

TRUE GRASSES TANZANIA NATIONAL OFFICE

SCHOOL PROJECT PROPOSAL

(January 2015)

A proposal for Funding to Establish a Boarding Girl's Secondary School in Pwani -Tanzania

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1. INTRODUCTION

1.1. Background and Justification for the Project

Since independence in 1961, Tanzania identified ignorance, disease and poverty as the main obstacles to development. These three development challenges are inseparably interwoven. Poverty is more pronounced in the rural areas where 60% of the people are classified as poor as compared to 39% in urban areas.

Every year, the education system in Tanzania releases over 1,000,000 children from primary for secondary school. A large number of the girls leaving the primary school systems remain unabsorbed into available secondary schools contributing to the national unemployment levels estimated at 12%. According to the National Employment Policy (URT, 2008) unemployment rate is highest among the girls (35 years or younger) at 13.4% compared to the national average of 12%. It is highest in Dar es Salaam and its surrounding, the commercial capital, at 31.5% followed by other urban area (16.3% and least in the rural areas (7.5 Unemployment rate is highest (13.4%) among the girls (35 years or younger).

Due to the growing population and increased primary school leavers, the Government of Tanzania cannot (alone) by any means afford to build and operate all schools to accommodate all primary school leavers who pass the final primary school leaving examination. Therefore, the establishments of numerous quality secondary schools as well as tertiary education institutions managed by individuals and or by NGOs, religious institutions have been in place since the 1990s. Such educational institutions have helped the Government of Tanzania to significantly raise student enrolment rates especially at lower and upper secondary school levels (URT 2000) who qualify for enrolment in tertiary education institutions. Knowledgeable individuals make responsible citizens and are a powerhouse for the execution of national development and poverty alleviation policies.

1.2. True Grasses Trust in Tanzania.

Tanzania is one of the country offices associated with True Grasses. In Tanzania, True Grasses started operations in 2013; interventions are mainly in the organization's core outcomes of educated and confident girl children; and skilled and involved girls. These programs are implemented in partnership with communities and churches to promote sustainable development, human dignity and self-reliance.

True Grasses currently works with two community based churches in Tanzania (Matunda Christian fellowship in Kilimanjaro region and Dar Es Salaam Community Church). The projects implemented are integrated focusing on a number of sectors including Education, Health, HIV/AIDS, Early Childhood Care and Development, Food security and livelihood security. True Grasses has significant experience in implementing programs for girls, orphans and vulnerable children.

1.3 STATEMENT OF THE PROBLEM

The girls in pwani and Tanzania in general have limited opportunities to earn a safe and dignified income to support themselves and their families. This problem is compounded for girls who are the heads of household and responsible for providing support for younger siblings. Girls are now concerned about their exploitation and abuse, poor health and hygiene and lack of food which are a direct result of their inability to earn income and education. Transactional sex is widespread - many girls and young women are trading sex for money or favors. It is important to support appropriate economic initiatives that will benefit communities in the long-term. For example, there is a fundamental need to rethink secondary education with vocational skills development initiatives for the girls.

Children and girls lack the assertiveness required to protect themselves from risky situations. As a result they have engaged in transactional sexual relationships (sex for food or other assistance or services), have been raped and defiled, exposing them to HIV and AIDS. There is an increased number of child mothers some of whom formerly ex-prostitutes; some are victims of early pregnancy and marriage as a result of poverty. Most of these girls and young mothers have psychological problems with

limited means of livelihood, support and access to education. Not many humanitarian organizations are targeting economic solutions for these girls.

Due to the limited opportunities for income generation and affordable secondary education, the girls have turned to transactional sexual relationships. To address the girl education problem, True Grasses Tanzania proposes to improve the living conditions of affected girls in Pwani and Tanzania and their families through secondary and vocational education. This project, with its emphasis on education, falls within the education policies of Tanzania's Ministry of Education and vocational studies.

1.4. Poverty Situation in Kisarawe Division

Kisarawe Division, which is located at the coast, south of Dar es Salaam city, is one of the 4 divisions of Pwani region. According to the source '1988 population census projected' a population of 430,276 people 64.8% of who are below 30 years old. In the past twenty to thirty years, poverty levels among the population living in Kisarawe areas, including Kisarawe Division, have worsened.

