Women And Girls Education Scholarship (WAGES).

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Community Development and Sustainable.

Kenya.

CDS Offices-Opp- Cheptais Catholic Church

Kapkoto Road 150 Meters from Bus Stage.

P. O BOX 27-50201-Cheptais, Mt. Elgon Kenya

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I.   CONTEXT AND INTRODUCTION:

Education has become at the heart of major developmental projects, as it is one of the major engines for economic development, and it is one of the most fundamental pillars that ensure the sustainability and success of development agendas. The importance of education does not lay in what is taught in schools through curricula and specific topics and subjects. Its importance however lays in the great effect it has on the mental, physical and cognitive well-being of human beings. Consequently, an adequate training that provides the necessary information and input becomes one of the basic human rights that should be granted regardless of age, gender, color or any other backgrounds. Education became a universal right at the moment, and its importance was highlighted by the United Nations, by stressing its role as an active agent in the world of development and international cooperation; quality education is the fourth SDG (sustainable development goal) that the United Nations have set to achieve long term sustainable development. It is a direct recognition of the role of an educated population and the importance of its placement inside the developmental landscape.

The second context that the project WAGES (Women and Girls Education Scholarship) operates within is the context of gender-equality. Again, this particular dimension highlights the problem of gender gap that allows men and boys in Kenya to benefit exclusively from quality education and access to better equipment, easier entrance to schools due to the patriarchal nature of the Kenyan social norms, and due to the gender segregation in rights and responsibilities. Girls and women in Kenya who were blessed with potential and ambition have to lead numerous fights in order to reach the light at the end of the tunnel or the end point: schools. These fights combat the social norms, the difficult roads and other social, mental and infrastructural obstacles to reach their schools. Unfortunately, a big percentage of girls give-up and the number of school drop-outs have been increasing significantly in the past years to reach a total of 56% of girl school drop-outs in 2014 according to the United Nations Millennium Development Goals Report. The Covid-19 crisis has pushed education, a vulnerable sector especially for girls due to the numerous difficulties and unmanaged problems, is at crisis.

The project WAGES (Women and Girls Education Scholarship) is aiming to offer full tuition and costs for thirty (30) women from the Cheptais region. The Member of County Assembly of Bungoma County, Hon. Jane Chebet represents the Cheptais region. The thirty girls that will benefit from the scholarship program pursue degrees in Leadership and entrepreneurship: 10 women undergo tertiary institutions for entrepreneurship training and startups while another 20 women trained in leadership skills. These roles are very sensitive as they highlight two main critical junctures that must be looked at: the first concerns the social rejection of the concept of female leader, which makes the training and education of these girls not only socially rejected but also an impossible mission and unattainable dream. Second, we have the social belief that entrepreneurship (which is mainly local and done in a traditional way specifically in the Cheptais region) is passed from the father or the mother to the progeniture, and that the training for such position is not mandatory to master the necessary skills and evaluate the competencies to perform at higher levels of efficiency. These junctures put Kenya in a problematic situation regarding its economic growth development. The importance of this project, and as was seen in the previously mentioned points, is the duality of its targets and goals, and multiplicity of its dimensions, which will be highlighted in the following parts of the projects.

II. SUMMARY:

1- About the Organization:

Community Development and Sustainable is a non-Governmental organization based in the Cheptais region in Kenya. CDS is concerned with good governance and advocacy. CDS represents the voice and proactive action of communities in 5 counties as potential engines of socio-economic growth and national democracy in respective jurisdictions. The Community Development and Sustainability Organization (CDS) was formed in June 2009. Out of the need to replicate community development, CDS started out as a CBO registered in 2010 with the Ministry of Gender, Children and Social Development in Mt. Elgon. (Certificate No.3466). The CBO was changed to NGO in 2012 and is registered in the NGO Coordination Board under Certificate No. OP 218/051/12-0839/8736. CDS is a membership organization with members across the region and focuses on tackling the community challenges people face on a day-to-day basis, providing structure and unity.

The vision of the organization: Community Development and Sustainable Organization (CDS) empowers communities to advance knowledge and enable access to basic needs which promote a sustainable livelihood through self-reliance and full community participation.

The Mission of the organization: the organization's mission is to facilitate development based on self-reliance and self-sufficiency through effective implementation, promotion and support of integrated community development with the full participation, ownership and promotion of communities.

Goal of the organization: Community Development and Sustainable focuses on tackling the community challenges people face on a day-to-day basis, by providing structure and unity.

