



EMPOWERMENT THROUGH SELF-DEFENSE

Building a World Wide Web of Self Defense

Proposal for Google

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Intervention Summary

Context	Need	Intervention	Outcomes
<p>WHAT IS EMPOWERMENT SELF DEFENSE (ESD)?</p> <p>A system that is designed by and for women to:</p> <ul style="list-style-type: none"> • Avoid danger & de-escalate conflict • Increase confidence in participating in social and economic systems • Increase self-efficacy in problem-solving • Build physical self-defense skills • Address violence that is most likely to occur in individual settings (e.g. school, domestic, workplace). <p>A system that is built upon:</p> <ul style="list-style-type: none"> • Understanding history, psychology, and patterns and underlying causes of violence • Building awareness and confidence of personal strength and intelligence • Participants working in cohorts to support and protect each other – physically, economically, & socially • Building community and advocacy to address violence community-wide. 	<p>Gender-Based Violence (GBV) is worst in Africa, affecting 40% of women. Sub-Saharan Africa is the most extreme, with annual rates at 50% and lifetime at 65%.¹</p> <p>Violence against girls, in particular ripples through society, leading to lower school attendance and achievement, higher fertility rates, and reduced health outcomes for both women and their children.² Women who don't experience violence at home earn more money.</p> <p>WHAT DOES ESD ACHIEVE?</p> <ul style="list-style-type: none"> • 50% less likelihood of rape, victimization, or attack of any sort. • Lower likelihood of experiencing depression or alcohol abuse. • 46% less likely to leave school without finishing. • 52% have used skills to stop an assault on another person. 	<p>Intervention is based on exponentially growing instructors, teachers, & students. Exponential growth starts in Year 4.</p> <ul style="list-style-type: none"> • 2021 Rwanda (Year 1): 4 Trainings of 15 people each – from a range of African countries (60 total) • 60 people trained to be ESD teachers, who each teach 5 classes of 20 people (6,000 total): • 10 online classes held, reaching 15 people each (150 total), generates Year 2 trainings' students. • Teachers receive 2-year mentorship, ongoing training, & skills-building to become instructors of new ESD teachers. ESDG has a 76% persistence rate from taking the training to becoming an instructor. • By Year 4, we have a network of instructors. <p>ESDG will work with African women's partners to conduct outreach and affiliated instruction and leadership development. Likewise, ESDG and partners will conduct online sessions to reach at least 150 women, increase awareness, and recruit Year 2's cohort.</p>	<ul style="list-style-type: none"> • Improved access to education <ul style="list-style-type: none"> ➢ Increased literacy, food security & health ➢ Easier access to the job market • Increased economic power at individual, family, & community levels. • Improved living conditions: reduced violence, access to resources, social engagement and economy • Increased self-confidence <ul style="list-style-type: none"> ➢ Increased advocacy efforts ➢ Change of discriminatory laws • Delayed pregnancy & parenthood <ul style="list-style-type: none"> ➢ Lower birth rates, better health outcomes for mother and child ➢ Increased economic opportunities • Reduced natural resource use <ul style="list-style-type: none"> ➢ Decreased global warming <p>WHAT ESD ACHIEVES</p> <ul style="list-style-type: none"> • 50% less likelihood of rape, victimization, or attack of any sort. • Less likelihood of experiencing depression or alcohol abuse. • 46% more likely to finish school • 52% have used skills to stop an assault on another person.

1. The World's Women 2015: Trends and Statistics. United Nations, p. 143.

2. UNICEF Annual Report, 2014A.



WHAT IS EMPOWERMENT SELF DEFENSE (ESD)?

A system designed for women to:

- Avoid danger & de-escalate conflict
- Increase confidence in participating in social and economic systems
- Increase self-efficacy in problem-solving
- Build physical self-defense skills
- Address violence that is most likely to occur in individual setting (e.g., campus, domestic, workplace).

Built upon:

- Understanding history, psychology, and psychology of violence against women and vulnerable populations
- Focuses on building awareness and confidence of personal strength and intelligence
- Participants working in cohorts to support and protect each other – physically, economically, & socially
- Build community and advocacy to address violence community-wide.

WHY ESD?

- 35% of women experience physical and/or sexual assault.
- COVID-19 has increased assaults on women by 500%.
- School-related violence is the #1 obstacle to education for girls.
- Women who do *not* experience violence in the home earn more money, worldwide.

