

Proposal for funding the set-up, equipment and operational costs of Family Learning Centre in Gbawe

Name of the Project	Proposal for funding the set-up, equipment and operational costs of Family Learning Centre in Gbawe
Name of the Organization	The PAAJAF Foundation (Providing Adolescents and Adults Jobs for Advancement in Future) Website: www.paajaf.org / www.peischool.org
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The Amount Requested	
Project Timeline	February 2018 – February 2019
Project Objectives	To improve education conditions of 320 poor orphans, underprivileged children, and 50 adults in Gbawe Community
Target beneficiaries	Poor orphans, underprivileged and neglected 320 children and 50 adults from Gbawe community
Estimated Impact	Improving the quality of education in Gbawe community



Executive Summary

Since education is the key to upward mobility, PAAJAF Educational Institute (PEI) Family Learning project aims to scale up its current efforts and ensure that the Center students have a permanent and appropriate space to learn and grow.

The Family Learning Center (FLC) has already yielded numerous social benefits since its inception by providing a private education option to supplement the crowded public school.

Next step for our project is to expand the Center in a permanent structure, increase the number of teachers and student enrollment, and ensure the classrooms are properly equipped for learning.

The FLC project aims to ensure that the literacy rate within the Gbawe community continues to rise. The new school will provide education to 320 young and 50 adult students and offer jobs to the local community in Gbawe.

Background

The total adult literacy rate in Ghana increased from 57.9% in 2000 (World Bank) to 71.5% 2008-12 (UNICEF), “geographic and social–economic disparities remain a major concern”, says Susan Namondo Ngongi, the UNICEF Representative in Ghana. There are pockets of deprivation across and within the districts, which is denying many households, particularly those headed by females, of accessing local opportunities for employment, education or income generation. The proportion of persons aged 6 years and older who have never been to school is about 20 per cent in Ga South, (Gbawe’s Area).

The 2014 Ghana Shared Growth and Development Agenda (GSGDA) with the support of UNICEF’s on Citizens’ Assessment Report on the Capitation Grant Scheme launched which PAAJAF was invited, it was realized that the Government of Ghana is doing well – supporting the medium-term objective of “increasing equitable access to, and participation in education, at least at the basic school level” as well as moving the country closer to the long-term vision.

After the decade of implementation of the Capitation Grant Scheme, a number of issues have emerged, including an increase enrolment level and its effect on the existing educational infrastructure, personnel, teaching materials and learning outcomes. This has raised concerns over the education obtained by students.

Needs Assessment

Gbawe is a rural community located a few kilometers west of Accra. About 45% of Gbawe’s young residents are unemployed and the literacy rate is at 59%. Almost half of the Gbawe population constitutes of children under 13. We witness a huge demand for schooling and education, however, there is only one public school operating within the community resulting in overcrowded classrooms. Overcrowding can have a direct impact on learning. Teachers in such classrooms are spread too thin and unable to give each student the one-on-one attention he or she needs, losing personal connections with students. The noise level increases the more students are packed into a classroom, which can affect some students’ ability to learn or work.



Low-income families make up much of Ghana and the Gbawe Community (GGC). Those families do not have the resources to afford a private education. The public-school admission rules often leave children out-of-school, on a waiting list for the next admission cycle. Children with no access to quality education have little alternative but to enter the labor market that is mentally, physically, socially and morally dangerous and harmful to them. Children leaving school and entering the labor force are more likely to end up in occupations that limit their chances of breaking out of poverty. Education is a key element in the prevention of child labor.

In addition to the aforementioned obstacles, traditional and cultural beliefs reinforce gender stereotypes that give preference to boys over girls with regard to access to education. Generally, girls share the role of primary caregivers with their mothers and often have to work to generate household income, in addition to engaging in daily household chores. This prevents many girls from attending and remaining in school, particularly at the upper primary level.

