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A Community Literacy Project

Submitted by

Ujuzi Community Foundation

Amount requested	USD 78,500
Project duration	24 months
Location	Nakuru County, Kenya
Submitted to	[Funder / Donor name]
Date	[Month, Year]
Contact	[Name, title, email, phone]

This is a fictional sample created by NobleCause Consultancy as a free learning resource. The organisation, figures, and data are illustrative. Replace every bracketed prompt and every section with your own real details before submitting. A sample is a model to learn from, never a document to copy and send.

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1. Executive Summary

Ujuzi Community Foundation requests USD 78,500 over 24 months to deliver Reading for Tomorrow, a community literacy project that will help 1,200 primary-school children in twelve villages of rural Nakuru County, Kenya, learn to read. In these communities, an estimated 6 in 10 children reach the age of ten unable to read a simple sentence in either English or Kiswahili. The causes are practical and solvable: overcrowded classrooms, almost no reading materials in the home, and no safe study space beyond school hours.

This project responds directly to that gap. Over two years we will establish twelve after-school reading clubs, train and support 48 local volunteer tutors, and equip each club with a library of age-appropriate books. Children will read three afternoons a week in small groups, take books home, and be assessed against a clear baseline. By the close of the project we expect at least 840 of the 1,200 enrolled children (70%) to reach their grade-level reading benchmark, up from a baseline of 39%.

Ujuzi Community Foundation has run smaller literacy clubs in three of these villages since 2021, reaching 260 children with measurable gains, and is now ready to scale a proven model. We respectfully invite [Funder name] to partner with us in giving these children the single skill on which all their future learning depends.

Adapt this: Write your executive summary last, once every other section is finished, but place it first. In one to three short paragraphs cover: who you are, the problem, your solution, who benefits and how many, the timeframe, and the amount requested. Many funders decide whether to keep reading from this section alone, so make it clear and specific.

2. About the Organisation

Ujuzi Community Foundation is a community-based organisation registered in Kenya in 2020, working to improve education outcomes for children in rural Nakuru County. Our mission is simple: that every child in the communities we serve can read, learn, and reach their potential.

Since 2021 we have run after-school reading clubs in three villages, reaching 260 children, and have delivered a school-supplies programme to six local schools. In our pilot villages, the share of participating children reading at grade level rose from 41% to 68% within a single year. We are governed by a seven-member volunteer board that meets quarterly, and led by a small full-time team of three, supported by a network of trained community volunteers.

Our strength is our roots. Because our staff and volunteers come from the communities we serve, we enjoy high trust, strong volunteer turnout, and a deep understanding of local needs, and we remain present long after any single project ends.

Adapt this: Keep this section focused on credibility, not history. Funders are asking one quiet question: can we trust these people to deliver? Show your track record with real results, your governance structure, your team, and your registration status. Keep it proportionate, a page is usually enough.

3. Statement of Need

Rural Nakuru County faces a literacy crisis that is quiet, widespread, and largely invisible in national averages. In 2024, Ujuzi conducted a baseline reading assessment across 18 schools in the twelve target villages. The findings were stark: 61% of children in grades 3 to 5 could not read a full sentence in either English or Kiswahili. For a child of that age, this is not a minor delay. It is a barrier that compounds every year they remain in school.

Three factors drive this gap:

- **Overcrowded classrooms.** The target schools average 58 pupils to one teacher, well above the recommended 40. Individual reading support is almost impossible at that ratio.
- **No books at home.** In a household survey of 300 families, 92% owned no children's books at all. Children have nothing to practise with outside school hours.
- **No safe study space.** None of the twelve villages has a library or community reading space within walking distance.

The cost of inaction is long-term and severe. Research consistently shows that children who cannot read by age ten rarely catch up, and are far more likely to drop out before secondary school. Yet our own pilot proves the problem is solvable: where Ujuzi ran reading clubs, reading levels rose sharply within a year. The need is not for a new or untested idea. It is to bring a proven one to scale.

