FOUNDATION FOR EDUCATION AND DEVELOPMENT INITIATIVES (FEDI)

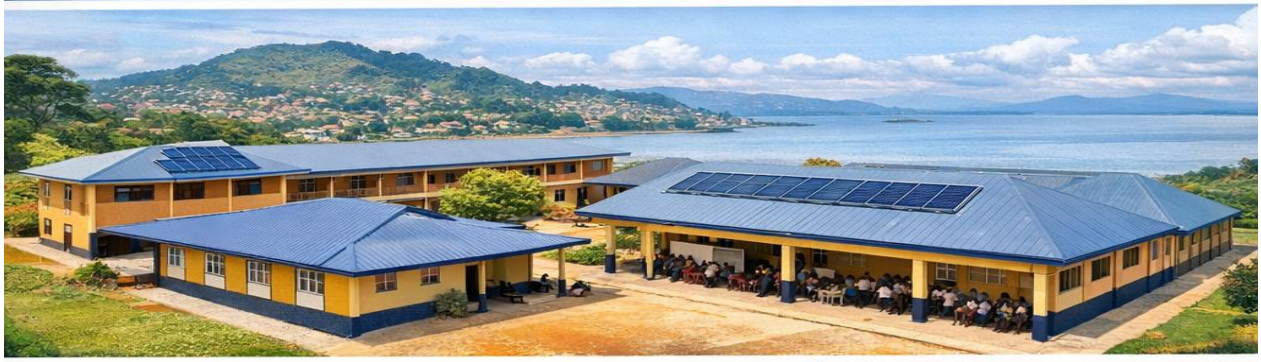
PROJECT PROPOSAL FOR FUNDING





Construction of FEDI Academy for the Young and the Old

(Integrated Nursery, Primary, Secondary & Adult Education Complex with Multi-Purpose Facility)









Country: Sierra Leone

Duration: 18 Months (Construction & Setup Phase)

Total Funding Requested: £295,000 *(estimated expanded project)*

FOUNDATION FOR EDUCATION AND DEVELOPMENT INITIATIVES (FEDI)

PROJECT PROPOSAL FOR FUNDING

Construction of FEDI Academy for the Young and the Old

(Integrated Nursery, Primary, Secondary & Adult Education Complex with Multi-Purpose Facility)

Country: Sierra Leone
Duration: 18 Months (Construction & Setup Phase)
Total Funding Requested: £295,000 *(estimated expanded project)*

Contents

1

FOUNDATION FOR EDUCATION AND DEVELOPMENT INITIATIVES (FEDI) 2

PROJECT PROPOSAL FOR FUNDING 2

Construction of FEDI Academy for the Young and the Old 2

SECTION 2 — COVER LETTER 4

SECTION 3 — EXECUTIVE SUMMARY 5

SECTION 4 — ORGANISATIONAL PROFILE 7

SECTION 5 — NEEDS ASSESSMENT 9

SECTION 6 — PROJECT JUSTIFICATION 11

SECTION 7 — PROJECT GOAL AND OBJECTIVES 14

Overall Goal 14

Specific Objectives 14

SECTION 8 — TARGET BENEFICIARIES 16

Direct Beneficiaries 16

Indirect Beneficiaries 17

SECTION 9 — PROJECT DESCRIPTION 18

9.2 Project Components 18

9.3 Project Phases 21

SECTION 10 — BILL OF QUANTITIES (SUMMARY) 22

SECTION 11 — GANTT CHART (SUMMARY) 25

SECTION 12 — BUDGET NARRATIVE 27

SECTION 13 — THEORY OF CHANGE 29

SECTION 14 — LOGFRAME (SUMMARY) 31

SECTION 15 — MONITORING & EVALUATION (M&E) 32

SECTION 16 — SUSTAINABILITY PLAN 34

SECTION 17 — RISK MANAGEMENT 36

SECTION 18 — FUNDRAISING STRATEGY 38

SECTION 19 — PROJECT MANAGEMENT 40

SECTION 20 — CONCLUSION 42

SECTION 2 — COVER LETTER

Dear Sir/Madam,

RE: Funding Request for the Construction of FEDI Academy for the Young and the Old

On behalf of the Foundation for Education and Development Initiatives (FEDI), we respectfully submit this proposal seeking financial support for the establishment of a comprehensive and inclusive education complex designed to serve learners across all age groups—from early childhood through youth and adulthood to the elderly. This initiative reflects our deep commitment to advancing equitable access to education and creating opportunities for lifelong learning within underserved and marginalised communities.

Building on our previous development interventions and proven track record in community-based education and empowerment programmes, this project represents a strategic expansion of FEDI's vision. It is specifically designed to address critical gaps in the current education system, including limited access to early childhood education, high dropout rates, youth unemployment, and the absence of structured learning opportunities for adults and elderly populations. By promoting lifelong learning, intergenerational inclusion, and equitable access to quality education, the Academy will serve as a transformative platform for sustainable human capital development.

Through this proposal, FEDI seeks funding to construct a fully integrated educational complex comprising a Community Nursery School, Primary School, Junior Secondary School, and Senior Secondary School, all of which will provide structured and progressive learning pathways for children and young people. In addition, the project includes the development of an Adult Education and Continuing Learning Centre that will offer literacy, vocational, and digital skills training for adults and out-of-school youth. Complementing these facilities, a five-floor Multi-Purpose Hall will be constructed to support academic activities, professional training, community events, and institutional operations, thereby enhancing both the functionality and sustainability of the Academy.

This initiative is expected to significantly transform access to education by providing affordable, high-quality learning opportunities within a safe and well-equipped environment. It will particularly benefit underserved communities by reducing barriers to education, strengthening community resilience, and fostering socio-economic development. Furthermore, the project is aligned with national development priorities and global commitments to inclusive and equitable education.

We are confident that, with your support, this initiative will deliver lasting impact and contribute meaningfully to the advancement of education and community development in Sierra Leone. We would welcome the opportunity to further discuss this proposal and explore potential collaboration.

Yours faithfully,
Executive Director
Foundation for Education and Development Initiatives (FEDI)

SECTION 3 — EXECUTIVE SUMMARY

The Foundation for Education and Development Initiatives (FEDI) proposes the construction of a multi-level education academy designed to serve a diverse range of beneficiaries across the entire life cycle. The Academy will provide structured and inclusive learning opportunities for children from early childhood through secondary education, as well as for youth, adults, and elderly learners. This holistic approach ensures that education is not limited to a specific age group but is instead positioned as a continuous and lifelong process that supports personal development, social inclusion, and economic empowerment.

This project has been carefully designed to respond to key development gaps identified in previous assessments and programme interventions. These include limited access to quality education, particularly in underserved communities where infrastructure and resources are inadequate. High dropout rates remain a persistent challenge, often linked to poverty, lack of continuity in schooling, and limited support systems. In addition, there is a significant lack of adult learning opportunities, leaving many individuals without basic literacy, vocational skills, or pathways to improve their livelihoods. These issues are further compounded by widespread infrastructure shortages, which hinder the effective delivery of education and restrict access to safe and conducive learning environments.