2- About the WAGES project:

The WAGES (Women and Girls Education Scholarship) aims to offer thirty (30) scholarships for thirty (30) women in the region of Cheptais to pursue their education in the fields of leadership and entrepreneurship. It is a program that treats two fundamental problems and issues inside the Kenyan society that are related to gender and education. The goal of the project is to build an educated upcoming generation and give them the

chance to freely express and deploy their competencies to serve their communities and reach their financial independence. The aim is thus to support sustainable, inclusive and equitable educational, social, economic and political growth by promoting women empowerment in public and private.

The project has several goals that will be focused on during its implementation. These goals are all related to seven major United Nations sustainable development goals. The main two are:

Goal 4: Achieve Quality education.

Goal 5: Achieve gender equality and empower all women and girls:

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels and offer equal educational opportunities regardless of gender and other elements of discrimination.

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women through education.

Goal 10: Reduce inequality within and among countries:

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.

The rest of the seven sustainable development goals:
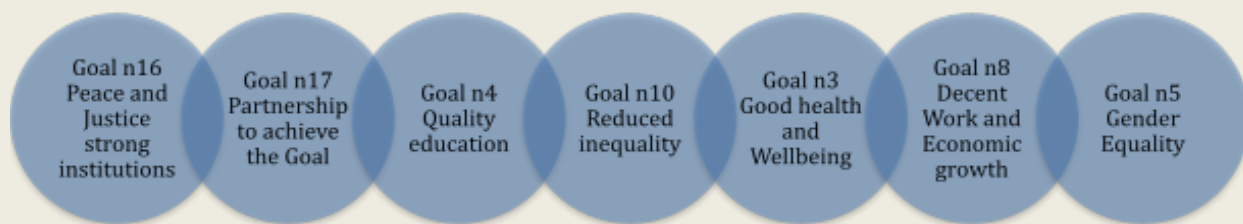
III. NEEDS AND PROBLEMS:

The identification of the needs and problems starts with the consideration of the project as a multidimensional one. The needs and problems, and in order to be addressed correctly, need to be identified clearly and stated explicitly, hence this part of the proposal was inserted.

The needs belong to the following categories, and engender interconnected outcomes and results:

♦ **The financial and infrastructural need:** Girls in Cheptais in general, and more specifically the thirty (30) girls that are in the heart of the implementation of this project, have a serious financial obstacle that is hindering their educational process and challenging their journey. Whether it is for tuition costs, salaries for the administration and staff and other living costs that must be covered (more about the financial needs in the rubric "BUDGET"), financial resources are still lacking, and needs are arising accordingly. In 2018, the Kenyan government expenditure on education was no more than 5.3% of the country's GDP according to the World Bank data base. A percentage that is not enough to cover all the living costs, tuition and educational process of education. International aid and international cooperation come in the first place when we want to solve such deeply rooted problems.

♦ **The social norms barriers:** as was mentioned in previous sections, the field of interest of these girls makes it very hard for them to pursue their dream careers and jobs. There is little belief that girls should hold leadership positions, or occupy leadership roles, and there is little belief that an actual training is needed in order to become an entrepreneur, as it is believed that it is a set of skills passed from the parents to their kids. In fact, there is little belief that girls should go to school and get the education they deserve as good as boys and their male mates. The social issue comes from deep roots, and if not treated and opposed with such actions and campaigns, the future generation might not never benefit from an equal and fair society.

⇨ **The needs stated above are interconnected with each other.** Whether they get solved or persist in the Kenyan society, other sectors and areas in the Kenyan community will get affected as well (see rubric "Goals/OBJECTIVES" for more information).

IV. GOALS/OBJECTIVES:

Besides the seven sustainable development goals that the project is trying to achieve, there are a number of objectives that are also set, and that are projected to be achieved the implementation of the project. Offering proper education and training will give the following outcomes:

- ♦ Create a strong labor force to occupy leadership positions with the proper leadership skills.
- ♦ Give women the option of creating their own careers and following their own paths and passions.
- ♦ Minimize the gender gap by offering them same quality education for girls and women as to for boys and men of the region.
- ♦ Allow women to participate in the economic and social life.
- ♦ Give chance to women to use their leadership skills to also study and enter the world of politics and international relations.
- ♦ Harmonize with other women empowerment movements.
- ♦ Enhance the position of women inside the Kenyan community.
- ♦ Achieve full financial emancipation of women and girls.
- ♦ Enhance their self-confidence.
- ♦ Give women freedom in decision making inside the household and within their communities as well.
- ♦ Give women chance to enter the labor market.
- ♦ Enhance the social skills of women.
- ♦ Since education is considered to be one of the strongest contributing factors of women empowerment. This will increase women empowerment by facilitating agency through an increase in women's ability to independently make decisions, strengthen self-worth and self-reliance and hence lead to community development.
- ♦ Contribute to women's economic empowerment and more inclusion in economic growth.
- ♦ Through women's empowerment, boost development, productivity, economic diversities, and economic equality in addition to other positive economic outcomes.
- ♦ Increase the confidence of women to enter and participate in existing markets, manage resources, access decent work.
- ♦ Increases their confidence to control and manage their time, bodies and lives, increasing their voice, advocacy.

