



PROJECT PROPOSAL

Organization:	Sustainable Women Organization (SWO)
Address	Cameroon-North West Region. Bamenda, Hospital Roundabout, Last Floor Guzang Cooperative Credit Union
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Project title	<p>BRAVE GIRLS: “Bringing Real Awareness to victims Everywhere”</p> <p>Empowering girl’s survivors through leadership and digital technology, bridging the digital gap and navigating the digital space.</p>
Project duration	6 months (November 2024 to April 2025)
Project location	Mezam (Bamenda II)
Beneficiaries	15 marginalized girls in the North West Region between 15 to 29 years old.
Financing partner	Magic To the World
Total Budget	Budget (1.500Euros)

I. BRIEF SUMMARY

“BRAVE GIRLS” is a 6-months transformative initiative aimed at empowering marginalized girls in Cameroon’s North West Region, specifically in Mezam, by fostering leadership, digital literacy, and economic empowerment. This project is directly aligned with the goals of the Women, Peace, and Security (WPS) Agenda, specifically UN Security Council Resolution 1325, which calls for greater participation of women in decision-making and peacebuilding processes. The project responds to the WPS agenda’s focus on participation, ensuring that women and girls from underrepresented backgrounds have the opportunity to engage meaningfully in their communities and advocate for their rights by equipping 15 marginalized girls aged 15 to 29 with leadership and advocacy skills. Moreover, BRAVE GIRLS supports Cameroon’s National Action Plan on Gender Equality, which seeks to address gender-based disparities and empower women and girls to take on leadership roles in various sectors, including technology and entrepreneurship.

BRAVE GIRLS employs a multi-phase, participant-centered methodology over six months. In its initial phase, participants will be selected through outreach efforts, ensuring the inclusion of girls who are not only marginalized but also committed to personal and community growth. This selection process will draw on local women’s networks, schools, and government bodies, such as the Regional Delegation of Women Empowerment and the Family, aligning with national efforts to promote gender equality. Once selected, the participants will engage in leadership workshops focusing on communication, self-confidence, and decision-making, preparing them to take on roles as community leaders and advocates against gender-based violence (GBV). These workshops directly contribute to the WPS participation pillar, which emphasizes the importance of women’s active involvement in leadership and decision-making processes, especially in post-conflict settings like Cameroon’s North West Region.

After laying the foundation in leadership, the project shifts to digital literacy and online safety training. This phase is essential in bridging the digital divide, which disproportionately affects girls in Cameroon. With only 27% of girls aged 15-19 having access to the internet, compared to 39% of boys (UNICEF, 2020), this training will provide participants with the tools needed to navigate online spaces safely and effectively. The digital literacy component aligns with Cameroon’s National Action Plan on Gender Equality, which emphasizes the importance of equipping women and girls with the skills to participate in the digital economy and challenge societal barriers that limit their access to technology. By teaching participants social media management, content creation, and online safety, BRAVE GIRLS helps girls become advocates in both physical and digital spaces, reinforcing their role as agents of change.

Entrepreneurship and digital portfolio development represent the third major component of the project. Participants will receive training on how to leverage digital tools for income generation, entrepreneurship, and economic empowerment, helping to break the cycle of poverty and marginalization. This phase directly responds to the Cameroon National Action Plan’s goal of fostering economic independence among women and girls, and creating opportunities for them in traditionally male-dominated sectors such as technology and business. By developing digital portfolios and learning how to market services or products online, the girls will gain critical skills that not only improve their economic prospects but also challenge stereotypes that often limit their participation in leadership and STEM fields.

The expected impact of BRAVE GIRLS is far-reaching. First, the initiative will empower marginalized girls to become active leaders and advocates in their communities, enhancing their ability to participate in decision-making and peacebuilding processes—critical elements of the WPS 1325 participation pillar. Secondly, by equipping participants with digital skills, the project will

reduce the digital divide and increase their online safety, making them more resilient against online harassment and exploitation. Finally, the economic empowerment gained through digital entrepreneurship will not only enhance the participants' economic opportunities but will also contribute to broader efforts to achieve gender equality as outlined in Cameroon's National Action Plan.