The appalling and worsening poverty situation has been a result of a number of factors. First is the rapidly increasing population density in one of the already most densely populated parts of the country. The second is decreasing employment opportunities as a result of (i) nationalization and eventually collapse of the 6 cashew nuts plantations in the Division, which used to provide jobs for hundreds of people throughout the year. The third is the onset of the Cashew nuts Berry Disease (CBD), which made cashew nuts farming unprofitable from the mid 1975s, forcing most farmers to switch to grains and vegetables, which do not have a reliable market. The fourth reason is the ever decreasing farm sizes and small plots, as parents subdivide their small farms (average 0.05 ha) into even smaller plots for their offspring, leaving little or no land for cultivation. Over the past 30-40 years, the government, in collaboration with the Community, has constructed many primary schools, contributing to increased transition rate from primary to secondary schools.

The increasing enrolment at primary level has been both a blessing and a curse. While it opens up the girls' minds and possibility for higher learning, it also raises their expectations. They feel left out of most possibilities because they consider themselves educated and hence prefer not to follow their parent's subsistence farming careers. In any case, they cannot find farmland for agriculture in the village because even the very tiny plots that they will eventually inherit remain under control of their parents or even grandparents until the girls have married or are about to marry.

This results in a high level of school dropout and consequently anti-social behavior in the village. Some of the girls especially girls engage in prostitution, early marriages, teenage pregnancies and alcoholism. All these problems have worsened considerably in Kisarawe Division. The numbers of these offences reported to police are on the increase. A defeatist mentality is increasingly building up as reflected in increasing teenage pregnancies, idleness, alcoholism, prostitution and pessimism. The high level of poverty and the inability of the population to find gainful employment and livelihood beyond the traditional sources have had a very adverse effect on the environment around Kisarawe.

1.5. Secondary education in Tanzania

The URT report (2000) shows that in Tanzania and particularly coastline regions (excluding Dar es Salaam City) there still exist significant challenges towards provision of quality secondary school education, especially for female students due to various hindering challenges.

Some of these challenges include;

- Shortage of schools in remote and sparsely located settlements: It is expensive to build and operate a secondary school for every village. And centralized schools tend to be not easily accessible by all children from neighboring villages, and this is more problematic to female students, hence low female student turn over and/or high student drop outs has been observed around this country.

- Shortage of classrooms in already established schools: This leads to low student enrolment rate even if one qualifies to enroll for secondary school education after passing a primary school leaving examination (PSLE). Of the few enrolled, female students are particularly and culturally disfavored.
- In some cases there is student overcrowding due to lack of classroom space leading to low teacher to student ratio thereby compromising the quality of education.
- Shortage or absence of equipped science laboratories and libraries.
- Lack of student hostels (especially for female students): The absence of hostels gives low motivation for some parents to send their daughters to secondary school for a number of reasons including fear of being abused sexually when walking long distances to and from school, involvement in prostitution and contraction of HIV/AIDS, low participation in household activities after school hours, and poor exam performances, etc, (ICFE 2000).
- Parents' or guardians' economic constraints, orphanage, etc: The situation leads to eligible primary school leavers who depend on them failing to register for secondary school education despite their motivation, hence reducing their future employability.

Thus, the school project aims at promoting female student enrolment in secondary school education and positively enhance girls' living and studying standards by providing a model boarding secondary school in Coast regions. However, the school will be open to all potential and eligible female pupils completing primary school around Tanzania. The school will also outsource funding programs to create scholarship schemes to pay costs for enrolling e.g. orphan girls, teenage mums, girls coming out of enslaved situations who complete and pass their primary education examinations but cannot afford secondary school education.

1.6. The Pwani Hope School Project as a Response

In order to address the most critical development challenge in Kisarawe area, which is awareness and capacity of the girls to secure education and gainful employment, the leadership of True Grasses organization has resolved to set up a Pwani Hope School to act as a key change agent in the area. In order for the school to play this role effectively, it must be designed and operated in a way that responds directly to the opportunities and challenges in the area. It must take a more integrative role than traditional secondary and vocational Training schools in its vision, approach, activities and management.

It is critical that PWANI HOPE SCHOOL addresses these issues and benchmarks itself far above what the existing schools are able to offer, else it will end up producing unemployable graduates.