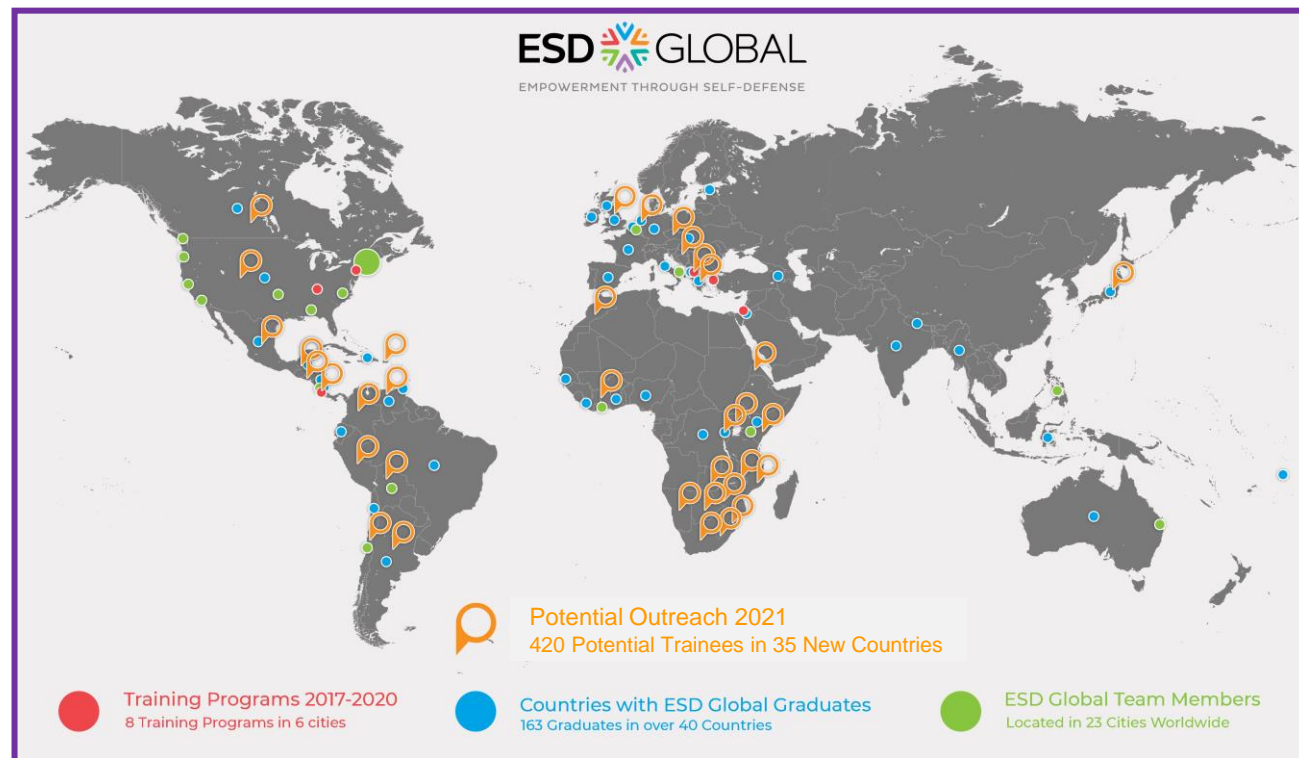
WHAT ESD ACHIEVES

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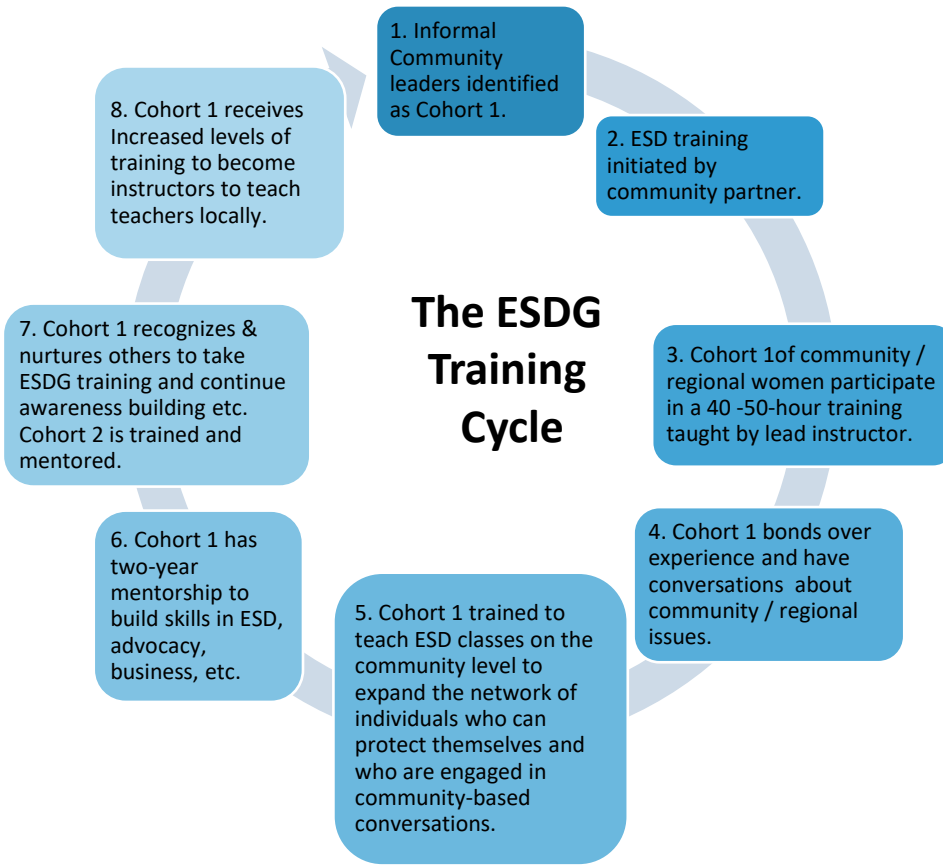
WHAT IS ESD Global?

A worldwide Network that:

- Cultivates and teaches ESD instructors
- Advocates for ESD in communities along with other safety measures.
- Incubates new approaches to promote teaching and learning ESD such as: professional networks, consulting efforts, and online learning.
- Changes social norms about violence against women.



Training Methodology, Process, & Outcomes



CURRICULUM		
Methodological	Knowledge Outcomes	Activities
Options to identify, interrupt, respond to & heal from violence through games, activities, & discussions. Ensure that self-defense tools are evidence- and research-based. Empower individuals rather than using fear as a motivation. Help individuals understand that they have permission to defend themselves if they choose to. Understand the framework that systemic oppression, power, & privilege affect access to self-defense. Individuals' adaptive strategies help them to survive past violence, & training tools enable them to make different choices in responding.	How to recognize and respond to abuse, coercion, & boundary violations. Core understanding of Empowerment Self-Defense (ESD) methodology The ability to teach easy-to-learn ESD that includes: <ul style="list-style-type: none"> Physically protecting yourself from violence Personal advocacy & communication The ability to create, adapt, & teach ESD classes for different audiences Class management that includes understanding trauma, managing safety, & respect. Lead activities to help recognize & respond to abuse, coercion, & boundary violations Teach individuals easy to learn verbal and physical protection tools for navigating and preventing violence.	Physical self-defense skills for safety responses to violence. IMPACT self-defense training: to practice the skills learned Interactive lectures Skill shares on ESD-related topics: <ul style="list-style-type: none"> Embodied yoga & mindfulness Supplementary martial arts skills Non-Violent Communication Strategies Meditation Experiential games & activities to practice the 5-principles of ESD Role playing activities that include verbal, non-verbal, & physical safety skills Practice teaching.

GLOSSARY

Class	A 4–10-hour short opportunity to learn ESD basics – generally taught in a community or school setting.
Course	A set of classes.
Instructor	A teacher of teachers.
Mentor	An instructor who spends time helping teachers build skills and practice. Mentorships last two years.
Online Course	4-20 hours. Designed to teach aspects of ESD such as ESD for youth, or ESD for domestic abuse. These provide some physical training, and discuss methodology, history, and social structures that are the foundation of violence against women. These courses are a mix of video and in-person facilitation.
Teacher	A teacher of students.
Training	A 40-hour, intensive set of classes where ESD students or similarly skilled individuals become ESD teachers.

Intersections of Methodologies

ESDG deploys methods that leverage engagement, buy-in, behavior-change, & community outcomes, based on influencing peer norms & depends on peer-to-peer learning.

