shalom initiative

2025-2026 Acememy year

learn with a smile back to school project

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# 1.0 Project Background and Context

Kumba, is a city in the Southwest region of Cameroon, has seen a significant influx of Internally Displaced Persons (IDPs) in recent years due to the ongoing Anglophone crisis. According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), there are currently over 70,000 IDPs in Kumba, many of whom have been forced to flee their homes due to the violence and instability.

The displacement of these families has had a devastating impact on the education of their children. As per the latest data from the Cameroon Ministry of Basic Education, only about 40% of IDPs children in Kumba are currently enrolled in school. The lack of access to education is further compounded by the shortage of school supplies, overcrowded classrooms, and the psychological trauma experienced by the displaced children.

The broader context of education in conflict-affected areas of Cameroon is equally concerning. The Anglophone crisis has led to the closure of hundreds of schools, with teachers and students forced to flee or suspend their educational activities. This has had a profound impact on the region's educational system, with enrolment rates plummeting and the quality of instruction deteriorating.

In this challenging environment, the proposed project aims to provide much-needed support to the IDPs children in Kumba, ensuring they have the necessary tools and resources to return to school and continue their education. By addressing the immediate needs of these vulnerable children, the project seeks to contribute to the broader efforts of restoring educational access and quality in the conflict-affected areas of Cameroon.

# 2.0 Problem Statement

The Anglophone crisis that has been going on in Cameroon has really affected educational attainment of the IDPs/Vulnerable children in Kumba. These and other vulnerable children experience numerous barriers that prevent them from experiencing quality education and as a result they are deprived of a chance to become who they are meant to be.

First, there is the problem of access to basic school requirements, which plays a major role in the poor performances that they post. It is also found that many IDPs families are financially unable to meet prices of mere stationery such as text books, note books, pens, and even school bags that are reasonable requisites for class room learning. Lacking these basic requirements, the IDPs/Vulnerable children in Kumba are way behind than the children under normal settings owing to their unfortunate circumstances.

Secondly, displacement has resulted in overcrowding of classes in a few schools which are still functioning. First, overcrowding does not only affect the quality of education imparted to the children but also amplifies their psychological trauma having been forced out of their homes due to conflict. The students who have gone through violent conflicts and disturbance need care and time that is not given to all the students in current class setting.

Moreso, the education of the IDPs/Vulnerable children has been hampered greatly because the organized learning activities have stopped in many conflict-prone areas. Without proper and constant flow of learning they are likely to fail meeting up with their progress and even worse off than they are already are from their displaced home environments.

With a focus of identifying 50 IDPs/Vulnerable pupils and students from the Kumba, this back-to-school project seeks to meet the above-mentioned challenges and ensure the needy children are assisted to go back to school and build a better future for themselves. This intervention can be considered as rather timely and necessary as it is a part of a larger desire to relieve educational system in the region and improve the prospects of the communities which have been affected by various factors that hinder their functionality and development.

**3.0 Project Goal**: To ensure inclusive and quality education for all and promote lifelong learning. ***Sustainable Development Goal 4 Quality Education.***

# 4.0 Project Objectives

1. Provide essential school supplies: By the start of the 2025-2026 academic year, ensure that all 50 IDP/Vulnerable children receive a comprehensive package of school supplies, including textbooks, notebooks, pens, pencils, bags and school fees to enable them to actively participate in their educational activities.
2. Improve access to quality education: Work with local education authorities to enroll the 50 IDP/Vulnerable children in nearby functional schools, ensuring they have access to structured learning opportunities and a supportive educational environment.
3. Offer psychosocial support: Provide regular counseling and emotional support services to the 50 IDP/ Vulnerable children, addressing the trauma and stress they have experienced due to displacement and conflict.
4. Facilitate community engagement: By the end of the project period, organize at least two community-based events that bring together the IDP/Vulnerable children families, local education stakeholders, and community leaders to foster a sense of belonging and promote the importance of education in the conflict-affected area.
5. Contribute to long-term educational resilience: Develop a replicable model for supporting IDP/Vulnerable children's education that can be scaled up and applied to other conflict-affected areas in Cameroon, thereby enhancing the overall resilience of the education system in the region.

# 5.0 Target Beneficiaries and Selection Criteria

The immediate beneficiaries of the back-to-school project in Kumba-Cameroon are 50 IDPs/Vulnerable children.

T***he selection criteria for these 50 beneficiaries will be as follows:***

1. Displacement status: The pupils preferred should be an Internally Displaced Persons or a vulnerable child unable to take care of their educational needs.
2. Age and grade level: It means that the pupils must be between 3 and 15 years old, attending the classes of the pre-primary, primary and secondary education.
3. Educational status: They have to have been in school at some point before they were displaced due to conflict, but are not able to go to school anymore or are facing challenges to have proper education..
4. Family financial status: They have to be from low-income families that barely can afford their Students Stationery or even meet other educational overhead costs.

The identification and verification of eligible beneficiaries will be in consultation with the local education officers, religious leaders, community leaders, shalom staff, and community volunteers. Strict procedure of assessment will be used, such as home visitation, interviews with parents or guardians and verification of displacement and financial status documents.