Adapt this: This is the section that decides whether a funder believes the problem is real and worth their money. Lead with evidence, not adjectives. Use specific, local data, your own where possible. State who is affected, how many, and what happens if nothing changes. Keep the focus on the community and the problem, not yet on your organisation.

4. Goal and Objectives

Goal: To significantly improve reading ability among primary-school children in twelve underserved villages of rural Nakuru County over two years.

The project will achieve this goal through four specific, measurable objectives:

1. Establish twelve functioning after-school reading clubs, one per village, within the first four months of the project.
2. Recruit, train, and support 48 local volunteer tutors (four per club) in structured literacy instruction by the end of month six.
3. Enrol 1,200 children in grades 3 to 5 and provide each club with a rotating library of at least 400 age-appropriate books.
4. Raise the proportion of enrolled children reading at grade level from a baseline of 39% to at least 70% by the end of the project.

Adapt this: Separate your goal (the big, long-term change) from your objectives (the specific, measurable steps that get you there). Good objectives are often described as SMART: specific, measurable, achievable, relevant, and time-bound. Each of yours should answer: what will change, for whom, by how much, and by when?

5. Activities and Methodology

The project will be delivered in three phases over 24 months, building on Ujuzi's tested reading-club model.

Phase 1: Set-up and training (months 1–6)

We will identify a host space in each of the twelve villages, working with schools, churches, and community leaders. In parallel, we will recruit 48 volunteer tutors from within the communities and deliver a structured five-day training in a proven phonics-and-story method, followed by ongoing monthly coaching. Each club will receive its starter library, and we will conduct baseline reading assessments for all enrolled children.

Phase 2: Delivery (months 5–22)

Reading clubs will run three afternoons a week. Children read in small groups of four to six, guided by a tutor, and each child takes a book home between sessions to practise. Tutors keep simple attendance

and progress records. A book-rotation system moves titles between clubs each term to keep material fresh. Ujuzi field staff visit each club fortnightly to support tutors and troubleshoot. A mid-point review at month twelve allows us to adjust anything that is underperforming.

Phase 3: Assessment and transition (months 23–24)

We will conduct end-line reading assessments using the same tool as the baseline, analyse results, and produce a final report. We will also hold community celebration events and formally hand over each club to a local management committee, with a light-touch sustainability plan, so the clubs continue beyond the funded period.

Adapt this: Walk the funder clearly through what you will do, in what order, and why your approach will work. Phasing the work (set-up, delivery, close-out) makes a complex project easy to follow. Explain your method, not just your activities, funders want to see that your approach is deliberate and evidence-based.

6. Work Plan and Timeline

The table below summarises the main activities across the 24-month period, grouped by phase and half-year.

Activity	M1–6	M7–12	M13–18	M19–24
Set up 12 reading clubs	•			
Recruit & train 48 tutors	•	•		
Baseline assessments	•			
Reading clubs running	•	•	•	•
Ongoing tutor coaching	•	•	•	•
Mid-point review		•		
End-line assessment				•
Community handover & report				•

Adapt this: A simple timeline (often called a Gantt chart) shows funders you have thought through sequencing and that the plan is realistic. You do not need special software, a table like this is enough. Mark which activities happen in which period.

7. Results Framework

The framework below links each level of results to the indicator that measures it, its source, and its target. This shows funders exactly how success will be tracked.

Level	Indicator	Data source	Target
Goal	% of enrolled children reading at grade level	Baseline & end-line assessment	70%
Outcome	% improvement in reading scores per child	Termly progress records	+30 pts
Output	# of children enrolled and active	Attendance registers	1,200
Output	# of volunteer tutors trained & active	Training & activity records	48
Output	# of reading clubs established	Field verification	12

Input	# of books distributed	Procurement records	4,800
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Adapt this: A results framework (or logframe) is where you prove you will know whether the project worked. For each level, goal, outcome, output, give a clear indicator, where the data comes from, and a specific target. Record your baseline before the project starts, or you will have nothing to measure against.

8. Monitoring and Evaluation

Monitoring and evaluation is built into the project from day one, not added at the end. Our approach has three layers.

