

COUNTRY / REGION: **DR CONGO / AFRICA**

APPLICANT ORGANIZATION: PEUPLES SANS VOIX

PROJECT SECTOR: EDUCATION

Contact Person: Odette IRANGA LUHAYIRE, Coordinator

Email : psvcongo2002@gmail.com / irangaodet@gmail.com , Tel . +243 85 3323674

PROJECT TITLE: **Give a goat to keep 40 marginalized Congolese girls in school**

TARGET GROUP : 40 MARGINALIZED GIRLS EXCLUDED IN SCHOOL

PROJECT DURATION : 12 MONTHS

START DATE : DEPENDING TO THE FINANCIAL AVAILABILITY

PROJECT COST: \$ USD 8790

REQUESTED FUNDS : \$ USD 7570

IN KIND CONTRIBUTION: **\$ USD 1220**

BANKING INFORMATION:

Account holder : **PEUPLES SANS VOIX asbl**
Account name : **022- 0052- 602 01 -77 / USD**
Bank name : **I&M BANK Rwanda Ltd**
Swift code : **BCRW RW RW**

PROJECT TITLE: GIVE A GOAT TO KEEP 40 MARGINALIZED CONGOLESE GIRLS AT SCHOOL IN KANIOLA

I .BACKGROUND, CHALLENGE AND ISSUES

Kaniola in Walungu territory, Eastern DR Congo has been victim from the repeated wars that created many children born of rape, orphans and others vulnerable children living in extreme impoverishment. Many teenagers' girls are forced to early marriage, prostitution and drop out of school early after their parents dying. In our target area, many families cannot afford to send all their children to school, thus their son's education is prioritized. Uneducated girls have difficult to partake in decision – making at every level from their families and into community. Decisions are often made about critical issues affecting girl's lives, such as early marriage, domestic labor .They do not know how to claim or defend their right. We will give goats and guinea pigs to 40 marginalized girls in order to keep them in school and develop their life skills. ADFER aims to rebuild their self esteem by giving them opportunity to return at school in order to reduce the child marriage, poverty and develop potential skills to have a chance at bright future.

II. PROJECT DESCRIPTION

The project will empower 40 marginalized girls to pay for school by providing them with small livestock. In the first year school; they will receive all school kits needed to begin their studies. Each girl will receive 2 goats, 3 guinea pigs, veterinary care and school materials to start their studies interrupted. These small animals are provided for girls that they care under the assistance of their families in order to overcome the poverty so that they can continue their studies without depending on their poor parents. Goats are sold after 10 months, A part of income will be used to buy new kids (goats) aged of 5 months. Another part of the income helps the girl to pay school fees and other needs. The project will also conduct monthly sensitization meetings with the parents and community leaders to play their role to overcome problems of exclusions/barriers for girl's education at each level. Two girl's clubs will be installed to continue breaking lack of information about legal rights of girls.

III. FINANCING PLAN FOR THE PROJECT

For being implemented in a good manner, the project requires the funding sources presented as follows:

| N° | DESCRIPTION | TOTAL USD | PERCENT (%) |
|-----------|----------------------|------------------|--------------------|
| 01 | AMOUNT REQUESTED | 7570 | 86.12 |
| 02 | IN KIND CONTRIBUTION | 1220 | 13.88 |
| 03 | TOTAL | 8790 | 100 |

IV. TARGET GROUP

Directly 40 Vulnerable orphaned girls, (10 to 16 years old) at risk of early marriage, girls born of rape and other girls discriminated who have no sponsors to complete their

education were identified in Kaniola area , DR Congo . Indirectly it reaches 320 family members averaging 8 persons per family.

Selection Criteria for participants and beneficiaries

Parents: Though the parents of all students are beneficiaries of the project indirectly. Yet the project will select those parents whose children are out of schools, drop out before completing the grade or remain absent. The girls from families headed by widows will be more prioritized.

Other stakeholders: The relevant stakeholders include parents, community leader's members of civil society organizations, women activists...)

V. PROJECT GOALS

Overall goal

The project aims to enable a start in breaking the lack of education for 40 marginalized girls at risk of early marriage in Kaniola by providing small livestock for self financing their studies.