**6.0 Project Risks** and **Mitigation strategy**

A few difficulties might be encountered when it comes to the selection: this is a demand for the assistance, as in Kumba there are many more IDPs/Vulnerable children in need for educational help than can be offered within the scope of the project. For this, the project team will have a clear criterion of how the beneficiaries will be selected with clear communication to the community about the process and reasons why the identified 50 out of the universe of beneficiaries have been selected.

***Project Strength:***

By focusing on this focused group of 50 IDP/Vulnerable children, the initiative intends to have a concrete and significant influence on the educational achievements of some of the most vulnerable children in the Kumba, while also establishing the framework for potential growth or replication in the future.

# 7.0 Project Activities and Implementation Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Description** | **Timeline** | **Responsible Party** | **Potential Risks and Mitigation Strategies** |
| Stakeholder Engagement | Conduct meetings with local education authorities, community leaders, and IDP camp coordinators to introduce the project, secure buy-in, and coordinate the beneficiary selection process. | Months 1-2 | Project Manager, Community Liaison Officer | Risk: Lack of buy-in or cooperation from local stakeholders  Mitigation: Ensure clear communication, involve stakeholders in the planning process, and demonstrate the project's alignment with local priorities. |
| Beneficiary Selection | Establish a transparent and inclusive selection process, including home visits, interviews with families, and verification of displacement and financial status. Finalize the list of 50 IDP pupils. | Months 1-2 | Project Manager, Community Liaison Officer, Education Specialist | Risk: Challenges in verifying eligibility or managing community expectations  Mitigation: Develop clear selection criteria, communicate the process widely, and establish an appeals mechanism. |
| Procurement of School Supplies | Identify and procure the necessary school supplies, including textbooks, notebooks, pens, pencils, and backpacks, based on the specific needs of the 50 IDP pupils. | Month 2 | Project Manager, Procurement Officer | Risk: Delays in the supply chain or price fluctuations  Mitigation: Conduct market research, establish contingency plans, and maintain close coordination with suppliers. |
| Distribution of Supplies | Organize a distribution event to deliver the school supplies to the 50 IDP pupils and their families, ensuring the equitable and efficient allocation of the items. | Month 3 | Project Manager, Community Liaison Officer, Volunteers | Risk: Logistical challenges or tensions during distribution  Mitigation: Develop a clear distribution plan, involve community leaders, and have security measures in place. |
| Follow-up and Monitoring | Conduct regular check-ins with the IDP pupils and their families to ensure the effective utilization of the supplied materials and monitor their academic progress. Gather feedback and identify any additional needs. | Months 3-6 | Project Manager, Education Specialist, Community Liaison Officer | Risk: Difficulty in maintaining regular contact or monitoring progress  Mitigation: Establish a robust monitoring and evaluation framework, leverage local community networks, and encourage regular communication. |

*Table: Project activity Timeline*

**7.0 Sustainability Plan**

1. Competitive procurement processes: The project will undertake extensive surveys and procure more than three quotations in order to get the best prices for the supplies for the school and the administrative services.
2. Leveraging local partnerships: The effort will work in a close partnership with the local agencies for education and community-based organizations to build on existing assets and infrastructure thus minimizing requirement for prop retail capital investment.
3. Streamlined administrative structures: It is a low overhead project in that most of the effort will be directed towards providing direct services to the target beneficiaries.

# 9.0 Expected Outcomes and Impact

***Immediate Outcomes:***

* 100% of the 50 targeted IDPs/Vulnerable children will receive a comprehensive package of school supplies, including notebooks, pens, pencils, and bags, enabling them to actively participate in their educational activities.
* All 50 beneficiaries will be successfully enrolled in nearby functional schools, ensuring they have access to structured learning opportunities.
* The beneficiaries will receive regular psychosocial support and counseling services, helping them to address the trauma and stress associated with their displacement.

***Medium-Term Outcomes:***

* The academic performance of the beneficiaries will improve, as measured by their grades and learning assessments, compared to their pre-project baseline.
* The attendance and retention rates of the beneficiaries in school will increase, indicating their improved access to and engagement with education.
* The beneficiaries’ families and the broader community will demonstrate a heightened awareness and appreciation for the importance of education, as evidenced by their active participation in the project's community-based events.

***Long-Term Impact:***

* The project will contribute to the restoration of educational access and quality in the conflict-affected areas of Kumba, aligning with the broader educational goals of the Cameroon government and international standards for education in emergencies.
* The successful implementation of the project will serve as a replicable model, informing the development of similar interventions in other displaced communities within Cameroon and the region, thereby enhancing the overall resilience of the education system.
* The beneficiaries who have benefited from the project will be empowered to become active and engaged members of their communities, contributing to the long-term social and economic development of the region.

