### SECTION 1: SUMMARY PROJECT DATA

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Project title</strong></td>
<td>Increasing adolescent girls’ attainment of basic education, Rwanda</td>
</tr>
<tr>
<td><strong>1.2 Country</strong></td>
<td>Rwanda</td>
</tr>
<tr>
<td><strong>1.3 Locality(ies)/Region(s) within country(ies)</strong></td>
<td>Gatsibo District – Murambi and Kiziguru Sectors, Bugesera District – Kamabuye and Nyamata Sectors</td>
</tr>
<tr>
<td><strong>1.4 Partner(s) in country</strong></td>
<td>Plan Rwanda, FAWE Forum for African Women Educationalists</td>
</tr>
<tr>
<td><strong>1.5 Project duration</strong></td>
<td>36 months</td>
</tr>
<tr>
<td><strong>1.6 Proposed start date</strong></td>
<td>1/4/2011</td>
</tr>
</tbody>
</table>

### SECTION 2: INFORMATION ABOUT THE UK ORGANISATION (APPLICANT)

Plan works in 66,886 communities globally with 62.4 million people, and has over 100,000 regular supporters in the UK. Plan is in a unique position to demonstrate the importance and effectiveness of tackling the multiple, inter-locking challenges that currently prevent adolescent girls from fulfilling their potential. To implement value-for-money and effective programme and policy interventions, we will bring together a number of our existing strengths. Specifically:

- Strong local understanding of the situation of girls, and knowledge of effective ways of engaging with parents, traditional leaders and governments to promote girls’ rights
- Large community footprint gained through our long-term community-based work
- Track record developed from Plan UK’s current PPA of successfully empowering children and young people to hold service providers and government accountable for increasing their access to quality services
- A large and well-developed global portfolio of work on education
- Strengthened capacity in sexual and reproductive health and rights (SRHR) through Plan UK’s 2009 merger with specialist agency Interact Worldwide, who advise Plan UK on our SRHR work
- Quality research on girls, e.g. the annual “Because I Am a Girl: State of the World’s Girls” report
- A new global “Because I Am a Girl” campaign on girls’ education, harnessing the combined convening and influencing power of the global Plan family in 48 developing countries, 21 developed countries, and offices in Brussels and Geneva linked to multilateral donors
- An ongoing global campaign to reduce violence in schools (Learn Without Fear)
- Substantial experience of engagement with international policy-makers on girls’ issues
- Organisational commitment to and action on gender mainstreaming.

### SECTION 3: CAPACITY OF ORGANISATION

3.1 **EXPERIENCE** - Please outline your experience in relation to the issues targeted in the proposal and in this country

Plan Rwanda has a multi-faceted approach to achieving the rights of girls and boys at all stages of their life cycle in Rwanda. Our programmes target early childhood care and development, education, with a particular focus on girls, youth economic empowerment and advocacy work. Over the last 2 years Plan Rwanda has implemented programmes to increase girls’ completion of basic education through:

- Improving the learning environment (e.g. the provision of school infrastructure, separate toilets for girls, teachers’ training) to ensure girls benefit as much as boys and reduce drop-out rates of girls
- Creating an enabling environment for valuing girls’ education through public campaigns, to highlight the negative impact of violence on girls and to eliminate taxes on sanitary towels
- Increasing girls’ voices and adults’ accountability processes in relation to girls’ education through increasing girls’ participation in school management processes - such as school
parliaments, parent teacher associations and school management committees to ensure their views are heard and acted upon.

It is widely recognised that adopting a holistic and integrated approach ensures that more children stay in school up to completion. During the Annual Participatory Programme Review conducted in June 2010, the teachers targeted in focus group discussions reported that the trainings on child friendly teaching methodology were very useful and they started to apply the methodologies during their daily classroom management; they are now more confident in approaching children and giving them time to express their opinions and concerns about the topics discussed. Also, some children who participated in the review reported that although there is not enough time to discuss, exchange opinions and address questions to teachers in class, teachers have started asking students to speak out in class.