OPERATIONAL OBJECTIVES OF THE PROJECT

Objective 1

By the end of project, increase educational rates for 40 marginalized girls living in Izege area, DR Congo.

Activities of objective 1

1. *Send back 40 marginalized girls in school system to complete education. Change the course of their future forever.*
2. *Help 40 orphaned & vulnerable girls stay in school through livestock support*
3. *Develop skills for 40 target girls in school & assess knowledge achieved every school year through school exams.*
4. *Provide a quarterly young girls with intensive yearlong education, female leadership ,skills building*

Objective 2

By the end of project, 40 marginalized girls dropout school living in Kaniola have regular income for their retention in school through the sale of animals and improvement of their livelihood.

Activities of objective 2

1. Provide 80 goats and 120 guinea pigs for empowering 40 marginalized girls to return in school
2. Assist monthly each girl to manage livestock income and renew goats and guinea pigs allowing her to stay in school
3. Mobilize at least all the target girls with their mothers in saving the livestock income and multiply other funding sources

4. Organize monthly consultation meetings to perform girl's & mother's capacity for raising livestock income and keep livestock healthy

Objective 3:

By the end of project, 40 girls enrolled in school are protected from juvenile delinquency and various sexually transmitted diseases to which they were exposed by developing life skills into girls clubs and at school in Kaniola, DR Congo.

Activities of objective 3

1. Reduce the rate of child marriage & sexual abused for 40 enrolled girls through inclusion in school.
2. Include 40 marginalized girls in school system for development skills & socio educational
3. Provide monthly information about HIV / AIDS & other sexually transmitted infections. Reduce rates of sexual abused street girls and keep them in the school system

Objective 4

By the end of project, 40 empowered girls through small livestock become more participative in decision making and self confidence by the completion of education cycle in Kaniola , DR Congo.

Activities of objective 4

1. Provide education tools and tutoring for 40 girls to come up with better education. At least 35 girls can develop skills to build up self-esteem for girls during their education cycle.
2. Transform 40 girls from marginalization into female leaders on completion of education cycle and development of capacity building.
3. Install 2 clubs of girls to break the lack of right's tools for girls, build up self-esteem and value
4. Organize 2 weeks for interactive play learning modules on girl's education right/and capacity building into two girl's clubs.

Objective 5

5 .By the end of the project, ensure weekly & monthly monitoring and evaluation for each activity of project in Izege , DR Congo and Produce an interim report & a final report.

Activities of objective 5:

1. Set up meeting with the stakeholders every month to asses the project progress. Re-evaluate projects goals based on performance to date.
2. Describe quantitative indicators /tools for measurement outcomes of project
3. Develop the progress reports (monthly, quarterly review plan)
4. Provide 5 days for external financial audit of the project. Develop 2 projects evaluation (midterm review and completion report)

The project outputs/ deliverables are presented below:

- 40 discriminated girls, disabled children of the vulnerable families headed by widows/minority community identified and sent back to school.
- Educational rate in Kaniola area increased with 40 marginalized girls enrolled in school system.

- At least 95% target girls gained knowledge, competencies and life skills to raise & manage livestock
- 50 stakeholders played their effective role for inclusion of marginalized girls in education system.
- 130 handbills/pamphlets developed and distributed among the parents and other stakeholders during meetings and sensitization sessions girl's education importance.
- All female teachers will receive capacity building training and the girls
- 40 marginalized girls from education in kaniola (DR Congo) enrolled in school and received school materials & small livestock support for self financing their studies.
- 40 girls marginalized from education system have regular income to keep them in school through sale of goats & guinea pigs and improvement of their livelihood.

40 girls empowered through small livestock become more participative in decision making and self confidence by the completion of education cycle

- The target girls have better chances of going to school, become educated and ultimately overcoming poverty
- 2 girls clubs installed for enabling their capacity building, develop knowledge for girls legal rights in education
- Two Projects of midterm report /project completion report produced during the project duration.