# 10. Monitoring, Evaluation, and Reporting

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Key Performance Indicator (KPI)** | **Data Collection Method** | **Frequency** |
| Provide essential school supplies | - 100% of 50 IDP/Vulnerable children received school supplies package | - Distribution records  - Beneficiary interviews | Monthly |
| Improve access to quality education | - 100% of 50 IDP pupils enrolled in nearby functional schools  - Attendance and retention rates of beneficiaries | - School enrolment records  - Attendance records | Monthly |
| Offer psychosocial support | - 100% of 50 IDPs/Vulnerable children received regular counseling services  - Improvement in beneficiaries' well-being and coping mechanisms | - Counseling session records  - Beneficiary assessment surveys | Quarterly |
| Facilitate community engagement | - At least 2 community-based events organized  - Increased awareness and support for education among beneficiaries families and community members | - Event attendance records  - Community feedback surveys | Bi-annually |
| Contribute to long-term educational resilience | - Successful implementation of the project and its replicability in other conflict-affected areas | - Project documentation and lessons learned  - Stakeholder interviews | End of project |

*Table: Monitoring and Evaluation Framework*

**Data Collection and Reporting:**

The project team will employ a combination of quantitative and qualitative data collection methods, including distribution records, school enrollment and attendance data, counseling session logs, and beneficiary and community feedback surveys. The monitoring activities will be conducted on a monthly or quarterly basis, depending on the specific indicator, to ensure timely identification of any challenges or deviations from the project's objectives.

**Beneficiary Feedback and Impact Assessment:**

Incorporating beneficiary feedback will be a crucial aspect of the monitoring and evaluation plan. The project team will regularly engage with the IDPs/Vulnerable children and their families through interviews, focus group discussions, and community-based events to gather their perspectives on the project's effectiveness, challenges, and areas for improvement. This feedback will be used to inform any necessary adjustments to the project's implementation.

# At the end of the project, the team will conduct a comprehensive impact assessment to evaluate the overall success of the intervention. This assessment will analyze the project's key performance indicators, as well as the broader impact on the educational resilience of the IDP community in Kumba and the potential for replication in other conflict-affected areas of Cameroon

# 11. Detailed Budget and Resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SN** | **ITEM** | **QUANTITY** | **UNIT COST (CFA)** | **TOTAL COST (CFA)** |
| 1 | School fees | 50 children | 50.000 | 2.500.000 |
| 1 | Plain lines 80 leaves books | 150 | 350 | 52.350 |
| 2 | Square lines 80 leaves books | 10 | 350 | 3.500 |
| 3 | Plain lines 60 leaves books | 60 | 275 | 16.500 |
| 4 | Square lines 60 leaves books | 30 | 275 | 8.500 |
| 5 | Plain lines 40 leaves books | 360 | 225 | 81.000 |
| 6 | Plain lines 20 leaves books | 30 | 125 | 3.750 |
| 7 | Square lines 20 leaves books | 30 | 125 | 3.750 |
| 8 | Red and blue lines writing books | 80 | 100 | 8.000 |
| 9 | Drawing books | 50 | 100 | 5.000 |
| 10 | Pencils | 310 | 50 | 15.500 |
| 11 | Pens | 120 | 200 | 24.000 |
| 12 | Rulers | 50 | 200 | 10.000 |
| 13 | Erasers | 100 | 100 | 10.000 |
| 14 | Maths set | 10 | 700 | 7.000 |
| 15 | Toilet rolls | 300 | 350 | 105.000 |
| 16 | Armboard | 10 | 700 | 7.000 |
| 17 | Packet Color pencils | 50 | 500 | 25.000 |
| 18 | Water bottles | 50 | 1500 | 75.000 |
| 19 | Umbrellas | 50 | 1500 | 75.000 |
| 20 | Bags | 50 | 5000 | 250.000 |
| 21 | Sharpeners | 100 | 100 | 10.000 |
|  | Counters | 30 | 500 | 15.000 |
| 24 | Project Roll Up | 2 | 30000 | 60.000 |
| 25 | Identification and registration | 1 | 30000 | 60.000 |
| 26 | T-Shirts | 12 | 4000 | 48.000 |
| 27 | Communication | 1 | 20000 | 20.000 |
| 28 | Hall | 1 | 40000 | 40.000 |
| 29 | Refreshment | 120 persons | 500 | 60.000 |
| 30 | Monitoring and evaluation | 3 | 30000 | 90.000 |
| 31 | **Sub-total** | **-----** | **------** | **3.688.500frs** |
| 32 | Administrative cost | 1 | 10% | 368.850frs |
| 33 | **Grand - total** | **----** | **-----** | **4.057.350frs** |

# 12. Conclusion

The back-to-school project enrolls 50 IDPs/Vulnerable children in Kumba, Cameroon, as an important step towards rebuilding learning opportunities and quality of education to children in the midst of the Anglophone crisis. This specific plan with 1.307.350FCFA makes a positive and sustainable difference in the targeted vulnerable students and enable them to pursue their education and achieve their dreams.

**Raising more funds for this than stipulated above for this project will meet the basic needs of the IDPs/Vulnerable children in terms of education by providing them with the required stationery, enrolling them to the functional schools nearest to the IDP camps and offering them much needed psychosocial support. Further, as this project aims at engaging the community and enhancing the education resilience in the targeted groups, it corresponds with the United Nations Sustainable Development Goal 4 of Quality Education.**