COMMUNITY AND FAMILY AID FOUNDATION-GHANA



For people, development, and generations

**In partnership with Worldview Mission to implement** [**http://worldviewmission.nl/?page\_id=6928**](http://worldviewmission.nl/?page_id=6928)

**ICT SCHOOL FOR LIFE**

PROJECT PROPOSAL

**In GHANA January -December 2015**

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https://www.facebook.com/pages/COMMUNITY-AND-FAMILY-AID-FOUNDATION/273648017243

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**OUR INTERNATIONAL BANK ACCOUNT**

CITIBANK

SWIFT CODE: CITIGB2L

LODON E14 5LB

GTBIGHAC

GUARANTY TRUST BANK (GHANA) LIMITED

ACCOUNT NO.

11267620–USD-IBAN-GB71CTI18500811267620

11267604-EUR-IBAN-GB18CITI18500811267604

11267612-GBP-IBAN-GB18CITI18500811267612

FOR FURTHER CREDIT ACCOUNTS NAME

GT BANK

OPERA BRANCH ACCRA

ACCOUNT NAME: COMMUNITY AND FAMILY AID FOUNDATION

NOS: CEDI-214 103397110

USD-214 103397220

EUR-214 103397420

GBP-214 103397320

**BRIEF PROFILE**

**COMMUNITY AND FAMILY AID FOUNDATION (NGO**) is a Ghanaian National Non-Governmental Organization with a global and local content  thinking currently  exclusively identified with promoting the empowerment of women, communities, young people to manage issues concerning their development and to advocate for and work towards adolescent and sexual reproductive health, rights and well-being; to advocate for and on behalf of young people, in the area of health, environment, education, climate change, and other related issues that affect their total development. Aim at hosting the largest effort of reaching out to youth of Ghana to appreciate and respond to their sexual health rights needs for a bright future and promoting their development toward the nations building.

CAFAF is registered under   Registration Act 1963 No 21446 founded in 2006; the organization is also registered under the social welfare system DSW NO 3692. The work of CAFAF has spread over the entire Accra-region, has determined to organize the various programmes for the better livelihood, protection and sustainable development.  CAFAF is working in the field of Integrated Rural Development, HIV/AIDS/maternal health, sexual reproductive health, promotion of Traditional Health System and Involvement and Advocacy for the social issues having a definite bearing on the life of people.

CAFAF has come forward with a strong faith that its efforts will uplift the socio economic condition of those people who have been neglected and denied for their rightful share of the society for centuries. The Organization work jointly with the people inviting them to participate actively in solving their own problems, The Organization support their reasonable demand and decision and encourage them to discover and utilize the available natural resources. CAFAF trusts that the spread of education will help them to overcome their deep rooted superstitions and social evils regarding emerging trends.

**OUR VISION**

**TO SEE** and play a leading **ROLE** for a better **WORLD** that promotes both **OUR HUMAN** and**NATURAL** **RESOURCES TAPPING**, to stimulate development resulting in improvement where ALL are**HAPPY** and **USEFUL.**

**OUR MISSION**

CAFAF: Exist to **CREATE POSSIBILITIES** to **IMPROVE LIVES,** where our **DEVELOPMENT INTERVENTIONS** will live indelible mark on **PEOPLE, COMMUNITIES** and **UNDERSERVED POPULATIONS** to fashion a **WORLD**, where **ALL**will be**HAPPY** and **USEFUL** including**RESPECTIVELY** living for others to **REFLECT** **EQUAL,** **PARTICIPATORY ECONOMY** releasing that **A PERSON IS A PERSON THROUGH OTHER PERSONS** as a lasting **LEGACY** for **GENERATIONs to COME** for**REPLICATION**.

As a social development agency involved primarily in poverty reduction, capacity building, reproductive health and the development of networks thus improving the welfare of highly underprivileged people in Ghana. Its major activity since its establishment has concentrated on providing reproductive health services and education to wide range of people.

Its mission is to empower and enable young people and vulnerable females to realize their own development. It promotes models of participatory, sustainable and self-reliant development through action research. CAFAF works with communities, intermediary organizations, and strategic institutions to develop participatory approaches for the work. The organizations assist communities to work effectively with established internal traditional community processes of collective problem solving.