To address these challenges, the project will establish a comprehensive set of core infrastructure facilities that together form an integrated education ecosystem. The Academy will include a Nursery School comprising four classrooms dedicated to early childhood development, providing a strong foundation for lifelong learning. This will be complemented by a Primary School with ten classrooms, designed to accommodate a growing population of pupils and ensure continuity in basic education. The Junior Secondary School will consist of eight classrooms, offering structured academic progression, while the Senior Secondary School will also include eight classrooms to support advanced learning and preparation for higher education or employment pathways. In addition, an Adult Learning Centre with six classrooms will be developed to provide literacy programmes, vocational training, and digital skills education for adults and out-of-school youth. Central to the Academy's functionality will be a five-floor Multi-Purpose Hall, which will serve as a hub for academic activities, training programmes, community engagement, and institutional operations.

The anticipated impact of this project is both significant and far-reaching. The Academy is expected to directly benefit over 2,000 learners annually, creating meaningful opportunities for education and personal development across multiple age groups. By improving access to structured learning environments, the project will contribute to a measurable reduction in illiteracy levels within the target communities. It will also enhance school retention rates by providing a clear and continuous pathway from early childhood through secondary education, thereby reducing the likelihood of dropouts. Furthermore, the inclusion of adult education programmes will promote lifelong learning pathways, enabling individuals to

acquire new skills, improve their employability, and actively participate in socio-economic development.

Overall, the FEDI Academy for the Young and the Old represents a transformative intervention that integrates education, community development, and social inclusion into a single, sustainable model. It is designed not only to address immediate educational needs but also to create long-term impact by strengthening human capital and fostering resilient, empowered communities.

SECTION 4 — ORGANISATIONAL PROFILE

The Foundation for Education and Development Initiatives (FEDI) is a registered non-profit organisation dedicated to advancing sustainable development through strategic interventions in education, community development, and human capital growth. The organisation was established with the core belief that access to quality education and inclusive development opportunities is fundamental to improving livelihoods, reducing poverty, and fostering resilient communities. FEDI operates as a non-political, non-religious entity, guided by principles of equity, accountability, and community empowerment.

FEDI's work is centred on promoting access to education at all levels, strengthening community structures, and enhancing the capacity of individuals to contribute meaningfully to socio-economic development. Through its programmes, the organisation seeks to address systemic barriers that limit access to learning opportunities, particularly for vulnerable and marginalised populations. Its interventions span early childhood

education, youth empowerment, adult literacy, and community-based development initiatives, reflecting a holistic and inclusive approach to human development.

The organisation's vision is to build empowered, educated, and inclusive communities where individuals have equitable access to opportunities that enable them to achieve their full potential. This vision underscores FEDI's long-term commitment to fostering environments in which education serves as a catalyst for social transformation, economic advancement, and improved quality of life.

FEDI's mission is to provide equitable access to education and lifelong learning opportunities through the development of inclusive, sustainable, and community-driven programmes. The organisation is committed to ensuring that individuals across all age groups—from young children to adults and the elderly—can benefit from structured learning pathways that enhance their knowledge, skills, and capabilities. By promoting lifelong learning, FEDI aims to bridge educational gaps, reduce inequalities, and support the continuous development of human capital.

In pursuing its mission, FEDI places strong emphasis on collaboration and partnership, working closely with local communities, government institutions, development partners, and other stakeholders. This collaborative approach enhances programme effectiveness, strengthens local ownership, and ensures that interventions are aligned with both national development priorities and global frameworks such as the Sustainable Development Goals (SDGs).

Overall, FEDI has established itself as a credible and capable organisation with a clear strategic focus, strong community presence, and a commitment to delivering impactful and sustainable development outcomes. Its experience and institutional capacity position it well to successfully implement large-scale initiatives such as the FEDI Academy for the Young and the Old, ensuring both immediate results and long-term benefits for the communities it serves.

SECTION 5 — NEEDS ASSESSMENT

The original project identified several critical development challenges that continue to affect communities in Sierra Leone, particularly in underserved and rural areas. These challenges include significant gaps in access to quality education, high levels of youth unemployment, and persistent shortages in practical and market-relevant skills. Together, these issues contribute to a cycle of poverty and limited socio-economic mobility, as individuals are unable to access the education and training required to improve their livelihoods. The absence of adequate educational infrastructure further exacerbates these challenges, leaving many communities without the necessary facilities to support effective learning and development.

A more detailed assessment of the current situation has revealed a range of expanded and interconnected needs that underscore the urgency of this intervention. One of the most pressing gaps is in early childhood education, where access to nursery schooling remains extremely limited, particularly for children from low-income families. Many communities lack affordable and structured early learning centres, resulting in children entering primary

school without the foundational cognitive and social skills necessary for academic success. This early disadvantage often leads to long-term learning difficulties and reduced educational attainment.

At the primary and secondary levels, high dropout rates continue to pose a significant challenge. These dropouts are frequently linked to transition gaps between educational levels, where students are unable to progress due to financial constraints, lack of nearby schools, or insufficient support systems. As a result, many children discontinue their education prematurely, limiting their future opportunities and contributing to broader social and economic inequalities.

Adult illiteracy remains another critical issue, with a large proportion of the population having missed out on formal education entirely. Many adults lack basic reading, writing, and numeracy skills, which restricts their ability to participate effectively in economic activities, access information, or support the education of their children. The absence of structured adult learning programmes further compounds this problem, leaving individuals without viable pathways to improve their skills and livelihoods.

In addition, elderly members of the community are often excluded from educational and developmental opportunities. There are currently no structured systems that support lifelong learning for older adults, resulting in their marginalisation from knowledge-sharing processes and community development initiatives. This exclusion not only limits their personal development but also prevents communities from benefiting from their experience and wisdom.

A major underlying issue across all these challenges is the significant infrastructure deficit. Many communities lack integrated education hubs that can provide continuous learning opportunities across different age groups. Existing facilities, where available, are often inadequate, overcrowded, or poorly equipped. The absence of a comprehensive, multi-level educational complex limits the ability to deliver cohesive and inclusive education services.

Taken together, these needs highlight the importance of establishing a holistic and integrated education system that addresses the full spectrum of learning—from early childhood through adulthood and into old age. The proposed FEDI Academy for the Young and the Old is designed to respond directly to these gaps by providing accessible, high-quality, and inclusive educational infrastructure that supports lifelong learning and community development. This approach ensures that no segment of the population is left behind, while also strengthening human capital and promoting sustainable socio-economic progress.

SECTION 6 — PROJECT JUSTIFICATION

This project builds on FEDI's earlier integrated development approach, which combined skills development and health interventions, and strategically expands it into a comprehensive model that supports the full education lifecycle. While previous initiatives addressed critical gaps in vocational skills and community health, this proposed Academy takes a broader and more sustainable approach by establishing a continuous learning system that begins in early childhood and extends through adulthood and into old age. By doing so, the project responds to the need for a structured and inclusive education

framework that not only equips individuals with knowledge and skills but also supports long-term human development and community resilience.