The Vision of the School is to become an effective change agent in Kisarawe area, by changing the way its students and the community see girls and how they engage with the world around them. It should be a model for other such Schools in Tanzania and beyond. The concept of the School includes the following aspects:

- High quality training, supported by competent and motivated teachers, facilities, learning environment and approach to learning.
- Strong focus on Competency Based Learning (CBL). This includes combining study with actual work (practice, not just laboratory experience) meaning secondary and vocational training.
- Strong focus on building values that facilitate gainful employment: integrity, customer focus, quality, responsibility, pro-activeness, innovativeness
- The institution is managed entrepreneurially and is an example of the values it expounds
- Building on girls' talents
- Empowering girls to see and exploit the opportunities around, starting with what they have, however little
- The School is a resource and incubator enabling continuous development of business and technical skills, access to critical business (inputs, services, markets) and professional (career opportunities) information and networks
- Empowering girls to leverage the power of ICTs (mobile phones, internet, etc) in their context

- Building sustainability in all dimensions of the School. The School will be build by environmentally friendly technology and materials. Also sustainable use of water, raw materials, the forest resource and other aspects will be integrated in the curricula.
- To achieve this, the School needs to be resourced very well. This document presents a proposal for establishment and piloting of the School.

Besides Secondary Pwani Hope School, the school will expand to include the Vocational training section to carter for those girls who will prefer to acquire vocational skills and for the teenage mums. This will be the second phase of the project.

1.7. Financial support sought

PWANI HOPE SCHOOL promoters require **TShs. 1,289,540,000** to complete the first phase of the project. Construction will be done in phases and the first phase is expected to be completed within four years. The time of four years is purely governed by availability of resources. If funds were readily available it would be possible to have the job done within two years.

Table 1: Estimated costs of a secondary school in Tanzania based on current costs of building materials

S/No	Activity/or Item	Estimated item cost in USD \$
1.	Construction of two blocks each having four classrooms and two	63, 000
2.	Construction of two hostel blocks, with shower/toilet closets	135,000
3.	Initial construction of multipurpose/dining hall	35,000
4.	Construction of the Administration block of 8 offices (Director, Chaplain, Head of school, Second Master/mistress, Academic master/mistress, Bursar/Accounts, Security, Matron). This block shall include 3 washrooms, 1 board room, 1 guest lounge and a small kitchen.	60,000
5.	Construction of science laboratory Phase I (to run basic chemistry, physics and biology experiments up to form 4 students	70,000
6.	Construction of student kitchen, food store and installation of basic cooking facilities	50,000
7.	Construction of 5 standard student toilets and 4 staff toilets with sewerage system	35,000
8.	Landscaping and installation of basic facilities for student sports grounds	15,000
9.	Initial construction of a school library	45,000
10.	Construction of six staff houses (for the Head of school, Matron/nurse, chief Cook, two teachers and electrical/water technician). In addition two bedroom guest houses with a common kitchen will be constructed to cater for foreign volunteer staff members.	150,000
11.	Construction of computer room and procurement of computers	70,000
12.	Construction of school clinic to serve students, staff and the community	70,000
13.	Contingency	20,000
14.	Total Amount Requested:	US \$ 755,000 (Equivalent to 1,289,540,000TZS)

2.0 Local Market Survey for School Construction (Cost estimates stand at an exchange rate of 1us \$ = 1,708 Tanzanian Shillings)

2. PROJECT ELEMENTS

2.1 Overall Objective

The overall objective of the school project to set up a girls secondary boarding school that provides a safe learning environment and affordable secondary education to girls who are either orphaned, teenage mum drop outs, coming out of some sort of enslavement (child labour, maids, prostitution etc), and those that walk long distances. The school will also outsource funding programs to create scholarship schemes to pay costs for enrolling girls who complete and pass their primary education examinations but cannot afford secondary school education.

2.2 Purpose

The purpose of the project is to establish model girls' boarding secondary school and Vocational Training School that provides quality technical and entrepreneurship training and acts as a role model and agent of change in Pwani area.

2.3 Main Outputs

The envisaged main outputs of the project are as follows:

- A needs assessment is completed, pointing out specific areas of opportunity that the School should focus on building competence and challenges that the project is likely to face and ways out
- A modern, durable physical structure, capable of accommodating at least 640 students is constructed at the earmarked land at Kisarawe
- Facilities for production and service delivery established
- A total of 23 teaching and support staff will be engaged in the first years at the School, increasing in proportion to the increase of students so as to maintain the required teacher to students ration in conformity with government regulations.
- All key facilities and equipment (teaching equipment, furniture, vehicles) to facilitate learning and operations to be acquired
- A state-of-the-art curricula is developed and adopted, taking into account the specific needs of the area, Tanzania and beyond, as will be revealed by the needs assessment report
- Evaluation Report, analyzing the achievements vs. what is planned and pointing out area for improvement and lessons for other girls' schools.

