drug abuse are common and treatment options are limited or non-existent.

The majority of women survive working menial jobs such as house cleaner, laundress or street 'hawker' (of produce or household items). They have no options for advanced training because they lack functional literacy.

Many are single mothers abandoned by their children's father or separated from him due to abusive behavior. They scramble daily for enough income to feed their children.

## **VII. Program Objectives and Activities**

### **1. Objectives**

The program provides structured classes to help members of the Center achieve functional literacy and, if they chose, to continue instruction to obtain certification in the Kenyan educational system.

The program is offered free of charge; the women do not have financial resources to pay tuition.

They understand how literacy will help protect them from unscrupulous relatives and shop owners and enable them to engage in daily activities that enhance their lives. They are eager to gain this important skill.

### **2. Activities to Date**

Baraka Center's first Adult Education course began in February 2013. Four teachers provided instruction to 40 undereducated women to achieve functional literacy. 36 will complete classes October 31<sup>st</sup>.

Functional Literacy is defined as the ability:

- To use writing instruments correctly;
- To recognize and say written letters, words and sentences;
- To recognize and write letters, words and sentences;
- To acquire facility with addition, subtraction, multiplication and division.

### **3. Continuing Activities**

Session 2 of Adult Education classes begins in mid-January 2014 and concludes mid-October 2014

A sign-up sheet for new and continuing students will be posted on the Center's Notice Board in late-October. We project enrollment of 40 – 60 students. Maximum class size will be 10 students.

Interested students receive an initial interview to determine *their* learning objectives. This enables the Education Advisor to place them at the appropriate class level.

Building on the discoveries and lessons of the first session, Session 2 will provide three levels of Adult Education:

- **Level 1: Beginning Functional Literacy.**  
Level 1 enables students to achieve Functional Literacy in their native language Kiswahili (See definition above)  
Historically, student objectives have included competence to read signs, text messages, bank statements, the Bible, newspapers, ballots, and other simple printed material as well as to sign their name (rather than a required fingerprint), and to compose simple written messages. For some students, completion of this Level may meet their personal educational objectives.
- **Level 2: Continuing Functional Literacy**  
Level 2 is for members who have completed Level 1 or have attended some primary education. For the latter group, their skills tend to be rusty but can be refreshed fairly rapidly. The Level 2 curriculum expands on the basics learned in Level 1. On completion, students should have achieved reading, writing and numeracy competence up to fourth grade level. For some students, completion of this Level may meet their personal educational objectives.
- **Level 3: Certificate Track**  
Level 3 is designed for students who wish to study to achieve their Kenya Certificate of Primary Education (KCPE), the requirement for admission to Secondary (High School) Education.

Students who may qualify to take the KCPE exam in 2014 will be identified in May to register for the annual KCPE exam in November.

#### 4. Curricula

The Curricula for Levels 1 and 2 are adapted from two sources: Literacy for Africa and the Nairobi Country Department of Adult Education (a unit of the Kenya Ministry of Education (MoE)). See Appendix 1.

The Curriculum for Level 3 is the MoE's Primary Education Curriculum for Grades 4 through 8. See Appendix 2

#### Teachers

Twelve interested and qualified members of the Center completed a training course for Adult Education Teachers provided by Literacy for Africa in January 2013. Four were selected to teach in Session 1.

In July, the teachers received continuing training for Adult Education teachers, a week-long workshop provided by the Ministry of Education.

Three are qualified to continue teaching Functional Literacy Levels 1 and 2. One is qualified to teach Level 3. Depending on the number of registrations and on student placement, the Literacy Advisor may recruit one or two additional teachers.

Offering Level Three courses may qualify Baraka Center to receive grants from the Ministry of Education to support the program, which will continue as long as there is demand.

### **VIII. Program Timeline**

Each class is two hours, twice per week, for a total of 144 learning hours over nine months.

All Levels of the Adult Education program begin classes the second week of January 2014 and conclude in mid- October 2014. Weekly review classes may be offered until the mid-December holiday break to help students stay focused on learning.

