



INTERNATIONAL DAY OF THE AFRICAN CHILDHOOD
JOURNEE INTERNATIONALE DE L'ENFANCE AFRICAINE
INTERNATIONALER TAG DER AFRIKANISCHEN KINDHEIT
INTERNATIONALE DAG VAN DE AFRIKAANSE JEUGD
DIA INTERNACIONAL DE LA CRIANCIA AFRICANA
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IDAY's PROJECT MARKET

ENERGY SAVING STOVES FOR 11 SCHOOLS IN KIBERA SLUM, NAIROBI

COUNTRY: KENYA
TOTAL COST: 14 450 €
OUTSIDE ASSISTANCE: 12 610 €

PROJET PROPOSAL TO BE PUBLISHED ON THE WEBSITE www.iday.org

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1 IDENTIFICATION of the project promoter

1.1 ORGANISATION PROMOTING THE PROJECT

Name of organisation/institution	Daraja Civic Initiatives Forum
Legal status	Registered as a Non-state agency
Year of creation	2003
Recognized and subsidized as	
Purpose or mission	
Address of head office Street nr. & box Postal code & locality	P. O. Box 6570 000100 GPO Nairobi
Tel	0720 299100
E-mail	darajacivic@gmail.com
Internet site	
Name of bank	Eco bank
Account nr. or IBAN and BIC (SWIFT) codes	
Name of bank account holder	Daraja Civic Initiatives Forum

1.2 RESPONSIBLE PERSON (authorised to commit the organisation)

Name and forename	Veronicah Nduva
Gender	Female
Function within the organisation	Chairperson of Daraja Management Board
Tel	
Mobile	
E-mail	

1.3 CONTACT PERSON (if different from the person authorised to commit the organisation)

Name and forename	Esther Nzioka
Gender	Female
Function within the organisation	Executive Director
Tel	
Mobile	0720 299100
E-mail	darajacivic@gmail.com

1.4 GENERAL INFORMATION ON THE ORGANISATION

objective of the organisation

Our core objectives are:

- i. to advocate for, facilitate and influence (directly or through coalitions and networks) policy reforms and program shift in favour education for all and millennium development goals;
- ii. to provide a one stop centre for civic resources and thereby encourage systematic, harmonious, and sustainable growth of a nationwide civic education movement through schools and colleges;
- iii. to promote access to quality basic education for marginalized sectors and groups through service delivery, advocacy and capacity building;
- iv. to promote civic education, good governance and human rights discourse across Kenya;
- v. to develop skills and build capacities of local communities, civil society groups, and public officials for effective engagement in promoting good governance and accountability in development;
- vi. to conduct regular research and analyses on various and relevant social sector issues and facilitate sectoral debates on the same.

activities of the organisation

All the activities of the organisation relate to; Education, Governance and Research & policy analysis. The activities include; Capacity building, Advocacy, Grant making and service delivery.

expertise of the organisation in relation to the project

Daraja Management Board (DMB):

Daraja is led and coordinated by a Management Board which is the policy-making body, exercising the ultimate authority, in the administration and management of the organization. The Board has the task of providing direct oversight to all programmes and activities as implemented by the Secretariat. The other functions of the Board revolve around policy and programmes development, technical leadership and fundraising. The current DMB has nine members led by Patron and Chairperson.

Daraja Secretariat:

Currently, Daraja secretariat has four full time staff who works hand in hand to achieve the core objectives and mandate of the organization. In addition the organisation works with interns to support different program activities.

Below is a brief profile of each officer (in terms of education and work experience).

(i) Esther Nzioka - **Finance and Administration Manager**. Esther holds a Bachelor of Commerce degree majoring in Finance from the Catholic University of Eastern Africa. She is also a Certified Public Accountant of Kenya (CPA-K). She has over 8 years experience in Finance and Administration. Currently, she is the Finance and Administration Manager thereby responsible for overseeing all the operations of the organization.

(ii) Elizabeth Owiti - Program Officer; Urban Slums Basic Education Program (USBEP)

Elizabeth holds a Bachelor of Education (Arts) degree in education from Kenyatta University. She has over 3 years experience in Education (teaching), human rights training and community service or mobilization in both private and NGO sectors. Currently, she is the PO responsible for coordinating the Urban Slums Basic Education Programme (USBEP) and Education for Marginalized Children in Kenya (EMACK).