On the other hand, and according to the parents who participated in PTCs (Parents Teacher Committees) trainings, they said that the collaboration between them and teachers improved significantly after being exposed to such trainings; PTA members are now well involved in the management of the school and are asked to contribute with their views and opinions in the decision making process.

### 3.2 FUNDING HISTORY - Please provide a brief summary of your experience with projects of this size and scope

Plan Rwanda secured funding for similar projects. Below is an outline of the budgets for each of the projects.

1) **Strengthening Basic Education for Girls: US$350,000:** The purpose of this project is to improve the quality of teaching and learning for teachers and children in Gatsibo district, with focus on:
   - Improvement of schools infrastructure, furniture and equipment - The school will receive financial support to build new classrooms, and procure library books and furniture. This will contribute to the achievement of their improvement targets regarding child-friendly, safe and conducive learning environments. The project will construct latrine blocks and water tanks.
   - Raising awareness of the importance of good hygiene - In coordination with MoE, awareness sessions on sanitation & hygiene will be carried out in schools.
   - Strengthening of teachers’ skills - 40 teachers will be trained on new teaching methods, usage of computers as teaching aids, and ways of promoting gender equality within the classrooms. They will also receive refresher training in their areas of teaching (i.e. Maths, English, French etc.)
   - Establishment of education management information system (EMIS) - Information systems and database information units will be set up in each school. This will allow them to monitor students' performance and data electronically.

2) **WFP / Plan School Feeding, Nutrition, and HIV/AIDS Project Partnership: $2,836,297:** The aim of the project is to improve the health of children, malnourished and HIV/AIDS patients and increase the attendance and retention of students in schools.

3) **Youth Empowerment through cooperatives- US$1,079,259:** The overall objective of the action is to improve the economic wellbeing of young people and local communities in the three districts of Gatsibo, Rwamagana and Kayonza in Eastern Province.

4) **Promoting African Grassroots Economic Security through Education and Skills (PAGES) Program- US$1,900,000:** Goals are that within 5 years, children, youth, women and men will receive skills, economic resources & quality education to enable greater household economic security in Gatsibo Region.

### 3.3 FRAUD - Are you aware of any fraudulent activity within your organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring in future?

No. We have a risk register that is regularly monitored.
31st March).

4.1 Total Project Budget [please work within a budget of $400,000 per year]

4.2 Total funding requested from DFID £ 1,200,000

SECTION 5: CATEGORISATION

5.1 Project Core Subject Area
- Education
- Gender
- Reproductive Health
- Violence against women/ girls/children

5.2 Target Group
- Children
- Youth
- Communities

SECTION 6: BASIC INFORMATION ABOUT THE PROJECT

6.1 ACRONYMS - Please list all acronyms used in your application and explain them in full.
- VAWG - Violence Against Women and Girls
- LSS – Lower Secondary School
- USS – Upper Secondary School
- CEDAW - The Convention on the Elimination of All Forms of Discrimination against Women
- FAWE - Forum for African Women Educationalists
- PLWHA – People living with HIV-AIDS

6.2 BRIEF DESCRIPTION
This project aims at increasing girls’ attainment of quality, gender-responsive basic education in targeted areas in Rwanda.

6.3 PROJECT SUMMARY - Outline the overall aim of the project, the expected outcomes, what change the project is intending to achieve and who will benefit.