Ongoing monitoring. Tutors keep weekly attendance and simple progress records for each child. Ujuzi field staff verify these fortnightly during club visits, tracking whether activities are on schedule and clubs are well attended.

Assessment. Every enrolled child sits a short, standardised reading assessment at enrolment (baseline) and again at month 24 (end-line), using the same tool both times so results are directly comparable. A mid-point check at month twelve gives an early read on progress.

Learning and reporting. We will produce brief quarterly progress updates for the funder and a full final report with analysed results and lessons learned. The mid-point review feeds directly into any adjustments needed for the second half of the project.

Adapt this: Funders increasingly want to see your M&E plan before they give, not after. Describe how you will monitor (frequently, to stay on track) and how you will evaluate (less often, to judge real change). Name who is responsible and how often each thing happens. Keep it realistic for your team's size.

9. Budget

The total amount requested is USD 78,500 over 24 months. The summary below is followed by a short budget narrative explaining the main lines. Every figure ties directly to an activity in the proposal.

Budget line	Notes	USD
Books & learning materials	400 books × 12 clubs, plus supplies	22,400
Tutor stipends	48 tutors × modest monthly stipend × 24 months	24,000
Tutor training & coaching	Initial training + ongoing monthly coaching	6,800
Project staff	Project officer (part-time) + field support	11,500
Baseline, mid & end-line M&E	Assessments, data collection, final report	4,900
Transport & logistics	Book rotation, field visits, materials delivery	3,600
Community events & handover	Celebration events, committee set-up	1,900
Administration (overheads)	Approx. 4.5% of total	3,400
TOTAL REQUESTED		78,500

Budget narrative

The two largest lines, tutor stipends and books, reflect the core of the model: trained local people and plentiful reading material. Tutor stipends are deliberately modest and framed as a contribution to volunteers' costs, keeping the cost-per-child low while building lasting local capacity. Ujuzi will contribute office space, management time, and community mobilisation as in-kind co-funding, which is not charged to this budget. Overheads are held to 4.5%, well within typical funder limits.

Adapt this: Your budget is read closely, treat it as part of your argument, not an afterthought. Itemise clearly, and make sure every line connects to an activity in the proposal. Add a short budget narrative to explain and justify the main costs. Show any co-funding or in-kind contribution: it signals commitment and shared risk. Realistic beats cheap.

10. Sustainability

Funders want to know what happens when the grant ends. Reading for Tomorrow is designed for continuity from the outset. Three features make the clubs sustainable beyond the funded period.

- **Local ownership.** Tutors and management committees are drawn from the communities themselves, so capacity stays in the village. Each club is formally handed to a local committee in the final phase.
- **Low running costs.** Once established, a club needs only modest ongoing support, book replenishment and light coordination, which communities and local partners can increasingly absorb.
- **A model for further funding.** Documented results from this project position Ujuzi to attract follow-on and government support to maintain and expand the clubs.

Adapt this: Never skip sustainability. Explain how the benefits will continue after the funding ends, through local ownership, low running costs, income, government adoption, or follow-on funding. Funders are far more comfortable investing in something built to last than in a one-off they must keep paying for.

11. Conclusion

For USD 78,500 over two years, Reading for Tomorrow will give 1,200 children in rural Nakuru County the single skill on which all their future learning depends, and leave behind twelve community-run reading clubs that continue long after the grant closes. The model is tested, the need is proven, and the organisation is rooted in the communities it serves.

We would welcome the opportunity to discuss this proposal with [Funder name], and we are grateful for your consideration of an investment in these children's futures.

Adapt this: Close with confidence, not a whimper. Briefly restate the change the grant makes possible, thank the funder, and invite further discussion. Keep it short, this is the last impression you leave.

Annexes (attach as required)

Most funders ask for supporting documents alongside the proposal. Common annexes include:

- Certificate of registration and governing documents
- Audited financial statements (usually the last 1–3 years)
- Detailed line-item budget
- CVs of key project staff
- Letters of support from partners or community leaders

Adapt this: Always check the funder's guidelines for exactly which annexes they require, and provide only what is asked for. Missing a required attachment is one of the most common, and most avoidable, reasons proposals are disqualified.

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