

PEACE CORPS PARTNERSHIP PROGRAM PROPOSAL APPLICATION COVER SHEET

Please complete the following sections of the PCPP Proposal Application. When each section has been completed, please mark the appropriate box below.

- | | |
|--|-------------------------------------|
| A. VOLUNTEER AND PROJECT PROPOSAL INFORMATION | <input checked="" type="checkbox"/> |
| B. PROPOSAL NARRATIVES | <input checked="" type="checkbox"/> |
| C. MONITORING AND EVALUATION | <input checked="" type="checkbox"/> |
| D. PROJECT TIMELINE | <input checked="" type="checkbox"/> |
| E. PROJECT BUDGET | <input checked="" type="checkbox"/> |

Has the community been informed and fully understands that Partnership funds are to be used only for costs associated with the project and that there will be no additional funding beyond the authorized amount on the proposal as submitted?

Yes No

We verify that this project is needed by the community of Batié, Bandjoun, Bapa, Bendenkaup, Bamendjou, Foubot, Lewoh, Fontem, Yokaduma, Diang, Ndelele, Nguelemendouka who are the intended beneficiaries, and that we fully understand and will fulfill the requirements of the Peace Corps Partnership Program in implementing this project

Peace Corps Volunteer _____
(PCV's signature, Wendy Lee) (Date)

Community Partner _____
(Signature, Directrice of EP Famgoum I, Batié) (Date)

I have reviewed this proposal and certify that it is well-planned, accurately budgeted, and the Peace Corps volunteer has the technical skills to successfully complete the project within the timeframe of his/her service. Furthermore, this proposal meets each Peace Corps Partnership criterion set forth in section 4 of MS720.

Peace Corps Country Director _____
(Signature) (Date)

PEACE CORPS PARTNERSHIP PROGRAM PROPOSAL APPLICATION

| | |
|---------------------------------|------------------------|
| To be filled out by OPSI Staff: | |
| Fiscal Year: | Project Number: |

A. VOLUNTEER AND PROJECT PROPOSAL INFORMATION

Country: Cameroon

Project Title: Books For Cameroon Phase I

Community Organization: 25 rural schools in Cameroon. RIDEV.

Project Implementation Period: From: June 2009 To: June 2010

Volunteer Name: Wendy Lee **COS Date:** July 2010

Peace Corps Sector Assignment: Small Enterprise Development
(ex. TEFL, SBD, Environment, Health, etc.)

| | Male | Female | Boys | Girls | Total |
|---|-------|--------|-------|-------|--------|
| <i># of Participants:</i> those persons <i>directly</i> involved in the design and implementation of the project | 25 | 40 | - | - | 65 |
| <i># of Beneficiaries:</i> those persons <i>directly</i> impacted by the project | 4,500 | 3,000 | 7,500 | 6,000 | 21,000 |

| Project Classification | | |
|--|---|--|
| Peace Corps Project Sector Grouping (Please select only one) | | |
| <input type="checkbox"/> Agriculture <input type="checkbox"/> Business Development <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Environment <input type="checkbox"/> Health <input type="checkbox"/> Municipal Development | <input type="checkbox"/> Water & Sanitation <input type="checkbox"/> Youth Development <input type="checkbox"/> Other: |
| Priority Grouping | | |
| <input type="checkbox"/> Infrastructure Development <input type="checkbox"/> Instructional Materials | <input checked="" type="checkbox"/> Resources/Equipment and Supplies <input type="checkbox"/> Income Generation | <input type="checkbox"/> Training <input type="checkbox"/> NGO Development |

| |
|---|
| TOTAL PCPP REQUEST: \$USD: \$11,500 LCU: 5 500 000CFA |
| Exchange Rate Used: 500 CFA to 1 \$USD |

B. MONITORING AND EVALUATION

How will you know if your project is reaching its goals and objectives, and producing the desired benefits or change?

On this page, you will find a menu of indicators that will help you track the progress of your project. These indicators were chosen because they highlight the kinds of changes and outcomes that are most likely to occur in small-scale community development projects.

Please choose the indicators that you and your community will use to track the progress of your project during its implementation. When you complete your project, you will use the same indicators to report on the results that you and your community achieved.

INDICATORS OF SUCCESS

PCVs will deliver project applications to area schools and make initial survey of the designated spaces for the library. Each volunteer in perspective region will select the most dedicated local schools who will become recipients of this project after reviewing the applications. Once schools are selected, PCVs will provide regular follow-up to ensure the schools are making appropriate progress preparing a functioning library and raising funds for in-country transportation of the books. A month prior to the arrival of books, PCVs will conduct library management seminars in respective location to ensure proper understanding of basic workings of a library. After the books are delivered, PCVs will work with community members to assure each library is fully functioning and utilized in capacity.

