

Article

Primary Schools library Project, Education Supplements International (ESI) - NGO

Nicholas Nga'nga'

Subukia Constituency, Nakuru North district rift valley, province republic of Kenya Nicholas (ESI) P. O. box 3305
Nakuru, Kenya. E-mail: edusupp@yahoo.com.

Accepted 25 April, 2008

INTRODUCTION

PROJECT TITLE: Primary Schools Library / Project.

PROJECT LOCATION: The project has been designed to cover 64 primary schools in Subukia Constituency in Nakuru North District, Rift Valley province in the Republic of Kenya.

NAME OF THE ORGANIZATION: Education Supplements

International (ESI) – NGO.

PROJECT DURATION: THREE YEARS FROM Jan 2010 - Dec 2012.

TOTAL BUDGET: KSHS 25, 233, 168 (Twenty five million two hundred and thirty three and one hundred and sixty eight Kenya shillings only).

GOVERNANCE AREAS: Provision and distribution of six hundred and forty thousand books and six hundred and forty computers (10 computers per school) viz-a-viz to guarantee the equitable and universal provision of effective basic needed services in primary schools targeted.

PROJECT PURPOSE: Sustainable self-reliant, equipped libraries in primary schools focusing on community / school owned and managed education supplements project. This will lead to improved, quality education and established, institutionalized and recognized as a means of effective facilitation of educationally disadvantaged communities / schools particularly the girl-child and children in special circumstance to access to books and other services by 2012.

PROJECT JUSTIFICATION

This project will address the core problem of poorly equipped libraries, making teaching hard for teachers and opportunities for free-time reading almost no-existence for the pupils in these schools. The project aims to solve this problem by distributing six hundred and forty thousand books to the schools, plus 640 computers (10 computers per school).

Failing to invest in these disadvantaged communities has a long term consequences for healthy population growth and environmental security. The project approach is based on the concept of article 3 of the universal declaration of the human rights subsection 26; everyone has a right to education. The philosophy behind this is to provide a frame work within which poor and disadvantaged families can get to improve their standards of quality education. Experience has shown that this frame work gives disadvantaged pupils the strength and confidence to attain their educational goals.

The project will target 64 primary schools (rural based) within Subukia constituency, Nakuru District, Rift valley province in the republic of Kenya. It will work to institutionalize well-equipped libraries in these 64 primary schools. These initiatives will go along way in building up local self literacy campaigns and well developed community based networks. Teachers and librarians will be trained on how to efficiently run and develop their institutions potential. The project will introduce a number of innovations on the basic self equipped libraries and development approach. It will take a new more coordinated approach by working in partnership with government, donors and non-government service providers and through district education boards, and district coordination committees.

Once established and institutionalized, these schools will be well equipped or form institutional federations. An important outcome of this is that they will then form a strong educational voice to influence local and national government to promote and encourage further community based libraries geared towards quality education.

PROBLEM STATEMENT

Background

Despite the fact that there is free primary education, it's

not compulsory. Although the government agenda of fighting illiteracy, the level of poverty in Kenya especially in rural areas has been increasing rapidly. Poverty alleviation interventions have been unable to address the causes of poverty as the interventions are always centre driven, concentrated in more accessible areas, and focused mostly on the hardware part of development. The failure of such interventions is evidenced by the fact that most of them ceased functioning when external support was stopped more especially during the post-election violence. As a response to this failure a self-reliant viz-a-viz equipping libraries was developed by our organization as part of learning by doing method in the 64 schools in Nakuru North District. Our overall goal therefore is to provide books to very poorly equipped libraries.

Policies

The ninth plan (1997-2002) set a target to bring down the poverty level from 42 to 32% during the plan period to enhance education which is crucial for human capital formation and for enhancing the education of children. In order to meet the target, the plan recognized the need to involve NGOs in the process using their social mobilization; awareness building and literacy development is expected to have a similar approach.

The project directly responds to alleviating illiteracy and institutionalized learning objectives. The project places pupils in schools at the centre of development, both as beneficiaries as well as participants in the process.

PROJECT APPROACH

Problems addressed by the project

Over the past years, a number of models of literacy campaigns aimed at educability in schools have been tried. Positive results have been limited. They have failed to reach the remote areas and the backward communities/social groups and schools. This is cited as reason for lack of good political will. An innovative approach is therefore required.

