

MASIMERA PROGRESSIVE UNION (MPU)

MOTTO: “NO ONE IS LEFT BEHIND”

PROJECT PROPOSAL: PROMOTING GIRLD-CHILD EDUCATION IN

MASIMERA CHIEFDOM

PROJECT COVER PAGE

Name of Project: “Promoting Girl-Child Education in the Masimera Chiefdom”

Type of Project: Community-Based Project

Sector of intervention: Education

Implementing Organization: Masimera Progressive Union (MPU)

Address and mobile: 16c Ashobie Corner Freetown.

Contact person: Mr. John Bismark Sesay

Designation: Chiefdom Projects Coordinator

Contact Number: +232-76-923-599

Email: bismarksesayjohn@gmail.com

Project Location: Masimera Town

Project Duration: six (6) years

Project Coverage: Masimera Chiefdom(Kingdom)

Total Project Budget: \$ 1,845,228

SECTION A: PROJECT RATIONALE AND APPROACH

1:1 PROJECT ABSTRACT

Masimera Chiefdom faces high illiteracy rate among girls of school going age due to cultural, social and economic barriers. The chiefdom faces the lowest rate of school enrollment and retention among girls in Sierra Leone. The chiefdom is inhabited by a population of about forty thousand eight hundred and forty-three (40,843 Census 2015) people majority of who are illiterate. In Masimera Chiefdom, girls constitute over half of the children out of school and only a few of them are enrolled in secondary schools (Base line Survey on education conducted in 2023).

The high rate of child marriage in the chiefdom means many girls never have the opportunity to go to school or are forced to drop out of school at a young age. Unsafe travel over long distances to and from school and the lack of separate latrines (outdoor toilets) for girls are other reasons why thousands of girls are forced to stay out of school and denied an education. In such a situation, the Masimera Progressive Union (MPU) proposes to implement a set of interventions to reduce illiteracy among the girl-child.

The project will enroll five hundred(500) pupils by stages in to different schools across the chiefdom , provide training in guidance and counseling, gender training across the curriculum, establishment of mother's clubs and girls clubs, organize workshops on laws affecting girl's education and help the community set up monitoring and management committees throughout the project duration. The proposed project also aims to train existing School Management Committees (SMCs) in making the school infrastructure more girls friendly, train girls on leadership roles as well as to supply basic learning materials throughout the project duration. As a result of this intervention, it is expected that there will be increased enrollment and retention of the girl-child in schools.

1:2 PROJECT RATIONALE AND JUSTIFICATION

Masimera Chiefdom faces high illiteracy rate among girls of school going age due to cultural, social and economic barriers. Hundreds of young girls of school going age are left roaming about the streets some are doing petty trade and others are currently in harmful drugs (kush) taking groups. The chiefdom faces the lowest rate of school enrollment and retention among girls in the country. Therefore, the organization plans to increase the enrollment and retention of the girl-child in schools throughout the chiefdom.

1:3 PROJECT OBJECTIVES

Project main objective is:

To promote girl-child education of 500 children in Masimera Chiefdom

Project specific objectives are:

- To enhance enrollment and retention of girls through individual tracking, community mobilization and quality improvement
- To ensure increased participation of the girl-child, families and communities in plans and actions for holistic education
- To reduce gender disparity in schools and development areas

1:4 PROBLEMS TO BE ADDRESSED

Masimera Chiefdom is located in the Northern Province of Sierra Leone. It is one of the most populated chiefdoms in the north and high poverty rate of its indigenes in the country. The chiefdom borders with the Koya Chiefdom to the West, Yoni Chiefdom to the South, Malal Chiefdom to the East, and Marampa Chiefdom to the North. The chiefdom is inhabited by a population of about forty thousand eight hundred and forty-three (40,843, Census

2015) people majority of who are illiterate. In Masimera Chiefdom, girls constitute over half of the children out of school. Only a few of all girls are enrolled in secondary schools. The average girl from a low-income, rural household gets less than two years of schooling and never learns to read and write, to add and subtract, as opposed to the average boy who fully completes primary education.

In some areas within the chiefdom, school is not free and many parents cannot afford the tuition or the cost of uniforms.