The project is contributing to achieve universal primary education (MDG 2) and promote gender equality and empower women (MDG 3) by increasing girls’ attainment of quality, gender-responsive, basic education in targeted areas in Rwanda:

1. Through the Tuseme (Let us speak out) empowerment programme 600 girls are empowered with skills to address concerns that hinder girls’ social and academic development
2. Establishing a conducive environment for girls participation in decision-making at schools and community/sector/district level
3. Reducing financial barriers for adolescent girls’ access education

The project will contribute to achieve the following changes:
- 17,425 Girls in targeted areas complete basic quality education
- Targeted communities including parents have positive attitudes towards girls education
- Targeted schools have gender sensitive infrastructures and teaching methodology
- Functional children right protection clubs in 41 schools
- Parents are able to meaningful participate in decision making processes in 41 schools
- Girls in 41 schools are actively involved in school management
- 41 Schools have girls-friendly development code of conducts and practices

SECTION 7: PROJECT RATIONALE

7.1 PROBLEM TO BE ADDRESSED - What problem will this project address? How was the
Education for girls and boys is a fundamental human right. It also supports the realisation of other rights, increasing sustainable development, democracy, good governance and economic growth. However, adolescent girls in Rwanda continue to face disproportionate challenges in attaining a quality basic education (primary school and lower secondary school).

Although the Rwandan Government abolished primary school fees in 2009, which has resulted in greater net enrolment of girls than boys at 97% for girls and 92.9% for boys, girls’ completion rates lag behind. Total completion rate for both girls and boys at primary level is 52.40% and the secondary completion rate is 14.45% (Ministry of education, primary indicators 2008, 2009). At secondary school, the gender disparities become more marked with completion rates for girls at 31.7% and boys at 68.3 % (Source: Ministry of Education Girls’ Education Policy 2008). The major factors behind these disparities are:

- Gender discrimination of girls resulting in less value placed on girls’ education and opinions of care givers who prefer to invest in boys’ education over girls
- Internalisation of discriminatory gender norms by girls themselves who lack awareness of their rights including sexual and reproductive health and rights, have low aspirations and lack the skills to meaningfully engage in decision-making processes at home and school
- Early marriages
- Violence towards girls e.g. sexual violence
- Household economic poverty, girls source of income
- Lack of social protection mechanisms for poor households
- Unaffordable school fees and associated costs of lower secondary school for poor households (uniforms, text books, stationery, sanitary towels etc)
- Gender stereotyping in school curricula, materials and teacher attitudes which push girls into what is seen as acceptable subject (humanities rather than technical sciences)
- Lack of appropriate school facilities such as separate girls’ toilets
- Violence against girls (VAWG) perpetuated at schools by teachers and students which affects the well being, confidence and participation of girls in schools
- Inadequate pedagogical skills and professional teachers
- Limited involvement of girls in school governance and development processes to articulate their needs and concerns and hold duty bearers to account.

The above issues were identified during the development of the Country Strategic Plan in 2008-2009 and during the workshop conducted with children in 2008 prior to the development of Plan country programmes. This project is a unique opportunity to address some of the above mentioned causes for girls’ low completion of basic education in Rwanda and their poor participation in development processes including school management.

7.2 COUNTRY STRATEGY(IES) AND POLICIES
How does this project support the achievement of DFID’s country strategy objectives? In what way would this project support national policies and plans related to poverty reduction or other key sectoral areas (e.g. Poverty Reduction Strategy Papers, etc.)?

This project is aligned with key government policies that promote girls’ education, including:

- Girls’ Education Policy (adopted in January 2009) - specifically focuses on the retention of girls in basic education (9 years – primary, lower secondary and upper secondary)
- National Decentralisation policy 2003 - emphasises the need for all citizens to be educated and fully participate in the planning and management of development processes
- 9 years primary education for both girls and boys in line with Education for All initiative targets - a particular emphasis on increasing girls’ up-take of maths and science subjects, their involvement in decision-making positions, return to school of pregnant girls post delivery and involvement in governance processes
- Vision 2020 (2000-2020), the Economic Development and Poverty Reduction Strategy (2008-2012) and the National Gender Policy - focus to mainstream gender equality in government policy and programmes, in line with the Millennium Development Goals 2 (Achieve universal primary education), the MDG 3 (Promote gender equality and empower women) and The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Plan Rwanda country strategic plan 2009-2013
The intervention will target the communities living in the District of Gatsibo and Bugesera

Children directly benefiting from the project:
- A total number of 34,850 children (17,425 girls and 17,425 boys) from 41 schools, each school has around 850 children of age 12-16 divided in both sexes. 425 girls will be directly reached by the sensitisation campaigns in each school.