Peer & Applied Learning	Social Cognitive Theory & Theory of Reasoned Action	Community Organizational Theory
<p>Individuals understand, integrate information and behavior changes when messages and information are from peers.</p> <p>Applied learning: Students retain information and are more likely to change behavior when learning is combined with applied practice.</p>	<p>Four stages to changed behavior:</p> <ol style="list-style-type: none"> 1. Understand risk 2. Acknowledge risk 3. Change behaviors 4. Change peer norms around behaviors. <p>Behaviors are reinforced by peer norms.</p>	<ul style="list-style-type: none"> • Participatory decision-making process • Identifying key health issues and strategies to address • Strengths-based • Collective Mobilization Context and root causes • Participation across community
<p>Peer Teaching: To Teach Is To Learn Twice. Institute of Education Sciences: Education Resources Information Center Higher Education Report No. 4</p> <p>Peer Learning: A Popular Model for Education: Life Skills Learning, Vol. 23, Issue 8.</p>	<p>Icek Ajzen. The Theory of Planned Behavior. Organizational Behavior and Human Decision Processes 50, 179-211.)</p>	<p>Centers for Disease Control and Prevention (CDC), Principles of Community Engagement, 2011.</p>

Innovation & Intersections



Intersections of Sustainable Development

ESDG's Intervention meets 14 of the United Nations' 17 Sustainable Development Goals (SDG).

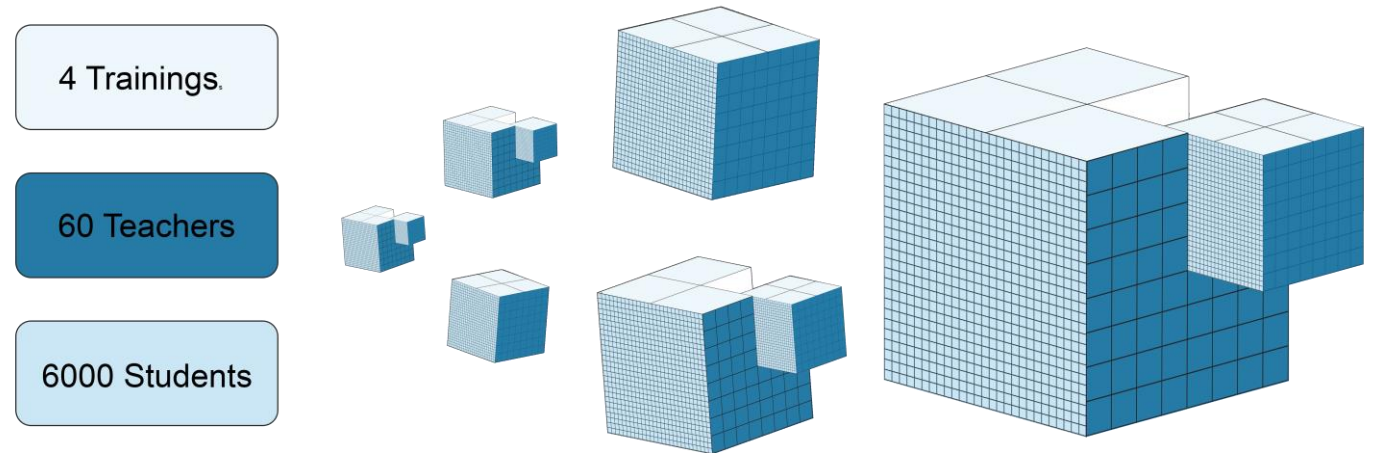
UN SDG	ESDG Outcomes	Connection
1. End poverty in all its forms everywhere.	Increased confidence about safety in the workplace.	More women can participate in working and thereby increase income to buy food.
2. End hunger, achieve food security, improved nutrition, & sustainable agriculture.	Empowerment & violence prevention. More schooling & school completion.	Women de-escalate conflict & protect themselves. Women have healthier birth outcomes.
3. Ensure healthy lives, promote well-being for all at all ages.	Increased school attendance for youth.	Increased school attendance for more days & years in school.
4. Ensure inclusive & equitable education and lifelong learning opportunities for all.	Empowered women who have greater physical, social, & psychological confidence	ESD grads are more likely to pursue work, school, & civic action.
5. Achieve gender equality and empower women & girls.	Increased confidence & ability to mitigate violence in the workplace.	More women participating in economic growth & innovation.
8. Promote sustained, inclusive, & sustainable economic growth, productive employment, & decent work for all.	Increased confidence of working; increased knowledge of collaboration.	ESD grads have more confidence in ability to pursue their goals.
9. Build resilient infrastructure, promote inclusive & sustainable industrialization & innovation.	Empowerment & violence prevention. Increased school attendance & completion.	Women can de-escalate & protect themselves in conflict. ESD grads attend school for longer.
10. Reduce inequality within & among countries.	Increased confidence of working; increased knowledge of collaboration.	ESD grads have more confidence in their ability to pursue their goals.
11. Make cities & human settlements inclusive, safe, resilient, and sustainable.	Increased educational levels, delayed parenthood, reduced population.	Increased knowledge about mitigating climate change; one way to address this is by delaying parenthood & thereby reducing demands on natural resources.
13. Combat climate change & its impacts		
14. Conserve & sustainably use oceans & marine resources.	Knowledge of systemic violence, ability to de-escalate conflict & work in groups to address. Increased confidence to fully participate in society.	Increase in women working together on the grassroots level.
15. Protect, restore, & promote terrestrial ecosystems, forests, combat desertification & degradation, & halt biodiversity loss.		
16. Promote peaceful & inclusive societies, provide justice, & build inclusive institutions.	ESD Global's grassroots, regional, & national partnerships	Increase in cross-sector partnerships.
17. Strengthen implementation & revitalize the Global Partnership for Sustainable Development		