(iii) Ger Odock Felix - Program Assistant; Civic Education for Schools and Colleges (CESC)

Ger Odock has been working with Daraja for the past 6 years in the Civic Education for Schools and Colleges Project. In 2008-9, He underwent training on community mobilization, program run by UJAMAA Centre whereby he emerged top of his class with a distinction and awarded a Higher Diploma Certificate. Besides this, he holds a certificate in Graphic Design from the Institute of Computer Education (ICE). In addition, Felix does documentation, data transcription and analysis.

Daraja Associates; - Daraja also has in place a pool of resource persons often called upon to support and work with the secretariat from time to time based on programme needs; they include programme associates, trainers, facilitators, researchers and volunteers. This is a team of qualified persons with experience in various fields such as community development, education, advocacy, governance, research and analysis, among other fields.

geographical scope of the organisation's activities (district, commune, region etc.)

Daraja is currently running three programmes (i) in Civic Education ;Civic Education for schools and colleges which was piloted in western province reaching out to history and government teachers from the region but also target lectures from Colleges & universities

(ii) Urban slums basic education programme (USBEP) and (iii) Education for Marginalized Children of Kenya (EMACK) both targeting primary schools in the urban slums of Nairobi.

2 YOUR PROJECT

2.1 Synthesis of the project

Project title	Energy saving stoves for schools in slums
Short description of the project (2 lines max.)	The project is aimed at increasing active participation, attendance and retention of pupils in 11 schools within Kibera Slum through the provision of energy saving stoves to support school feeding programme. The stoves use less fuel and cooks faster hence saving on cost and time respectively.
Budget of the project	total budget: 14 450 € support requested: 12 610 €
Duration of the project	Date of beginning: March 2011 Date of end: December 2011

2.2 Where will be the project carried out?

Place(s) in which the project will be carried out	Kibera Informal settlement (Nairobi Province)
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2.3 Detailed description of the project content

Seek to all extent possible to follow same list of items than in the expense table of chapter 4.

Provision of energy saving stoves to schools in the slums is a project aimed at; improving on the safety of children in the schools, reducing financial burden on parents and to reducing on time wastage.

Energy saving stoves are made in such a way that once firewood is put inside, all the heat is retained within the stove making it safer, healthier since there is no smoke in the kitchen, and time saving since it cooks faster compared to the normal stoves. This therefore means that the time which would have been wasted due to absenteeism caused by inability of some parents to contribute money for the purchase of firewood, accidents ill health and cooking for longer hours can now be utilised in learning. It will also attract more parents to bring their children to the schools since the cost burden on parents will reduce, attendance and retention will also increase. All these will contribute toward increased learning outcomes.

The exact outcome of the project will be determined through monitoring visits to the schools which will be carried out twice a term for three terms.

2.4 What is the objective of your project?

Describe as concretely as possible what you wish to achieve with this project.

To increase enrolment, retention and learning outcomes of pupils in 11 schools in Kibera informal settlement of Nairobi by December 2011.

Due to the reduction in fuel consumption by the stoves, schools will save up to half the current expenditure on fuel leading to reduced cost burden on parents. This will in turn lead to an increase in enrolment as parents prefer taking their children to schools that pay less but children eat in school. This will also reduce on absenteeism caused by high cost burden on parents.

The safety nature of the stoves will also reduce the chances of children getting burnt or any other health related issues caused by excessive smoke hence reduced absenteeism. Schools will save a lot of time since the stoves cook faster in comparison to the normal stoves. This time can therefore be utilized for learning leading to increased learning outcomes.

2.5 Which target group(s) do you wish to reach?

Describe as concretely as possible:

- (1) Quantities: number of students, ratio of girls/boys; ages, origin of vulnerable kids.
- (2) Qualitative: the study level, the type of school (community, private, public, number of classes, teachers, complementary facilities, type of literacy training,)

The project targets to reach up to

- 2200 pupils from 11 non formal schools (200 pupils per school) in Kibera informal settlements of Nairobi
- 11 cooks and 77 SMC members (1 cook and 7 SMCs per school)

2.6 What are the projected results/concrete realisations of the project?

Describe as concretely as possible (quantitatively – qualitatively).

- 50% reduction on cost of firewood in 11 schools in Kibera informal settlement
- Increased enrollment. attendance and retention of pupils in 11 schools in Kibera since cost burden on parents will go down
- Enhance safety in 11schools in Kibera informal settlement

2.7 Specific questions

2.7.1 What is the view of the governmental authorities on the project?

The Government through the ministry of Education is in support of the project activities in the slums demonstrated through the partnership with Daraja implementing project activities e.g. trainings, school assessment etc. However the government of Kenya does not support school feeding in schools but work in partnership with other organisations e.g. World Food Programme (WFP).

