



PROJECT PROPOSAL

Project Name: **S.A.F.E. – Save A Future through Education:**
Reclaiming Hope and Dignity for Out-of-School Girls

Submitted to: GRiC Africa

Submitted by: Olarivan P Mollel

Contact details: Olarivpaul@gmail.com

+255743866077



Executive Summary

S.A.F.E. – **Save A Future through Education** is a community-based initiative led by and implemented by Olarivan P Mollel a program manager under **ENCO** (Engaruka Community Initiative Org), aiming to **re-enter** out-of-school girls back into learning opportunities within Engaruka Ward, Tanzania. The project directly supports **20 vulnerable girls** many of whom dropped out due to early pregnancy, child marriage, poverty, parental neglect, or cultural barriers and other did not even get a chance to be admitted at schools. These girls will be provided with essential school supplies, psychosocial mentorship, and flexible educational pathways through compulsory education (**MEMKWA**) & primary school re-entry programs available in existing schools.

This project aligns with the **Tanzania Re-entry Policy of 2021**, which allows **adolescent mothers** to return to school before two years after giving birth. The policy legally protects these girls from discrimination, stigma, and harassment, ensuring they are not denied their right to education due to circumstances such as early pregnancy, disability, or social pressure.

Furthermore, the project also aligns with the **Education Act No. 25 of 1978 (Revised 2002)**, which enforces **that every child of school-going age must attend school**, and also advocated about compulsory education (**MEMKWA**).

The project will engage parents and the broader community through sensitization sessions and awareness of policies and by-laws that exist in Tanzania and are not well known to duty bearers (Teachers, Village chair-persons, and parents) as well as moral duty bearers (Traditional leaders, Laigwanak). Local female champions will be trained to provide ongoing emotional and academic support, ensuring girls stay in school and thrive even after the project phases out ensuring sustainability of the project.

By leveraging existing school infrastructure and community resources, the project is cost-effective, sustainable, and scalable. With a budget of **4672\$** equivalent to **Tsh 11,973,000** S.A.F.E. will spark long-term change by empowering girls, educating parents, strengthening local capacity and transforming negative social norms that lead to dropouts and low rate of school admission to a girl child.



Introduction

The Engaruka Community Initiative Organization (ENCO) is a charitable, Tanzanian registered non-governmental organization dedicated to improving the livelihoods and well-being of women and children of rural Maasai communities through education, health environment and economic empowerment programs. ENCO was founded in 2014 and operates in the Arusha region of Tanzania, particularly in Monduli, Ngorongoro and Longido districts. **Olarivan P Mollel** has been among the youth whom is currently working with ENCO for three years. starting as a communications officer and now a program manager. In many parts of Engaruka Ward children are not given the chance to go to school because of deeply rooted cultural beliefs and poverty. Instead of being enrolled in school, children are often kept at home to do domestic chores like cooking, fetching water, taking care of younger siblings & herding cows. Families believe that sending children to school is a waste of time and that children are more useful at home, helping to increase the family's wealth by taking care of livestock and doing other labor.

Girls face even more challenges than boys when it comes to getting an education, because of harmful social norms and traditions. One strong example is a practice called "**Orgisoi Lesiret**", where families book unborn baby girls as future wives. This happens when a man or family places a ring or a bead chain on a pregnant woman, as a sign that if the baby is a girl, she already belongs to them for marriage leading to not being admitted to school since she is already married before birth. Another example is **Esotho** dance celebrations. These are nighttime cultural dances and ceremonies where older men and young girls take part, often dancing and celebrating until morning. While these events are seen as part of the Maasai culture, they have become unsafe for girls. Many girls who attend these celebrations end up being pressured or involved in sexual activities, which often leads to early pregnancies. Once a girl becomes pregnant, she is usually forced to drop out of school and may never return. This tradition, although important to the community, is now contributing to the loss of education and safety for many girls. Cultural norms and a lack of awareness further discourage girls from pursuing education.

The S.A.F.E. – Save A Future through Education project is designed to provide a second chance for out-of-school girls in Engaruka.