The importance of this project lies fundamentally in the role of education as a cornerstone of sustainable development. Access to quality education is widely recognised as one of the most effective tools for improving livelihoods, enhancing productivity, and fostering social progress. In contexts where educational opportunities are limited or fragmented, communities often struggle to break out of cycles of poverty and dependency. By investing in a comprehensive education system, this project directly contributes to building human capital, strengthening economic potential, and enabling individuals to participate meaningfully in national development.

A key feature of this initiative is its emphasis on intergenerational learning, which strengthens social cohesion and community development. By bringing together children, youth, adults, and elderly learners within a single integrated environment, the Academy creates opportunities for knowledge sharing, mentorship, and mutual support across age groups. This approach not only enhances learning outcomes but also reinforces community bonds, promotes inclusivity, and ensures that education becomes a shared and continuous process rather than a one-time experience limited to a particular stage of life.

The project also plays a critical role in reducing poverty cycles by addressing one of their root causes: limited access to education and skills development. Without access to structured learning opportunities, individuals are often unable to secure stable employment or generate sustainable income, thereby perpetuating economic hardship across generations. By providing accessible and affordable education at all levels, the Academy

creates pathways for improved livelihoods, increased employability, and economic empowerment, ultimately contributing to poverty reduction at both household and community levels.

Furthermore, the project actively promotes gender equality by ensuring that women and girls have equitable access to education and training opportunities. In many underserved communities, gender disparities continue to limit participation in education, particularly at higher levels and in adult learning programmes. The inclusive design of the Academy addresses these barriers by creating safe, accessible, and supportive learning environments that encourage the participation of women and girls. Through education and skills development, the project empowers them to contribute economically, make informed decisions, and play active roles in community development.

In summary, this project is both timely and essential. It addresses multiple interconnected development challenges through a single, integrated solution that combines education, social inclusion, and economic empowerment. By expanding FEDI's proven approach into a full education lifecycle model, the FEDI Academy for the Young and the Old offers a transformative and sustainable intervention capable of delivering long-term impact at scale.

SECTION 7 — PROJECT GOAL AND OBJECTIVES

Overall Goal

The overall goal of this project is to establish a holistic and integrated education academy that provides inclusive, affordable, and lifelong learning opportunities for individuals across all age groups. The FEDI Academy for the Young and the Old is designed to serve as a comprehensive educational platform that supports continuous learning, promotes social inclusion, and enhances human capital development. By creating an environment where education is accessible to children, youth, adults, and the elderly, the project aims to bridge existing gaps in the education system and foster sustainable socio-economic transformation within the target communities.

Specific Objectives

To achieve this overarching goal, the project will focus on several key objectives that collectively contribute to the development of a functional, inclusive, and sustainable education system. The first objective is to construct a total of 36 classrooms across all levels of education, including nursery, primary, junior secondary, senior secondary, and adult education facilities. This infrastructure will provide the physical foundation necessary to accommodate a diverse and growing population of learners while ensuring that educational services are delivered in a safe, structured, and conducive environment.

Another critical objective is to provide subsidised education for vulnerable children, particularly those from low-income households who would otherwise be unable to access formal schooling. By implementing a tiered fee system and offering financial support mechanisms such as scholarships and fee waivers, the project seeks to remove economic barriers to education and promote equitable access for all children, regardless of their socio-economic background. This approach is essential for reducing inequalities and ensuring that no child is left behind.

In addition, the project aims to offer adult literacy and continuing education programmes that address the needs of individuals who have missed out on formal education or require additional skills to improve their livelihoods. These programmes will include basic literacy and numeracy, vocational training, and digital skills development, enabling adults to participate more effectively in economic activities and community life. By integrating adult education into the Academy's framework, the project reinforces the concept of lifelong learning and provides opportunities for personal and professional growth at all stages of life.

Furthermore, the project seeks to create a central community learning hub that serves not only as an educational institution but also as a focal point for community engagement, knowledge sharing, and social development. The inclusion of a multi-purpose hall and shared learning spaces will facilitate training programmes, workshops, community meetings, and other activities that strengthen social cohesion and collective progress. This objective ensures that the Academy becomes a dynamic and inclusive space that supports both formal education and broader community development.

Collectively, these objectives provide a clear and strategic pathway for achieving the project's overall goal, ensuring that the FEDI Academy delivers meaningful, sustainable, and inclusive educational outcomes that benefit individuals, families, and the wider community.

SECTION 8 — TARGET BENEFICIARIES

The FEDI Academy for the Young and the Old is designed to serve a broad and diverse population, ensuring that its benefits extend across multiple age groups and socio-economic categories. The project adopts an inclusive approach that targets both direct and indirect beneficiaries, thereby maximising its developmental impact within the community.

Direct Beneficiaries

The primary beneficiaries of this project are individuals who will directly access and participate in the educational programmes provided by the Academy. These include nursery pupils between the ages of 3 and 5, who will benefit from structured early childhood education designed to support cognitive, social, and emotional development at a critical stage of learning. By providing a strong educational foundation, the project ensures that these young learners are better prepared for progression into formal schooling.

Primary and secondary school students will also form a significant portion of the direct beneficiaries. These learners will have access to a continuous and structured educational pathway from basic education through to advanced levels, reducing the risk of dropout and improving overall academic performance. The availability of well-equipped classrooms

and supportive learning environments will enhance the quality of education and contribute to improved learning outcomes.

In addition to children and youth, the project directly targets adult learners who have either missed out on formal education or require additional skills to improve their livelihoods. Through the Adult Education and Continuing Learning Centre, these individuals will have access to literacy programmes, vocational training, and digital skills development. This will enable them to participate more effectively in economic activities, support their families, and contribute to community development.

Elderly participants are also recognised as important beneficiaries of this initiative. The Academy provides opportunities for older members of the community to engage in lifelong learning, participate in knowledge-sharing activities, and remain socially active. This inclusive approach ensures that no age group is excluded from the benefits of education and development.

Indirect Beneficiaries

Beyond those who directly participate in the Academy's programmes, the project will generate significant indirect benefits for a wider group of stakeholders. Families of enrolled learners will benefit from improved educational outcomes, as increased literacy and skills development contribute to better household decision-making, income generation, and overall well-being. Parents and guardians will also experience reduced financial and logistical burdens associated with accessing education, particularly in underserved areas.

Teachers and educational staff will benefit from improved working conditions, access to better facilities, and opportunities for professional development. The project will create employment opportunities and strengthen the capacity of educators, thereby enhancing the overall quality of teaching and learning within the Academy.

The wider local community will also experience substantial indirect benefits as a result of this project. The Academy will serve as a central hub for community engagement, training, and social interaction, fostering a sense of collective ownership and participation. Increased educational access and skills development will contribute to economic growth, social cohesion, and reduced inequality within the community.

Overall, the FEDI Academy is designed to create a ripple effect of positive impact, extending far beyond its immediate beneficiaries and contributing to long-term sustainable development.

SECTION 9 — PROJECT DESCRIPTION

9.2 Project Components

The FEDI Academy for the Young and the Old is designed as an integrated and multi-functional educational complex comprising several key components that collectively support lifelong learning and community development. Each component has been carefully planned to address specific educational needs while ensuring continuity and progression across different levels of learning.

