



## ADOPT-A-SCHOOL PROGRAM



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TITLE OF PROJECT: Adopt-A-School Program

OVERALL PROJECT BUDGET: \$579,893.00

EIN: 51-0642667 - Training and Empowering Leaders International

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## THE SITUATION

The 2025 Adopt-A-School recipients are:

SCHOOLS	# OF STUDENTS	COUNTRY
Action International Primary 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 primary and middle schools have limited resources and tremendous needs. Significant challenges are due to a combination of socioeconomic, cultural, and systemic factors.

**Lack of Qualified Teachers** - Many schools in Ghana, Haiti, Kenya, and Sierra Leone face a significant challenge due to a shortage of qualified teachers. While it's crucial for educators to have a solid background in both education and pedagogy, the reality is that higher education levels in these countries remain low, and there simply aren't enough individuals with the qualifications needed to fill teaching positions. Even when potential candidates are identified, another challenge arises: motivating educated individuals to pursue teaching careers. The difficulty lies in providing the necessary training and support to help interested individuals transition into the teaching profession.

Unfortunately, as demand for education grows in underdeveloped countries, governments often resort to filling teaching roles with individuals who lack formal training or teaching experience. This results in a situation where the quantity of education increases, but the quality often declines.

While any form of education is better than none, the truth is that low-quality education, delivered by underqualified teachers, deprives students of the many advantages that a high-quality education provides. This compromises their future opportunities and overall development.

**Facilities, Teaching Environment, Curricula** – Teachers are often faced with the challenge of teaching children who are tired, hungry, and sleepy, having already worked for several hours before class begins. Many of these students walk long distances—sometimes several miles—to reach school, and often arrive without the necessary supplies to keep up with their classmates. Furthermore, there are few assessments to gauge student progress, which means that children who should be advancing to higher levels of learning are often stuck in the same classes as those who are struggling, leaving many students’ potential unrealized. To make matters worse, classrooms are often overcrowded, with insufficient desks and chairs for every student. As a result, many students are forced to stand or sit on the floor. These conditions make it clear that the environment is not conducive to effective teaching and learning.

**The Plight of Teachers** – Teachers’ modest salaries are far from sufficient to meet even the basic cost of living. To make ends meet, many teachers must supplement their income by tutoring students whose families can afford it or selling goods at the local market. While they are passionate about teaching, the low pay and the stresses of the job make it increasingly difficult for them to continue. Teachers are often expected to cover between 8 and 10 subjects, each in just 30-minute periods. With an average of only one textbook for every 20 students, it is unrealistic to expect teachers to adequately prepare their students for term exams under these challenging conditions.

**Opportunity and Direct Cost to Parents** – For poor families, sending their children to school comes with both direct and opportunity costs. Direct costs refer to the actual out-of-pocket expenses for education, while opportunity costs involve the time and effort children spend in school that could otherwise be used for income-generating activities. When children attend school, parents face more than just financial burdens. The time children would otherwise spend on household chores, labor, or other income-producing tasks is lost. These opportunity costs are particularly significant for poor households that rely heavily on child labor to support the family. While this work may not be classified as child labor, it is often seen as an informal education, which is valued in many communities.

This cultural understanding of education, rooted in tradition and family customs, is one of the major barriers to formal education in developing countries. In some regions, the lack of functioning public schools forces parents to send their children to private institutions. Even when these private schools charge low fees, they remain unaffordable for the poorest families, who often risk plunging themselves into poverty in an attempt to provide education for their children.

**Being the Wrong Gender** – Gender remains one of the leading factors preventing children from accessing education. Despite progress in girls' education, many young women continue to be left behind. Around the world, at least one in five adolescent girls is denied the opportunity to learn due to the harsh realities of poverty, conflict, and discrimination. In many households, poverty forces families to make tough decisions about which children will receive an education. Unfortunately, girls are often the ones left out, as some believe educating a girl holds less value than educating a boy. Instead, these girls are sent to work, or are kept at home to care for siblings and manage household duties.