**ICT SCHOOL FOR LIFE**

PROJECT PROPOSAL



**(Initiative to restore hope and build a secured future for youth)**

**Introduction**

In many countries of the world, and for that matter Ghana in particular it had been shown that government and industry have made considerable contribution to their national development goals through judicious application of information and communication technology (ICT). Great strides in technological innovations have made it possible for rural-urban communities to have access to the digital world at affordable costs. These technologies are also recognized as important tools in achieving the Millennium Development Goals (MDGs) and in supporting the goals of the World Summit on the Information Society (WSIS) as expressed in Geneva (2003) and Tunis (2005).

ICT serves as the platform and the unifying and driving force in many development programs. It provides high-speed broadband access for the delivery of e-knowledge content and capacity-building programs to intended audiences through access points such as government community e-centers or tele-centers. The ICT platform will further respond to the information needs of communities through technologies that are already available (VoIP, social content, on-line gaming, etc.). The ICT platform is expected to develop needed capacities to produce and package content in localized form, taking into consideration factors such as language, culture, and formats that appeal to wide audiences. Finally, it is expected to benefit the marginalized sectors of society.

Priority is given to public domain information (PDI) in critical development areas such as education (specifically, primary and secondary education, vocational and technical education and teacher-training in the areas of science, mathematics), health, agricultural productivity, entrepreneurship (livelihood), environment and resource management, among others. The transformation process includes creative and innovative packaging of information (content) for specific delivery systems.

In the face of this positive wind blowing most communities in the urbanized cities of Accra continue to witness low level knowledge of ICT among young people, and in Gamashie community the situation are bear. Mostyoung cannot afford the cost involved in obtaining ICT training from the profit motive ventures which keeps springingup. Again due to the less lucrative nature of the formal ICT training schools which hitherto were found all over, most owners have currently convertedsuchexisting institutions into other viable businesses. And so starter’s hope of getting absorbedhangs in a balance.

A series of discussions and engagement had with few young people reveals that majority do not want to be leftout inthis digital age yet the opportunity and support are not there to enable them subscribed to. Most schools available cannot boost of functional ICT department to meet the needs of say JHS, SHS and primary schools needs. This resultant outcome point to the fact that most of these graduate have completed their various educationalprogrammesbut end up thrown of gear with no ICT background, hence, facing the consequence of the impact where even the normal stores keepersjob requires that a potential worker must have the basics of ICT to enable the ownersaccount for stocks well devoid of the paper has been previous observance.

In the context of our socio-economic condition where a large number of young educated people including a huge number of educated female are jobless. They cannot contribute to the socio-economic development of themselves and their neighbors.

Our educational system is based on theoretical courses, not on practical implementation. So, even an electronics engineer knows nothing about the repairing sector of the electronics devices. They do not bother it, because they think that it is not their duty, it only for the uneducated (or lower educated) persons. Our system makes them idle and undone.

The requirement for IT manpower is expected to continue to grow as penetration of information and integration technologies into national and international economies is increasing rapidly. Telephone densities, penetration level of personal computers in day-to-day activities, size & diversity of tele-communication spectrum, level of activities in entertainment-, strategic-, and professional electronics, are set to grow several fold the world over and particularly so in the Gamashiecommunity where the current level of penetration and development is sub-optima this project is a step up hope which to provide hope and a secured future for youthl.

**NAME OF THE PROGRAM**

**ICT SCHOOL FOR LIFE PROJECT**

**OBJECTIVES OF THE PROGRAM**

**TARGETS AND OBJECTIVES OF THE PROJECT**

* To reduce unemployment in Gamashie
* To provide youths with a professional training in ICT that can help them obtain jobs easily   to assistyouths to effectively use their training in creating jobs or obtaining jobs
* Imbibe youths with communication, negotiation and goal setting skills necessary for their professional and educational development
* Build self-esteem in youths and make youths to become more responsible in their actions
* To integrate the urban youths in the field of socio-economic development.

To provide training and guidance to develop the skills in modern technology

* Shall have access and benefit from state-of –the-art ICT training free of charge.
* Shall be empowered with high core ICT skills and technologies thus making beneficiaries economically marketable
* **TARGET GROUP**

a)   The students of schools and SHS in the community.

b)   The High and mid ranged educated youths.

c)   The children, youth groups, girls, and NGOs working in the area.

d)   The distressed women and disabled persons in the area.

**STRATEGY OF THE PROGRAM**

a)   Provide computers along with the skilled instructors (teachers) for thebeneficiary’sarea.

b)    Computers will be fully mobile within the program area.

c)    Our foundation will provide proper training and guidance for the instructors who will be appointed for the project.