Sustainable Women Organization believes that this project is an innovative, holistic approach to empowering marginalized girls by integrating leadership development, digital literacy, and economic empowerment. This project contributes directly to the goals of both the WPS 1325 participation pillar and Cameroon's National Action Plan on Gender Equality, ensuring that girls from underprivileged backgrounds are equipped to advocate for their rights, participate meaningfully in their communities, and explore opportunities in the digital economy.

II. PROBLEM STATEMENT

In Cameroon's North West Region, particularly in Mezam, many girls from underprivileged backgrounds face a double challenge: limited access to digital technology and a lack of awareness and skills to advocate for their rights. This digital divide excludes them from educational resources, economic opportunities, and the ability to connect with support networks.

A 2020 report by UNICEF ([Cameroon-2020-COAR.pdf \(unicef.org\)](#)) highlights that in Cameroon, only 27% of girls aged 15-19 have access to the internet compared to 39% of boys. This disparity restricts their access to information and tools for personal development, education, and entrepreneurship. Furthermore, according to a study by the African Women's Development Fund (2023), limited digital literacy and online safety knowledge leave girls vulnerable to online harassment, exploitation, and misinformation.

The "BRAVE GIRLS" project aims to address this critical gap by empowering 15 marginalized girls with digital skills and advocacy training. By equipping them with the tools to navigate online spaces safely and use technology for personal and professional advancement, the project seeks to bridge the digital divide and empower them to become advocates for themselves and their communities.

III. PROJECT OBJECTIVES

1. Leadership and Advocacy Development:

- Enhance the leadership, self-confidence, and decision-making abilities of 15 marginalized girls, enabling them to become advocates for women's rights and active participants in community decision-making.
- Build participants' skills to recognize and raise awareness on GBV and gender inequalities, promoting prevention, protection, and response efforts.

2. Digital Skills Empowerment:

- Equip 15 girls with essential digital skills to navigate online spaces safely, utilizing digital tools for advocacy and personal development.
- Address the digital divide by training the girls in content creation, social media use, entrepreneurship, and online safety to build confidence in digital platforms.

3. Economic Empowerment and Market Readiness:

- Support participants in developing digital portfolios and acquiring entrepreneurial skills to leverage digital platforms for income generation and economic empowerment.

IV. PROJECT OUTPUTS

- 1. Enhanced Leadership Skills:**
 - 15 marginalized girls trained in leadership, communication, self-esteem, decision-making, and gender-based violence advocacy.
 - Conducted 2 workshops on leadership and advocacy with 15 participants.
- 2. Digital Literacy and Online Safety:**
 - 4 digital skills workshops, with each participant gaining proficiency in online safety, social media management, video editing, and digital content creation.
 - Participants trained to protect themselves from cyberbullying, online harassment, and other online threats.
- 3. Entrepreneurship Skills and Digital Portfolios:**
 - Participants trained in entrepreneurship, with each girl creating a digital portfolio and using digital platforms for business opportunities.
 - Conducted 3 entrepreneurship workshops with participants developing marketable skills in online business.
- 4. Community Awareness and Advocacy:**
 - Girls conducted outreach programs and social media campaigns on GBV awareness and prevention, engaging their communities and building support systems.

V. PROJECT OUTCOMES

- 1. Increased Leadership and Advocacy Among Participants:**
 - Participants become community leaders and advocates for gender equality, GBV prevention, and women's rights.
 - Peer mentorship and community-driven advocacy will promote gender awareness in their communities.
- 2. Improved Digital Competency and Online Safety:**
 - Girls confidently navigate digital spaces, using them for advocacy, business ventures, and personal development while minimizing risks of online harassment and exploitation.
- 3. Economic Empowerment and Digital Entrepreneurship:**
 - Girls create and promote digital portfolios, engage in entrepreneurial activities, and leverage digital platforms to improve their economic opportunities, especially in STEM and online business.
- 4. Greater GBV Awareness and Support Networks:**
 - Increased awareness of GBV issues among participants and their communities, with participants equipped to report incidents, access support services, and engage in whistleblowing.

