

2017



Adopt-A-School Support Request



PROPOSAL SUMMARY

TITLE OF PROJECT: Adopt-A-School Program

AREA OF INTERVENTION: Techiman Christian Academy – Ghana (Africa)

START AND END DATES OF THE PROJECT: January 1, 2017 – October 31, 2017

OVERALL PROJECT COST AND REQUESTED FUNDS: \$289,223.00

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THE SITUATION

The Techiman Christian Academy is the 2017 adopt-a-school recipient. Founded in 2008 the academy opened its doors to provide 200 to 250 underprivileged children access to a high-quality education. The school has limited resources and tremendous needs articulated in this funding request.

Low Performance in student achievement – Students’ performance has been negatively affected by a sudden increase in class size which challenges available facilities and resources for education. Unfortunately, with the increase in student enrollments there has been little to no increase in resources for more books, supplies, and classroom furniture, further hindering the ability of teachers to provide a quality education. With the steady increase in student enrollment, there has been little to no increase in facilities and teachers. This leaves an insufficient amount of time for students to master course subjects.

Facilities, Teaching Environment, and Curricula – Teachers are expected to teach tired, hungry, and sleepy children who have been up working at least three hours before class; those that have walked several miles to get to class, and students that arrive without the necessary school supplies to keep up with the others. There are few exams that test students’ progress so students who should be learning at higher levels and vice versa are in the same class, leaving many students with untapped knowledge and abilities. Classrooms rarely have enough desks and chairs for every student. Many students have to stand, or sit on the floor. School ‘bathrooms’ are a stack of bricks with the gender written on the outside in chalk. This clearly does not reflect an environment conducive to teaching and learning.

The Plight of Teachers – The teachers are in a very disturbing situation. Their modest pay is not nearly enough to take care of them. They must supplement their income by tutoring students whose parents can afford it and selling goods at the market. They love to teach, but find it difficult to continue doing so because of the pay and the stress that comes along with it. Teachers are expected to teach between 8 and 10 subjects, 30 minutes each. There is an average of one book for every 20 children. It is unrealistic to expect teachers to get their students ready for term exams under these conditions.

Opportunity and Direct Cost to Parents – Poor families endure direct and opportunity cost when sending their children to school. Direct costs are the actual funds (out-of-pocket) spent on education, whereas, opportunity cost represent factors such as time and effort spent in school that would otherwise be put into money-generating activities. When children go to school, their parents incur more than financial cost. The time and effort children devote to household chores, production, or other income generating activities is lost. These opportunity costs are often high for poor households because they are more heavily reliant on child labor. The work children do is not considered child labor, but more like informal education. This same notion of informal education and the importance placed on it by traditions and family customs is one of many barriers to educating a child in Ghana.

PROJECT DESCRIPTION

This program has five major goals:

- Assign teachers for special instruction to integrate slow learners into regular classes.
- Adopt an English language program for the whole school.
- Basic professional training for teachers to adopt child friendly teaching methods: maintaining discipline without physical punishment, motivating children, lesson planning, access and use of classroom educational aids and digital content.
- Increase pay of teachers, administrators and other school personnel to a livable wage.
- Infrastructure improvements including the addition of an ablution block, feeding scheme kitchen and administration block to meet the needs of both students and faculty.

Anticipated project impacts would include the following:

A new curriculum in English, Math, and Science will be adopted and taught in the classroom. Technical support will be provided to teachers to develop a more robust curriculum that teaches students how to problem solve with the knowledge they have gained, and not just learn by rote. Textbooks, learning materials, and examination systems will correspond to the set curriculum.

Teachers will tutor slow learners in the class who constitute almost 20 to 25% of the classes. All teachers will be trained and equipped with learning aids, worksheets, etc. The classes will happen simultaneously with the main classes in extra classrooms or corridors, thus helping the slow learners learn at their own pace and get mainstreamed over a period-of-time.

We are also introducing English language interventions to teach English more effectively as a second language in the school. This program will be extended to all children in the school and will help them become confident in English comprehension, reading and speaking.

With the addition of a feeding scheme kitchen the school will establish school feeding programs that provide both educational and health benefits to the children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level. Beyond improvements in access to food, feeding programs will also have a positive impact on nutritional status, gender equity, and educational status, each of which will contribute to improving overall levels of human development.