A Ten-Year Model Scaling of ESD in Africa

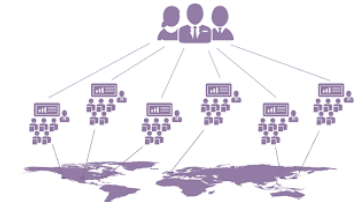
A Model Scaling of ESD in Africa											
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	TOTAL
Instructors	8	8	8	45	68	90	675	844	1,013	1,350	4,108
Trainings	4	6	8	60	75	90	120	150	1,350	1,800	3,663
Teachers trained	60	90	120	900	1,125	1,350	1,800	2,250	20,250	27,000	54,945
Students reached by this year's teachers	6,000	9,000	12,000	90,000	112,500	135,000	180,000	225,000	2,025,000	2,700,000	5,494,500
Students reached by previous year's teachers @ 50%		3,000	4,500	6,000	45,000	56,250	67,500	90,000	112,500	1,012,500	1,397,250
Students reached by 2 yrs past year's teachers @ 25%			1,500	2,250	3,000	22,500	28,125	33,750	45,000	56,250	192,375
Students reached by 3 yrs past year's teachers @ 12.5%				750	1,125	1,500	11,250	14,063	16,875	22,500	68,063
Students reached by 4 yrs past year's teachers @ 6.25%					375	563	750	5,625	7,031	8,438	22,781
TOTAL Individuals taught ESD	6,060	12,090	18,120	99,900	163,125	217,163	289,425	370,688	2,226,656	3,826,688	7,229,914
Y4 is when Y1 teachers become instructors and exponential scaling begins											

Assumptions:

- 15 students / teacher training
- 75% of teachers trained become Instructors
- On average, teachers will reduce the numbers reached by 50% each subsequent year.
- There are 4 instructors per training and each instructor does 4 trainings a year.
- Y4 is when Y1 teachers become instructors and exponential scaling begins