Component 1: Community Nursery School

The Community Nursery School will consist of four well-designed classrooms with a total capacity to accommodate approximately 120 children. This component is specifically focused on early childhood development, providing a safe, nurturing, and stimulating environment where young learners can develop foundational cognitive, social, and emotional skills. The curriculum will emphasise play-based learning, creativity, and basic literacy and numeracy, ensuring that children are adequately prepared for entry into primary education.

Component 2: Primary School

The Primary School will include ten classrooms with the capacity to serve approximately 400 pupils. This component will provide structured basic education, forming the backbone of the Academy's learning pathway. The primary section will be equipped with appropriate teaching and learning materials and will deliver a curriculum that supports literacy, numeracy, and general knowledge development. It will also serve as a critical transition stage, ensuring that pupils are well-prepared for progression into secondary education.

Component 3: Junior Secondary School

The Junior Secondary School will comprise eight classrooms designed to accommodate up to 320 students. At this level, learners will receive more advanced instruction, including exposure to science, mathematics, and introductory technical subjects. The aim of this component is to build on the foundational knowledge acquired at the primary level while preparing students for more specialised and advanced studies at the senior secondary level.

Component 4: Senior Secondary School

The Senior Secondary School will also consist of eight classrooms with a capacity for approximately 320 students. This component will provide advanced education and prepare learners for national examinations, higher education, or entry into vocational and professional pathways. The curriculum will be aligned with national standards and will emphasise critical thinking, problem-solving, and career readiness.

Component 5: Adult Education Centre

The Adult Education Centre will include six classrooms dedicated to providing literacy, ICT, and vocational skills training for adults and out-of-school youth. This component addresses the critical need for continuing education by offering flexible and accessible learning opportunities that enable individuals to improve their skills, enhance their employability, and participate more effectively in economic and community life. The centre will also support lifelong learning initiatives and promote digital inclusion within the community.

Component 6: Multi-Purpose Hall (5 Floors)

The five-floor Multi-Purpose Hall will serve as a central facility within the Academy, supporting a wide range of academic and community functions. It will be designed to accommodate examinations, conferences, skills training sessions, and community events, making it a versatile and revenue-generating asset. The hall will also provide space for workshops, seminars, and institutional activities, thereby enhancing the overall functionality and sustainability of the Academy.

9.3 Project Phases

The implementation of the FEDI Academy will follow a structured and phased approach to ensure efficiency, quality, and timely delivery. The first phase, Pre-Construction, will involve site preparation, land surveying, design finalisation, procurement planning, and mobilisation of resources. This stage is critical for laying the groundwork and ensuring that all technical and administrative requirements are in place before construction begins.

The second phase, Construction, will involve the actual development of all infrastructure components, including foundations, superstructures, roofing, and finishing works. This phase will be carefully managed to ensure adherence to engineering standards, timelines, and budget constraints, with continuous supervision and quality control measures in place.

The third phase, Equipping, will focus on furnishing and outfitting the facilities with the necessary equipment, including classroom furniture, ICT systems, laboratory materials, and administrative resources. This phase ensures that all buildings are fully functional and ready for use upon completion.

The final phase, Operationalisation, will involve the commissioning of the Academy, recruitment and training of staff, enrolment of learners, and the initiation of academic and training programmes. This phase will also include community engagement activities and the establishment of management systems to ensure smooth and sustainable operations.

The implementation approach follows the same logic as the original project, emphasising phased delivery, stakeholder engagement, and strong project management to achieve optimal outcomes.

SECTION 10 — BILL OF QUANTITIES (SUMMARY)

Table 1: BOQ Summary

Component	Estimated Cost
Nursery Block	£35,000
Primary Block	£70,000
JSS Block	£55,000
SSS Block	£55,000
Adult Centre	£40,000
Multi-Purpose Hall	£30,000
Equipment & Furniture	£10,000
Contingency	£15,000
TOTAL	**£295,000**

Source: Created by Project Designing Committee

Description:

The total estimated cost for the construction and operationalisation of the FEDI Academy for the Young and the Old is **£295,000**, representing a comprehensive and cost-effective investment in multi-level educational infrastructure and community development. This budget has been carefully structured to ensure that all key components of the project are adequately funded while maintaining efficiency, transparency, and value for money. The allocation of resources reflects the relative scale, complexity, and functional importance of each component within the overall Academy.

A total of **£35,000** has been allocated for the construction of the Nursery Block, which will provide four classrooms dedicated to early childhood education. This investment will ensure the creation of a safe, child-friendly environment equipped with appropriate facilities to support foundational learning and development. Given the importance of early childhood education in shaping long-term academic outcomes, this component is considered a critical entry point into the Academy's learning pathway.

The Primary School component has been allocated **£70,000**, representing one of the largest portions of the budget due to its scale and capacity. With ten classrooms designed to accommodate approximately 400 pupils, this investment reflects the central role of primary education in the overall structure of the Academy. The funding will cover construction, basic facilities, and essential infrastructure required to deliver quality education at this level.

The Junior Secondary School (JSS) and Senior Secondary School (SSS) components have each been allocated **£55,000**, ensuring parity in the development of both levels of secondary education. These allocations will support the construction of eight classrooms per level, along with the necessary infrastructure to facilitate effective teaching and learning. Together, these components provide continuity in the education system, enabling students to progress seamlessly from primary education through to advanced levels.

An allocation of **£40,000** has been designated for the Adult Education Centre, which will play a vital role in addressing adult illiteracy and promoting lifelong learning. This component includes six classrooms and facilities for literacy training, ICT education, and vocational skills development. The investment reflects the importance of extending

educational opportunities beyond formal schooling and ensuring that adults and out-of-school youth can acquire the skills needed for economic participation and personal development.

The Multi-Purpose Hall has been allocated **£30,000**, recognising its strategic importance as a central facility within the Academy. This five-floor structure will serve multiple functions, including examinations, conferences, skills training, and community events. In addition to supporting academic activities, the hall is expected to generate income through rentals, thereby contributing to the long-term financial sustainability of the project.

A further **£10,000** has been allocated for Equipment and Furniture, covering essential items such as desks, chairs, office furniture, and basic ICT equipment. This ensures that all learning spaces are fully functional and equipped to support effective teaching and learning processes from the outset.

Finally, a contingency provision of **£15,000** has been included to account for unforeseen costs, price fluctuations, and potential risks during implementation. This allocation provides financial flexibility and helps safeguard the project against uncertainties, ensuring that construction and operational activities can proceed without disruption.

Overall, the budget distribution demonstrates a balanced and strategic allocation of resources across all components of the project. It reflects FEDI's commitment to cost efficiency, accountability, and the delivery of high-quality infrastructure that meets both educational and community development needs. The total investment of **£295,000**

represents a highly impactful and scalable solution that offers significant returns in terms of human capital development, social inclusion, and long-term sustainability.

SECTION 11 — GANTT CHART (SUMMARY)

The implementation of the FEDI Academy for the Young and the Old will follow a structured and time-bound schedule spanning a total period of 18 months. This timeline has been carefully designed to ensure efficient sequencing of activities, optimal use of resources, and timely delivery of all project components. The phased approach allows for overlapping activities where appropriate, thereby maximising productivity while maintaining quality standards.