VI. PROJECT ACTIVITIES / TIMELINE

| Period | ACTIVITIES | Duration |
|-----------|---|---------------------|
| 1st Month | 1. Provide 5 days of sensitization & awareness meetings on girl's right to access education with 50 stakeholders selected | 5 days |
| | 2. Organize an impact study to assess the needs of girl's education & challenge before the start of project | 11 days |
| | 3. Conduct 12 consultations and awareness meetings with parents of girls out of school, early marriage consequence for the teen's girls. | Monthly/one meeting |
| | 4. Provide 2 days to sensitize 50 stakeholders and community leaders using their influence to remove barriers for girl's education. Distribute 130 handbills/pamphlets girl's inclusion in education during sensitization sessions. | 2 days |
| 2nd Month | 1. Provide 40 training manual on small livestock for participants | |
| | 2. Provide 3 days of basic workshop training on livestock techniques for participants | 3 days |
| | 3. Give additional coaching for raising small livestock for each girl who need more help | Quarterly |
| | 4. Assess girl's & their mother's skills and knowledge for 4 weeks through care & keeping goats and guinea pigs healthy | |
| 3rd Month | 1. Pay enrolment fees for 40 target girls selected in kaniola area to complete their education | |
| | 2. Provide one week to Purchase & distribute 80 goats & 120 guinea pigs for self financing the target girl's education | One week |
| | 3. Provide 40 school kits & uniforms to help the target girls starting the school year. | |
| 4th Month | 1. Provide 2 weeks for visiting each target girl in family & into schools | 2 weeks |

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|------------------------|--|----------------------------|
| | 2. Provide at least 60 minutes for each visited family to take conversation, and additional techniques for raising livestock so longer. | 2 months |
| | 3. Organize 12 exchange meetings with 40 parents on girl's education & assistance to their small livestock aid | monthly |
| 5 th Month | 1. Provide 3 days community games on the rights of women / girls and educational talks with 50 selected stakeholders | 3 days |
| | 2. Organize at least 2 advocacies in 2 weeks to denounce the evil of orphan girls on the right of inheritance | 2 weeks |
| 6 th Month | 1. Provide a week of dialogue & sensitization between parents and the team project about gender education issues | One week |
| | 2. Organize 12 visits of girls in school and in their families | 4 days |
| | 3. Provide 5 days of midterm review for the project | 5 days |
| | 4. Develop new measurable indicator /out for each activity to implement after end review of project. Produce 1 midterm report of project | 2 days |
| 7 th Month | 1. Re-evaluate projects goals based on performance to date. | One day |
| | 2. Provide 2 days of social marketing on the sale & savings income from livestock for 40 girls involved. | 2 days |
| | 3. Provide additional guidance on the management for livestock income families to ensure school fees for 40 girls empowered | Monthly |
| | 4. Provide technical advice for raising financial means through livestock so that each girl can come up with an innovative self-help project | Weekly |
| 8 th Month | 1. Install 2 clubs of girls to Break the lack of right's tools for girls and build up self-esteem and value | 4 days |
| | 2. Provide monthly knowledge about legal rights to improve the status of girls discriminated families | 12 days /one day per month |
| | 3. Provide a series of basic leadership skills & life skills training, leading to self-sufficiency and protection of girls against violence | |
| 9 th Month | 1. Provide 3 weeks to develop at least 5 case studies, stories and project's effects on target girls | 3 weeks |
| | 2. Provide 15 days for production 1 video relating the project's events & outcomes. | 15 days |
| 10 th Month | 1. Assess 40 marginalized girl's knowledge and life skills levels trough games, reading, tests on livestock care | |
| | 2. Organize quarterly additional coaching to build self-confidence, personal value, self-esteem, and moral ethics for 40 girls | Quarterly |
| | Organize 2 weeks for interactive play learning modules on girl's education right/and capacity building into two girl's clubs | |
| 11 th Month | 1. Provide the education tools and tutoring for 40 girls to come up with better education | Quarterly |
| | 2. Organize weekly reading and games relating life skills training, girl's education in society. | 4 days |
| 12 th Month | Set up meeting with the stakeholders to asses the project progress. | 2 days |
| | 2. Provide 5 days for external financial audit of the project | 5 days |
| | Provide 5 days of final project evaluation .& produce one final report of project) | 5 days |
| | 3. Develop a n impact study to see the changes made by the project on the beneficiaries & community | Two weeks |
| | 4. Share the project result into community via media, social network | One week |