Project Rationale

Our ongoing Family Learning Center (FLC) serves as a pilot project for the proposal. It has already yielded numerous social benefits since its inception. FLC is an ongoing project initiated by the PAAJAF foundation under the PAAJAF Education Institute Program (PEI) to address the different challenges faced by Gbawe community. This is an educational facility that creates an enabling environment in which children between the ages of 1 and 15 years old can develop their fullest human potential. Currently, the school targets pre-school-age Group (1-6 years old) and primary school (7-12 years old) students and it also offers an adult literacy program. A number of beneficiaries include 145 children and 14 adults. As a result of this intervention, children who were at home or working menial jobs are now enrolled in school. The FLC provided a private education option to supplement the crowded public school.

Through the adult literacy program, 14 members of Ghana and the Gbawe Community (GGC) have undergone a life-changing experience. Those individuals now recognize English alphabet and continue to make progress in becoming literate members of society. Knowledge is an asset; the adults learning to read can use this asset in obtaining better employment opportunities and, eventually, assist their children with their homework assignments.

Despite the fact that the Family Learning Center has benefited a number of youth and their parents, with its current resources the Center fails to meet Gbawe children's needs in full. To ensure that the literacy rate in the GGC continues to rise due to the impact of this project, we propose scaling-up of the current project by moving the Center to a larger, permanent space and increasing a number of students as well as teachers. The following proposal targets the last phase of this initiative and includes requesting funds for setting-up the Center in a new building and covering its operational expenses for the following year.

Project Goal, Objectives and Beneficiaries

Project Goal



To increase the overall literacy rates in Gbawe community from 59% to 80%

Project Objective

To improve education conditions of 320 poor orphans, underprivileged children, and 50 adults in Gbawe Community.

Project Output

- 1) To provide quality education for students in Gbawe through creation of 16 student-friendly, modern learning spaces.
- 2) To secure scholarship education for 320 children and 50 adults.

Project Beneficiaries

Poor orphans, underprivileged and neglected 320 children and 50 adults from Gbawe community.

Impact

The project will positively impact Gbawe community as a whole and bring social and economic benefits by strengthening the human capital within the community. It is well-recognized that education has a substantial impact on employment prospects. Literacy skills are essential for getting into the workforce. Consequently, a highly skilled workforce is essential for a strong and competitive economy.

Scaling up the Family Learning Project and the increase of student enrollment will consequently contribute to the job creation within the community. The sample offered jobs will include jobs on the construction site, teaching and nursing jobs, administrative work, etc. Besides the social and economic development, it is documented that education has a profound impact on population health and well-being ([Zimmerman, Woolf, and Haley, 2015](#)).

School Description

PAAJAF endeavors to establish an educational facility that will create an enabling environment in which all children ages 1 year to 15 years can develop their full potential. The project includes a boarding house facility, recreational facilities, and good moral training so that all students will become well equipped for life.

The Family Learning Project is designed in the following phases:

Phase One: (October 2015-October 2017)

- Pre-school - Age Group (1-6 years old) + adult literacy. Number of beneficiaries: 120 children and 14 adults

Phase Two: (October 2017-October 2018)

- Pre-school - Age Group (1-6 years old) + Primary school - Age Groups (7-12 years old) + adult literacy. A number of beneficiaries: 145 children, 14 adults.

Phase Three: (October 2018-October 2019)

- Junior High school - Age Group (13-15 years old) + adult literacy. A number of beneficiaries: 75 youth as a target group, 145 pre-school, 100 primary school children, and 50 adults

Phase Four:

- Senior High school (vision 2021) and Phase Five: University College (vision 2025), still to be planned for.

To avoid discrimination and ensure equality of access, the school will be opened to all. In the event that the number enrolled is higher than the places in any class, place allocation will be determined based on need and disadvantage. Detailed information on registration and enrollment can be found in ANNEX B.

The school will run for three terms every academic year and use the syllabus recognized by the Ministry of Education, Ghana. Detailed Curriculum is described in ANNEX B.