### **IX. Projected Program Outcomes**

██████ projects that:

- 80% of Level 1 students will graduate with skills meeting their stated functional literacy objectives.
- 55% of Level 2 students will graduate qualified to move to Level 3.
- 30% of Level 2 students will graduate with skills meeting their stated functional literacy objectives.
- 75 - 80 % of Level 3 students will qualify to take the KCPE exam.

██████ encourages students to enroll at continuing education centers to advance their formal education at the high schools level. ██████ is developing a referral relationship with St Peter Claver Academy in Nairobi to enable students to register for certification exams and/or to enroll in English classes.

After successfully completing the Level 2 Program, graduates may qualify to enroll in the Center's Entrepreneurship and Leadership Program.

Graduates are encouraged to use the Center's Lending Library for continuing practice in reading and for personal enjoyment.

### **X. Monitoring and Evaluation**

Data gathered during the member registration process as well as during interviews with student applicants provide baseline statistical data on the cohort.

Teachers and the Advisor note a student's progress on an individual chart that includes a student's stated learning objectives.

Attendance is kept for each class. Those students with more than three unexcused absences are dropped from the program. This can enable other students to join classes in progress.

These four documents are key references for evaluation of program results.

Monthly teacher evaluations, conducted by the Education Advisor, help to identify problem areas to address. The evaluations are designed to enhance teacher effectiveness.

The Education Advisor provides a monthly report of the program's status, including student progress, teacher evaluations and recommendations for adjustments in the curriculum (for Levels 1 and 2) or program procedures. ■■■ staff discusses all recommendations with the Center staff before implementation.

■■■ will contract with an independent specialist to evaluate the program annually and to provide a written report to all stakeholders.

## XI. Program Personnel

### Education Advisor, Dorothy Kioko

Ms. Kioko is a Center member-in-training. She has eight years of experience in church leadership and administration and five years of experience teaching Early Childhood Development.

### Teachers

Gladys Wahuini Ndegwa

Irene Wangui

Juliet Mary Muthoni

Sarah Wanjiku

Teacher to be recruited for Level 3

ITEM	AMOUNT	COST per month or unit	# months	TOTAL KES	TOTAL US\$ 85 KES = \$1
<b>Personnel</b>					
Teachers	5	8,800	9	396,000	4,659
Advisor	1	19,000	9	171,000	2,012
Employer tax 10%				56,700	667
<b>SUBTOTAL</b>				623,700	\$7,338
<b>Supplies</b>					
Notebooks and exercise books	120	40		4,800	56
Pencils	120	10		1,200	14
Sharpeners	60	30		1,800	21
Erasers	60	30		1,800	21
Pens	24	20		480	6
Whiteboard Markers	7	30		210	2
<b>SUBTOTAL</b>				10,290	\$121
<b>Textbooks for Students</b>					
Mwongozo wa Kiswahili 1	40	120		4,800	56
Mwanzo wa Kusoma Kiswahili 1	40	170		6,800	80
Jifunze Kiswahili 1	40	220		8,800	104
Mazoezi ya Kiswahili 2	20	290		5,800	68
Junior Counting Math 1	40	120		4,800	56
Pre-school Math workbook 2	20	270		5,400	64
English Learn sounds Level 2	20	120		2,400	28
English Beginners Dictionary	20	270		5,400	64
<b>SUBTOTAL</b>				44,200	\$520
<b>Textbooks for teachers</b>					
Longman Extra Practice	4	240		960	11
Spot Mathematics	4	340		1,360	16
Mazeria ya Kiswahili	4	270		1,080	13
Jifuzie Kiswahili	4	200		800	9
Encyclopedia	2	470		940	11
Teacher educational aids				5,000	59
<b>SUBTOTAL</b>				10,140	\$119
<b>Graduation</b>					
Certificates	60	50		3,000	35
Food and beverages	100	200		20,000	235
Travel and other	60	150		9,000	106
<b>SUBTOTAL</b>				32,000	\$376
<b>Registration and Exam fees</b>					
For graduates of Level 3	20	2500		50,000	\$588
<b>SUBTOTAL</b>				770,330	\$9,063
<b>Administrative - Rent, phone, staff, offc supplies - 13%</b>				100,143	\$1,178
<b>PROGRAM TOTAL</b>				870,473	\$10,241
<b>Average Cost per Student</b>				14,508	\$171



Note: This budget assumes an average of recent exchange rates and maximum enrollment.