Sufficient, accessible, private, secure, clean and culturally-appropriate toilets and water use facilities will be provided for students and faculty. Evidence has shown that the absence of toilets or separate toilets in schools for girls is a major reason parents keep their daughters from attending school. With appropriate facilities, adolescent girls will be able to remain comfortable in the classroom.

Infrastructure improvements including the addition of an ablution block, feeding scheme kitchen and administration block will positively affect the quality of education: higher grades, punctuality, higher attendance, scholastic competence, low disruption of school activities, fewer suspension rates of students, timely progression of students through grades, improved self-esteem, reduction of students' anxiety, depression and loneliness as well as reduced substance abuse.

PROJECT TIMELINE/ BUDGET TIMELINE: January 1, 2017 – October 31, 2017

BUDGET	GH¢	USD
ABLUTION BLOCK		
Building of an ablution block		
Building an ablution block of 77m2 (7 female toilets 6 male Toilets, Urinals, 1 disabled female and male toilets)		
Total Cost	145 543.26	32,928.34
BUILDING A FEEDING SCHEME KITCHEN		
Building a feeding scheme kitchen (of 33.5 m2); provision of cooking utensils and kitchen appliances.		
Total Cost	133 068.12	30,105.91
ROOF REPAIR SERVICES		
Roof repair, replacement and installation.		
Total Cost	56 046.30	12,345.00
BUILDING OF AN ADMINISTRATION BLOCK		
Building an administration block of 176.81 m2 (SMT offices, sick bay, strong room, kitchen 1 male and 1 female toilet)		
Total Cost	142 307.19	30,318.65
FACULTY WAGES		
Administrators (2), teachers (10) and other school personnel (2)		
Total Cost	54 485.34	12,250.00
LITERACY PROGRAM		
Language and literacy program		
Training (facilitation costs)	19 960.23	4,515.89
Learner and educator support material (manuals)	14 970.19	3,386.92
Educator and learner classroom support	9 980.09	2,257.94
Total Cost	44 910.51	10,160.75
Remedial program for learners with barriers (Primary)		
Training (facilitation costs)	30 148.25	6,820.87
Learner and educator support material (manuals)	12 475.14	2,822.43
Educator and learner classroom support	14 970.32	3,386.92
Total Cost	57 593.57	13,030.22
Remedial program for learners with barriers (Junior)		
Training (facilitation costs)	31 047.15	6,838.58
Learner and educator support material (manuals)	10 160.88	2,238.08
Educator and learner classroom support	10 584.24	2,331.33
Total Cost	51 792.27	11,407.99

BUDGET	GH¢	USD
MATHEMATICS PROGRAM		
Mathematics educator training (Primary)		
Training (facilitation costs)	39 920.42	9,031.77
Learner and educator support material (manuals)	10 978.00	2,483.71
Educator and learner classroom support	9 981.88	2,032.10
Total Cost	59 880.66	13,547.66
Mathematics educator training (Junior)		
Training (facilitation costs)	6 671.30	1,469.45
Learner and educator support material (manuals)	25 145.61	5,538.68
Subject content training	27 198.32	5,990.82
Educator and learner classroom support	26 171.97	5,764.75
Total Cost	85 187.24	18,763.71
LIFE SCIENCE EQUIPMENT AND EDUCATOR TRAINING		
Equipment	49 900.56	11,289.72
Learner and educator support materials	22 455.24	5,080.37
Subject content training	26 447.07	5,983.50
Educator and learner classroom support	25 449.30	5,757.76
Total Cost	124 252.08	28,111.33
DEVELOPMENT OF AN ENVIRONMENTAL CLUB		
Training (facilitation cost)	26 682.60	5,687.62
Support material (training manuals)	2 445.90	521.36
Environmental activities	13 341.30	2,843.81
Total Cost	42 469.80	9,052.79
SCIENCE PROJECTS		
Science Equipment and Educator Training (Primary)		
Science equipment	49 900.56	11,289.72
Learner and teacher support material	19 960.23	4,515.89
Subject content training	32 435.37	7,338.32
Experiment training (physics and chemistry)	14 454.18	3,292.80
Educator and learner classroom support	13 306.81	3,010.59
Total Costs	130 157.11	29,447.31
Science Equipment and Educator Training (Junior)		
Science equipment	76 976.43	16,955.16
Learner and teacher support material	25 145.61	5,538.68
Subject content training	22 665.27	4,992.35
Experiment training (physics and chemistry)	24 803.52	5,463.33
Educator and learner classroom support	21 809.98	4,803.96
Total Costs	171 400.80	37,753.48