VI. PROJECT IMPACT

- 1. Empowerment of Marginalized Girls:** 15 girls from underprivileged backgrounds gain leadership and digital skills, enabling them to advocate for their rights and participate in decision-making.
- 2. Increased Digital Literacy:** Girls become proficient in navigating digital spaces, enhancing their safety, confidence, and ability to use technology for personal growth and entrepreneurship.
- 3. Reduction of GBV Vulnerability:** Participants acquire knowledge on gender-based violence (GBV), reporting mechanisms, and coping strategies, reducing their vulnerability to GBV.

4. **Creation of Digital Advocates:** Trained girls leverage social media platforms for advocacy on gender equality, becoming online ambassadors against GBV and promoting women's rights.
5. **Economic Empowerment:** Girls are equipped with skills to launch online businesses, create digital portfolios, and explore career opportunities in the digital economy, improving their economic prospects.
6. **Challenging Stereotypes:** The project challenges local community stereotypes that marginalize girls in STEM and leadership roles, promoting their inclusion in the digital economy.
7. **Sustainability Through Mentorship:** A mentorship program ensures long-term support and guidance, helping participants to apply their skills sustainably in their personal and professional lives.
8. **Community Awareness:** The project raises community awareness about the importance of digital literacy, online safety, and the risks of gender-based violence, fostering a more informed and supportive environment.
9. **Potential for Scale-Up:** The project provides a scalable model that can be replicated to reach more girls in other regions of Cameroon or internationally.
10. **Certification and Credibility:** Participants receive certifications, boosting their confidence and credibility in digital spaces and increasing their employment and advocacy opportunities.

VII. METHODOLOGY

BRAVE GIRLS' methodology focuses on a multi-phase, participant-centered approach that combines leadership development, digital literacy, and economic empowerment over six months. The methodology emphasizes participatory learning, practical skills development, and continuous evaluation. The key phases include:

- I. **Participant Selection (November):** The selection process will use a combination of outreach through local women's networks, Women owned or led common initiative groups, schools, and the Regional Delegation of Women Empowerment and the Family to identify 15 marginalized girls, aged 15-29, affected by gender-based violence (GBV). Selection will prioritize their willingness to engage in leadership and digital skills training.
- II. **Leadership and Advocacy Training (December 2024 – January 2025):** A cohort-based approach will be applied, where participants will attend workshops on leadership, confidence-building, communication skills, decision-making, and GBV awareness. These sessions will empower participants to become advocates for women's rights and active contributors to their communities.
- III. **Digital Literacy and Safety (February - March 2025):** Hands-on training will focus on improving digital skills such as online safety, social media management, content creation, and entrepreneurial skills. This will allow the girls to navigate the digital space safely and use digital platforms to promote gender equality and business ventures.
- IV. **Economic Empowerment and Market Readiness (April - May 2025):** Participants will engage in workshops that focus on entrepreneurship, such as how to launch online businesses, build digital portfolios, and use digital tools to market services or products. By the end of this phase, each participant will create a digital portfolio showcasing their work.
- V. **Mentorship and Reflection (May 2025):** The final month will provide mentoring and support for participants as they begin to implement their newly acquired skills in their personal and professional lives. A closeout event will showcase the participants' work and distribute completion certificates.