The above target also includes:
- 123 girls (age 12 – 16) and 123 boys (representative of Children clubs: a total of 3 girls age 12-16 in each club) who will receive TOTs on child rights and protection (reporting cases of violence and abuse), gender and sexuality in the 41 targeted schools.
- Further 984 girls and boys (1 girl every 4 children) who will receive peer-to-peer trainings on the same subjects.
- 600 girls from 4 targeted schools who will benefit by the remedial classes.
- 1,440 children (boys and girls) who will benefit by the construction of latrine blocks in 3 targeted schools.

Adults directly reached by the project:
- 82 PTC members (2 children representatives in each school divided in both sexes) and Headmasters who will receive trainings on mainstreaming gender in education and child participation.
- 125 Village, Cell and Sector/District authorities (7 village leaders, 7 cell leaders, 6 committee members at sector level and 3 District representatives for a total of 4 sectors) who will receive trainings on girls’ access to education and gender mainstreaming.
- 8 District officers in 2 Districts (2 district education officers - DEOs and 2 administration staff in each District) who will be trained on collection of gender disaggregated data.
- 1800 family members, including at least 360 girls age 12 – 16 from 360 families who will be linked to cooperatives to develop IGAs (crop production – green house).

During monitoring sessions throughout the implementation of the “promotion of basic education for girls” project implemented by Plan Rwanda in Gatsibo District (2009), children, girls in particular, have raised the need to be further exposed to trainings and sensitisation sessions covering the topics that this project is planning to focus on.

7.4 TARGET GROUP (INDIRECT BENEFICIARIES)

The indirect beneficiaries include:
- At least 75% of 76,900 community members (parents, care givers, teachers, local authorities), which is the overall population of the 4 targeted sectors (Murambi Sector – 18,862 people, Kiziguru – 20,667 people, Kamabuye – 17,883 people and Nyamata – 19,488 people)

7.5 LESSONS LEARNED - What lessons have you drawn on (from your own and others’ past experience) in designing this project?

Plan Rwanda in the past has collaborated with the Forum for African Women Educationalists (FAWE Rwanda) in conducting campaigns such as ‘Breaking the Silence on Menstruation’ and ‘Keeping girls in school’ in Kigali city. The campaigns advocated for fighting cultural barriers/taboo that hinder girls from attending school.

The campaigns have received significant success among the children because they advocated to fight against barriers to girls’ education, including economic and cultural barriers and promoting access to affordable sanitary pads (the lack of sanitary pads being one among the causes of girl’s not regular attendance to schools).

As such, Plan Rwanda decided to include such campaigns and launch them under the framework of this project in Gatsibo and Bugesera Districts so that awareness could reach a broader audience.

SECTION 8: PROJECT DESIGN

8.1 APPROACH AND EFFECTIVENESS - Please provide details on the project approach (or methodology) to address the problem you have defined. You should also justify why you
consider this approach to be the most effective way in which to reach the project’s purpose. Please justify the timeframe and scope of your project.

- It is important to state from the beginning that promoting gender equity is not only about improving well-being of women and girls. It is widely recognised that involvement of men and boys is key to address gender issues. For this reason this project aims at involving girls and boys as well to address knowledge, attitudes and behaviours to promote gender equity.

