



Adopt-A-School Program

TITLE OF PROJECT: Adopt-A-School Program

OVERALL PROJECT COST AND REQUESTED FUNDS: \$462,680.00

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THE SITUATION

The 2024-25 Adopt-A-School recipients are:

SCHOOLS	# OF STUDENTS	COUNTRY
Action International School	280	Ghana
Agape Community Centre	220	Kenya
Agape Mitaboni Academy	160	Kenya
Akumadan Primary School	165	Ghana
Elgin Taylor Christian Academy	90	Sierra Leone
God Is Love Orphanage	75	Sierra Leone
Grace Christian Primary School	265	Haiti
K.D. Wesley Memorial Middle School	140	Ghana
Pernier Christian Primary School	250	Haiti

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

Lack of Qualified Teachers - Developing countries are at a particular disadvantage when it comes to teacher quantity. Obviously, potential teachers need to be well-educated with a sound background in pedagogy in order to qualify for a teaching position. However, in many developing nations, higher education levels among citizens remain low and there simply is not a large number of people who are educated enough or qualified to be teachers.

Another challenge in many of the developing nations is finding educated people who are interested in becoming teachers. The challenge is often educating interested people in order that they would either consider or become teachers. Unfortunately, as the demand for education increases around the world, desperate governments too often fill their teaching ranks with people that are not qualified as teachers. In the face of the increased demand for quantity of education, quality of education often falls.

It is no secret that children in developing countries have the lowest mean test scores in international assessments of student learning, and they often show the largest variation in test scores as well. While poor education dispensed by under-qualified instructors is better than no education at all, low-quality education robs students of many of the benefits a high-quality education brings. Additionally, teachers in developing countries may possess secondary and tertiary education but not have any specific pedagogical training prior to beginning a teaching career; nor do they have continued teacher education support and training available to them while on the job.

Facilities, Teaching Environment, Curricula – Teachers are expected to teach tired, hungry, and sleepy children who have been up working at least three hours before class begins. Many of these students walk several miles to get to class, and very often arrive without the necessary school supplies to keep up with the other students. 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 – Many 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 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 an 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 children in developing countries.

In many countries parents are forced to pay for 'compulsory items' like uniforms, books, pens, extra lessons, exam fees or funds to support the school buildings. In other places, the lack of functioning public (government) schools means that parents have no choice but to send their children to private schools that, even if they are 'low fee', are unaffordable for the poorest families who risk making themselves destitute in their efforts to get their children better lives through education.

Being the Wrong Gender – Put simply, gender is one of the biggest reasons why children are denied an education. Despite recent advances in girls' education, a generation of young women has been left behind. At least one in five adolescent girls around the world is denied an education by the daily realities of poverty, conflict and discrimination.

Poverty forces many families to choose which of their children to send to school. Girls often miss out due to belief that there's less value in educating a girl than a boy. Instead, they are sent to work or made to stay at home to look after siblings and work on household chores. Girls also miss days of school every year because they don't have appropriate menstrual hygiene education or toilet facilities at their school to manage their period in privacy and with dignity.

PROJECT DESCRIPTION

The "Adopt-A-School" program has five major goals:

- 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.
- Free education for all students attending schools supported by TEL International.
- Increased pay for teachers, administrators and other school personnel to a livable wage.
- Facilitate the donation of books, school supplies, desks, chairs, chalk boards, and school uniforms.
- Infrastructure improvements including the addition of classrooms, administration blocks, feeding scheme kitchens, and ablution blocks to meet the needs of both students and faculty.