2.4 Main Activities and Progress to date

The main activities envisaged under the project are as follows

Output 1: Needs Assessment Completed (Baseline for the School is in place)

- 1.1. Develop Terms of Reference
- 1.2. Engage a consultant to undertake Needs Assessment
- 1.3. Adopt Needs Assessment Report

Output 2: A modern structure built to accommodate the school contracted

- 2.1 Acquire land
- 2.2 Procure a consultant (architect)
- 2.3 Design the school Buildings and prepare architectural and engineering drawings
- 2.3 Procure a Contractor
- 2.4 Manage the contract

Output 3: Facilities for projects to support learning established

- 3.1 Identify types of projects and facilities needed, based on needs assessment

- 3.2 Construct the facilities
- 3.3 Equip the facilities

Output 4: The School is staffed with capable management and staff

- 3.1 Identify staffing requirements in numbers and quality
- 3.2 Recruit managerial, teaching and support staff
- 3.3 Develop Board profile in numbers, mix and quality
- 3.4 Appoint Board members

Output 5: A curriculum that is responsive to the needs of the area and learners is in place

- 4.1 Define learning needs (including learning outcomes, contents and methods) – based on needs assessment
- 4.2 Engage a team (with support of consultants) to develop the curriculum
- 4.3 Develop support (learning) materials
- 4.4 Package the training programmes
- 4.5 Monitor and evaluate learning processes and outcomes
- 4.6 Review and revised the curricula to reflect learning

Output 6: Key Operational Systems for the School in Place

- 6.1 Identify key Operational Systems (e.g. Organization Structure, IT, Human Resources Management Policy, HIV/AIDS Policy, Financial Policy, child policy,etc)
- 6.2 Adopt Operational Systems

Output 7: 120 girls graduate from the school in 4 years

- 7.1 Develop talent assessment and pre admission career counseling framework
- 7.2 Develop admission criteria

Output 8: Project Evaluation Completed

- 8.1 Engage facilitator/evaluator
- 8.2 Carry out a participatory project evaluation
- 8.4 Review the entire concept and approach to reflect lessons from evaluation
- 8.5 Disseminate the experience through a stakeholder workshop on girls' secondary school.

3. STRATEGIC APPROACH AND METHODOLOGY

In order to achieve the challenging goal of creating a girls' secondary school that is an effective change agent, the promoters will use the following strategies:

The project will be implemented in 3 phases as follows:

Phase	Time	Aspects to be completed
1	2016-2017	<ul style="list-style-type: none"> • Multipurpose structure to house most functions • Capacity and student enrolment 90 in total for Senior 1 class • Recruit permanent staff supported by season staff
2	2018-2019	<ul style="list-style-type: none"> • Expand capacity and student enrolment to 360 students
3	2020-	<ul style="list-style-type: none"> • Expand capacity and enrolment to 400 A 'level and vocational students (Phase 2)

Fund raising

Funds will be solicited from a combination of sources, including:

Sources of Investment Funds	Sources of Operating Funds
<ul style="list-style-type: none">• Contributions from Church in Dar es Salaam.• Donors	<ul style="list-style-type: none">• Income generating projects implemented by the school on its own or in collaboration with other actors.• Student fees, either paid directly by their parents or by sponsors (those disadvantaged in ways mentioned above)

Leveraging technical/intellectual support

Building networks with and seeking support of individuals and institutions that have the capacity to support the envisaged processes. The main challenge is not just to build the structure, but to deliver a curriculum that truly produces productive girls. The promoters will make full use of experts from within the country now working in different parts of the curriculum as well as foreign experts who might for example volunteer to put in place a base for competency based learning and truly value quality.

The Vocational Education and Training Authority (VETA) are implementing a project to mainstream entrepreneurship in some Vocational schools with support of the Netherlands government and in collaboration with FACET, a Dutch company. The promoters will explore possibilities of benefitting from the project or at least the expertise and materials developed.