- The involvement of children and in particular girls in children’s clubs and child rights campaigns, will aim to demonstrate the value of children’s influence in decision making processes at all levels

- Where possible the project will ensure that a representation of children with disabilities is included

- The project will also include child to child (peer to peer) approach. Children become active promoters of the learning by disseminating information to their peers

- In order to promote girls’ right to education the involvement of school representatives (Parents teachers committees, head masters, government education officers at Sector and district level) is crucial. For this reason, this project will also target the above stated stakeholders

These approaches will be mainstreamed throughout the implementation of the following activities:

**Outcome 1: Through the Tuseme (Let us speak out) empowerment programme 600 girls are empowered with skills to address concerns that hinder girls' social and academic development**

1.1 A total of 123 girls and 123 boys, representatives of Children Clubs in the 41 targeted schools in Gatsibo and Bugesera Districts, will receive TOTs on child rights, protection and gender equity and will receive peer education materials to then spread the information to reach at least other 984 girls and boys (at least 4 each)

1.2 600 girls will also participate in FAWE’s Tuseme (Let Us Speak Out) empowerment programme which uses theatre-for-development techniques to address concerns that hinder girls’ social and academic development. 600 girls will be trained in identifying and understanding the problems that affect them, articulate these problems and take action to solve them. Through drama, song and creative arts, girls will learn negotiation skills, how to speak out, self-confidence, and decision-making and leadership skills.

1.3 A package of remedial classes, also including life skills such as reproductive health, gender mainstreaming and leadership skills, will be provided to 600 girls over three years targeting three schools;

1.4 Follow up and support the sustainability of children’s clubs which have to ensure an equal representation of boys and girls in the targeted 41 schools.

**Outcome 2: A conducive environment for increased girls participation in decision-making at schools and community/sector/district level is established**

2.1 Sensitisation campaigns and debates on child rights, gender equality, gender based violence and importance of girls' education will target 17,425 boys, 17,425 girls in 41 targeted schools, teachers, headmaster, government officials and other community members (specifically community advisory councils). In particular, in collaboration with the national NGO FAWE and the children clubs, the following campaigns will be organized: “Learn without Fear” and "Because I Am a Girl (breaking silence on menstruation period and keeping girls in schools)".

2.2 Training of 82 teachers through gender-responsive pedagogy (GRP) model developed by FAWE to address the quality of teaching so that teachers become more gender aware and gain the skills to address the specific learning needs of both sexes. The model develops teaching practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community.

2.3 A total of 82 PTC members, including head-masters in the targeted 41 schools will receive trainings over three years on mainstreaming gender in education, child participation and facilitating mechanisms to collect and address cases of violence/abuse against child/adolescent girls;

2.4 Support the meaningful participation of girls delegates of children clubs in the national/district level Girls education Task Force led by MINEDUC

2.5 A total of 125 village, cell and sector/district authorities will receive trainings on girls’ access to
education and gender mainstreaming, including the importance of girls’ active involvement in governance processes and facilitating reports of violence/abuse against child/adolescent girls at community level;

2.6 4 district education officers (DEOs) and 4 administration staff for each District will be trained on collection of gender disaggregated data;

2.7 Construction of 3 latrine blocks which accommodate 1,440 children (boys and girls) and set up of water facilities (6 water tanks) for girls and boys in 3 targeted schools will contribute to increase the gender sensitive infrastructures;

2.8 Support the 41 targeted schools in the development of Child Protection code of conduct, including gender mainstreaming.

Outcome 3: Financial barriers to accessing education for adolescent girls are reduced

3.1 Link the most vulnerable families with girls at risk of drop out with cooperatives to develop Income Generating Activities (IGAs) through crop production, using the green house technology. Around 1800 family members and minimum number of 360 girls at risk of drop out will benefit by the IGAs in the 4 targeted Sectors. The packaged intensive crop production technology provides an opportunity for vulnerable households to improve economic conditions and food security.

8.2 VALUE FOR MONEY

A total number of 34,850 children (17,425 girls and 17,425 boys) from 41 schools will be directly targeted by the intervention; a cost of around 35 USD per each beneficiary is allocated in this project. Nearly 70 % of the budget is dedicated to activities.

8.3 BENEFICIARY INVOLVEMENT - Please specify how the project beneficiaries will be involved in the implementation, management and monitoring of the project

Plan Rwanda will involve project beneficiaries in the start-up phase in order to share the work plan and collect their opinions. Also, during implementation, the Plan project team will be seeking recommendations that children are willing to share in order to improve the project outcomes and reach stronger impacts.