This project will considered a success if the following indicators are met:

- All 25 participating schools open libraries within a clean, secured space with all the necessary equipments (bookshelves, tables, chairs, etc).
- Over 20,000 students within the 25 schools gain access to English reading materials within the school library in the initial year (2010).
- Staffs of all 25 schools complete the library management training and are able to operate the libraries at full capacity.
- Teachers in all schools actively incorporate donated books in their teaching and execute programs that encourage and instill a love for reading for all students.

REQUIRED

participants acquiring new knowledge or skills

(may include literacy, technical, or vocational skills or administrative and/or financial practices, ability to manage production, marketing or income-generating activities, or ability to obtain financial or technical assistance)

Who/how many? Staff of each of the 25 schools will receive training.
What skills? Training in library management
How will you know? Evaluation at the end of project implementation to asses application of skills.

CHOOSE 1- ADDITIONAL / OPTIONAL INDICATORS OF SUCCESS

improved capacity to define and meet goals and objectives

(relates most directly to changes in knowledge, skills and behavior, and may include planning skills, ability to set up group goals, and small project design skills, among others)

What changes? Library staff will be able to set yearly goals and expansion.
How will you know? Managers will submit a yearly report to school administration and PTA.

presence of linkages with similar groups or networks

(number of formal and informal contacts and nature of these contacts)

How many? _____
What kind? _____
How will you know? _____

improved decision making

(relates to change in attitudes and behavior, and may be observed through more participatory practices, gender inclusiveness, access to and willingness to share information, and financial transparency and accountability)

What changes? _____
How will you know? _____

Other: _____

Please indicate how this will be measured: _____

C. PROPOSAL TIMELINE

| Date | Activity | Responsible |
|-----------------------|---|---|
| December 2008 | Brainstorm project idea with community member; research donor organization for books. | Wendy |
| January 2009 | Contact Books For Africa to confirm book donation of 22,000 English books. | Wendy |
| February 2009 | Contact other PCVs to expand the library project over 3 provinces and 25 schools. | Wendy |
| March 2009 | Contact PCVs worldwide who have successfully completed the project with BFA. | Wendy |
| March 2009 | Identify target schools and discuss with administration to ensure meeting desired needs. | PCVs |
| March 2009 | Assess schools involved on appropriate library space. Prepare application for interested schools. | PCVs/Laura |
| April 2009 | Arrange logistics with RIDEV as NGO responsible for port clearance. | Kate |
| April 2009 | Project marketing Stateside to raise awareness of the project and identify potential donors. | PCVs |
| April 2009 | Collect project application. Select participating schools. Deliver acceptance letter and project contract. | PCVs |
| April 2009 | Submit Peace Corps Partnership proposal for approval. | Wendy/PC Admin. |
| May-October 2009 | Launch project campaign via social media to raise funding. Contact and encourage groups Stateside to fundraise for project. | PCVs |
| November 2009 | Complete fundraising; submit payment to BFA and enlist on shipping list. | Wendy |
| December 2009 | Books shipped from Books For Africa. | Books For Africa |
| January/February 2010 | Training sessions in each province and each school. | West: Wendy, Kate East: Siobhan Southwest: Laura and Connie |
| February 2010 | Receive books in Douala port and ensure secured transportation of books to the West Province. | Wendy |
| February 2010 | Week long book sorting in the West Province. | PCVs |
| February/March 2010 | Distribution of books to each school. | PCVs |
| March/April 2010 | Library organization in each school. | PCVs |
| May 2010 | Oversee functionality of all libraries and continual training of staff. | PCVs |
| June 2010 | Project completion/evaluation. | PCVs |

Project Timeline:

Approximately how long will your proposed project last? Months: 18 Weeks: _____ Days: _____

D. PROJECT BUDGET

Please include a budget summary for the proposed project as a separate attachment. Indicate the number and cost of each item in both USD and local currency units (LCU). Please also state whether the item will be paid for with PCPP funds or from community contributions.

| | | |
|----------------------------------|---------------------|----------------------|
| Partnership Contribution: | USD \$11,500 | LCU 5 500 000 |
| Community Contribution: | USD \$8,050 | LCU 4 025 000 |
| Total Project Cost | USD \$19,050 | LCU 9 525 000 |