V. PROCEDURES/SCOPE OF WORK:

This project is depending for its most on the donors and their donations. The identification of the donors and potential donations.

Types of potential funders:

- ♦ Individual donors: launch a fundraising campaign through social media, with extensive explications and clarifications of the projects, its parties, aims and goals.
- ♦ Governments/ Organization: Collaborating through applying for developmental funds or contact them directly through their email.
- ♦ Fundraising platforms: Campaign participants organize campaign through social media or as a group and collect donation from participants.

Example Fundraiser Platforms:

- ● **GoFundMe**:
- ♦ No Platform Fee" Model & Flexible Pricing Plans: Nonprofits save more than just subscription fees. As an industry first, GoFundMe Charity™ offers customers two transaction-based pricing plans: either a guaranteed 0% platform fee with an option for donors to leave a voluntary "tip" for GoFundMe's services and support, or a flexible option with donor-covered fees.
- ♦ Donate Button by GoFundMe: The button can be embedded into any third-party website for an effective way to collect donations immediately, without setting up a GoFundMe Charity™ account or campaign。
- ♦ Free Integrations with CRM Tools: GoFundMe Charity™ uploads data directly into CRM and marketing programs to help charities grow and retain donors.
- ● **Patreon**:
- ♦ This platform can be used to add a dynamic element to fundraising. It would require periodic updates to show progress of the initiative.
- ♦ A _benefit_ is that it may help increase donations due to recurrent monthly 'Membership' payments. The content might include: Stories about the girls receiving scholarships, photos of the school and local community as well as the institutions where the women would receive entrepreneurship training. Subscribers might be interested in this option as they would feel more involved in the initiative.
- ♦ _Drawback_ is that the service cost 5% of donations (perhaps more, based on tier and services required) + card processing fees.

Other potential fundraising platforms:
- ● OneCause.
- ● Fundly.
- ● Bonfire.

- Handbid.
- Donately.
- Donate Kindly.
- Snowball.
- Dojiggy.
- Fundrazr.
- Mighty Cause.
- Classy.
- FireSpring.
- FrontStream.
- Post Navigation.

Promoting:

Step 1: Effective Communication with donors

- Make custom queries based on each individual donor' profiles:
- To provide a unique and targeted bridge of communication with donors including giving updates on progress done.
- Writing thank you letters includes how their good deed was followed up in order to provide a gracious experience, strengthen trust and recognition with donors.
- Campaigns: Campaigns
  1- For this topic, working with marketing tools (such as Landing Pages) is highly recommendable; once you can invest on Google Ads, generate new leads that can become potential donors, so you can work on that. There are a great number of websites where you can create your LP for free or for a small fee (https://bit.ly/2YiblQt)
  2- With an LP live, we can work with marketing tools to promote along with our website to show our initiatives, and how anyone can help with this mission.
  3- Having an organized website, and also an LP, is highly recommendable to share a message with communication tools telling about the initiative, why they should help us promote it, so they can post in their media tools (Organizing a PR list for companies, media, etc., can be found in their web pages).

Step 2: Motivate & Maintain Donors

- When creating a time-limited campaign, we can add an option for donors to sign up for monthly, quarterly, or annual recurring donations
- Studies show that regular donors give 42 percent more each year than one-time donors. Repeated donations ensure more stability for nonprofit charity

Step 3: Other features we can provide

- Quick and affective opportunity spotting for developmental fund applications.

- Quick and affective applications processes.
- Matching the proposal to the requirement of the funds and grants.