The main developmental problem at the local level is that the rural schools are caught in a trap that is not only economic and institutional but also psychological. Traditional societal forces that subject the rural poor to unequal relationship that damages self-confidence and self-respect effectively seal the trap. Whether it is economic, social or political the rural poor do not normally become the beneficiaries of the rights and opportunities meant for them. The more powerful elites, particularly in rural areas hijack the process to their own advantage.

Our project addresses this situation by catalyzing and revitalizing the hopes, aspirations and capabilities of those rural based institutions by emphasizing the role of education, its values, attitudes and capabilities of these

rural based institutions by emphasizing the role of education, and the conduct of principal stakeholders through the institutional and professional integrity, sensitivity and solidarity with the disadvantaged schools, and sound personal and social conduct are as important as technical and professional competencies for the success of this project.

PROJECT OBJECTIVES

Goal

Rural poor institutions lifted out of illiteracy.

PURPOSE

Sustainable institutions developed focusing on high literacy levels, economic and social improvement and established, institutionalized and recognized as a means of effective educability by 2012.

OBJECTIVES

To facilitate educationally disadvantaged communities particularly rural based schools access education and a comfortable reading environment by 2012:

- i) To facilitate the development of innovative and sustainable institutionalized, managed and owned education supplements by introducing and adapting best practices in the management of those libraries by the year 2012.
- ii) To position the organization as a leader in matters related to child development and institutional development by 2012.

PROJECT IMPLEMENTATION AND MANAGEMENT PLAN

The project will be implemented in 64 primary schools within Subukia Constituency, Nakuru North District, Rift Valley Province. The project was designed on the basis of exploratory work done in these schools within the District. The sixty four selected schools were chosen on the basis of Geographic diversity, relative backwardness and high intensity of poverty, commitment by District leadership for change, opportunity for income generation at the household level, and the schemes for production and general enhancement of the quality of life of the local people.

In the project inter schools social-economic baseline information will be conducted through Participatory Rural Appraisal (PRA) before initiating the project. Participating schools will be encouraged to form committees to run their libraries. This is the principal institution mechanisms for organizing schools. They eventually develop into self sustainable and equipped libraries within Subukia consti-

tuency. Through the process, institutions begin to understand the value of association, organization and routine interaction, skills sharing amongst these institutions. They begin to recognize the power they have for asserting themselves as citizens and members of society. The institution through caretaker committees will be encouraged to establish their own self-reliant development fund (SDF) through social welfare fund. This fund can finance urgent institutional and social needs of needy students and support productive and investment where possible. This will relieve the institutions of the burden of finances, a principal source of exploitation in poor communities. The SDF's ensure the sustainability of our project approach after external support ends.

The project will be implemented in three phases.

PHASE I: Initiation (year 1) field staff recruited and trained and target schools motivated and organized into one complex whole.

PHASE II: Consolidation and distribution (years 1 2, and 3): Target schools will be consolidated and distribution of books and six hundred and forty computers programmes / initiative started/comenced and by the end of 2012 - one million books distributed.

PHASE III: Institutionalization (year 3) leadership will be taken over by the schools that will continue their efforts on a wider scale with resources mobilized by themselves in a sustainable manner.

EXPECTED BENEFITS

Expected direct benefits of education supplements

- i) Disseminating the education supplements approach for the development of self-governing capabilities of the practice of citizenship rights for institutionalization of viable democracy.
- ii) Six hundred and forty thousand books (10,000 per school) and six hundred and forty computers (ten computers per school) distributed/provided by 2012 to 64 schools.
- iii) Supporting the move towards local institutional self-governance and decentralization through joint collaboration with education development committees.
- iv) Monitoring, training and enabling rural poor/disadvantaged to generate their own capital for financing their livelihood and income generating needs towards better education.

INDIRECT BENEFITS

- i) Providing organizational/institutional capabilities of the poor and marginalized for quality education and development.

- ii) Improving citizen awareness of their rights and responsibilities.
- iii) Enhancing the image and credibility of civil society to contribute towards development and illiteracy as well as poverty.