Books For Cameroon: Phase I June 2009 - June 2010

PARTNERSHIP Contribution - FUNDING REQUESTED

| | Material Description | Unit | Quantity Needed | Unit Cost (f cfa) | Total Cost (f cfa) | Total Cost (usd) |
|----------------|-------------------------|---------------|-----------------|-------------------|--------------------|------------------|
| Book Inventory | Shipping Charges | per container | 1 | 4 750 000 | 4 750 000 | \$9 500 |
| | Misc. Port/Custom Costs | per container | 1 | 1 000 000 | 1 000 000 | \$2 000 |
| | | | | | 0 | \$0 |
| | Total | | | | 5 750 000 | \$11 500 |

COMMUNITY Contribution

| | Material Description | Unit | Quantity Needed | Unit Cost (f cfa) | Total Cost (f cfa) | Total Cost (usd) |
|----------------|------------------------------|------------|-----------------|-------------------|--------------------|------------------|
| Implementation | Transportation (Books) | per trip | 2 | 300 000 | 600 000 | \$1 200 |
| | Transportation (Volunteer) | per trip | 25 | 5000 | 125 000 | \$250 |
| | Book Sorting/Storing Venue | per day | 5 | 30 000 | 150 000 | \$300 |
| | Training Material | per person | 50 | 3 000 | 150 000 | \$300 |
| | Labor (library organization) | per person | 200 | 2 500 | 500 000 | \$1 000 |
| | Library Preparation | per school | 25 | 100 000 | 2 500 000 | \$5 000 |
| Sum | | | | | 4 025 000 | \$8 050 |

TOTAL PROJECT COSTS

500 f cfa = 1 usd

| | % Contribution | Total Cost (f cfa) | Total Cost (usd) |
|---------------------------|----------------|--------------------|--------------------|
| Partnership Contribution | 59% | 5 750 000 | \$11 500 |
| Community Contribution | 41% | 4 025 000 | \$8 050 |
| Total Project Cost | 100% | 9 775 000 | \$19 550 |

Budget Footnotes – Expanded Descriptions

Book Inventory

Shipping Charges: Books For Africa have committed to send a 40-foot container of 22,000 books.

Port Charges: administrative costs involved to clear the container at the Douala port.

Implenmentation

Tranportation (Books): transporting books from Douala port to the West province for sorting. Rate based on bus-depot from Douala to Bafoussam

Transportation (Volunteers): transporting volunteers and books to each school.

Book Sorting/Storing Venue: Venue in the West for initial storing and sorting of 22,000 books from BFA.

Training Venue: to train staffs of each school on library management; 25 schools x 1 per day = 25

Training Material: photocopies of library management material. 25 schools x 2 per school = 50

Labor (Library Organization): to clean and prepare the appropriate space for a functioning library. 25 schools x 8 per school = 200

Library Preparation: costs per school to preapre a secured space with bookshelves ready for all incoming books.

E. PROPOSAL NARRATIVES – PLEASE DO NOT LIMIT YOUR SELF TO THE SPACE PROVIDED. TEXT BOXES WILL EXPAND TO MEET YOUR SPACE REQUIREMENT FOR EACH NARRATIVE.