VI. **Monitoring and Evaluation:** Continuous assessment will occur throughout the project via feedback sessions, participant reflections, and facilitator evaluations. At the end of each phase, measurable progress will be recorded to ensure objectives are being met. A final evaluation will provide insights for scaling the project. The **M&E** will include:

- **Monthly Progress Assessments:** Tracking attendance, participant engagement, and skill acquisition.
- **Mid-Project Feedback:** Collecting feedback from participants and facilitators to adjust program delivery as needed.
- **Final Evaluation:** Measuring project impact through interviews, surveys, and assessments of digital and leadership skills.

VIII. PROJECT ACTIVITY PLAN

Month	Activity	Details	Objective	Deliverable
November 2024	Participant Selection & Project Orientation	<ul style="list-style-type: none"> • Outreach to identify 15 participants from marginalized backgrounds. • Introductory orientation session for participants. 	Ensure a diverse group of girls who can fully benefit from the training are selected.	A finalized participant list and an orientation session introducing the project goals and timeline.
December 2024	Leadership Training	<ul style="list-style-type: none"> • 3 workshops on leadership skills, including communication, confidence building, and decision-making. 	Develop participants' self-confidence and leadership capacity, preparing them to advocate for their rights and take on decision-making roles.	Completed leadership training and a foundational understanding of advocacy and GBV.
January 2025	Advocacy & GBV Awareness Training	<ul style="list-style-type: none"> • 2 workshops on GBV concepts, reporting mechanisms, and legal frameworks. • Introduction to advocacy and peacebuilding. 		
February – March 2025	Digital Literacy & Online Safety Training	<ul style="list-style-type: none"> • 4 workshops on digital skills, including online safety, content creation, social media, and video editing. 	Equip participants with skills to use digital platforms safely and effectively, both for personal growth and advocacy efforts	Each participant gains proficiency in digital tools and online safety protocols.
March - April 2025	Entrepreneurship & Digital Portfolio Development	<ul style="list-style-type: none"> • 3 workshops on using digital platforms to start businesses. • Each participant creates a digital portfolio. 	Help participants build market-ready skills and empower them to create digital businesses or projects that enhance their economic status	A completed digital portfolio and the capacity to leverage digital tools for income generation.
May 2025	Mentorship & Closeout Event	<ul style="list-style-type: none"> • Final mentoring sessions for each participant to guide them in applying their skills. • Closeout event with certificate awards and project showcase. 	Provide participants with guidance as they transition to applying their skills and ensure long-term project sustainability	A final showcase event with participant presentations, awarding of completion certificates, and celebration of project outcomes.

IX. MONITORING AND EVALUATION PLAN

SWO has designed a well-structured monitoring and evaluation (M&E) framework for tracking the progress and effectiveness of the **BRAVE GIRLS** project. The M&E plan ensures that the project objectives are met, identifies areas for improvement, and provides insights for scaling and future programming.

I. Monitoring Plan

1. Monitoring Tools and Techniques

- **Surveys and Questionnaires:** Pre and post-training surveys will be administered to measure changes in participants' knowledge, attitudes, and skills.
- **Focus Group Discussions:** Regular focus groups with participants will gather qualitative feedback on their experiences, challenges, and progress.
- **Attendance Sheets:** These will track the consistent participation of the girls throughout the workshops and training sessions.
- **Facilitator Observations:** Workshop facilitators will provide observational feedback on participants' engagement, confidence-building, and skill acquisition.
- **Digital Portfolios:** Participants will develop digital portfolios that showcase their progress in digital literacy and entrepreneurship.

2. Monitoring Schedule

- **Monthly Progress Assessments:** Continuous tracking will be conducted by collecting data on attendance, engagement, and the completion of training objectives. Facilitators will provide monthly progress reports based on their observations and participant feedback.
- **Mid-Project Feedback:** After the digital literacy phase (March 2025), a mid-project assessment will be conducted to evaluate the effectiveness of the digital skills training, ensuring adjustments can be made if necessary.
- **End-of-Phase Reviews:** After each major phase (Leadership Training, Digital Literacy, Entrepreneurship), reviews will be conducted to evaluate participant knowledge acquisition and project implementation effectiveness.