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|--|---|---------------|
| | 5. Disseminate the project outcome on 2 channels medias & publication for 2 days. Display a video relating project events | 2 days |
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VIII. COMMUNITY INVOLVEMENT

The target stakeholders of the project (parents, marginalized girls, community leaders, focus group for women's rights defending education for rural girls,) took part in the development of the project plan after being sensitized in the campaign "Education for All" initiated by ADFER. All the participants agreed that small livestock like goats, guinea pigs or hens can give income to pay for girl's education without relying on their families. The parents get involved with the construction of dwelling goats and searching of fodder and healthy flocks when the girls are in school.

They will also participate in all meetings of monitoring & evaluation of the project. The local authorities will accompany the project with technical advice, removal of taxes for small livestock for girls granted in this project. They are integral members of the local committee in charge of monitoring the activities of the project as planned. They all agreed that Education is one tool that can break the cycle of poverty and change the course of a girl's future forever.

IX. PROJECT VISIBILITY

The Project outcomes will be shown into the community through two consultation meetings to be organized after the midterm review and on the completion of project. An article in the local press will present the project to the public. We will also promote the project on media, FM radio and panels or a specific face book page will also present the project for a large public.

A DVD video will be produced and displayed. All these actions will enable ADFER to be well known and grow partnerships with those who would to share experiences with us in supporting girl's education. The project will strengthen the technical capacity and expertise of the members of ADFER in the implementation of educational projects benefitting to girls by overcoming the flaws recorded in similar past projects

X .PROJECT SUSTAINABILITY

Technical y the girls will be able to conduct livestock trough knowledge and Know how transferred in workshop training session. Economically, the income from the sale of kids will help them to cover all the needs of school supplies and reinvest another part of financial in the renewal livestock for the years to come. On the side of school, educated girls will marry later; have fewer children and lower infant mortality rates. With their small livestock, they will have regular income to pay the school fees and stay longer in education by developing skills, knowledge, have tools to fight against poverty and vulnerability and become more confident to have a better life. The project helps their families to strengthen the integration

of livestock in small agriculture holder by providing manure throughout the year to improve fertility and produce well vegetables.

XI.MONITORING AND EVALUATION

The monitoring will be conducted at different levels including:

Regular reporting of the monitoring will be shared with the stakeholder's and it will certainly ensure that the project activities are on the right track.

These monitoring reports will be made on regular basis and reports generated will be highlighted in the monthly progress reports.

The monitoring plan includes the start and end dates for each activity of the project and the dates when milestones.

Monitoring and evaluation system will be prepared with clear indicators, means of verification, timeliness, reporting formats, pre and post-test formats etc. which will enable the management to measure the effectiveness of any intervention

An impact study before the start of project for measuring needs of target girls and community with an impact assessment by the end of the project to see the changes made

The indicators/tools that the project will use to measure results

ADFER proposes the objectives that are specific, measureable, attainable, and realistic and time bound. Each Every activity has a measureable result and output

- 97 % of marginalized girls enrolled in class 1-5 complete the primary education
- Rate of excluded girls, disabled and children belonging to vulnerable families and communities brought to school
- Number of sensitized stakeholders play their role for inclusion of girls, disabled children and children from the vulnerable families in the school system.
- Number of Parents of 4500 are socially mobilized and sensitized on girl's inclusion in education system.
- Number of marginalized girls empowered through livestock income to pay school fees so longer.
- Rate of marginalized girls in Kaniola who drop out of school decreased

XII. POTENTIAL LONG TERM IMPACT

Educated girls have the chance for success in life, develop skills and will be better prepared to education, nutrition and health care for their own children once being married. This project will help them to access to a solid start that can have a lasting impact on their future and the whole community. Eventually, girls' education also affects the education of future generations. And, AIDS spreads twice as quickly among uneducated girls than among girls

with some education. The long-term benefits to a community with educated girls are immeasurable.