Plan Rwanda has ensured a highly participative process to identify its key focus areas and community members, particularly girls and boys, young women and men, have participated in the development of its 5 year country strategic plan. This information provides a broad framework to help define new projects. New projects are designed together with community members, particularly opinion leaders (e.g. traditional and religious leaders), girls and boys, other NGOs and governmental officials. Following a needs analysis exercise, feedback is sought on programme design and then an activity schedule is drawn up to outline all project stakeholders’ involvement in the implementation of the project. A monitoring committee will also be set up comprising community members and youth who will be tasked with collecting monitoring data and feeding this regularly back to project stakeholders in order to amend/redesign project activities where necessary.

8.4 OTHER AGENCIES (WIDER CONTEXT) - What other agencies, including Government are involved in the areas where this initiative will take place and how will you work with them? How will the project address gaps, complement other initiatives and avoid duplication?

The major agencies working in proposed project areas of Gatsibo and Bugesera are: Government of Rwanda, local district administration, World Vision, ADRA, African Evangelistic Enterprise, FAWE, Compassion International, and Millennium Villages Project. Each of these Organisations implement interventions related to education, water and sanitation, sexual and reproductive health and rights (SRHR) and Gender based violence as outlined below.

Plan Rwanda with some of these organisations participates in the JADF (Joint Action Development Forum), which is a mechanism designed to achieve improved coordination on service delivery and economic development at the local level. This forum helps to avoid duplication of interventions in the same area of operation and ensure a quality support to the most vulnerable children.

Government of Rwanda:
- Setting and reinforcing education policies
- Schools construction
8.5 SUSTAINABILITY - What are the prospects for the benefits of the project being sustained after the funding stops?

The sustainability strategy of the project will be achieved through partnership with local organizations, such as FAWE, which will become more empowered by the partnership, so guaranteeing long term impact of the intervention.

The project aims at empowering children, particularly girls, to advocate for their rights; this will help in ensuring that achievements of the project are sustained after the completion of the project.

Representatives of Children clubs are also envisaged to continue to work with CSOs and government on a long term basis to ensure child rights promotion and protection is achieved. The project will include child to child (peer to peer) approach creating opportunities knowledge sharing with other children/youth. Building the capacity of PTC members, school staff, local leaders and communities in terms of child protection and participation is also central for ownership and sustainability.

8.6 CROSS CUTTING ISSUES
### 8.6.1 GENDER EQUALITY - It is a requirement that all DFID projects promote gender equality.

This project specifically targets gender discrimination that adolescent girls face in attainment of basic education.

However it is important to state that promoting gender equity is not only about improving well-being of women and girls. It is widely recognised that involvement of men and boys is key to address gender issues. For this reason this project aims at involving girls and boys as well to address knowledge, attitudes and behaviours to promote equity.

### 8.6.2 AGE - What impact will your project have on different age groups (e.g. children, youth and the elderly)? If the project involves work with children, how are child protection issues to be addressed?

This project focuses on lower secondary and secondary education which targets 12-16 year old children and in particular girls. They have been identified as particularly susceptible to dropping out of school due to barriers listed in 7.1. In addition, particular focus will be on the violence that girls face in (and out of) school through community sensitisation work to highlight the impact of violence on girls and to support awareness of reporting mechanisms.

### 8.6.3 EXCLUDED GROUPS - How have you ensured that the needs of excluded and vulnerable groups, including people with disabilities and people living with HIV/AIDS are addressed within the project?

A range of methods are used to ensure Plan Rwanda identifies and involves excluded groups. These include: engagement with key members of communities such as chiefs and religious leaders; with members of specific groups such as the people leaving with HIV-AIDS (PLWHA) and disability support networks; use of secondary data such as government statistics and primary data through the compilation of baseline surveys. In addition, Plan draws from Ubudehe, a participatory rural appraisal methodology undertaken with community members to develop a village mapping and wealth ranking to identify poorest and marginalised communities.