3. Key Performance Indicators (KPIs)

- **Leadership and Advocacy Development:** Number of participants demonstrating improved self-confidence and decision-making skills.
- **Digital Skills Empowerment:** Percentage of participants proficient in digital literacy, content creation, and online safety by the end of the project.
- **Economic Empowerment:** Number of participants who have developed digital portfolios or started entrepreneurial activities online.
- **Community Outreach:** Number of advocacy campaigns or community activities led by participants on gender equality and GBV.

4. Data Collection Methods

- **Pre- and Post-Assessment Tests:** To measure skill and knowledge development across leadership, digital literacy, and entrepreneurship.
- **Participant Reflections:** Written or verbal reflections from participants on how the training has impacted them personally and professionally.
- **Monitoring Logbooks:** Facilitators will maintain logbooks to record observations and key participant interactions.
- **Feedback from Community:** Regular interaction with community leaders and local stakeholders to gather feedback on participants' leadership and advocacy efforts.

II. Evaluation Plan

1. Evaluation Objectives

- To assess the overall impact of the project on participants' leadership, digital literacy, and economic empowerment.
- To determine whether the project contributed to the goals of the WPS Agenda 1325 participation pillar and Cameroon's National Action Plan on Gender Equality.
- To identify lessons learned, best practices, and areas for improvement for future projects.

2. Evaluation Timeline

- **Mid-term Evaluation:** This will occur after the digital literacy phase (March 2025) to assess if project goals are being met and if adjustments need to be made for the remaining phases.
- **Final Evaluation:** A comprehensive evaluation will take place at the end of the project (May 2025), assessing the project's overall effectiveness, participant outcomes, and community impact.

3. Evaluation Methods

- **Surveys and Feedback Forms:** Distributed to participants, facilitators, and community members to gather quantitative and qualitative data on the project's impact.
- **Outcome Measurement:** Using the KPIs to assess tangible outcomes such as digital portfolios, community engagement, and leadership in advocacy.
- **Case Studies:** In-depth analysis of select participants to provide detailed examples of how the project has impacted their lives.
- **Stakeholder Interviews:** Key informant interviews with community leaders, government bodies (e.g., the Regional Delegation of Women Empowerment), and other stakeholders involved in the project to gather feedback.

X. SUSTAINABILITY PLAN

To ensure the long-term sustainability of the **BRAVE GIRLS** project is essential for maximizing its impact beyond the initial six months, SWO has designed the sustainability plan to focus on building capacity within the participants, creating networks for continuous support, and exploring potential funding and partnerships for scaling.

I. Capacity Building for Participants

1. Leadership and Peer Mentorship

- Participants will be encouraged to take on leadership roles within their communities and train other girls in leadership, digital literacy, and entrepreneurship.
- A peer mentorship model will be developed, where project graduates mentor incoming cohorts of marginalized girls, ensuring the knowledge transfer and skills remain active in the community.

2. Digital Skills Sustainability

- The digital skills learned will empower participants to continue using online platforms for income generation and advocacy. By creating digital portfolios and engaging in entrepreneurial activities, they will remain active contributors to the digital economy.
- Participants will have access to follow-up digital literacy resources and continued support from facilitators or community partners.

II. Creating Local Partnerships and Networks

1. Community Stakeholder Engagement

- Strong partnerships with local organizations (e.g., women-led common initiative groups) and government bodies such as the Regional Delegation of Women Empowerment will be fostered to ensure community support for the participants after the project ends.
- Advocacy groups and community leaders involved during the project will continue to support participants in their leadership and advocacy roles.

2. Collaboration with Private Sector and Tech Companies

- Partnerships with technology companies, local businesses, or digital training platforms will be pursued to provide participants with continuous access to digital tools and resources.
- Participants' digital portfolios will be used to connect them with internship or employment opportunities within the digital sector.