Faced with social and economic barriers, parents often chose to invest in their son's, and not their daughter's, education. Unsafe travel over long distances to and from school and the lack of separate latrines (outdoor toilets) for girls are other reasons why thousands of girls are forced to stay out of school and denied an education.

The high rate of child marriage in the chiefdom means many girls never have the opportunity to go to school or are forced to drop out of school at a young age.

Education is crucial for the empowerment and emancipation of girls and women, and the realization of all other human rights. With educating a girl has a transformational effect that changes communities and societies at large. Hence, a holistic intervention is required to promote girl-child education in Masimera Chiefdom.

It is prevalent that, young girls and women are underrepresented in S.T.E.M. subjects (Science, Technology, Engineering and Mathematics) in Sierra Leone. There is a whole tangle of reasons why the gender gap in S.T.E.M. exists. One is a pipeline issue, fewer girls than boys choose to study S.T.E.M. subjects at Secondary level and universities. However, in order to level up the gender disparities in S.T.E.M. subjects there has to be internal interventions to address the gender gap.

Raising the Educational baseline in MASIMERA Chiefdom for all particularly girls in a point of focus that all stakeholders seeks to achieve.

The focus of this proposal highlights the importance of rebalancing the gender focus of our educational infrastructure in MASIMERA Chiefdom.

We believe that at this stage of the proposal's development it will be strengthened to develop and include a layer of targeted growth that allows girls and young women to develop their longer term aspirations into areas of Science, Technology, Engineering and Mathematics.

Development of knowledge understanding and experience in S.T.E.M. factors is only possible if the foundation of education (as outlined in the proposal) allows for such growth.

The S.T.E.M. drive will definitely neutralize the gender gap in our chiefdom and set up a better example in the country and also strengthen the confidence of girls and young women to choose these subjects as career pathways for sustainable growth and development in Sierra Leone.

1:5 TARGET BENEFICIARIES

The project will target Masimera Chiefdom in the Port Loko District Northern Province of Sierra Leone. It is estimated that 500 girls (age 5 – 17) will be affected by this intervention.

1:6 ORGANIZATIONAL BACKGROUND AND CAPACITY TO IMPLEMENT THE PROJECT

Masimera Progressive Union (MPU) is a charitable, nongovernmental, nonpolitical, nonreligious and nontribal indigenous Community Based Organization (CBO) established in 2019 by peace loving and development-oriented sons and daughters of Masimera Chiefdom in Portloko District who deemed it necessary to create such a platform for the development of the chiefdom without discrimination or leaving anyone behind. Masimera Progressive Union is legally registered with the Government of Sierra Leone through the Portloko District Council.

MPU was established to undertake developmental activities in Masimera Chiefdom. With the Organization's office in Freetown, it has worked with other developmental partners like UNICEF (WATSAN project) and Ministry of

Health and Sanitation on COVID19 sensitization. During the past years, this Organization has embarked on numerous interventions including Base Line Data Collection on Health, Education and Agriculture which was sponsored by a single individual born in the chieftdom and resides in the diaspora. Masimera Progressive Union(MPU) is a well establish organization with a capacity of personnel from various sectors of development including project management, economics, agriculture, education, mechanics and engineers who are seasons to implement development project of any nature . 40% of their memberships are women. The local authorities as well as parliamentarians and councilors form the administrative machinery of the organization.

Our purpose is:

- To work with other developmental partners to overcome poverty and illiteracy problems among the girl-child.

Our humanitarian objective is:

- To prevent illiteracy and educate the girl-child for development.

1:7 DESCRIPTIONS OF PROJECT ACTIVITIES, EXPECTED RESULTS AND IMPLEMENTATION TIMEFRAME

The project activities are:

- Enrolling 500 pupils(girls) in to different schools.
- To supply basic learning materials throughout the project duration.
- Training in guidance and counseling
- Gender training across the curriculum
- Establishment of mother's clubs and girl's clubs
- Workshops to stakeholders on laws affecting girl's education

- To train girls on leadership roles.
- To train existing School Management Committees (SMCs) in making the school infrastructure more girls friendly.
- To help the community set up effective and efficient monitoring and management committees for the enrollment and retention of girls in schools.