Ensuring quality outputs

One of the main weaknesses in the existing secondary and vocational education system is a mismatch between what is offered and what the labour market needs. PWANI HOPE SCHOOL will endeavour to address the failures in the existing system by doing the following:

- Ensure a match between what is produced in terms of skill sets and requirements in the labour market by:-
 - Involving competent industry representatives in the PWANI HOPE SCHOOL board of directors and in curriculum design.
 - Undertaking labour market needs assessment
- Rather than offering secondary and vocational education as a qualification that may be used to secure a job, the curricula and training activities will also be targeted to specific opportunities for self employment either in Kisarawe or outside. This requires that a mapping of needs in the job market in terms of opportunities/possibilities for self employment is conducted initially and regularly to feed into the curriculum
- In order to develop the right attitudes and orientation of learners, it is not sufficient to have a single stand alone course on entrepreneurship. All teachers, as well as management and administrative staff of the school must inspire the girls and encourage and train them to be confident, action oriented, innovative, customer oriented, quality conscious and people of integrity. This requires that the staff demonstrate these values, as much as possible, by example. This in turn requires that they should be carefully selected and trained to play this role
- In order to develop and demonstrate practical skills, the students must have the opportunity to practice on a continuous basis. They will be working in teams to actually undertake activities where they practice what they are learning. A framework will be developed to empower them to manage projects and to also benefit from their proceeds.
- It is difficult to find managers, teachers/instructors and sometimes even board members who have the level of appreciation and commitment to quality that is needed to make PWANI HOPE SCHOOL graduates competent and competitive enough. Efforts will be made to look for such people, most of whom are likely to be found in the Religious institutions or foreign countries to instill the necessary values in the PWANI HOPE SCHOOL.

Subjects to be offered

Phase I of the school project will provide an O-Level Tanzanian Government approved secondary school education syllabus for form I–IV students. Core subjects to be offered includes History, Geography, Kiswahili, English, Chemistry, Physics, Biology, Civics, Basic Mathematics, Basic computer and Information technology. Other extramural activities which promote positive living standards of students after completion of their secondary education will be provided as may be approved by the school governing board. Other optional vocational subjects (e.g. tailoring, cookery, basic book keeping) will also be taught subject to availability of qualified teachers and learning resources.

4. MANAGEMENT AND ORGANISATION OF THE PROJECT

4.1 Overall leadership of the project

True Grasses Trust (TGT) is the promoter of the initiative. Under its leadership a Project Steering Committee (PSC) has been established. The PSC is responsible for developing and overseeing implementation of project activities. It meets to receive reports from the other committees, to appraise progress and suggest measures to address any challenges being faced.

Monitoring committee

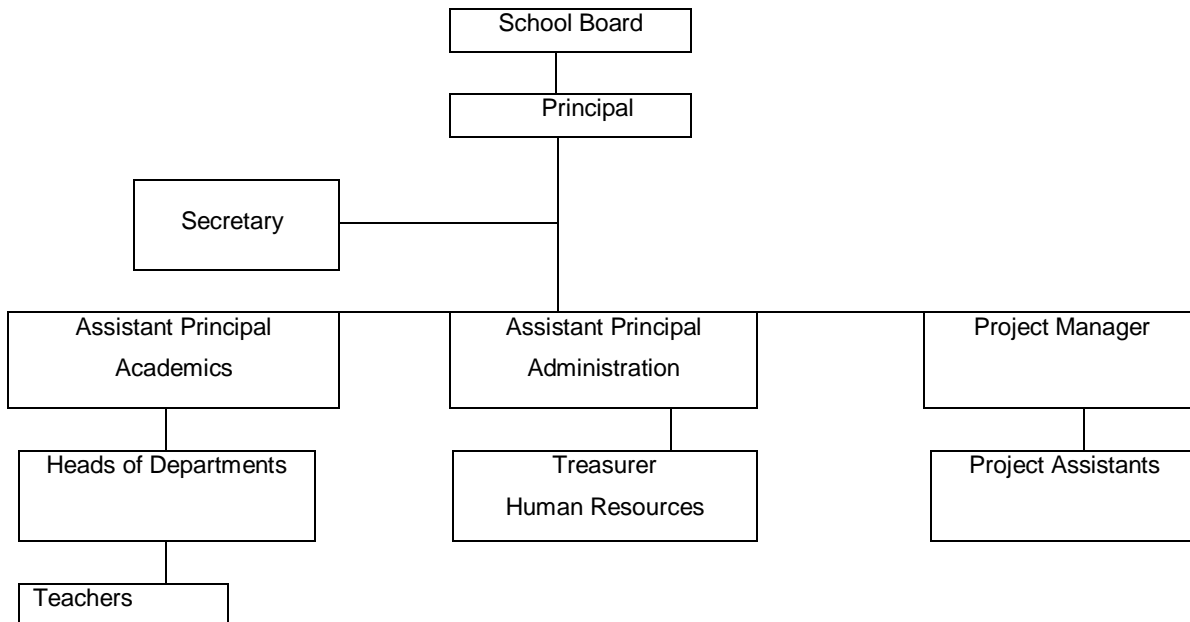
The members of this committee are the community and church leaders. They will monitor the performance of all the committees and if they are not satisfied by performance they can change and get new members.