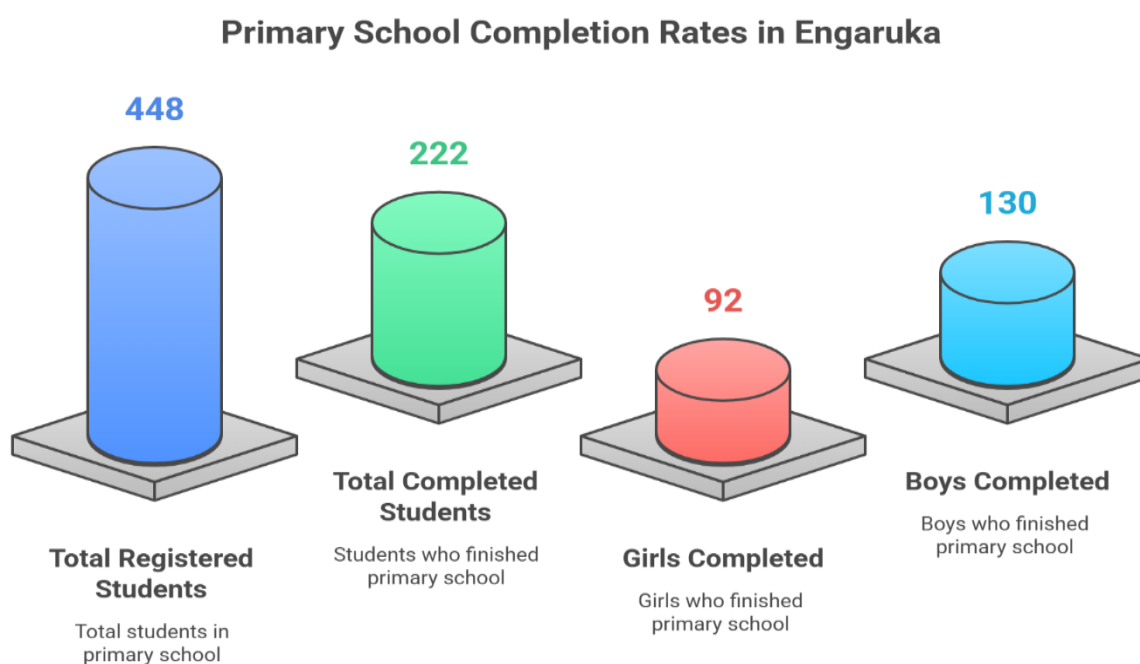
Problems & Challenges.

- Negative social norms that undermine / discourage girls right to education. Example of this negative social norms are Early forced marriage sometimes due to **Orgisoi Lesiret** (Refer to the above explanation) practices. This has been the lead reason to most of girls not attending or being admitted to school. Girls are married form **7-15 years of age** due to this practice.



- Lack of awareness about government policies and legal laws that are in place to protect girls' rights to education. Tanzanian government has a number of policies and by-laws that has specified the importance of girls' education and protecting them e.g. Education Act (25) Revised (2002) but most of duty bearers in Engaruka example teachers, community, parents, traditional leaders are not familiar with this by-laws making it difficult to comply.
- Lack of re-entry support from duty bearers to adolescent mothers after giving birth. There is a notion in the society that adolescent mother cannot return to school and should be married and start families.
- Limited Awareness: **Only 13 learners (8 girls, 5 boys) are currently enrolled** in compulsory adult literacy programs across the ward largely due to lack of awareness and outreach.

Below is a graph that shows primary school completion and admission rates in Engaruka where the project will be implemented



Project Interventions

Instead of building new facilities, S.A.F.E. project will use existing schools in Engaruka to host flexible adult learning sessions. This cost-effective approach leverages current infrastructure, reduces startup time, and provides a familiar, safe environment for girls to return to school. Timing will be flexible to accommodate more girls in the next intake.

S.A.F.E understands that most of girls are often left home in maternal roles, and the program will be flexible to cater for all the girls identified.



Compulsory education (**MEMKWA**) is a component for primary school is a special learning program designed for young children aged from **5 -17** who did not get a chance to complete or even start their primary education at the right age to get back to primary education. It helps them learn how to read, write, and do basic math, just like in a normal primary school, but in a more flexible and age-appropriate.

Project Goal

Project goal is to help create a community where every girl in Engaruka has a real chance to go to school, feel safe, be supported, and dream big about her future. We want to break the harmful cycle that keeps girls at home or pushes them into early marriage or motherhood. By giving girls a second chance to learn, we are not just helping 20 girls we are planting seeds of change that can grow into a future where girls are seen as leaders, not burdens, and where education is a right not a privilege.