SCHOOL CONSTRUCTION PROJECTS	
Building of classrooms	56,640.00
Building of ablution blocks	10,000.00
Building of feeding scheme kitchens	7,745.00
Building of administration blocks	4,825.00
Building of multimedia centers and purchasing of equipment	0
Building of computer laboratory	38,050.00
Building of school library	31,570.00
Computer equipment and educator training	
1. Furniture	1,935.00
2. Supply and installation of computers	11,610.00
3. Security system	1,290.00
4. Computer training	3,870.00
Library resources	
1. Books and library support material	11,610.00
2. Training of librarians	7,740.00
Total Cost	186,885.00
LANGUAGE AND LITERACY PROGRAMS	
1. Training (facilitation cost)	3,045.00
2. Learner and educator support material (manuals)	2,325.00
3. Educator and learner classroom support	1,550.00
Total Cost	6,920.00
REMEDIAL PROGRAM FOR LEARNERS WITH BARRIERS	
1. Training (facilitation cost)	6,840.00
2. Learner and educator support material (manuals)	2,240.00
3. Educator and learner classroom support	2,335.00
Total Cost	11,415.00
MATHEMATICS AND EDUCATOR TRAINING	
1. Training (facilitation cost)	6,195.00
2. Learner and educator support material (manuals)	1,705.00
3. Educator and learner classroom support	1,395.00
Total Cost	9,295.00

SCIENCE EQUIPMENT AND EDUCATOR TRAINING	
1. Science equipment	9,675.00
2. Learner and educator support material	3,795.00
3. Subject content training	4,105.00
4. Experiment training (physics and chemistry)	4,490.00
5. Educator and learner classroom support	3,950.00
Total Cost	26,015.00
GENERAL SCHOOL SUPPLIES	
1. Crayons, highlighters, glue sticks, rulers, scissors	2,355.00
2. Pens, pencils, colored pencils, pencil sharpener, pencil case, eraser	3,870.00
3. Notebooks, binders, subject dividers, index cards	2,580.00
4. Kleenex, hand sanitizer, etc.	1,935.00
Total Cost	10,740.00
WAGES FOR TEACHERS, ADMINISTRATORS AND SUPPORT STAFF	
1. Teachers (120)	108,000.00
2. Administrators (24)	21,600.00
3. Other Staff (16)	10,560.00
Total Cost	140,160.00
SCHOOL FURNITURE	
1. Two-hundred-fifty (250) Chairs	2,500.00
2. One-hundred-seventy-five (175) Tables (for two learners)	5,250.00
3. Three-hundred (300) Double Desks	13,500.00
Total Cost	21,250.00
PURCHASING OF SCHOOL UNIFORMS	
1. 500 Boy Uniform: jersey, trousers, shirt, pair of shoes, socks	25,000.00
2. 500 Girl Uniform: jersey, school dress, pair of shoes, socks	25,000.00
Total Cost	50,000.00



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CONTRIBUTION/DONATION FORM

Name: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Cell: _____

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Choose the project to help (print donation amount):

- | | | | |
|--|----------|--|----------|
| <input type="checkbox"/> Adopt-A-School Program | \$ _____ | <input type="checkbox"/> Leadership Training | \$ _____ |
| <input type="checkbox"/> Agribusiness Plan Fund | \$ _____ | <input type="checkbox"/> Medical Missions Outreach | \$ _____ |
| <input type="checkbox"/> Church Building Ministry | \$ _____ | <input type="checkbox"/> Orphan Care Ministry | \$ _____ |
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| <input type="checkbox"/> Feeding & Nutrition Program | \$ _____ | <input type="checkbox"/> Where Needed Most | \$ _____ |
| <input type="checkbox"/> Indigenous Missions | \$ _____ | | |

DONATION INFORMATION (check appropriate box):

- ☐ No recurring payment ☐ Monthly recurring payment ☐ Weekly recurring payment ☐ Yearly recurring payment

Enclosed Check # _____ Total Amount: \$ _____

PAYMENT BY CREDIT CARD

- ☐ AMERICAN EXPRESS _____ SECURITY CODE ☐ MASTER CARD _____ SECURITY CODE ☐ VISA _____ SECURITY CODE

CARD NUMBER _____ EXPIRATION DATE _____

NAME (As it appears on the card) _____

CARD BILLING ADDRESS _____

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Mail completed form to:

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