The expected results will be:

- Increased enrollment and retention of the girl-child in schools.
- Increased awareness on the benefits of acquiring education by the girl-child.
- Reduction of early marriage by the girl child due to the length of time spent in education

Implementation timeframe:

The implementation timeframe of the project will encompass all the activities undertaken by the project and it will take a period of six years.

1:8 PLANS TO ENSURE COMMUNITY PARTICIPATION

The proposed intervention will engage and involve key community stakeholders in the planning, implementation, monitoring and evaluation process. For instance, the organization will engage and involve youth groups, women's groups, ward development committees and ward councilors to ensure effective and efficient implementation of the project successfully.

1:9 KNOWLEDGE MANAGEMENT

MPU will engage the stakeholders by disseminating information on the proposed project aim and objectives, project activities and project implementation plan. This will be done through organizing workshops, seminars and sharing reports on project activities.

1:10 GENDER MAINSTREAMING

The project will promote greater equality among women and men. It will ensure greater participation of women in all aspects of the intervention such as representation in community management and monitoring committees, trainings, etc. It will enable women and men to collaborate and work together on strategies in promoting girl-child education. The project will focus on building women's leadership through women's associations. Gender will be integrated in all reports and documentation.

1:11 COMMUNICATION OF RESULTS AND REPLICATION

The organization will develop quarterly and annual reports on achieved results based upon a set of pre-identified progressive indicators that will be submitted to donors and also be shared with the community through community meetings.

SECTION B: PROJECT RISK, MONITORING AND EVALUATION

2:1 RISK TO BE SUCCESSFUL

A successful project implementation has meant some assumptions and inherent risks for which the following solutions are proposed:

Risks	Solutions
Low awareness on the advantages of acquiring education by the girl-child	Sensitize them on the effects of early marriage.
The school infrastructure is not girl friendly	Make the school infrastructure more girl friendly by providing separate toilets for girls.
Cultural mentality of the community stakeholders	Stakeholders engagement to educate people about the advantage of a girl child education

2:2 MONITORING, EVALUATION PLAN AND INDICATORS

Monitoring Plan:

The project will develop a monitoring strategy to examine the progress of the intervention and also to document lessons learnt. In addition to quarterly and annual reports developed by the project staff based upon a set of pre-identified indicators, the project will create community monitoring committees and organize mid-term and annual meetings with the community to generate feedback, facilitate planning and promote people's participation. This will ensure community ownership of the activities undertaken. Further, project visits will be undertaken by donor partner's representatives on a regular basis. The monitoring team of the organization will be responsible for:

- Collecting data on the use of project funds and on project output to measure progress and efficiency.
- Comparing actual expenditure with budgeted costs and advise the project management team on possible solutions.
- Evaluate the success of the project objectives.
- Assess the progress and impact of the education learning activities.

Evaluation plan

The evaluation will be conducted at the end of the project. In consultation with donor partners, the evaluation will be carried out by an external agency/resource person.

Indicators:

- Number of pupils enrolled in to different schools.
- Number of awareness campaigns on girl-child education.
- Number (disaggregated by sex) of new staff recruited to serve on SMC.
- Amount and type of learning materials supplied during one (1) year period.

2:3 SUSTAINABILITY OF RESULT ACHIEVED

The project emphasizes on increasing the enrollment and retention of the girl-child in order to reduce illiteracy among the girl-child. It will build the capacity of community monitoring committees that will take after the project staff when the project will end. The strategy to involve the community in all phases of the project will lead to the community owing the project outputs and will provide management to sustain it. Moreover, the project believes in strengthening the skills of the community in managing the facilities and services in a sustainable manner and this will be achieved by intensive capacity building activities organized during the term of the project.

2:4 BUDGET ANALYSIS AND JUSTIFICATION

The overall budget for the project is estimated at **\$1,845,228** (One million eight hundred forty-five thousand two hundred twenty eight dollars). This budget has been summarized on a one year matrix format and used the summation to multiply by the number of years proposed for the implementation of the project to arrive at the grand amount as indicated above. The one year summary of the budget is shown in the table below. The overall cost, though huge, is justified because of the benefits associated with acquiring education.