Project Target beneficiaries

| Cartegory | Target | 12yrs (and below) | | 13-17yrs | | 18 - 35yrs | | 36 + | | Total |
|---------------------|------------|-------------------|---|-----------|-----------|------------|-----------|------------|-----------|------------|
| | | F | M | F | M | F | M | F | M | |
| Learnes | 20 | 10 | - | 10 | - | - | - | - | - | 20 |
| Teachers | 5 | - | - | - | - | 3 | - | - | 2 | 5 |
| Parents | 200 | - | - | - | - | 70 | 30 | 80 | 20 | 200 |
| Traditional leaders | 10 | - | - | - | - | - | - | - | 10 | 10 |
| Community member | 150 | - | - | 20 | 10 | 40 | 30 | 40 | 10 | 150 |
| Female champions | 10 | - | - | - | - | 8 | - | 2 | - | 10 |
| Government leaders | 7 | - | - | - | - | 2 | - | - | 5 | 7 |
| Total | 402 | 10 | | 30 | 10 | 123 | 60 | 122 | 47 | 402 |

Project Duration

The **S.A.F.E.** project will run for 10 months. During this time, we aim to identify, support, and re-enter 20 out-of-school girls back into learning, raise awareness among families about the value of girls' education as well as existing policies and by-laws, and build a stronger support system through trained female champions and community engagement.



Project Location

The proposed activities will take place within Engaruka Ward, located in the Monduli District of Tanzania. This area is occupied by Maasai indigenous people

Outcome & Activities

Outcome 1: Improve learning condition & re-enter 20 Out-of-School Girls

To support re-enter 20 out of school girls and provide them complete school supply kits (including uniforms, books, and writing materials) in Engaruka Ward by the end of the first three months of the project, to help them enroll in compulsory education (**MEMKWA**) or primary education programs.

Sub-Activities:

Activity 1.1. Mapping 20 out-of-school girls whom are eligible to go to school but are still at home through meetings with village chairperson, & moral duty bearers, teachers, and local organizations from four villages in Engaruka (Irerendeni, Engaruka Juu, Engaruka Chini & Oldonyo-lengai Village), within the first 4 weeks.

(Specific & Measurable: 20 girls, within 1 month)

Target: 20 learners

Activity 1.2. Buy and distribute full school supply kits, including school uniforms, bags, books, sanitary pads and pens, to the identified 20 girls to enable them to be admitted to schools either in compulsory education programs or primary education by the end of the second month.

(Achievable with planned budget and resources;)

Target : 20 learners

Activity 1.3 Give extra support payments to 5 teachers from two local schools to help the girls with evening or weekend tuition classes for 9 months, starting immediately after school supplies are given.

(Relevant and Measurable: 5 teachers; Duration: 9 months)

Target 5: Teachers



Outcome 2. Increased Parental Awareness on Girls' Education and in place policies and by-laws

To conduct community sensitization sessions about girl child education and challenge negative social norms. Also to raise awareness on the policies such as re-entry policy (2021) and education act which protect girl child education.

Sub-Activities:

Activity 2.1. Hold 4 parent meetings at the four primary schools in Engaruka (one at each school), inviting teachers, local leaders, and health workers to raise awareness about in place policies and laws that support re-entry and protect girls right to education.

Target – 200 people

(Specific: 4 schools; Measurable: 4 sessions; Duration: by month 2).

Activity 2.2. Organize 1 open community dialogues to challenge existing negative norms that undermine girls right to education such as **ESOTHO & Orgiso Lesiret** followed by 1 community movie night, showing films about girls' rights and school dropout problems.

Target – 150 people

(Achievable and engaging; Duration: within 1 months)

Outcome 3: Improve mentorship for out of school girls

To identify and train at least 10 female community champions from Engaruka who will provide guidance, encouragement, and follow-up support to out-of-school girls returning to education through compulsory education or primary school education.

Sub-Activities:

Activity 3.1. Select and train 10 female champions from the community through a 2-day workshop by the end of month 2, focusing on mentorship skills, listening, in place policies that can be used to admit and re-enter girls to school

(Specific: 10 mentors; Duration: training by month 1)

Target – 10 people

Activity 3.2. Visit community champions and school learners every 3 months to check how they are doing, solve challenges, and offer refresher advice.