The initial phase, Planning, will take place during Months 1 to 2 and will focus on all preparatory activities required before construction begins. This stage will include site assessments, land surveying, architectural and engineering design finalisation, procurement planning, and the mobilisation of contractors and project staff. It will also involve obtaining any necessary approvals and ensuring that all logistical and administrative arrangements are in place. The planning phase is critical to setting a strong foundation for the successful execution of the project.

The Construction phase will run from Month 3 to Month 14 and represents the most extensive and resource-intensive stage of the project. During this period, all major infrastructure components—including the nursery, primary, junior secondary, senior secondary, and adult education blocks, as well as the multi-purpose hall—will be developed. Activities will include foundation works, superstructure construction, roofing,

and finishing. The construction phase will be carefully managed through continuous supervision, quality assurance processes, and adherence to engineering standards to ensure durability and safety of the structures.

The Equipment phase will overlap partially with the later stages of construction, taking place from Month 12 to Month 16. This phase will involve the procurement, delivery, and installation of furniture, ICT equipment, and other essential resources required for the operation of the Academy. By overlapping this phase with construction, the project ensures that facilities are equipped and ready for use immediately upon completion, thereby reducing delays in operationalisation.

The final phase, Launch, will occur between Month 17 and Month 18 and will mark the transition from construction to full operation. This stage will include final inspections, testing of systems, staff recruitment and training, and the enrolment of students across all levels. It will also involve community engagement activities and the official commissioning of the Academy. The launch phase ensures that all systems are fully functional and that the Academy is prepared to begin delivering high-quality educational services.

Overall, the project timeline reflects a well-coordinated and realistic implementation plan that balances efficiency with quality. The structured sequencing of planning, construction, equipping, and launch activities ensures that the FEDI Academy will be delivered on schedule and will be fully operational within the 18-month timeframe, ready to provide immediate and lasting impact for the target communities.

SECTION 12 — BUDGET NARRATIVE

The budget for the FEDI Academy for the Young and the Old has been carefully developed to ensure a comprehensive and realistic allocation of resources that supports the successful construction, equipping, and operationalisation of the project. The total estimated cost reflects a balanced approach that prioritises quality, cost-effectiveness, and long-term sustainability, while remaining aligned with the overall objectives of the project. All cost components have been structured in accordance with established budgeting principles, ensuring transparency, accountability, and value for money.

A significant portion of the budget is allocated to construction materials, which form the backbone of the project's infrastructure development. These materials include cement, sand, aggregates, reinforcement steel, roofing sheets, timber, and finishing materials such as tiles and paint. The selection of materials has been guided by considerations of durability, availability, and suitability for local environmental conditions, ensuring that the buildings are resilient, safe, and capable of serving the community over the long term.

Labour costs constitute another essential component of the budget, covering both skilled and unskilled workers required throughout the construction process. Skilled labour will include engineers, architects, masons, carpenters, electricians, and plumbers, while unskilled labour will primarily be sourced locally to promote community participation and generate employment opportunities. This approach not only supports efficient project implementation but also contributes to local economic development.

The budget also includes provisions for furniture, which is necessary to ensure that all classrooms, offices, and learning spaces are fully functional upon completion. This includes desks, chairs, teacher tables, storage units, and office furniture. Adequate and appropriate furniture is critical for creating a conducive learning environment that supports both students and educators.

In addition, the project allocates resources for ICT tools, recognising the importance of digital literacy and technology in modern education. These tools will include computers, networking equipment, and basic digital infrastructure to support teaching, learning, and administrative functions. The integration of ICT into the Academy's operations will enhance learning outcomes, improve efficiency, and prepare learners for participation in a digital economy.

Furthermore, the budget incorporates investments in solar energy systems and Water, Sanitation, and Hygiene (WASH) facilities. The inclusion of solar systems ensures a reliable and sustainable source of energy, reducing dependence on unstable power supplies and lowering long-term operational costs. WASH facilities, including boreholes, water storage systems, and sanitation infrastructure, are essential for maintaining a safe and healthy learning environment, particularly in school settings where hygiene and access to clean water are critical.

Overall, the budget narrative reflects a well-structured and comprehensive financial plan that supports all aspects of the project, from construction to operational readiness. It is fully aligned with the original budgeting principles, emphasising efficiency, sustainability, and accountability. By investing strategically across these key cost areas, the project ensures

that the FEDI Academy will be equipped to deliver high-quality education and long-term community benefits.

SECTION 13 — THEORY OF CHANGE

The Theory of Change for the FEDI Academy for the Young and the Old is grounded in a clear understanding of the core development challenge facing many communities in Sierra Leone: limited and unequal access to education across different age groups. This challenge affects not only children who lack access to early and continuous schooling, but also youth who are unable to complete their education, adults who missed formal learning opportunities, and elderly individuals who are excluded from structured knowledge systems. These gaps collectively contribute to low literacy levels, limited skills development, reduced employability, and persistent cycles of poverty and social exclusion.

In response to this problem, the proposed solution is the establishment of an integrated and multi-level education academy that provides structured, inclusive, and lifelong learning opportunities within a single, coordinated framework. By bringing together early childhood education, primary and secondary schooling, adult education, and community learning facilities in one location, the project creates a seamless pathway for continuous learning and development. This integrated approach addresses fragmentation within the education system and ensures that individuals can access appropriate learning opportunities at every stage of life. The inclusion of modern infrastructure, trained personnel, and supportive learning environments further strengthens the effectiveness of this intervention.

The implementation of this solution is expected to lead to several key outcomes that collectively contribute to long-term development impact. One of the primary outcomes is an increase in literacy levels across the community, as both children and adults gain access to structured educational programmes. Improved literacy will, in turn, enhance individuals' ability to access information, participate in economic activities, and make informed decisions.

Another important outcome is improved employment prospects, particularly for youth and adult learners who will benefit from enhanced educational attainment and access to skills development opportunities. By equipping individuals with relevant knowledge and competencies, the project supports pathways to employment, self-employment, and income generation, thereby contributing to economic growth and poverty reduction.

In addition, the project is expected to foster community empowerment by creating a shared space for learning, interaction, and development. The Academy will serve not only as an educational institution but also as a community hub where individuals can engage in training, exchange knowledge, and participate in collective activities. This will strengthen social cohesion, encourage community ownership, and promote inclusive participation in development processes.

Overall, the Theory of Change demonstrates a logical and evidence-based pathway from problem identification to solution implementation and outcome achievement. By addressing the root causes of educational exclusion through an integrated and inclusive approach, the FEDI Academy is positioned to deliver sustainable improvements in literacy,

employment, and community well-being, ultimately contributing to long-term socio-economic transformation.

SECTION 14 — LOGFRAME (SUMMARY)

The Logical Framework (Logframe) for the FEDI Academy for the Young and the Old provides a structured and results-oriented approach to measuring the success of the project. It outlines the key levels of intervention—goal, outcome, and outputs—along with corresponding indicators that will be used to monitor progress, assess performance, and demonstrate impact. This framework ensures that the project remains aligned with its objectives while maintaining accountability to stakeholders and donors.