Step 4: Promoting Tools & How we would use them
- Turn nonprofit's social followers into donors

<u>a- Social media accounts</u>

Overall, Facebook stands for the largest proportion in implementing an outreach campaign. Twitter and YouTube also stand for a relatively large proportion followed by Pinterest, Instagram and LinkedIn. They could be our priority considering promoting tools.
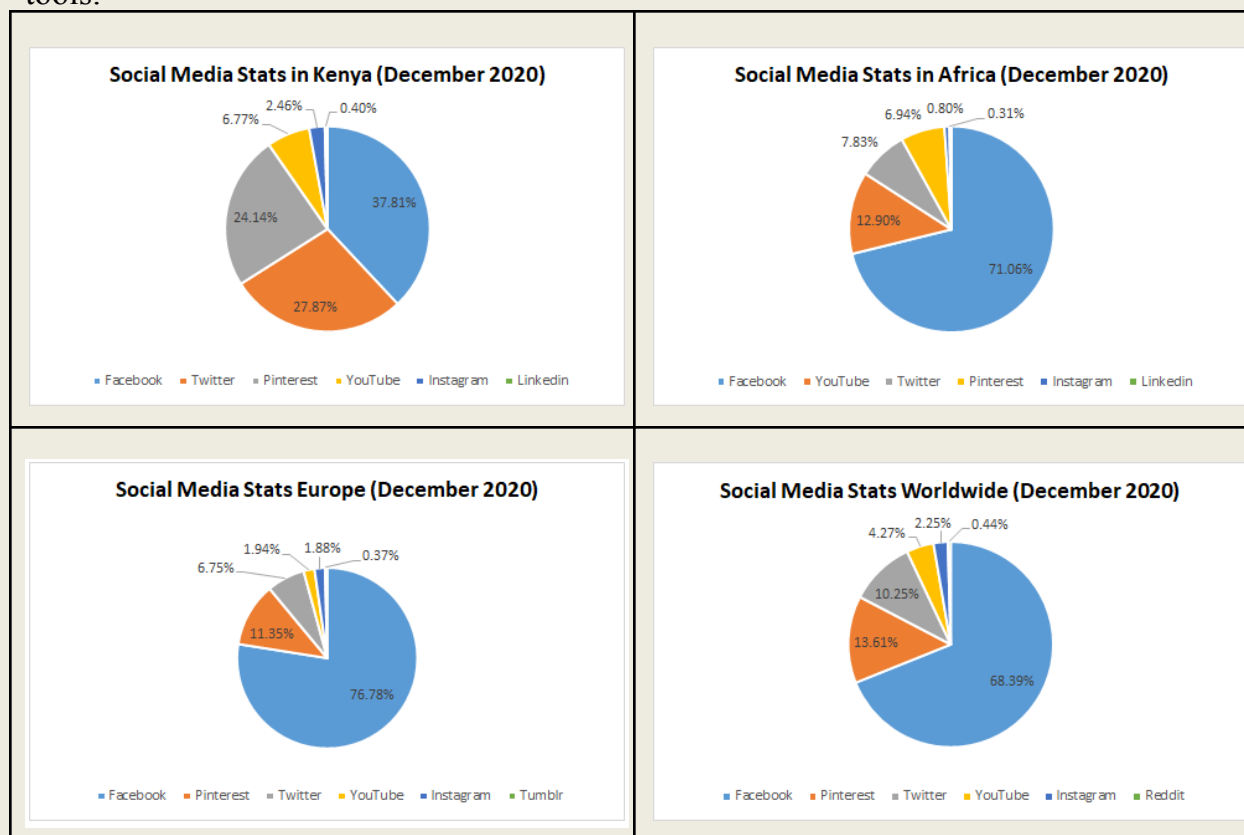
(Data Source: gs.statcounter.com)

<u>b-</u> How to utilize social media
- Posting adverts with key information
- Collaborate with other organizations and people for advertising
- Create a YouTube Channel
- Fostering webinars / lives to advertise more about the NGO, explain the objective of the program, how they can help and be part of it (especially new donors want to see the results of their donations)

Best Times to Post								
Instagram			**Facebook**			**LinkedIn**		
Position	Day	Time	Position	Day	Time	Position	Day	Time
1st	Tuesday	1pm to 3pm	1st	Saturday and Sunday	1pm	1st	Wednesday	3pm
2nd	Wednesday	2pm	2nd	Wednesday	1pm to 4pm	2nd	Thursday	9am to 10am
3rd	Wednesday	All Day	3rd	Wednesday	All Day	3rd	Friday	11am to 12pm
4th	Monday to Friday	10am to 4pm	4th	Thursday and Sunday	9am / 1pm / 3pm	4th	Thursday	1pm to 2pm
Times = Local Time Zones								

c-   Actions we can take when using social media:

- Create an exciting subject line and preview text to encourage the reader to actually open the post/video/email.
  - subject line template:
  - Preview text template:
- Use eye-catching images to motivate reader reading through.
  - Clearly tell your readers who you are and what your goals are
  - Eye-catching images design template:
- Keep the post/video/email user-friendly design and adapt it to smartphones
- Segment your purpose and provide customized content based on that purpose.
  - Thank donors for their previous donations
  - Provide them with information about how their donation has made a difference
- Use personalization tags/logo to personalize your post/video/email
  - Logo template
- Include one or more Call to Action (CTA) that will help guide the reader and give your post/video/email a purpose.
  - Call to Actions template:

- Instead of always asking for donations, offer a range of content to keep them engaged and responsive
  - What we can offer:

- Tested and previewed all copies, links, contents before display to public. Because typo or other problems may make our organization look unprofessional.