2.7.2 How students' parents involved and what are is their contribution to the project?

All partner schools are governed by School Management committees (SMCs) The SMCs in the 11 schools will undergo a training on how to properly use and maintain the stoves. Parents contribution in the project will be through ensuring proper maintainance for the stoves.

2.7.3 How are the young beneficiaries participating in the project and the organisation responsible for implementing it ? (precondition for students from secondary or university levels)

The project is targeting only primary schools and the pupils will majorly support the program by carrying firewood for cooking. The Organisation implementing the project will also contribute in terms of time used in monitoring and trainings. The mentoring offered during monitoring is also another contribution of the organisation.

2.7.4 What is the promoter's relationship with IDAY? What level of participation are you envisaging in its activities (date of the signature of the Charter or Memorandum of Partnership)

Daraja is a member of Elimu Yetu Coalition (EYC) who hosts IDAY in Kenya.

3 HOW DO YOU INTEND ON IMPLEMENTING THE PROJECT?

Describe the various phases and the timing of implementation or development of the project.

The project will be implemented in 2 phases i.e.

1. Installation – This phase will involve purchase and installation of energy saving stoves in the 11 (eleven) schools
2. Training – SMCs and cooks from the 11 schools will be trained on proper use and maintenance of the stoves

Monitoring and evaluation will then be done to assess the impact in relation to the expected outcome

Describe the current status of the project

- the project has not yet started
- the project has started on a tentative or trial basis
- the project has already started

Following a pilot project done in 1(one) school in Kibera (St. Christine) in 2009, the project has shown great impact in reduced fuel consumption leading to a reduction in fuel cost and time saving since it cooks faster. This has resulted into increased enrolment, attendance and learning outcome proving its viability and hence the need for a roll out.

4 WHAT WILL THE PROJECT COST?

Anticipated expenditures	KSH	Anticipated revenues	KSH
Stoves	660,000	Contribution of organisations	55,000
Facilitation	440,000	Support requested from the Foundation or Fund	1,359,700
Transportation of stoves	55,000	Contributions from participants	44,000
Meals and transport for training	44,000	Contributions the organization	100,000
Transport & communication for monitoring and evaluation	165,000	Others (please specify)	
Administration costs	53,000		
IDAY Supervision fee (10%)	141,700		
total expenditures	1,558,700	total revenue	1,558,700
any surplus		any deficit	

For 1 € = 107, 8650 KSH (31/01/2011)

Total cost = 14 450 € Outside assistance requested : 12 610 €.

4.1 Will the amount requested from an outside donor be allocated to any particular expenditure?

Yes : purchase of the stoves.

4.2. Describe the framework or contract conditions for a possible financial partnership.

There will be no conditions. It will be a collaborative partnership to support what we have already done with some schools.

5. SUSTAINABILITY (ROADMAP TO FINANCIAL AUTONOMY of the PROJECT)

The project will be integrated into our ongoing Urban Slum Basic Education Programme (USBEP) for continuity and sustainability. In partnership with the government through the ministry of Education in implementation, positive results will be taken up by the government for scale up in other schools/other parts of the country.

6. HOW DO YOU INTEND ON EVALUATING THE PROJECT?

(quantitatively – qualitatively), method (participants' questionnaires, oral evaluation etc.)

6.1. What are the evaluation criteria?

Schools will be grouped in two clusters of 5 and 6 schools respectively. Evaluation will be done per cluster together with the District Education Officers. The methods used will be observation, monitoring report review, direct interviews and evaluation questionnaires.

6.2. What is the timing?

Duration of implementation: 9 months

6.3. Which evaluation method(s) do you intend using?

- Direct observation
- Interviews - targeting parents, School Management Committee Members, teachers, subordinate staff (cook) and pupils.
- Monitoring report review

6.4. Should the need arise, how do you intend to ensure the continuity of the project?

The project will be integrated into our ongoing Urban Slum Basic Education Programme (USBEP) for continuity and sustainability. In partnership with the government through the ministry of Education in implementation, positive results will be taken up by the government for scale up in the other areas of the country.

6.5. How will the results of the project be published, communicated, monitored?

Through reports which will be shared with the donors, EYC Executive Committee Excom), the government and partner schools on the ground.