## Appendix 1 Curriculum Levels 1 and 2

Week	Subject	Details
1	Kiswahili	Handling of the writing instruments
	Math	Writing and counting whole numbers
2	Kiswahili	Intro to reading signs and symbols:
	Math	Writing and counting whole numbers
3	Kiswahili	Simple reading signs, syllables, words and sentence
	Math	Writing and counting whole numbers
4	Kiswahili	Simple reading signs, syllables, words and sentence
	Math	Writing and counting whole numbers
5	Kiswahili	Simple reading signs, syllables, words and sentence
		Writing and counting whole numbers
6	Kiswahili	Simple reading signs, syllables, words and sentence
	Math	Writing and counting whole numbers
7	Kiswahili	Simple reading signs, syllables, words and sentence
	Math	Addition: one digit numbers
8	Kiswahili	Simple reading signs, syllables, words and sentences. I.a.
	Math	Addition: 2 to five digit numbers with carrying
9	Kiswahili	Introduction to Swahili alphabet
	Math	Word Problems
10	Kiswahili	Alphabet, uppercase and lower case
	Math	Subtraction: 1 digit number without borrowing
11	Kiswahili	Sounds plicated, b-p, sh-ch, th-dh, fy-v, k-q, l-r.
	Math	Subtraction: 2 – 5 digit number without borrowing
12	Kiswahili	Punctuation marks capital letter, full stop, question mark
	Math	Subtraction: 2-5 digit number with borrowing
13	Kiswahili	Punctuation marks: comma, exclamation
	Math	Subtraction: word problems
14	Kiswahili	Arithmetic signs: + - x
	Math	Multiplication: 2-2 digit number
15	Kiswahili	Oral comprehension
16	Kiswahili	Exam 1
	Math	Exam 1
17	Kiswahili	Grammar: present, past and future tense
	Math	Multiplication: 2x2 digit number, 2x 3 digit number
18	Kiswahili	Grammar: Times, singular and plurals
		Multiplication: word problems
19	Kiswahili	Oral comprehension
	Math	Number Pattern: Numbers involving addition
20	Kiswahili	Grammar: Names
	math	Number Pattern: Numbers involving subtraction
21	Kiswahili	Exam 2
	Math	Exam 2
22	Kiswahili	Proficiency exam
	Math	Proficiency exam
23	Kiswahili	Grammar: negation
	Math	Fractions: addition of simple fractions
24	Kiswahili	Family names
	Math	Fractions: Subtraction of simple fractions
25	Kiswahili	Break for teacher training
	Math	Fractions: multiplication of simple fractions
26	Kiswahili	Vocabulary: respectful greetings
	Math	Fractions: Division of simple fractions
27	Kiswahili	Vocabulary: shapes and signs
	Math	Time: days of the week
28	Kiswahili	Oral comprehension
	Math	Time: months of the year
29	Kiswahili	Vocabulary: parts of the body
	Math	Time: 12-hour clock
30	Kiswahili	Vocabulary: salutations
	Math	Time: 24-hour clock
31	Kiswahili	Exam 3
	Math	Exam 3
32	Kiswahili	Vocabulary: climate and seasons
	Math	Money: denominations used in Kenya currency
33	Kiswahili	Writing friendly letters and official letters
	Math	Simple money transactions involving change and balance
34	Kiswahili	Household equipment and farming tools
	Math	Simple calculations involving money transactions
35	Kiswahili	Final Exam
	Math	Final Exam

## **APPENDIX 2 Curriculum Level 3**

The Kenya Public School Primary curriculum that will be used in the Baraka Center program is used for grades 5 through 8. The subjects include Kiswahili, English, Science, Math and Social Studies.

The full curriculum is contained in a book with more detail than reasonably can be included in this proposal.