Overall Impact & Evidence for ESD



Behavior Change	Sexual Survivorship	Education	Global Scaling
<p>Teaching ESD has been identified is supported by a preponderance of evidence for changing knowledge, attitudes, beliefs, or behavioral intentions and for reducing... victimization.¹</p> <p>Self-defense has been empirically proven to decrease a number of psychological attributes that are associated with victimization.²</p> <p>ESD programs increase assertiveness, perceived control, self-efficacy, risk avoidance behaviors, confidence, & self-esteem. Importantly, low self-esteem and low assertiveness have been found to be predictive of victimization.³</p>	<p>U.S. institutes, grant-makers and departments recommend that people at high risk for violence practice ESD. In a recent report commissioned by the National Institute of Justice, researchers found that ESD reduces the risk of rape more than 80%, compared to nonresistance.¹</p> <p>A number of studies have found evidence that self-defense training may decrease a woman's chances of experiencing sexual victimization; and that forceful verbal and physical resistance and fleeing (taught in ESD) have a proven association with rape prevention.²</p> <p>Low utilization of self-protective behaviors (including ESD) is associated with more frequent sexual victimization.³</p>	<p>Research in Malawi and Kenya shows the intervention of Empowerment Self-Defense reduces sexual violence in both primary and secondary schools.¹</p> <p>Studies show that teaching students proper self-defense techniques can actually reduce school violence. Teachers, administrators, & students can all benefit from learning the techniques in a self-defense program.²</p> <p>Students develop very strong self-discipline through self-defense classes. They have better respect for instructors and classmates, and show better collaborative work in classes. Students who took self-defense classes demonstrate less violence.³</p>	<p>"... enabling women to live free of violence requires the integration of programmes for education, retraining and establishing sustainable livelihoods. Women's self defence programmes have proved effective in removing the debilitating effects of fear."¹</p> <p>The evidence base behind ESD should be translating into policy changes. White House Task Force in 2014.²</p> <p>"ESD integrated into national school curricula at regular intervals in age-appropriate ways. One in nine girls experiences sexual assault or abuse before the age of 18."³</p>
<ol style="list-style-type: none"> Schewe, P.A. (2007). Interventions to Prevent Sexual Violence. In: The Handbook of Injury and Violence Prevention, Eds: Doll, L.S., Bonzo, S.E., Sleet, D.A., Mercy, J.A. Springer, U.S. Brecklin, L.R., & Ullman, S.E. (2005). Self-Defense or assertiveness training and women's responses to sexual attacks. Journal of Interpersonal Violence, 20(6), 738-762. ibid 	<ol style="list-style-type: none"> Kleck, G. & Tark, J. (2005). U.S. Department of Justice. The Impact of Victim Self-Protections on Rape Completion and Injury: The Analysis of Existing Data Program, National Institute of Justice. Award Number: 2004-IJ-CX-0046. Ozer, E.M., & Bandura, A. (1990). Mechanisms governing empowerment effects: A self-efficacy analysis. Journal of Personality and Social Psychology, 58, 472-486. Orchowski, L., Untied, A.S., & Gidycz, C.A. (2011). Reducing risk for sexual victimization: An analysis of perceived socioemotional consequences of self-protective behaviors. Journal of Interpersonal Violence, 27(9), 1743-1761. 	<ol style="list-style-type: none"> Decker, Michele, et. Al. Sexual violence among adolescent girls and young women in Malawi: A cluster-randomized controlled implementation trial of empowerment self-defense training. BMC Public Health, Dec. 2018. Bullying, Children's Health, Counselors, Educators, Social-Emotional by Rachel Wise January 24, 2018 Chen, Gong. (2011). Rationale of Self-defense Education in American Schools. Sport Science Review. XX. 10.2478/v10237-011-0047-2. 	<ol style="list-style-type: none"> The second thematic report of the UN Special Rapporteur on violence against women to the Human rights Council in 2008. The First Report of the White House Task Force to Protect Students From Sexual Assault. April 2014. Hollander, J.A. (2004). 'I can take care of myself': The impact of self-defense training on women's lives. Violence Against Women, 10(3), 205-235



ESD Global Training in the African region (Nigeria, Kenya, Uganda) 2020

Pre- and post-training surveys

PERSONAL EFFICACY

Feelings of being powerful rose from 70.46% to 94.23%.

Feelings of being safe increased from 68.18% to 88.23%.

Feelings of comfort with body increased from 86.67% to 94.12%.

Satisfaction with self increased from 77.77% to 92.3%.

INTIMATE PARTNER CONFIDENCE

Comfort saying no to an intimate partner grew from 75.22% to 84.61% of participants.

Comfort in expressing disagreement with an intimate partner grew from: 59%- 71%.

Ability to state needs to intimate partners during a conflict grew from 48.84% to 73.08.

PERSONAL CONTROL & WELLBEING

Independence and self-sufficiency as a part of wellbeing grew from 55%-75%.

Feelings of peace and self control post training was 96.2%.

Learning self-defense gave greater control over choices agreed by 95.18% .

Confidence in recognizing a dangerous situation grew from 77% to 91%.