| | | |
|-----------|--|---|
| <p>1.</p> | <p>Executive Summary:</p> <p>Please write a <u>250 word</u> summary of the proposed project. This allows potential donors to better understand the project. Describe the project goals and what is needed to support those goals. Consider what impact the proposed project will have on the community.</p> <p>Note: This summary will be posted directly on the Peace Corps Website.</p> | <p>Reading is the gateway to knowledge and often the access to such knowledge is taken for granted. In Cameroon, students thirst for knowledge yet many schools are not equipped with a functioning library. The Books For Cameroon project will establish a library in 25 schools and benefit over 20,000 students. The schools will range from primary to high schools; some already have an existing library in need of improvement, others simply have a room waiting to be filled with books.</p> <p>As Cameroon is a country striving for bilingualism, this project will be carried out over two phases, supplying books in both English and French. During this first phase, Books For Africa has been contacted and is committed to sending a 40-foot container of 22,000 English books for this project. Shipping charges to Cameroon and related custom clearance costs will amount to \$11,000. Books For Cameroon Phase I will involve schools in the East, West and Southwest regions of Cameroon, bringing English books to both Anglophone and Francophone regions, including many bilingual schools.</p> <p>Selected participating schools will demonstrate commitment by supplying a secure room, bookshelves and all other materials related to the functioning of a library. In addition, school staff must commit to attending a library management training host by Peace Corps volunteers. Participating schools will incorporate the donated books into the teaching curriculum and devise a plan to encourage and instill a love for reading among students. Volunteers will monitor the functionality of the libraries after the books are delivered to ensure effective usage.</p> |
| <p>2.</p> | <p>Background Information:</p> <p>Please provide a brief description of your community and the community members involved with the proposed project.</p> | <p>The project began with PCV Wendy Lee’s desire to fill a 4-room primary school with books. After contacting Books For Africa and receiving the commitment of 22,000 English books, the project has expanded with collaborative effort of many volunteers. The project will benefit 25 schools across the East, West and Southwest regions. Each of the 5 volunteers will work with 4-6 schools within their respective community. School principles have been contacted and schools are selected based on the submission of a successful application which meets predetermined criteria.</p> |
| <p>3.</p> | <p>Community Need:</p> <p>Please provide a brief explanation of the merit of this particular project among a host of other expressed needs. What indicates this project will meet a need that the community members consider important? What happens if the project is not implemented?</p> | <p>Print media rarely exists within the rural communities for neither the adults nor the students. Access to information is often limited to radio or television, which many families do not have. Without access to proper resources, the curiosity of young minds is stunted and the desire to acquire knowledge ceases to exist. In addition, teachers continue to struggle to obtain appropriate resources for effective teaching. The implementation of this project will provide an avenue for students to improve their reading skills, which in turn stimulate interest in knowledge acquisition across all subject matters, increase skills in critical thinking and creative problem solving. Additional resources will allow teachers to have a broader working base ensuring more dynamic teaching.</p> |

| | | |
|----|--|--|
| 4. | <p>Community Initiation and Direction:</p> <p>Describe how the community is the driving force behind the project and will take “ownership” of it once it has been completed. Please discuss who in the community first proposed the project as well as how the beneficiaries are involved in the project’s planning and implementation. What are the roles and responsibilities of the community members?</p> | <p>Educators from community schools have expressed interest in establishing libraries and recognize the need as a vital part of community and youth development. PCVs will work with the local communities to form committees in respect of library space, book delivery, and library usage and management. To ensure ownership, each of the selected participating schools and their respective communities have committed to provide the following: a secured room, bookshelves and all other items required for a functioning library, transportation costs for books to reach the schools, and labor for sorting and organizing the books upon arrival.</p> |
| 5. | <p>Project Sustainability:</p> <p>Please indicate the skills and knowledge that will be acquired by the community through the implementation of this project. How will the project increase the capacity of individuals and the community to meet long-term goals and objectives? How financially sustainable is this project? Does the community have the resources to sustain the project in the long term?</p> | <p>The successful implementation of this project will equip the staffs of 25 schools within Cameroon with basic library management skills that will be easily passed onto other interested members of the community. Over 21,000 students across different regions of Cameroon will have access to English reading materials that will pique an interest in reading and learning, as well as meet the country’s bilingual educational goals. Once libraries are in place, the communities will continue their operation for future students. The cost in basic upkeep simply includes the cleaning and security of the library, which will be affordable by all. The project itself is easily replicated for future volunteers to benefit even more regions and schools within Cameroon.</p> |
| 6. | <p>Community Contribution:</p> <p>Please describe the community contribution to this project. Contributions can include the costs of manual labor and transportation as well as contributions of cash or raw materials. Community contribution must total <i>at least 25%</i> of the <i>total</i> project cost.</p> | <p>Each of the selected participating schools have agreed to supply a clean and secured room serving as a library, as well as all related materials and equipment necessary for a fully-functioning library. This includes bookshelves, tables, chairs and other miscellaneous items. In addition, each school has pledged to fundraise the in-country transportation of their portion of books in order to demonstrate commitment to the project. Each school/community will also provide all manual labor necessarily for the sorting of the books upon arrival at the community as well as organization of the library to ensure full functionality. As outlined in the budget section of this proposal, the total community contribution accounts for 42% to the total project cost.</p> |
| 7. | <p>Project Implementation:</p> <p>Please discuss the plan for implementing this project. Describe the phases of the project. Define specific tasks involved with the project, the order in which they will occur, and who will accomplish each task.</p> | <p>The detailed implementation schedule is stated in the projected outline section of this proposal. This proposal outlines the first phase of the Books For Cameroon project where English books will be supplied to 25 libraries in local schools by Books For Africa. Volunteers are currently working on phase II of the Books For Cameroon project by identifying donors of French books. The same process will be repeated for the second phase of the project.</p> |