At the highest level, the overall goal of the project is to achieve increased access to education across all age groups within the target community. This goal reflects the core purpose of the Academy, which is to provide inclusive and equitable learning opportunities for children, youth, adults, and elderly individuals. Progress toward this goal will be measured through indicators such as enrolment rates across different education levels, improved access to educational facilities, and increased participation of previously underserved groups.

At the outcome level, the project aims to achieve a significant improvement in enrolment, with a target of at least a 70% increase in the number of learners accessing education within the project area. This outcome reflects the effectiveness of the Academy in attracting and retaining students by providing accessible, affordable, and high-quality educational services. Monitoring of this outcome will involve tracking enrolment data, attendance

rates, and retention levels across all components of the Academy, ensuring that the project is delivering meaningful and measurable change.

At the output level, the project will focus on the successful construction and operationalisation of the required infrastructure, including a total of 36 classrooms across nursery, primary, junior secondary, senior secondary, and adult education facilities. The completion of these classrooms serves as a key indicator of project delivery and provides the physical capacity necessary to support the targeted increase in enrolment. Additional output indicators may include the number of facilities equipped, the availability of teaching and learning materials, and the readiness of the Academy for full operation.

Overall, the Logframe provides a clear and coherent framework for linking project activities to expected results, ensuring that each stage of implementation contributes directly to the achievement of the overall goal. By defining measurable indicators at each level, the project establishes a strong foundation for monitoring, evaluation, and reporting, thereby enhancing transparency, accountability, and effectiveness in the use of donor resources.

SECTION 15 — MONITORING & EVALUATION (M&E)

The Monitoring and Evaluation (M&E) framework for the FEDI Academy for the Young and the Old is designed to ensure effective tracking of project implementation, measurement of results, and continuous learning for improved performance. The framework follows the same M&E approach as the original project, emphasising accountability, data-driven decision-making, and alignment with project objectives. It

provides a systematic process for collecting, analysing, and reporting data to demonstrate progress, assess impact, and inform future interventions.

A key component of the M&E system will be enrolment tracking across all levels of the Academy, including nursery, primary, secondary, and adult education programmes. This will involve maintaining accurate and up-to-date records of student admissions, attendance, and participation. By monitoring enrolment trends over time, the project will be able to assess its effectiveness in expanding access to education and identify any gaps or barriers that may need to be addressed.

In addition to enrolment tracking, the project will closely monitor completion rates as an important indicator of retention and educational success. Completion rates will be measured by tracking the number of learners who successfully progress through each level of education or complete specific programmes, such as adult literacy or vocational training courses. This data will provide valuable insights into the quality and relevance of the educational services being delivered, as well as the ability of the Academy to support learners throughout their educational journey.

Another critical area of focus within the M&E framework is the improvement of adult literacy levels. The project will assess progress in this area by evaluating changes in reading, writing, and numeracy skills among adult learners enrolled in the programme. Baseline assessments will be conducted at the start of each programme, followed by periodic evaluations to measure learning outcomes and overall progress. This will help demonstrate the effectiveness of the Adult Education Centre in addressing literacy gaps and enhancing the capabilities of participants.

The M&E system will also include regular reporting mechanisms to ensure transparency and accountability to stakeholders and donors. Data collected will be compiled into periodic reports that highlight achievements, challenges, and lessons learned. These reports will support evidence-based decision-making and enable FEDI to adapt its strategies where necessary to improve outcomes.

Overall, the Monitoring and Evaluation framework provides a robust and structured approach to assessing the performance and impact of the FEDI Academy. By focusing on key indicators such as enrolment, completion rates, and literacy improvements, the project ensures that progress is measurable, outcomes are verifiable, and the overall objectives of the initiative are effectively achieved.

SECTION 16 — SUSTAINABILITY PLAN

The long-term sustainability of the FEDI Academy for the Young and the Old is a central consideration in the design and implementation of this project. The sustainability plan is structured to ensure that the Academy remains financially viable, operationally efficient, and socially impactful beyond the initial construction and funding phase. This is achieved through the establishment of diverse and complementary revenue streams, supported by strong institutional management and community engagement.

A key component of the sustainability strategy is the introduction of affordable school fees, designed to balance accessibility with financial viability. The Academy will implement a tiered fee structure that ensures that children from low-income households can access education at reduced or subsidised rates, while those with greater financial capacity

contribute proportionally higher fees. This approach promotes inclusivity while generating a steady stream of income to support operational costs such as staff salaries, maintenance, and educational materials.

In addition to internally generated income, donor subsidies will continue to play an important role in sustaining the Academy, particularly during the early years of operation. These subsidies will support key programmes, including scholarships for vulnerable students, adult education initiatives, and capacity-building activities. FEDI will maintain strong relationships with development partners through regular reporting, transparency, and demonstrated impact, thereby encouraging continued support and long-term collaboration.

The Multi-Purpose Hall represents a significant opportunity for income generation through hall rentals. This facility will be made available for a variety of uses, including conferences, workshops, training sessions, community events, and private functions. By establishing a structured booking and pricing system, the Academy will generate additional revenue that can be reinvested into its operations and maintenance. This income stream is particularly valuable as it provides financial support independent of tuition fees and donor funding.

Partnerships will also play a critical role in ensuring the sustainability of the project. FEDI will actively engage with government institutions, non-governmental organisations, private sector entities, and community-based organisations to support programme delivery, resource mobilisation, and capacity development. These partnerships may include technical support, co-funding arrangements, training programmes, and shared use of

facilities. By leveraging these collaborative relationships, the Academy will enhance its resilience, expand its reach, and strengthen its overall impact.

Overall, the sustainability plan reflects a well-balanced approach that combines internal revenue generation with external support and strategic partnerships. By diversifying income sources and fostering strong institutional and community linkages, the FEDI Academy is well-positioned to operate effectively over the long term, ensuring that it continues to provide high-quality education and contribute to sustainable development within the community.

SECTION 17 — RISK MANAGEMENT

Effective risk management is essential to the successful implementation and long-term sustainability of the FEDI Academy for the Young and the Old. This project adopts a proactive and structured approach to identifying, assessing, and mitigating potential risks that may arise during both the construction and operational phases. By anticipating challenges and putting appropriate mitigation strategies in place, FEDI aims to minimise disruptions, ensure efficient use of resources, and safeguard the achievement of project objectives.

One of the primary risks associated with the project is the possibility of funding delays, which could impact the timely execution of construction activities. To address this risk, the project will adopt a phased construction approach, allowing key components to be developed progressively based on available resources. This strategy ensures that critical infrastructure can be prioritised and completed even if funding is disbursed in stages. In

addition, FEDI will maintain active communication with donors and explore multiple funding sources to reduce dependency on a single stream of financing.

Another potential risk is low enrolment, particularly during the initial stages of operation. This could arise due to limited awareness, cultural barriers, or financial constraints within the target community. To mitigate this risk, the project will implement strong community mobilisation and engagement strategies, including awareness campaigns, stakeholder consultations, and collaboration with local leaders and organisations. By fostering community ownership and demonstrating the value of education, the Academy will be better positioned to attract and retain learners across all age groups.