### 8.6.4 ENVIRONMENT - Please specify what impact (positive, neutral or negative) your project is likely to have on the environment. Please note the severity of the impacts and if negative, what steps you will take to mitigate these.

The increasing number of water and sanitation facilities at schools will generate a positive impact on the environment as well as increase community awareness on hygiene and sanitation practices.

### SECTION 9: PROJECT MANAGEMENT AND IMPLEMENTATION

**9.1 PROJECT MANAGEMENT**

Plan Rwanda will be the leading implementer of project activities through the education technical advisor, the project coordinator and the Monitoring and Evaluation Officer, as well as the training facilitators hired on an ad hoc basis.

Plan will implement this project in partnership with the national NGO FAWE.

### SECTION 10: MONITORING, EVALUATION, LESSON LEARNING AND BUILDING SUPPORT FOR DEVELOPMENT IN THE UK

**10.1 HOW WILL THE PERFORMANCE OF THE PROJECT BE MONITORED?**

- What baseline information will you collect initially against which to show progress, how will you demonstrate progress (identifying interim indicators or milestones) and how will you assess impact? How will the logframe be used? Are the indicators sufficiently SMART?

The progress of the project will be monitored against outcomes and outputs as per project logframe. A detailed implementation plan highlighting timeframe of activities will be developed at the start of the project and regularly monitored by the Project Coordinator/Manager. The detailed implementation plan will also incorporate the SMART indicators (at output and outcome level) described in the logframe to facilitate tracking of activities and achievement of results. A participatory baseline will be conducted at the beginning of the project, a mid-term evaluation conducted after one year and a half of project implementation and a project evaluation, including
10.2 **BENEFICIARY INVOLVEMENT: How will you involve beneficiaries and other stakeholders in monitoring and evaluation?**

The Project Coordinator will take the lead in M&E and support the field Project staff in ensuring that children, in particular girls, parents and teachers associations, headmasters are involved in monitoring the implementation of the project through regular consultation (not only during baseline, mid-term and final evaluations) which will guarantee accountability. Child-friendly tools already developed and tested by PLAN Rwanda as part of similar projects will be adapted and used for the baseline, mid-term and final evaluation.

10.3 **DISSEMINATION OF LEARNING: Please explain how the learning from this project will be disseminated.**

A participatory final evaluation will be conducted and will include the collection of best practices and lessons learnt, as well as case-studies. These will be shared with project beneficiaries during a feedback session, with the Girls Education Task Force and other key stakeholders such as District Education Officers and other NGOs operating in this area of work in Rwanda. Plan Rwanda will also share best practices and lessons learnt with its Regional Office for further dissemination in the region.

---

**SECTION 11: PROJECT RISKS AND MITIGATION**

11.1 **MAIN RISKS - What are the main risks to the success of project? How will these risks be monitored and mitigated?** *Note that risk is not necessarily a reason to penalise a project. Projects might be good because they are taking risks and breaking new ground.*

