

2018



Adopt-A-School Support Request



PROPOSAL SUMMARY

TITLE OF PROJECT: Adopt-A-School Program

START AND END DATES OF THE PROJECT: November 1, 2017 – October 31, 2018

OVERALL PROJECT COST AND REQUESTED FUNDS: \$240,542.00

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THE SITUATION

The 2018 adopt-a-school recipients are:

SCHOOL	# OF STUDENTS	# OF TEACHERS	COUNTRY
Belladere Christian School	80	6	Haiti
Elgin Taylor Christian Academy	75	9	Sierra Leone
Grace Christian School	390	33	Haiti
Pernier Christian School	265	18	Haiti
Techiman Christian Academy	250	14	Ghana

These schools have limited resources and tremendous needs articulated in this funding request.

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 begins; 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, and feeding scheme kitchen 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: November 1, 2017 – December 31, 2018

Belladere Christian School – Haiti, Caribbean	GOURDE	USD
FACULTY WAGES: Administrators (1), teachers (5) and other personnel (0)	369.681.68	5,850.00
Total Cost	369.681.68	5,850.00

Elgin Taylor Christian Academy – Sierra Leone, Africa	LEONEAN	USD
FACULTY WAGES: Administrators (1), teachers (8) and other personnel (0)	98,496,000.00	13,410.00
Total Cost	98,496,000.00	13,410.00

Grace Christian School – Haiti, Caribbean	GOURDE	USD
BUILDING A FEEDING SCHEME KITCHEN of 33.5 m2; and provision of Kitchen appliances and cooking utensils.	2,022,568.30	32,005.00
ROOF REPAIR replacement and installation	780,123.14	12,345.00
BUILDING AN ABLUTION BLOCK of 77 m2 – 7 female toilets, 6 male toilets, urinals	2,043,846.16	32,342.69
FACULTY WAGES: Administrators (2), teachers (29) and other personnel (2)	1,364,978.52	21,600.00
Total Cost	6,211,454.19	98,292.69

Pernier Christian School – Haiti, Caribbean	GOURDE	USD
BUILDING A FEEDING SCHEME KITCHEN of 33.5 m2; and provision of Kitchen appliances and cooking utensils.	2,022,568.30	32,005.00
FACULTY WAGES: Administrators (1), teachers (16) and other personnel (1)	1,023,733.89	16,200.00
Total Cost	3,461,365.61	48,205.00

Techiman Christian Academy – Ghana, Africa	CEDI	USD
BUILDING A FEEDING SCHEME KITCHEN of 33.5 m2; and provision of Kitchen appliances and cooking utensils.	130,740.01	29,605.98
BUILDING AN ABLUTION BLOCK of 77 m2 – 7 female toilets, 6 male toilets, urinals	145,543.26	32,928.34
FACULTY WAGES – Administrators (2), teachers (10) and other personnel (2)	54,096.00	12,250.00
Total Cost	184,836.01	74,784.32