DECISIONS BASED ON SAFETY & FEAR

Confidence in running an errand increased from 30.43% to 82.35%

Confidence in pursuing an activity to make money changed from 61% to 100%.

Change in pursuit of a beneficial activity for fear of safety:

In the three months prior to the training, 100% had given up a beneficial or fun activity due to safety concerns . After attending the training 88% were confident attending a beneficial or fun event.

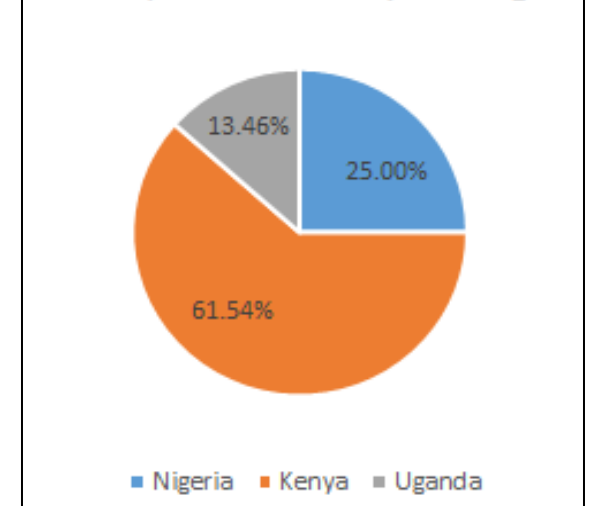
PHYSICAL PROTECTION

Confidence in ability to protect oneself from physical blows: 27% to 65%

Confidence in ability to protect oneself from sexual assault 27.75% to 72.55%

Confidence in using voice to deter attackers: 50% to 90.3%

Participants' Country of Origin



ESD Global 2021

Regions

- Present in 41 countries & 5 regions.
- Staff leadership development plan in each region with in-country staff.
- ESD Global working with multi-national groups to leverage intersections between health, environment, civic society.
- Ten new countries in Africa: Ghana, South Africa, Zambia, Zimbabwe, Malawi, Eritrea, DRC, Liberia, Namibia, Gambia

Programs

- Building programs for Black and Indigenous People of Color (BIPOC) in the US.
- Expanding online access to learning including a library, online courses, recorded courses, & podcasts.
- Implementing LGBTQ+ curriculum in Latin America.
- Sponsoring the Second International Violence Prevention Conference, to be held in Prague. Oct. 9-10, 2021

Innovation

- Developing ESD Minor for University of California system.
- Designing a micro-finance project to create ESD retreats in Caribbean regions, owned by community collaboratives.
- Designing business partnership anti-violence materials & networks to address workplace violence & other community violence that impacts work.

Evaluation

- Finalizing LOGIC model / theory of change.
- Designing quasi-experimental evaluation to implement on four-year basis.
- Aggregating regional data to identify opportunities & best practices.

ESD Global 2026

Regions

- Present in 100 countries, with in-country instructors in at least 75, including 27 African countries with trainers in each.
- All regions have ESD in college settings and K12 school programs.
- Staff are from the region they serve.
- ESD collaborates with governmental entities in each region on policy & distributed ESD trainings.

Programs

- People on the Move (POM) Program underway with trainers in population centers with displaced persons.
- ESD Rapid Response Team, to serve six-month periods for intensive ESD development in trauma-impacted settings where violence against women flares, such as war & natural disaster zones.
- Specialized curricula for Survivors, LGBTQ+, People on the Move, Persons with Disabilities, & Indigenous populations.

Innovation

- ESD micro-financing with ESD practitioners & entrepreneurs.
- A range of interactive on-line courses & instruction available in English, Spanish, French, Farsi, & Portuguese.
- Anti-violence support and trainings to employers and corporate partners.