- Don't bombard our readers with too many advertisements (eg emails). We want to pique their interest, not annoy them

- Partner with Influencers to extend the reach to various audience categories with popular, relevant public figures for a value that can be comparable to publicity coverage or the high-priced celebrity endorsements of yesteryear.

  ⇨ Generally, people look to online influencers as right advisers that help them make informed decisions about which organizations, causes, and products they should be interested in and support. By aligning ourselves with trusted influencers of our target audience, whose values match the CDS mission; our organization can tap into intended networks and communities. This can drive increased reach and conversions for our goals.

VI. BUDGET:

Project Budget for Revenue and Expenditure								
Expenditures	Year 1		Year 2		Year 3		Year 4	
	Unit US$	Amount US$	Unit US$	Amount US$	Unit US$	Amount US$	Unit US$	Amount US$
Tuition for 30 girls	545.35	16,360.50	545.35	16,360.50	545.35	16,360.50	545.35	16,360.35
Upkeep for 30 girls	100	3,000	100	3,000	100	3,000	100	3,000
Tertiary Tuition for 10 women	120	1,200	120	1,200		0		0
Entrepreneurship Training for 10 women	200	4,000		0		0		0
Administration	1500	1,500		0		0		0
Sub Total/US$		26,060.5		20,560.5		19,360.5		19,360.5
Grand Total for 4 years	85,342							

VII. KEY PERSONEL:

1. Peter Chem: **Founder /Executive Director**

   Communitydsustainable@yahoo.com

   Peter.Chem@cdskenya.org

2. Alice Farina: **Board of Director member**
   - Interest in children and women rights and empowerment
   - peace and security researcher
   - Fundraiser expert

3. 40 United Nations Volunteers.

VIII. EVALUATION:

The evaluation of the success of the project will be easily measured through the creations of reliable measurements and indicators. Looking at the multiplicity of the dimensions of the project, the measurements of the success of the WAGES Kenya project will be defined accordingly:

A- Short-term indicators:

1- <u>The financial indicators:</u> The success of the WAGES project depends heavily on the amount of money and donations we will be able to gather. It is important to acknowledge the role of the financial actor as a major pillar for the implementation of this project. The financial resources that the volunteers along with the key personal were able to gather will reflect the success of the methods and plans followed by the key personal to contribute to the implementation of the project.

2- <u>The social indicator:</u> It is the number 1 indicator *par excellence*. The social part of our measurement will be taking place after the implementation of the project and will be projecting on how proper education and training contributed to the upbringing of healthy, confident, and more inclusive society. The persistence of such projects within the Kenyan community is anticipated to considerably reduce many matters and issues such as poverty, gender-gap, and engender radical changes within the society.

3- <u>Psychological indicator:</u> one of the main purposes of the project, is to bring women and girl to a better level of well-being. The girls will be able to shape their talents, their abilities, their capabilities and introduce revolutionary changes to the way they treat others and the way they observe themselves and the society. The psychological factor and the way women and girls feel and perceive themselves is very important as an indicator. It is expected that girls feel emancipated from social norms, considerably happier, and low levels of social anxiety along with high self-esteem and self-confidence are expected to be recorded.

B- Long-term indicators:

The previously stated SDGs are the long-term indicators that should be taken into consideration when measuring the success of the project (for more details, please refer to the rubric "summary").

IX. ENDORSEMENT:

The Community Sustainable and development organization:

Project manager and founder of the association: Mister Peter Chem.

Address: CDS Offices-Opp- Cheptais Catholic Church Kapkoto Road 150 Metres from Bus Stage. P.O BOX 27-50201-Cheptais,Mt.Elgon Kenya.

Phone : +254 (0)720-744 827.

Email: communitydsustainable@yahoo.com / info@cdskenya.org / Peter.Chem@cdskenya.org.

Volunteers: 40 volunteers => Application process through the United Nations Volunteers online platform.