Inflation and fluctuations in the cost of construction materials and services also present a significant risk, particularly in a dynamic economic environment. To manage this, the project budget includes a contingency provision that provides financial flexibility to absorb unexpected cost increases. Additionally, FEDI will employ cost-control measures such as bulk procurement, local sourcing of materials, and efficient resource management to minimise the impact of price fluctuations.

Beyond these key risks, the project will continuously monitor other potential challenges, including operational inefficiencies, staffing constraints, and environmental factors. Regular risk assessments will be conducted throughout the project lifecycle, and mitigation strategies will be updated as necessary to respond to emerging issues. This adaptive approach ensures that the project remains resilient and responsive to changing conditions.

Overall, the risk management framework demonstrates FEDI's commitment to careful planning, accountability, and proactive problem-solving. By identifying risks early and implementing practical mitigation measures, the project is well-positioned to achieve its intended outcomes while maintaining stability and efficiency throughout its implementation.

SECTION 18 — FUNDRAISING STRATEGY

The fundraising strategy for the FEDI Academy for the Young and the Old is designed to ensure the mobilisation of sufficient financial and technical resources to support both the implementation and long-term sustainability of the project. This strategy adopts a diversified and multi-channel approach, targeting a range of funding sources in order to reduce reliance on any single contributor and enhance financial resilience. By combining institutional funding, public sector collaboration, diaspora engagement, and private sector partnerships, the project aims to secure the resources necessary to achieve its objectives and maximise its impact.

A primary focus of the fundraising strategy is engagement with institutional donors, including international development agencies, foundations, and multilateral organisations. These donors represent a significant source of funding for large-scale education and development initiatives. FEDI will actively identify and approach relevant institutions whose priorities align with the goals of the project, particularly those focused on education, youth empowerment, gender equality, and community development. The organisation will

prepare high-quality proposals, maintain transparent reporting systems, and demonstrate measurable impact in order to build trust and secure long-term support.

In addition to institutional funding, the project will seek to establish strong partnerships with government entities at both national and local levels. Government collaboration is essential for aligning the project with national education policies, accessing technical support, and potentially leveraging public funding or in-kind contributions. By working closely with ministries, local authorities, and education agencies, FEDI aims to ensure that the Academy complements existing systems and contributes to broader development objectives.

Diaspora support represents another important pillar of the fundraising strategy. Members of the diaspora community often have a strong interest in contributing to the development of their home country and can provide both financial resources and valuable networks. FEDI will engage the diaspora through targeted outreach, awareness campaigns, and fundraising initiatives, encouraging contributions toward scholarships, infrastructure development, and programme support. This approach not only mobilises additional resources but also strengthens the connection between the Academy and the wider global community.

The strategy also includes engagement with the private sector through Corporate Social Responsibility (CSR) initiatives. Companies operating within and beyond Sierra Leone are increasingly investing in social development projects as part of their CSR commitments. FEDI will seek partnerships with such organisations to secure funding, sponsorships, and in-kind contributions, particularly in areas such as ICT equipment, infrastructure support,

and training programmes. These partnerships can also provide opportunities for skills development, internships, and employment pathways for learners.

Overall, the fundraising strategy is comprehensive and forward-looking, combining multiple funding streams to ensure the financial sustainability of the FEDI Academy. By building strong relationships with donors, government institutions, the diaspora, and the private sector, the project is well-positioned to secure the resources required for successful implementation and long-term impact.

SECTION 19 — PROJECT MANAGEMENT

The project management structure for the FEDI Academy for the Young and the Old is designed to ensure effective governance, efficient implementation, and strong accountability throughout the project lifecycle. The structure mirrors FEDI's established institutional model, which has been successfully applied in previous development initiatives and is aligned with best practices in project management. This framework provides clear roles, responsibilities, and reporting lines, ensuring that all aspects of the project are coordinated and managed effectively.

At the highest level of governance, the project will be overseen by the Board of Trustees, which is responsible for providing strategic direction, policy guidance, and overall oversight. The Board will ensure that the project remains aligned with FEDI's vision, mission, and organisational objectives, while also upholding principles of transparency, accountability, and ethical management. It will play a critical role in reviewing progress,

approving major decisions, and ensuring that resources are utilised efficiently and in accordance with donor requirements.

The Executive Director will serve as the overall project lead, responsible for the day-to-day management and coordination of all project activities. This role involves providing leadership, ensuring effective communication among stakeholders, and overseeing the implementation of the project in line with approved plans and budgets. The Executive Director will also be responsible for maintaining relationships with donors, partners, and government institutions, ensuring that the project benefits from strong collaboration and support.

The Project Implementation Unit (PIU) will function as the operational arm of the project, responsible for executing all technical and administrative tasks. The PIU will comprise key personnel, including a Project Manager, Finance and Administration Officer, Procurement Officer, Monitoring and Evaluation Officer, and Construction Supervisor. Each member of the PIU will have clearly defined responsibilities, ensuring that activities such as procurement, financial management, construction supervision, and performance monitoring are carried out efficiently and in compliance with established standards.

The Project Manager, under the supervision of the Executive Director, will coordinate all implementation activities, manage timelines, and ensure that project milestones are achieved. The Finance and Administration Officer will oversee financial transactions, budgeting, and reporting, ensuring compliance with donor requirements and internal controls. The Procurement Officer will manage the sourcing and acquisition of materials and services, ensuring transparency and value for money. The Monitoring and Evaluation

Officer will track project performance, collect data, and produce reports to inform decision-making and demonstrate impact. The Construction Supervisor will oversee all construction activities, ensuring adherence to engineering specifications, timelines, and quality standards.

In addition to these roles, the project management structure will emphasise regular communication and coordination among all stakeholders. Periodic meetings, progress reports, and performance reviews will be conducted to ensure that challenges are identified early and addressed promptly. This collaborative and structured approach will enhance efficiency, reduce risks, and ensure that the project is delivered successfully.

Overall, the project management framework demonstrates FEDI's capacity to implement complex development initiatives with professionalism and accountability. By combining strong governance, effective leadership, and a dedicated implementation team, the project is well-positioned to achieve its objectives and deliver sustainable impact.

SECTION 20 — CONCLUSION

The FEDI Academy for the Young and the Old represents a transformational and forward-looking investment in education, designed to address critical gaps in access, quality, and inclusivity across multiple age groups. As an intergenerational education model, the Academy goes beyond conventional approaches by integrating early childhood education, formal schooling, adult learning, and community engagement within a single, cohesive framework. This comprehensive structure ensures that individuals at all stages of life are provided with meaningful opportunities to learn, grow, and contribute to society.

Through its inclusive design, the project will significantly expand access to education, particularly for underserved and marginalised populations who face barriers due to economic, geographic, or social constraints. By providing affordable and accessible learning pathways from early childhood through adulthood, the Academy will help ensure that no individual is excluded from the opportunity to acquire knowledge and skills. This expanded access is expected to lead to improved educational outcomes, higher enrolment and retention rates, and a stronger foundation for lifelong learning.