(Relevant to retention and success; Duration : quarterly)



Activities Workplan

| Activity | Verified indicator | Means of verification | Timeline | Responsible person |
|--|--|---|---------------------|---------------------------------------|
| Activity 1.1. Mapping 20 out-of-school girls whom are eligible to go to school but are still at home | Access to education | Participant document Activity report in place | Jan 2026 | Project Manager and Community officer |
| Activity 1.2. Buy and distribute full school supply kits, including school uniforms, bags, books, sanitary pads and pens, to the identified 20 girls to enable them to be admitted to schools either in compulsory education programs or primary education by the end of the second month | Access to comfortable learning environment | Receipts from purchase Documentation | February 2026 | Program manager and Community officer |
| Activity 1.3 Give extra support payments to 5 teachers from two local schools to help the girls with evening or weekend tuition classes for 9 months, starting immediately after school supplies are given. | higher levels of connectedness to school and peers | Signed payment vouchers from teachers | February 2026 | Program manager and Community officer |
| Activity 2.1. Hold 4 parent meetings at the four primary schools in Engaruka (one at each school) | Increase in awareness of education policies | Participants document | April -June 2026 | Program manager and Community officer |
| Activity 2.2. Organize 1 open community dialogues to challenge existing negative norms that undermine girls right to education | Community change in perception and attitude towards a girl child | Participants document | January – July 2026 | Program manager and Community officer |
| Activity 3.1. Select and train 10 female champions from the community | Increase admission rate for girls at schools | Participate document Number of girl child admitted | March 2026 | Program manager and Community officer |



| | | | | |
|---|-------------------|-------------------|------------------------------|-----------------|
| Activity 3.2. Visit community champions and school learners every 3 months | Impact assessment | Quarterly reports | March- June – September 2026 | Program Manager |
|---|-------------------|-------------------|------------------------------|-----------------|

Monitoring & Evaluation

Progress will be tracked using both quantitative and qualitative indicators. Project staff with work with Monitoring and Evaluation Officer will oversee data collection and reporting.

| Indicators | Methods of Verification |
|---|---|
| <ol style="list-style-type: none"> 1. 20 girls identified and enrolled in the schools 2. 5 teachers will be paid help the girls with evening or weekend tuition classes for 9 months 3. 200 parents reached 4. 10 female champions trained and active to support re-entry for girls 5. Regular class attendance and students report will be provided 6. 10 Traditional leaders will be reached to shift community perception on a girl child 7. 150 community members will be reached and made aware of policies that govern & protect re-entry for adolescent mothers | <ol style="list-style-type: none"> 1. Attendance list/register 2. Field visit reports 3. Surveys and testimonies (Videos) 4. Photos and change stories 5. Training reports 6. Payment vouchers 7. Legal Receipts 8. Quarterly Narrative and Financial Reports |

Personnel

We will work with a team of dedicated staff to deliver this program to the beneficiaries.

1. **Project Manager:**
 - Oversees the entire M&E process
 - Reviews all data monthly and shares reports with stakeholders
 - Ensures that activities are implemented on time
2. **M&E/Field Officer:**
 - Collects data from schools and mentors
 - Conducts follow-up visits with girls and families
 - Keeps detailed records of activities and outcomes



3. **Finance Officer**

- Monitors all financial aspects of the project to ensure transparency and accountability

All findings will be used to measure success, guide any needed adjustments, and share impact with partners, donors, and the community. A report will be prepared at the end of every quarter of the project to summarize all results, lessons learned, and recommendations for future efforts.

Sustainability of The Project

The project ensures sustainability by enrolling girls into existing government-supported schools & compulsory learning programs since basic education in Tanzania is provided free. **Basic education in Tanzania is 12 years** starting from nursery class to form four. By training local female mentors to continue supporting and identifying vulnerable girls after the project ends. By using local schools, teachers, and community leaders, the project will continue to thrive with minimal ongoing costs. The teachers trained will also start post program in their areas.

Stakeholders

- ENCO (Engaruka Community Initiative Org : Its role will be overseeing financial transparency within the project implemented
- Local Primary Schools: Teaching facilities and capacity building to teachers.
- Village Leaders and Health Workers: Mobilization and awareness.
- Parents and Guardians: Primary change agents for behavior and support to the program to strengthen the long-term success of the project.

Budget

Please review this projects budget in an attached excel sheet

“I am SAFE”