XIII. PROJECT BUDGET FOR 12 MONTHS:

| N° | item | DESCRIPTION | TOTAL USD AMOUNT REQUESTED | IN KIND CONTRIBUTION |
|----|-----------------------------------|---|----------------------------|----------------------|
| 3 | Awareness meeting | 2 social mobilizers transportation fees/5days : \$ 20 each | 200 | 00 |
| | Leaflet for education's awareness | Provide 130 leaflets relating girl's education during sensitization sessions : 1\$ each | 130 | 00 |
| 4 | Educational aid | Buy 80 goats for girl's school support: : \$ 40 each | 3200 | 00 |
| 5 | Additional livestock support | Buy 120 guinea pigs for girl's school support: \$2 each | 240 | 00 |
| 6 | Veterinary care | Provide 6 boxes of veterinary product for animals: \$20 each | 120 | 00 |
| 7 | Registration fees | Pay enrolment fees for inclusion 40 girls in school : \$ 4 each | 160 | 00 |
| 8 | School material | Purchase 40 school kits for girls enrolled in school ; \$10 each | 400 | 00 |
| 9 | School uniforms | Purchase 40 uniforms for girls student : \$ 8 each | 320 | 00 |
| 10 | Training room | Pay rental fee in 3 days for room's training workshop : \$ 50 each | 150 | 00 |
| 11 | Training manual on livestock care | Provide 40 training manual for participants : \$ 4 each | 160 | 00 |
| 12 | Honoraria | Pay honoraria for 1veterinary trainer /3 days : \$45 each day | 135 | 00 |
| 13 | Training visibility | Provide 2 banners to display training workshop's activity : \$40 | 80 | 00 |
| 14 | Project visibility in target area | Provide 2 days for broadcasting 's project on media : \$45 each | 90 | 00 |
| 15 | Girl's club installation | Provide 2 girl's clubs support material relating legal rights for girls : \$150 each | 300 | 00 |
| 16 | Case study | Provide 2 audio materials for case studies & survey: \$22.5 each | 55 | 00 |
| 17 | Video pictures | Produce 1 video relating project's events : \$180 | 180 | 00 |
| 18 | Office supply | Provide 10 reams of duplicator paper for office use : \$ 7 \$ each | 70 | 00 |
| 19 | Telephone bills | Pay telephone bills in 10 months for project team : \$25 each | 250 | 00 |
| 20 | Internet | Provide internet connection fees in 6 months for project activities : \$ 50 each | 300 | 00 |
| 21 | Monitoring of activity | Provide monitoring fees in 10 months for project team's displacement: \$20 each month | 200 | 00 |
| 22 | Drinkers contain | 40 drinkers for watering the goats : \$11.25 | 00 | 450 |
| 23 | Protective gloves | 40 gloves for deworming of cattle : \$7 | 00 | 280 |
| 24 | Machetes | 40 machetes for cutting fodder & grass : \$3.5each | 00 | 140 |

| | | | | |
|-----------|-----------------------------|---|-------------------|-------------|
| | Excavator | 40 excavators for removing wastes :\$ 5 each | 00 | 200 |
| 25 | Production of reports | Produce quarterly reports of the project : \$ 50 each | 00 | 150 |
| 26 | Midterm review | 4 days for midterm activities with stakeholders: \$ 45 each day | 180 | 00 |
| 28 | External financial audit | 5 days for 1 external auditor for project : \$ 50 each | 250 | 00 |
| 29 | Evaluation of project | 5 days for project evaluation's expenses : \$ 50 | 250 | 00 |
| 30 | Banking charges | 2 % for bank fees on AFF grant wired : \$150 | 150 | 00 |
| 31 | Total | Total for amount requested and in kind contribution | 7570 | 1220 |
| 32 | Total project budget | Total amount requested (\$ 7570) + in kind (\$ 1220) | \$ US 8790 | |

CONCLUSION

Although we've been taught that there is no "silver bullet" to combating poverty, education may be an exception. The impact education can have in the lives of children especially girls is overwhelming. Education drastically reduces child marriage. On average, a girl with 7 years of education will marry 4 years later and have 2.2 fewer children. The benefits of secondary education for girls are indisputable. Girls who receive a secondary education will have higher family incomes, marry later, have fewer children and at an older age with lower infant mortality rates.

Join us in providing enhanced educational opportunities for girls in DR Congo.