<table>
<thead>
<tr>
<th>Risk</th>
<th>Mitigation strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate project support from the Rwandan Government and partners.</td>
<td>Transparent coordination and cooperation at every level by Plan Rwanda as the lead agency. Plan Rwanda has good track record of working with the government and partners in all the proposed interventions. All proposed partners have been part of the design of this project hence ownership of the planned activities.</td>
</tr>
<tr>
<td>Lack of sufficient funding for identified beneficiary needs.</td>
<td>Plan Rwanda’s approach of concentrating interventions and multiple sources of income will be used to ensure that the project is implemented holistically.</td>
</tr>
<tr>
<td>Lack of qualified personnel to implement the project as designed</td>
<td>Project staff will be continuously trained throughout the life of the project. Provide good remuneration to attract qualified staff</td>
</tr>
<tr>
<td>Partners will not share experiences and best practices for the effective implementation of the project.</td>
<td>Project partners forum and network will be established to enhance learning among partners</td>
</tr>
<tr>
<td>The political environment becomes less stable to the extent that Plan staff, partners and extension workers are unable to access field locations.</td>
<td>At the present time, the political situation in Rwanda appears stable. Plan has strong working relationships in Eastern Rwanda and the political situation in Rwanda appears stable. Plan staff in Rwanda participates in UN Security clusters meetings and international NGO forum where regular security briefings are obtained. Plan will retain a degree of flexibility in case of extraordinary circumstances and consult with the DFID where appropriate.</td>
</tr>
<tr>
<td>Gender mainstreaming – and particularly women and girls' participation in the proposed action – is not accepted by communities.</td>
<td>This risk is mitigated by working closely with local communities with whom Plan has long-standing relationships and encouraging the</td>
</tr>
</tbody>
</table>
contribution of traditional leaders, women and children in the action's design. In the past action, communities identify direct beneficiaries themselves and the overwhelming majority are female.

SECTION 12: CAPACITY OF PARTNER ORGANISATIONS

<table>
<thead>
<tr>
<th></th>
<th>Name of Organisation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>FAWE</td>
<td></td>
</tr>
<tr>
<td>12.2</td>
<td>MINEDUC Building, 1st Floor</td>
<td></td>
</tr>
<tr>
<td>12.3</td>
<td><a href="http://www.fawerwa.org.rw">www.fawerwa.org.rw</a></td>
<td></td>
</tr>
<tr>
<td>12.4</td>
<td>SUMMARY OF EXPECTED ROLES AND RESPONSIBILITIES - Please also include the approximate project funding to be administered by this organisation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The partner FAWE will manage “Breaking the silence on menstruation and keeping girls in schools” campaign through community mobilization and will also manage children clubs in schools to increase girls' participation in their own education. Plan will strengthen the capacity of FAWE through capacity building on grants management and reports writing. The budget managed by FAWE will be 84,000 USD over three years.</td>
<td></td>
</tr>
<tr>
<td>12.5</td>
<td>EXPERIENCE - Please outline the experience of your partner in relation to their role and responsibility in this project (including technical issues and relevant geographical coverage)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In this project, Plan Rwanda’s strategic partner will be FAWE. Plan Rwanda and FAWE have been working together on a number of advocacy and child participation initiatives. Recently, children (girls and boys) participated in the planning and implementation of campaigns aimed at advocating for girls education, and access to sanitary materials. FAWE Rwanda operates in the whole country and has qualified with expertise in policy formulation, advocacy, girls’ sponsorship and school infrastructure. FAWE has built strong reputation in girls’ child education programming and has good working relationship with Ministry of Gender and Family promotion; Ministry of Education; and Ministry of Youth which are responsible for overseeing implementation of various policies related to girls education in Rwanda. In addition, FAWE receives funding from multiple local and international donors such as: UNICEF, UNHCR, CHF/CHAMP, USAID, Action Aid, DFID, Sida, AED.</td>
<td></td>
</tr>
<tr>
<td>12.6</td>
<td>FUNDING HISTORY - Please provide a brief summary of your partner(s) experience with projects of this size and scope</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAWE has managed Girls’ Education campaigns at national level with a budget of 10,000 USD sponsored by Plan Rwanda.</td>
<td></td>
</tr>
<tr>
<td>12.7</td>
<td>CHILD PROTECTION - (projects working with children and youth (0-18 years only) - What is your partner(s)’ capacity in relation to child protection? How will you work with your partner(s) to ensure children are kept safe?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAWE signed the Child Protection Policy of Plan Rwanda.</td>
<td></td>
</tr>
<tr>
<td>12.8</td>
<td>FRAUD - Are you aware of any fraudulent activity in your partner organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>None.</td>
<td></td>
</tr>
</tbody>
</table>