## **APPENDIX 3 ■■■ Staff, Board of Directors and Partners**

### **US Staff**

#### **Susan Burgess-Lent, Executive Director**

Susan began her career in humanitarian relief and development in 1994 and since then has worked extensively in East Africa. She is the former Program Director of Darfur Peace and Development Organization (DPDO) responsible for the funding and operation of Kassab Women's Center and operational support for 37 primary schools in North Darfur. She previously worked as a consultant to the African Immigrant and Refugee Foundation (AIF), InterAction, and CEPDA and as a personnel and budget coordinator for the American Red Cross International Services.

#### **Devin Richmond, Project Manager**

Devin, a native of Kansas, is a social entrepreneur who began her career in the health services industry before turning to humanitarian relief work. She earned certification as a Disaster Action Team Case Worker and Shelter Operations team member with the American Red Cross and provided logistical and psychological support to those affected by disasters in the San Francisco Bay Area. Ms. Richmond participated in the Global Leadership for Justice Conference and has been a contributing member of Collaborate for Africa.

### **Kenya Staff**

#### **Stiffin Ndungu, Manager, ■■■ Women's Center**

Mr. Ndungu has received certificates in Management of Schools and Computer Studies. He is a former head teacher at St. John's Academy in Thika. He is also a writer and speaks six languages including Kiswahili, Kikamba, Kikuyu, English, Arabic and French. He began as a volunteer with WCI and was appointed Center Manager in September 2012.

#### **Teresia Waikuru Mwangi, Program Coordinator**

Ms. Waikuru is a Center member-in-training. She has earned a diploma in Sales and Marketing and certificates in Computer Studies, HIV/AIDS Training, and Drug and Substance Abuse Intervention. She has worked as a trainer with the Kenya National Authority on Campaigns Against Drug Abuse (NACADA) and the Kenya Defense Forces. Ms. Waikuru joined Nairobi staff in January 2013.

### **Board of Directors**

**Mary Ellen Kramer** (Brooklyn, NY) Board Chair – President, Maritime Broadband, Inc

**Bethsheba Orero** (Milpitas, CA) Board Secretary – Program Associate, Hewlett Foundation

**Dana Walker** (Lenexa, KS) Board Treasurer – Manager, Cooper Moeller Inc.

**Susan Burgess-Lent** (Oakland, CA) – Executive Director, Women's Centers International

**Danielle Posa** (New York, NY) – Founder of Efleno

**Eric Wentworth** (Tiburon, CA) – San Francisco Director, Steve Allen Media

**Grant Williams** (Ashland, OR) – Founder, The Edge

### **Professional Advisors**

**Jay Reiner**, CPA

**Shazia Kahn**, Attorney

### **Partners in Kenya**

**Literacy Africa** <http://www.literacyafrica.org/> has provided training for community literacy teachers and guidance on the development of the literacy curriculum. Executive Director Joseph Matheka is lead trainer and consultant.

**Nairobi County Department of Adult Education** (a division of the Ministry of Education) has provided textbooks and teacher training support for the Adult Literacy Training program at the Baraka Center. Janet Rotich is the Director.

**Equity Group Foundation** provides financial literacy workshops to members at the Baraka Women's Center.

**Life Bloom Services International (LBSI)** – [www.LifeBloom.org](http://www.LifeBloom.org) – is a not-for-profit organization registered with the Kenya NGO Coordination Bureau. LBSI intervenes on behalf of vulnerable women and children including commercial sex workers, abused girls and women and poor, single-mother households. LBSI founding member Catherine Wanjohi and her partner, Wanjiru Ngigi are trainers for the Entrepreneur and Leadership Program at the Baraka Center.

**Men for Gender Equality Now (MeGen)** – [www.megen.org](http://www.megen.org) – is a non-governmental organization established in 2001 to develop ways to combat Sexual and Gender Based Violence (SGBV) in Kenya.

**Women's Empowerment Link (WEL)** – [www.wel.or.ke](http://www.wel.or.ke) – is a women's rights non-profit organization that seeks to empower women and girls through education and work towards gender equality.

■■■■ continuously develops partnership with community-based organizations to provide the Center members the best possible training as well as ongoing supportive alliances within the community.