Evaluation

- Multi-year quasi-experimental evaluation on ESD students and teachers re: safety & risk; economic & educational outcomes; & regional economic & violence outcomes.
- Measurements & evaluation teams in each region comprised of regional professionals.
- Curriculum is revised based on outcome measures



INTERVENTION	INNOVATION	COSTS																												
<p>Goal: Over two years create a network of 140 ESDG teachers to bring ESD to 17,000 women across sub-Saharan African countries. The networks grow exponentially because ESD students become ESD teachers and ESD teachers become ESD instructors through a supervised four year learning process.</p> <p>Prospects: Women 15-50 in sub-Saharan Africa. In Rwanda for years 1 and 2.</p> <p>Partners: To be reached through ESD Global contacts and local grassroots organizations that reach out to national and regional partners in their network to create cultural change around gender based violence and women's empowerment.</p> <p>Process: Four ESD instructors train 60 women in the first year and 80 in the second year to teach ESD in their communities including a range of teaching theory, class management, physical and verbal skills. Each trained student (now a teacher) teaches 5 classes of 20 students each across the year. The teacher receives mentoring, additional instruction, and support in promoting ESD across the community. There are 10 online courses for 15 students in each course to promote ESD. Year two students are recruited from online courses and in-community teaching. Year 1's students assist with Year 2 instruction as a part of their ongoing learning. Persistence among teachers is 75% across ESDG cohorts. By Year 4, the first year teachers are fully-certified senior instructors to lead in the training of teachers. Thus expanding the opportunities for ESD teacher training courses.</p> <p>STEPS</p> <ul style="list-style-type: none">• Confirm established partnerships, Girl Up Africa (present in 9 countries) and the African women's rights associations (present in 5 countries)• Organize and deliver trainings• Connect newly certified teacher with national and regional networks,• Expand regional ESD outreach, recruitment of new batch of women for phase 2	<p>Addressing gender based violence helps to solve many other problems that are not directly connected to it.</p> <p>Peer based: Reduced costs, stronger networks and cohorts for community change, stronger learning and behavior change and reinforcing social norms</p> <p>Multi-sector <u>Education:</u> Improved safety, increased attendance and completion. Increased literacy and food security.</p> <p><u>Health:</u> Reduced female genital mutilation, increased birth weights, delayed parenthood, increase maternal outcomes.</p> <p><u>Employment:</u> Increased community cohorts around work and financial management, increased numbers of women in the work sector, and more opportunities for trainers. Increased literacy=easier access to jobs.</p> <p><u>Family and social services:</u> reduced violence against women, reduced female genital mutilation, increase confidence and assertion at home, improved basic living conditions. Increased economic power at individual and community level.</p> <p><u>Civic Engagement:</u> Stronger confidence and voice to state opinions and wants. Stronger community-based female cohorts to advocate.</p> <p>Advocacy: Increase in local, regional and national networks. Increase knowledge and support from mentors in how to advocate for changes. Increase awareness and change in peer norms around violence against women. Increased confidence to further support women holding political office. Change of discriminatory laws.</p> <p>Evaluation: Year 1: Pre and post training surveys for instructors, teachers and students. Mentorship and partnership evaluation.</p> <p>Year 1: Design of quasi-experimental four year evaluation to track individual, cohort and community outcomes.</p>	<p>Program Costs / training</p> <table><tr><td>Staffing</td><td>\$15,000</td></tr><tr><td>Fellows</td><td>\$ 7,100</td></tr><tr><td>Trainers</td><td>\$20,000</td></tr><tr><td>Evaluation**</td><td>\$ 9,000</td></tr><tr><td>Housing</td><td>\$14,000</td></tr><tr><td>Food</td><td>\$ 7,000</td></tr><tr><td>Transportation</td><td>\$16,250</td></tr><tr><td>Visas etc</td><td>\$ 2,500</td></tr><tr><td>Facilities</td><td>\$ 1,000</td></tr><tr><td>Materials</td><td>\$ 1,000</td></tr><tr><td>Partners</td><td>\$ 4,200</td></tr><tr><td>Admin</td><td>\$12,617</td></tr><tr><td>Overhead</td><td>\$ 5,483</td></tr><tr><td>TOTAL</td><td>\$115,150</td></tr></table> <p>ESDG seeks to conduct four trainings in Year 1 for \$460,600 and six in Y2 for \$690,900. We are requesting \$1,151,500 in total for a two year project.</p>	Staffing	\$15,000	Fellows	\$ 7,100	Trainers	\$20,000	Evaluation**	\$ 9,000	Housing	\$14,000	Food	\$ 7,000	Transportation	\$16,250	Visas etc	\$ 2,500	Facilities	\$ 1,000	Materials	\$ 1,000	Partners	\$ 4,200	Admin	\$12,617	Overhead	\$ 5,483	TOTAL	\$115,150
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