**DURATION OF THE PROGRAM**

This program will be started from January, 2015 and will be finished for the first session at the end of December, 2015.

**MODE OF ACTIVITIES**

The main methods for the achievement of the above goals and objectives will be

* The creation of an ICT center that will act as the milieu for training youths in ICT usage
* The development by staff of the program of a documentation/dissemination plan.

This is to organize the collection entry level data and on the running of the project and so provide a basis for the sharing of information with other similar projects.

**The major activities we will be implementing are:**

1. Community level Meetings
2. ICT training for 150 adolescent girls
3. Preparation of individual, family and slum profiles
4. Educating the adolescent girls using ICT
5. Initiating and strengthening the adolescent girls clubs **“ICT champion Girls clubs”**
6. Providing commercial ICT service to the community
7. Developing website, CD based learning material
8. Monitoring, evaluation and reporting

Except this, CAFAF also going to undertake extensive skill development training program for its field guides and teachers of non-formal education. This will produce a large number of beneficiaries indirectly for this project. CAFAF will offer this training program for other NGOs and interested parties also. It may be mentioned here that the targeted fields of skill development training are as below:

a) Basic Education Training,

b) Leadership and Management Training,

c) Health Education Program,

d) Community Development Training,

e) Human Rights, Legal and Cultural Education Training,

f) Skill Development Training for Employees and Group Members of NGOs and youth leaders and

g) Training for Teachers of Non-formal Education.

**Project Timeline**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Constitution of project team** | **\*** |  |  |  |  |  |  |  |  |  |  |  |
| **Project planning meetings** | **\*** |  |  |  |  |  |  |  |  |  |  |  |
| **Conductof community entry and mobilization** | **\*** |  |  |  |  |  |  |  |  |  |  |  |
| **Project launch** |  |  |  |  |  |  |  |  |  |  |  |  |
| Community level meetings | **\*** | **\*** |  |  |  | **\*** |  |  | **\*** |  |  | **\*** |
| ICT Training for 50 girls |  | **\*** |  |  |  |  |  |  |  |  |  |  |
| Preparation of profiles |  |  | **\*** | **\*** |  |  |  |  |  |  |  |  |
| Educating adolescent girls |  |  | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Strengthening **“ICT Girls champions”** |  |  |  | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| ICT Commercial service |  |  |  |  | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Learning materials |  |  |  |  |  | **\*** | **\*** | **\*** | **\*** |  |  |  |
| Monitoring and evaluation |  |  | **\*** |  | **\*** |  | **\*** |  |  | **\*** | **\*** | **\*** |

**OTHER ASPECTS**

|  |  |
| --- | --- |
| **Strategic Planning, Research/Assessment/Evaluation**   * Situation Analysis (including inventory of existing research in this area) * Development of Impact and Performance Indicators * Needs Assessment (to determine content) * Inventory of existing and accessible learning materials * Development of Sustainability Structures * Others | **Content Modules Development and Production**   * Content Prioritization for Creation or Update * Development of Content Modules Format and Standards * Development of Content Modules   + Educational Programs   + Instructional Programs * Adaptation of Existing Content Modules * Pre-testing of Content * Production of Learning Materials * Others |
| **Technology Systems Management**   * Development and Application of Content Delivery System * Utilization and Upgrading of Community e-Centers * Linkage with other partners for personnel to operate and maintain e-centers * Others | **Advocacy, Social Marketing, Networking and Mainstreaming**   * Advocacy for Policy Support * Social Marketing and Networking among Stakeholders * Industry Sponsorships for Content Development and Localization, etc. * Others |
| **Project Management**   * Organization of Project Management Team * Visioning, Scoping and Team Building * Coordination of Implementation Activities * Documentation and Replication   Others | **Risk Management:**  The risk may lie in inadequate analysis of the ICT sector as it obtains in the other countries. Further, the fora for networking and collaborative action may not function with sufficient effectiveness. In order to manage these risks, detailed consultations with all stakeholders and sub-regional workshops as also fora for information sharing have been provided. Finally a Project coordinator has been provided to continually monitor progress, highlight problems and issues that may arise during implementation and obtain suitable decisions for appropriate interventions. |

**OUTCOMES**

 The objectives of this program are enormous. At CAFAF we strongly believed that knowledge is power and therefore the transfer of knowledge to economically disadvantage people will not just make them marketable but will also make them productive icons in the ICT driven global society. Some objective includes, but not limited to the following:   
This ICT training program has several circles and at the end of every circle beneficiaries:  
•Shall have access and benefit from state-of –the-art ICT training free of charge.  
•Shall be empowered with high core ICT skills and technologies thus making beneficiaries economically marketable and   
•The digital divide within Jamestown andGamashieas a whole will be bridged.  
•Interested donors can request full proposal for all other details.