ONE YEAR SUMMARY BUDGET MATRIX

BUDGET FORM: PROMOTION OF GIRL CHILD EDUCATION							
		OrganizationName: Masimera Progrssive Union (MPU)	Dtae: 14/03/24				
		Project Coordinator: John Bismark Sesay	Email: bismarksesayjohn@gmail.com				
		Activity/Item	Description	Unit Cost	Amount in Leones	Unit Cost (Dollar equivalent)	Amount (Dollar equivalent)
	1.1.0	Primary level (200 Pupils)		Le	Le	\$	\$
	1.1.1	Admission fees and other school charges	Fees	250	50,000	10	2,000
	1.1.2	Uniforms	Two set of Uniforms	400	80,000	16	3,200
	1.1.3	Shoes	Two pair of shoes	600	120,000	24	4,800
	1.1.4	Backpack	One backpack	350	70,000	14	2,800
	1.1.5	Food	Lunch	3600	1080000	144	43200
	1.1.6	Stationeries	papers for work	50	10,000	2	400
	1.1.7	Note books(one dozen per child)	Books to write	150	180,000	6	1,200
	1.1.8	Text books	All subjects	450	135,000	18	5400
	1.1.9	Sub-Total		5850	1725000	234	63000

1.2.0	Secondary Level (300 pupils)						
1.2.1	Admission fees and other school charges	Admission	6500	1950000	260	78000	
1.2.2	School fees	Tuition Fees	225	67500	9	2700	
1.2.3	Two set of uniforms	Uniforms	750	225000	30	9000	
1.2.4	Two pair of shoes	Shoes	600	180000	24	7200	
1.2.5	Backpack	Backpack	250	75000	10	3000	
1.2.6	Lunch	Food	3600	1080000	144	43200	
1.2.7	Stationeries	packets	50	10,000	2	400	
1.2.8	Note books (ten ledgers for each child)	Books to write	500	900,000	20	6,000	
1.2.9	Text books	Reading	1200	360,000	48	14400	
1.3.0	Sub-Total		13675	4847500	547	163900	
1.3.1	Two days workshop training (100 key comm.. stakeholders)						
1.3.2	Transport allowance (100 participants)	Stakeholders	300	90000	12	3600	
1.3.3	Tea break	Break	100	10000	4	400	
1.3.4	Food preparation for hundred participants	Lunch	200	20000	8	800	
1.3.5	Two days training girls on leadership roles (50 participants)	Girls					
1.3.6	Tea break	Break	100	5000	4	200	
1.3.7	Food prepaton for fifty participants	Lunch	200	10000	8	400	

1.3.8	Transport Allowance for fifty Participants	Allowance	300	15000	12	600
1.4.0	Two days training in guidance and counseling (20 counselors)					
1.4.1	Tea preparation for twenty participants	Break	100	2000	4	80
1.4.2	Food preparation for twenty participants	Lunch	200	4000		160
1.4.3	Transport Allowance for Participants	Allowance	300	6000		240
1.5.0	Two days training existing SMCs (85 schools - 5 persons for each school (425 people))		0	0	0	0
1.5.1	Tea preparation for four hundred and twenty five participants	Break	100	42500	4	1,700
1.5.2	Food preparation for the four hundred twenty five people	Lunch	200	85000	8	3,400
1.5.3	Transport Allowance for Participants	Allowance	300	127500	12	5,100
1.6.0	Administrative cost	Consumables	0	900000	0	36000
1.7.0	Sub Total		2400	1167000	76	52680
1.7.1	Sub Total		21925	7739500	857	279580
1.8.0	Miscellaneous	Unforeseen circumstances	2192.5	773950	85.7	27958

1.8.1	Sub grand Total		24118	8513450	943	307,538
1.8.2	Grand total	Six years	144,704	51,080,700	5,658	1,845,228

SUMMARY OF THE OVERAL BUDGET COST FOR THE SIX YEARS PROJECT

The above budget was calculated based on the current price of items listed on the budget lines.

On that note it is also clear in Sierra Leone that cost of items has being on the increase rate sustainably over the years which has been a challenge to the standard of living of the indigenes.

Therefore, in the budget calculation above, a line of action is inclusive which can be able to normalize the circumstances in due course. The estimated budget grand total is just for one year and the overall budget cost can now be multiplied by the number of years targeted for the project implementation which gives us a grand total of **\$ 1,845,228** for the full implementation of activities in the project