SUSTAINING BENEFITS

All the selected schools will be federated into one coordinating unit by the end of fourth year in order to ensure sustainability. This will be a self-regulating, self-governing and a legal institution having a community level outreach through mobilizing books for schools for sustaining economic, social and academic development.

PARTICIPATION BY STAKEHOLDERS

During the preparation of the project document, stakeholders were included in the following manner

Interactions were held with elected representatives of District education committee, administrative officials, local intellectuals and heads of schools.

District education committees have directly requested the opportunity to take part in the education supplement project and the project will be implemented in close consultation and coordination with the concerned district education committees.

During project implementation stakeholders participate in the following ways

- i) A Participatory Rural Appraisal (PRA) exercise will be carried out involving institutions from the project areas with the aim of establishing/generating the information for socio-economic baseline and prioritizing areas and communities for initiating social and institutional mobilization.
- ii) A project staff will stay in schools, where they will have day-to-day interaction and exchange of ideas with the concerned institutional heads and pupils, in regard to education supplement project.
- iii) Participating institutions will attend monthly meetings for reviewing activities as planned.
- iv) Continuous research will be carried out on effective measures and practices as observed in the field/schools, which will be disseminated through seminars.
- v) Workshop and a website for interested participants such as NGO's, ministry of education, district development committees and donors.

REVIEW PROCESS

The project design ensures flexibility so that lessons learned during implementation can be integrated into the programme. Such adaptations will be made during half-yearly reviews and planning meetings. An activity to out-

BUDGET

Narrative Summary	Inputs	Costs Kshs	Assumptions and Risks
Activities		YR 1 –8, 411, 056.00	Efficient well equipped libraries and schools encouraged to participate in this project.
1. Initiation-awareness training workshops targeting 64 schools	-Professional Experience	YR 2 – 8, 411, 056.00	
2. Consolidation and Distribution	- Technical Support	YR 3 – 8, 411, 056.00	
3. Institutionalization	- Equipments/ Books		
4. Lesson learning and promotion	- Information Resources	TOTAL–25, 233, 168.00	
5. Monitoring and Evaluation			

put review will be completed at the end of phase 1 (year 1) and an output to purpose review at the end of phase iii (year 3) which will provide an evaluation point.

DONOR COORDINATION

There is no direct requirement for multiple donor collaboration at the implementation level. However, in request of dissemination of learning from the project all donors working in related fields will be fairly briefed through workshops, publication of the website on the outcomes of the project.

PROJECT MONITORING AND EVALUATION**MONITORING**

Institutional level: At the institutional level, each school will prepare monthly reports to be submitted to the organization. The reports will include the monitoring of activities/programmes and outcomes relating to the reading culture and records of books borrowed.

Organizational level: The project coordinator will carry out a monthly progress review with the school heads and quarterly progress report will be prepared for the projects national office. The quarterly progress report will provide the basis for the next quarter planning review meeting in which the project national office staff will participate. Every six months a meeting of the District coordination committee will be held in which the progress of the field activities will be reviewed.

EVALUATION

Evaluation of the project will be conducted separately and jointly by the community members where the project will be based/housed. There will be a concurrent evaluation on specific areas, as a part of the project in the form of lesson learning. Also during the project period a team of independent evaluators will undertake an evaluation review of achievements.

In addition to indicators, perceptions of the community members, institutions on what constitutes project success

and how to assess it, will also form the basis of evaluation. Among others, the following indicators will be used to evaluate the level of impact of the project:

- i) Awareness against gender discrimination and exclusion of the girl-child from the realms of education.
- ii) Organized institutional capability of the poor rural based schools to be able to deal with their problems through collective and organized means.
- iii) Effective collaboration and functional coordination with local self-governing schools and sectoral agencies to make them responsive to local needs and adopt participatory processes.
- iv) Building and harnessing knowledge to influence policy-making in favor of poorly equipped schools by learning lessons from the application of education supplement project approach.

DISSEMINATION

1. Through
 - a) Seminars.
 - b) Workshops.
 - c) Publications.
 - d) Websites.
 - e) Sensitization meetings through District development committees.
 - f) Literacy campaign projects.

PROJECT BUDGET

The project budget will be KSHS 25, 233, 168 (Twenty five million two hundred and thirty three and one hundred and sixty eight shillings) – approx. 240,000 Euros.