**CONDUCTION OF SUMMATIVE EVALUATION**

* Report of the findings on the use and impact of ICT by urban adolescent girls
* Web and computer based learning materials on life skill and sexuality education
* Adolescent girls clubs **“ICT Girls champions”**
* Team of adolescent girls trained in ICT skills managing the Information centers
* A network of volunteers, NGOs, Institutes concerned about adolescent girl children’s Education.
* Communities aware of the potential of ICT and using it for their development.

**ICT will not only help these youths gain employment in industries, companies and enterprises as secretaries, net phone managers, cyber managers; but will also increase their awareness of issues, problems and crises in other parts of the world.  By surfing on the internet, they will have better access to health care, local e-commerce and will improve professionally and academically without travelling out of their locality.  Research, communication skills, negotiation skills, self esteem and goal setting skills will be developed.  These are necessary skills to help start a living and continue education which are not taught in schools**.  
  
  
  
**PROCESS DOCUMENTATION, MONITORING AND EVALUATION** PLAN

Project monitoring will be done by our staff and adolescent girl club members once in a month in their review meetings.  Towards the end of the year we will conduct an evaluation of the project.  With the help of an outsider we will develop the indicators and process.

Some of the indicators we are thinking now are:

* Number of girls,youth,groups, children trained in ICT skills
* The quality of profiles produced
* Functioning of adolescent ICT Champion girlS clubs
* The quantity and quality of materials produced
* Number of people using the information center
* Girl and boys awareness level on sexuality
* Communities awareness of ICT, center and its activities
* Career planning of adolescent girls, their achievement in formal schools

Networks created

The evaluation will be the responsibility of the Project Evaluator.  The evaluation will involve two major strategies:

**Formative Evaluation.**    It will be qualitative in nature through the use of questionnaires and interviews. Students/teachers will be asked questions about the operation of the center, topics covered in the training, the attractiveness of the training program and training materials.  The local population and others will be asked questions on the change in beneficiaries in the area, the behavior of the participants and their actions in the local population.  The evaluator will meet regularly with the staff of the program to share information from formative evaluation.  Periodic reports will be prepared and that identify the major findings of the formative evaluation and how they have been used to improve project operation.

**Summative evaluation.**    It is quantitative in nature.  The students will be tested before and after the program on their knowledge of ICT use and the openings it could bring; the changes and impact its uses could have on their lives. The number of students who participated in the program will be noted. The number of students who gained work at the end of the project also will be recorded.  Documentation of all agendas/attendance rosters from all training programs will be kept.  Most importantly, record of the number of participants who have created job opportunities for themselves will be kept.  
  
**Sustainability of computer center:**

Fund for repairing & maintenance of computers will be managed by the center in the future. In the initial stage, computer volunteer teachers are required for teaching computer education. After that, students of classes will teach the new comers. This process will continue onwards. Sometimes local development committee and other institutions will support the computer center. As well as local youth clubs and the community people will make the center sustainable project.

Internet service will be provided to the local community at the center at a cheap rate.  Future students will pay a small fee.  This will go in for the maintenance of equipment, remuneration of staff and purchase of new equipment.

**CONCLUSION**

It is hoped that with your assistance of **ICT SCHOOL FOR LIFE**, youths in Gamashiewill gain training that will help them gain employment or create jobs of their own.  This will lead to poverty alleviation and an increase in the living standard of the peoples of JAMESTOWN.