In addition, the project plays a critical role in reducing inequality by addressing disparities in access to education and development opportunities. By targeting vulnerable groups, including low-income families, out-of-school youth, and adults who missed formal education, the Academy promotes equity and social inclusion. The integration of adult education and community learning further ensures that the benefits of the project extend beyond traditional school-age populations, creating opportunities for all members of the community to participate in development processes.

A central strength of the FEDI Academy lies in its emphasis on lifelong learning, which recognises education as a continuous process rather than a one-time experience. By offering structured learning opportunities for children, youth, adults, and the elderly, the project fosters a culture of continuous development, adaptability, and resilience. This approach not only enhances individual capabilities but also strengthens communities by promoting knowledge sharing, innovation, and collective progress.

Importantly, this project builds directly on FEDI's proven development approach, which has successfully combined education, skills development, and community empowerment

in previous initiatives. By expanding this approach into a full education lifecycle model, the Academy significantly scales its impact, reaching a broader population and addressing multiple development challenges simultaneously. The integration of infrastructure, programmes, and sustainability mechanisms ensures that the project is not only impactful in the short term but also capable of delivering lasting benefits.

In conclusion, the FEDI Academy for the Young and the Old is a high-impact, scalable, and sustainable intervention that aligns with both national priorities and global development goals. It offers a unique opportunity to transform education delivery, empower communities, and drive long-term socio-economic development. With the support of international donors and partners, this project has the potential to serve as a model for inclusive, intergenerational education across Sierra Leone and beyond.

SEE THE ANNEXES FOR ADDITIONAL DETAILES:

Below is a **comparative, structured list of all annexes attached to your FEDI Project Proposal**, clearly showing their purpose, content focus, and how each supports the overall proposal.

ANNEXES — COMPARATIVE LIST & DESCRIPTION

A. MASTER PLANNING & ARCHITECTURAL ANNEXES

Annex 01 — Site Master Plan

Purpose: Provides the overall spatial layout of the entire academy.
Key Content:

Zoning of all facilities (Nursery, Primary, Secondary, Adult Centre, Hall)

Circulation systems (roads, walkways, drainage)

Land use distribution

Contribution to Proposal:
Defines the physical planning framework and ensures integrated campus development.

Annex 02 — Nursery Block Building Layout

Purpose: Architectural design of early childhood facility.
Key Content:

4-classroom layout

Support spaces (office, toilets, storage)

Child-friendly design considerations

Contribution:
Supports early childhood education strategy and safe learning environment.

Annex 03 — Primary Block Building Layout

Purpose: Layout for primary education infrastructure.
Key Content:

10 classrooms

Administrative spaces

Circulation and learning environment design

Contribution:
Forms the core education backbone of the academy.

Annex 04 — Secondary Blocks Building Layout

Purpose: Combined layout for Junior and Senior Secondary Schools.
Key Content:

16 classrooms total

Science labs and learning spaces

Academic progression infrastructure

Contribution:
Ensures continuity from basic to advanced education levels.

Annex 05 — Adult Education Centre Layout

Purpose: Design for lifelong learning facility.
Key Content:

6 classrooms

ICT and vocational training spaces

Contribution:
Supports adult literacy, skills development, and inclusion.

Annex 06 — Multi-Purpose Hall (5 Floors)

Purpose: Central facility for academic and community use.
Key Content:

Multi-floor functional design

Event, training, and conference spaces

Contribution:
Acts as revenue-generating and community integration hub.

B. ENGINEERING & TECHNICAL ANNEXES

Annex 07 — Structural Engineering Specifications

Purpose: Technical construction standards for all buildings.
Key Content:

Foundation systems (1.2m depth, reinforced concrete)

Structural elements (columns, beams, slabs)

Roofing, electrical, plumbing, and safety standards

Contribution:
Ensures structural integrity, safety, and compliance with international standards.

Annex 08 — Detailed Bill of Quantities (Engineering Level)

Purpose: Comprehensive cost and material breakdown.
Key Content:

Quantities of materials (blocks, concrete, steel)

Labour and construction components

Total estimated cost: £295,000

Contribution:
Provides financial transparency and contractor-ready costing.

C. IMPLEMENTATION & OPERATIONS ANNEXES

Annex 09 — Implementation Timeline & Construction Schedule

Purpose: Detailed project execution plan.
Key Content:

18-month phased schedule

Construction stages and outputs

Gantt summary and risk mitigation

Contribution:
Ensures timely delivery and structured execution.

Annex 10 — Sustainability & Operations Plan

Purpose: Long-term operational framework.
Key Content:

Revenue streams (fees, hall rental, donors)

Governance and management systems

Community ownership and sustainability strategy

Contribution:
Demonstrates long-term viability and donor confidence.

D. FINANCIAL MODEL ANNEXES (EXCEL)

Annex 11 — BOQ with Formulas (Excel Model)

Purpose:

Dynamic cost calculations

Unit rates and totals

Contribution:

Provides interactive financial model for analysis and adjustments

Annex 12 — Segment Budget Sheets (Excel Model)

Purpose:

Separate budgets per component (Nursery, Primary, etc.)

Summary sheet

Contribution:

Enables detailed financial planning and donor reporting

E. COMPARATIVE SUMMARY TABLE

Category	Annex Range	Focus	Role in Proposal
Master Planning	01–06	Layout & Design	Physical infrastructure vision
Engineering	07–08	Technical + Costing	Buildability & financial credibility
Implementation	09–10	Timeline & Sustainability	Delivery & long-term viability
Financial Models	11–12	Excel Budgets	Financial transparency & planning

F. OVERALL VALUE OF ANNEXES

Collectively, the annexes provide:

Technical credibility (engineering + BOQ)

Visual clarity (architectural layouts)

Implementation confidence (timeline)

Sustainability assurance (operations plan)

Financial transparency (Excel models)

Annexes: Summary statement

The annexes accompanying the FEDI Academy for the Young and the Old project proposal provide a comprehensive and integrated technical, financial, and operational foundation that strengthens the credibility and feasibility of the project. Collectively, they translate the proposal from a conceptual framework into a detailed, implementable development initiative aligned with international standards.

The architectural annexes (Annexes 01–06) present the physical design and spatial organisation of the Academy, including the site master plan and detailed layouts for all major components: Nursery, Primary, Secondary, Adult Education Centre, and the Multi-Purpose Hall. These documents ensure clarity in infrastructure planning and demonstrate how the Academy will function as a cohesive, multi-level educational environment.

The engineering and costing annexes (Annexes 07–08) provide the technical backbone of the project. They outline structural specifications, construction standards, and a detailed Bill of Quantities, ensuring that all buildings are safe, durable, and cost-effective. These

annexes also enhance transparency and support contractor engagement and donor confidence.

The implementation and sustainability annexes (Annexes 09–10) detail the project execution strategy and long-term operational framework. They include a structured 18-month construction timeline and a robust sustainability plan covering financial models, governance, and community ownership. These elements demonstrate that the project is not only deliverable but also sustainable over time.

Finally, the financial annexes (Annexes 11–12) provide dynamic budgeting tools and detailed cost breakdowns across all project components, enabling effective financial planning and accountability.

Together, these annexes form a complete and coherent package that ensures technical soundness, financial transparency, and long-term viability, making the FEDI Academy a highly credible and fundable project.