III. Financial Sustainability

1. Seed Funding for Participants

- SWO will explore providing seed funding or microgrants to participants for launching their digital businesses or entrepreneurial ventures, helping them to become financially independent and sustain their activities.

2. Exploring Additional Funding Opportunities

- SWO will seek additional funding from international donors, local partners, and corporate social responsibility (CSR) programs to scale the project and reach more girls in other regions of Cameroon.
- A proposal will be developed to pitch the success of **BRAVE GIRLS** to potential funders, emphasizing its alignment with global gender equality goals and the impact achieved during the pilot phase.

IV. Institutional Sustainability

1. Building Organizational Capacity

- SWO will continue to strengthen its internal capacity to manage and scale the **BRAVE GIRLS** initiative. This includes staff development, training, and networking with other organizations that focus on gender equality and digital literacy.

2. Scaling and Replicating the Project

- Based on the monitoring and evaluation results, the project will develop a scalable model that can be replicated in other regions or countries with similar challenges. This will involve creating a toolkit or curriculum that can be easily adapted by other organizations or partners.

3. Certification and Accreditation

- Participants will receive certificates that hold value in local or national markets, improving their credibility and employability. SWO will work with local institutions to provide official accreditation for the digital skills training offered.

XI. PROJECT BUDGET: 996,000 XAF

i. Leadership and GBV Advocacy Workshop (2 days)

This workshop focuses on equipping the girls with leadership skills and knowledge on gender-based violence (GBV) advocacy, providing a foundational understanding to advocate for their rights and engage in decision-making.

Description	Quantity	Unit Price (XAF)	Total (XAF)	Explanation
Hall Rental	2	20,000	40,000	This covers the rental cost for a space large enough to accommodate 15 participants for two days of leadership and GBV workshops.
Facilitator Fees	3 facilitators	25,000	75,000	Payments to facilitators specializing in leadership, GBV advocacy, and gender equality for delivering the training.
Transportation for Participants	15 girls	2,000	60,000	Covers transportation costs to ensure participants can attend the training sessions.
Projector Rental	2 sessions	10,000	20,000	Rental of a projector for presentations during the workshop sessions.
Lunch for Participants	20 people	2,000	80,000	Providing lunch for the 15 participants and 5 staff/facilitators during the two-day workshops.
Water for Participants	20 bottles	400	16,000	Bottled water for 20 people (participants and facilitators) during the training.
Writing Materials (Notebooks, pens, etc.)	15 sets	1,500	22,500	Basic writing materials provided for each participant to take notes and complete workshop activities.
T-shirts for Visibility	15 shirts	3,500	52,500	Printed T-shirts with project branding to enhance visibility and create a sense of unity among participants.

Subtotal for Leadership and GBV Workshop: 366,000 XAF

ii. Digital Literacy and Skills Training

The goal of this component is to equip the girls with essential digital skills to safely navigate and utilize online platforms for personal and professional development, and advocacy.

Description	Quantity	Unit Price (XAF)	Total (XAF)	Explanation
Facilitator Fees for Digital Training	Lump sum	200,000	200,000	Payment for digital and communication experts who will conduct training sessions on digital literacy, online safety, and content creation.
Projector Rental for Digital Training	Lump sum	30,000	30,000	Projector rental for the duration of the digital workshops to display content and tutorials.
Internet Data Bundles for Training	Lump sum	200,000	200,000	Providing internet connectivity during the digital training sessions to allow participants to access online platforms, create content, and navigate the digital space.

Subtotal for Digital Literacy Training: 430,000 XAF

iii. Administrative and Miscellaneous Costs

These are the general operational and administrative expenses necessary for the smooth implementation of the project.

Description	Quantity	Unit Price (XAF)	Total (XAF)	Explanation
Administrative Costs (Printing, Communication, Transportation, Documentation)	Lump sum	200,000	200,000	Covers expenses related to project communication, printing of materials, transportation of project staff, and documentation of activities throughout the project.

Subtotal for Administrative Costs: 200,000 XAF