**PROPOSED PROJECT BUDGET FOR 1 YEAR**

EUR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | UNIT COST | UANTITY | FREQUENCY | TOTAL EUR |
|  |  |  |  |  |
| 1.PARTICIPATORY PLANNING |  |  |  |  |
| Refreshment  T&T  Communication  Stationery | 5  20  50  50 | 5  5  1  1 | 3  3  1  1 | ­  75  300  50  50 |
| SUB-TOTAL |  |  |  | **375** |
| 2.COMMUNITY ENTRY & MOBILIZATION |  |  |  |  |
| Refreshment  T&T  Communication | 5  10  10 | 5  10  5 | 5  5  5 | 150  125  250 |
| SUB-TOTAL |  |  |  | **525** |
| 3.PROJECT LAUNCH |  |  |  |  |
| Banner  Refreshment  PA system  Media  Deco  T&T  Venue  Stakeholders  Cultural trope  Volunteers  Project team  T-shirt  Mis | 150  1000  150  500  150  700  150  500  100  30  50  15  200 | 3  1  1  1  1  1  1  1  1  10  5  100  1 | 1  1  1  1  1  1  1  1  1  1  1  1 | 450  1000  150  500  150  700  150  500  100  300  250  1500  200 |
|  |  |  |  |  |
|  |  |  |  |  |
| SUB-TOTAL  4.PROJECT SUPPLIES |  |  |  | **5950** |
| Computers | 500 | 10 | 1 | 5000 |
| Tables | 300 | 3 | 1 | 300 |
| Scanning Machine | 250 | 2 | 1 | 500 |
|  |  |  |  |  |
| Chairs | 1000  1 | 1 | 1 | 1000 |
| Photocopier | 400 | 1 | 1 | 400 |
| Exercises Books | 100 | 1 | 1 | 100 |
| Flip Chart | 100 | 1 | 1 | 100 |
| Projectors  Ups | 1000 | 1 | 1 | 1000 |
| Generating Set | 300 | 1 | 1 | 300 |
| Fans | 150 | 2 | 1 | 300 |
| Files  laptops | 100  1000 | 1 | 1 | 100 |
| distributors | 500 | 2 | 1 | 1000 |
| Pens | 50 | 1 | 1 | 50 |
| ICT Books | 250 | 1 | 1 | 50 |
| Phones | 500 | 1 | 1 | 500 |
| Pencils | 50 | 1 | 1 | 50 |
| Papers (rims) | 200 | 1 | 1 | 200 |
| Web cams | 200 | 2 | 1 | 400 |
| memories | 200 | 1 | 1 | 200 |
| USB flash | 200 | 2 |  | 400 |
| Internet connection + installation | 1000 | 1 | 1 | 1000 |
| Cardboards | 500 | 1 | 1 | 500 |
| General Stationery | 200 | 1 | 1 | 200 |
| Board | 500 |  | 1 | 500 |
| Bold markers |  |  |  |  |
| Printers | **300** | 2 | 1 | 300 |
|  |  |  |  |  |
| Sub-total |  |  |  | **15400** |
|  |  |  |  |  |
|  |  |  |  |  |
| 5.Monitoring and Evaluation |  |  |  |  |
| Field visit | 200 | 1 | 1 | 200 |
| Documentation | 100 | 1 | 1 | 100 |
| Reporting | 100 | 1 | 1 | 200 |
| Sub-t0tal |  |  |  | **500** |
| 6.PROJECT DOCUMENTATION AND REPORTING |  |  |  |  |
| Report | 100 | 1 | 1 | 100 |
| Photo story | 200 | 1 | 1 | 200 |
| Video | 200 | 1 | 1 | 200 |
| General Administration | 500 | 1 | 1 | 500 |
| Sub-total |  |  |  | **1000** |
|  |  |  |  |  |
| 7.Project team Allowance |  |  |  |  |
| Project director 300 | 1 |  | 12 | 3600 |
| Operations officer 200 | 1 |  | 12 | 2400 |
| Volunteer trainers 150 5 |  |  | 12 | 3750 |
|  |  |  |  |  |
| Sub-total |  |  |  | **9750** |
|  |  |  |  |  |
| GRAND TOTAL |  |  |  | **33500.00** EUR |

What are the MDGs?

The Millennium Development Goals (MDGs) were established as a way of implementing the promises of the Millennium Declaration. The MDGs built on various UN conferences’ proposals over several years, having first been adopted as concrete targets by the Organisation for Economic Co-operation & Development (OECD) in 1996. Drawing on the Declaration – and the work of governments, the UN, the World Bank, the International Monetary Fund (IMF) and the World Trade Organisation (WTO) and other experts – the goals were refined and published in 2001.

The MDGs provide common, clear targets, the majority of which are to be achieved by 2015, mostly measured against a 1990 baseline. In 2008, four new targets were added bringing the total number of targets to 22.

 1 Eradicate extreme poverty and hunger

 2 Achieve universal primary education

 3 Promote gender equality and empower women

 4 Reduce child Mortality

 5 Improve maternal health

 6 Combat HIV/AIDS, malaria and other diseases

 7 Ensure environmental sustainability

 8 Develop a global partnership for development