4.2 Staffing

Within the first four years permanent staff will be employed and there will be people to be hired on seasonal bases. Those on permanent terms include the Principal, Assistant Principal, Curriculum Master, Teachers, Project Manager, Accountant, and Matrons. Those to be hired on temporary include Project Attendants, Cleaners, Cookers, Messenger.

4.3 Organization Structure

The following is the tentative organization structure



5.0 RISKS AND MITIGATION MEASURES

The main risks and mitigation measures are as follows

RISK	MITIGATION
<ul style="list-style-type: none"> Dar Es salaam church members may not be sufficiently forthcoming in making the contributions, due to political reasons, worry that they won't have control over who gets into the School, or mere sluggishness 	<ul style="list-style-type: none"> Sensitize the population carefully, using religious gatherings Avoid politicizing the project so that it is not associated with any political party Assure that eligible applicants from Kisarawe will get first priority in the School Create a database of potential contributors and a mechanism for communicating and following them up
<ul style="list-style-type: none"> Quality girls' secondary education may be too expensive for ordinary people from Kisarawe to afford 	<ul style="list-style-type: none"> Solicit scholarships for those with limited means from Kisarawe residents as well as other donors Seek support of volunteers to work as teachers to contribute to reducing wage bill

5.1 Sustainability of the school project after initial intake and beyond 2016.

Subject to fund availability, the school is planned to be operational as of January 2016 by enrolling 90 students in form I (distributed in stream A & B). Except for the initial startup capital, the school will be able to cover all running cost and future development (school expansions) through school fees collection from enrolling students. It is our anticipation that, by the end of a fourth year (2019) the school will be able to independently run efficiently and various projects will be started in order to support learning and to generate income. A short overview of the projects is provided below.

Food farming project

Providing food to students while at school is always an expensive venture and since the school aims at making the project sustainable. The school will be growing its own maize and beans either on its own land or hire fertile land to provide food for the students and staff. Through this, the operational costs will be reduced to nearly half.

Piggery project

The aim of the project is to raise income for the school in order to ensure sustainability of school operations. In addition there will be other benefits such as increasing availability of pork to the surrounding villages, creating awareness to the villagers the benefits of proper rearing of pigs, imparting knowledge to the students who later in life might take piggery project as means of supporting their livelihood. The school will also benefit from the use of manure in two forms. One benefit is generation of bio gas which will take care of their cooking and the other in providing natural manure for the crops that the school will grow.

We would also set up special courses to help the villagers to adopt new technology for piggery management. This will have dual benefits of generating funds from the courses and the villagers will be better off financially.

We are assuming that one pig can produce twice a year at an average of 8 piglets per birth. We are also assuming that only 5 will survive giving an average of 10 piglets per pig which can be sold after 3 months.

Fish project

Fish that is being sold to the local market is mostly obtained from Dar es Salaam and Mwanza which are 500 km from Kisarawe. Due to poor storage facilities fish from these towns do not arrive in the best of conditions. For this reason residents both in the township of Kisarawe and the surrounding areas will prefer fish from our ponds. This will improve nourishment for the people and students alike.

6. COMMUNITY OUTLOOK AND BENEFITS OF THE SCHOOL PROJECT

Apart from bringing closer a model quality secondary education to girls from the families in the local community and creating formal employment for members of staff at school, the proposed school will also create an attractive environment for other non-formal job opportunities including small business that will in turn serve the school community.

Our education motto “A SEED FOR LIFE” is revealed through both the desire to give girls an education that will change their lives, but also the community around and anyone that is in some way involved with the school.

Through this way we will indirectly be improving the livelihood of Pwani area and in particular the surrounding local community, and therefore be part of the Government’s mission for promoting girl child education, poverty alleviation through education and job creation.

References:

1. XE Currency Converter

768,000.00 USD = 1,312,102,781.39 TZS

US Dollar ↔ Tanzanian Shilling

1 USD = 1,708.47 TZS 1 TZS = 0.000585320 USD

2. United Republic of Tanzania. *Education and Training Policy*, Dar es Salaam: Ministry of Education and Culture, *Education Sector Status Report: Tanzania*, 2000
3. ICFE. *Education for All: Status and Trends 2000*, Paris: UNESCO, 2000