## PROJECT DESCRIPTION

The Adopt-A-School Program supports the development and daily operations of primary and middle schools in the most impoverished regions of Haiti and Sub-Saharan Africa. Your gift will help provide:

- Basic professional training for teachers to adopt child friendly teaching methods, lesson planning, access and use of classroom educational aids and digital content.
- Books, school supplies, teaching aids, desks, chairs, and school uniforms.
- Access to sufficient food and nutrient intake for physical growth, cognitive development, and general wellbeing for all students.
- Tuition-free education for children who attend schools supported through this program.
- A livable wage for teachers, administrators, and other school personnel.
- Infrastructure improvements including the addition of classrooms, administration blocks, and feeding scheme kitchens to meet the needs of both students and faculty.

The budget consists of operating expenses, infrastructure improvements to upgrade physical assets, and other resources that these schools so desperately need. A detailed description of the “Adopt-A-School” budget is provided on pages 4 through 6 for your review and consideration.

<b>SCHOOL CONSTRUCTION PROJECTS</b>	
Building of classrooms	56,640.00
Building of ablution blocks	0
Building of feeding scheme kitchens	0
Building of administration blocks	0
Building of multimedia centers and purchasing of equipment	0
Building of computer laboratory	0
Building of school library	0
Computer equipment and educator training	
1. Furniture	0
2. Supply and installation of computers	0
3. Security system	0
4. Computer training	0
Library resources	
1. Books and library support material	11,610.00
2. Training of librarians	7,740.00
<b>Total Cost</b>	<b>75,990.00</b>
<b>LANGUAGE AND LITERACY PROGRAMS</b>	
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
<b>Total Cost</b>	<b>6,920.00</b>
<b>REMEDIAL PROGRAM FOR LEARNERS WITH BARRIERS</b>	
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
<b>Total Cost</b>	<b>11,415.00</b>
<b>MATHEMATICS AND EDUCATOR TRAINING</b>	
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
<b>Total Cost</b>	<b>9,295.00</b>

<b>SCIENCE EQUIPMENT AND EDUCATOR TRAINING</b>	
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	<b>26,015.00</b>
<b>GENERAL SCHOOL SUPPLIES</b>	
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	<b>10,740.00</b>
<b>WAGES FOR TEACHERS, ADMINISTRATORS AND SUPPORT STAFF</b>	
1. Teachers (62)	55,800.00
2. Administrators (24)	21,600.00
3. Other Staff (16)	10,560.00
Total Cost	<b>87,960.00</b>
<b>SCHOOL FURNITURE</b>	
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	<b>21,250.00</b>
<b>PURCHASING OF SCHOOL UNIFORMS</b>	
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	<b>50,000.00</b>

<b>WEEKLY MENU AND COST PER CHILD</b>	
Cereal + Milk + Fruits + Water + Logistics	1.15
Bread + Egg + Beverage + Butter + Water + Logistics	1.20
Garnished Jollof Rice + Fish or Egg + Water + Logistics	1.20

<b>COST TO FEED A CHILD</b>	
Approximate Cost to Feed a Child Per Day	01.15
Approximate Cost to Feed a Child Per Week	03.55
Approximate Cost to Feed a Child Per Month	14.20

<b>FEEDING AND NUTRITION PROGRAM BUDGET</b>			
SCHOOLS	COUNTRY	# CHILDREN	BUDGET
Action International Primary School	Ghana	280	\$47,712.00
Agape Community Centre	Kenya	220	\$37,488.00
Agape Mitaboni Academy	Kenya	160	\$27,264.00
Akumadan Primary School	Ghana	165	\$28,116.00
Elgin Taylor Christian Academy	Sierra Leone	90	\$15,336.00
God Is Love Orphanage	Sierra Leone	75	\$12,780.00
Grace Christian School	Haiti	265	\$45,156.00
K.D. Wesley Memorial Middle School	Ghana	140	\$23,856.00
Pernier Christian School	Haiti	250	\$42,600.00
		<b>1,645</b>	<b>\$280,308.00</b>





610 Uptown, Suite 2000, Cedar Hill, TX 75104 · Bus (469) 523-1396 · Fax (469) 523-1301

## CONTRIBUTION/DONATION FORM

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Email: \_\_\_\_\_

### 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        | \$ _____ |
| <input type="checkbox"/> Evangelism Support Ministry | \$ _____ | <input type="checkbox"/> Water, Sanitation & Hygiene | \$ _____ |
| <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 \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

SIGNATURE OF CARD HOLDER \_\_\_\_\_

**Mail completed form to:**

TEL International · PO Box 763325, Dallas TX 75376