The school will encourage students to take part in extra-curricular activities, such as sports, workshops, etc. The school will also be used for the other services out of school hours and during school holidays. PAAJAF will organize services in education, health, employment, job creation, and counseling in order to address the poverty and marginalization experienced by residents of Gbawe Village, as well as summer and weekend school programs in conjunction with recreation programs, Parenting skills education programs, Telecommunication and technology education programs, and Integrated education, health, social service, recreational or cultural programs. The proposed programs directly target student achievement, adult education, healthy families, and early education.

Adequate structure, equipment and supplies, basic facilities such as potable water, sewage, and proper sanitation, and a reliable connection to electricity and a communications network will be provided to meet the needs of students, parents and teachers. The three-story building will encompass:

- Sixteen 25-student capacity classrooms (Six for preschool and six for elementary school and four for junior high school)
- Computer lab
- Library
- Clinic
- Reception room
- Director's office
- Staff room
- Accounts room
- Cafeteria and a kitchen with a storage room,
- Toilets, and
- Entertainment room with a 100-person capacity



A good school infrastructure, with renewed spaces, makes it possible for children and youth who live in remote areas to study and, in addition, tends to improve the attendance and interest of students and teachers in learning. For this same reason, investments in school infrastructure have an essential role in solving access problems of students to the school system and to improve their performance. Integrating technology, such as a projector, as well as learning materials and playing equipment into the classroom is an effective way to connect with students of all learning styles and helps them stay engaged. While improving facilities comes at a financial cost, the benefits of such investments often surpass the initial fiscal costs.

The requested equipment such as laptops (See detailed budget) will be used in a variety of ways to help prepare students for further education and careers. Laptops will come pre-loaded with the necessary software such as Microsoft Word, Excel, etc. to learn 21st century skills that are used in today's job market. 50 adults will participate in financial management, technology classes, and other adult community programs. Approximately 75% of participants will demonstrate proficiency on an exit assessment for each course.

The funds requested for this project are based on reasonable cost estimates to ensure that adequate funds are available to support all activities of the FLC.

School Management Plan

FLC administration will expand as the student enrollment increases. To cover the total amount of students that are expected to enroll, the FLC will need to hire 10 full-time teachers. An accountant, nurse, and secretary will support the school services along with the school principal.

FLC will adopt a strong Code of Ethics and Employee Development Plan stating out goals and objectives to increase the capacity of FLC staff and teachers on regular basis. The school will prioritize local employment to ensure it has an impact on local economy first.

Budget

The detailed total budget is provided in ANNEX A and amounts to \$211,458.81. We expect contributions from private companies and individual donors in the form of equipment that amounts to \$30,237. Therefore, the total amount requested is \$181,222.01.

Monitoring and evaluation plan

The average daily attendance, grades and school behavior for students enroll for a minimum of one semester will demonstrate improvement greater than the whole school data for the same indicators.

The year-end reports will provide a detailed analytic comparison of all school activities, including student post-test scores in content areas, grades, attendance, and academic achievement. The reports will also evaluate how well the Center has met the proposed objectives. All programs and activities will be examined, and recommendations will be made for program modifications, as necessary. In

general, the evaluation will examine how FLC impacted the community. The following tools will be used to monitor the progress:

- Standardized Tests
- Teacher/student surveys
- Anecdotal Case Studies: An anecdotal case study will be prepared for a selected number of students who were originally identified by teachers as "high risk." The profile will include family structure, current academic performance, and attendance. Interviews will be conducted with students and family, to further illustrate the student's participation and accomplishments. Exit interviews will be conducted with the family and students to determine which aspects of the program helped encourage students to achieve and stay in school.

Logical Framework

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION
Goal	To increase the overall literacy rates in Gbawe community from 59% to 80%	Literacy rate	National Surveys
Outcomes	To improve education conditions of 320 poor orphans, underprivileged children, and 50 adults in Gbawe Community.	1. School setting and infrastructure 2. Enrolment and attainment rates 3. Quality and content of learning	1. Grade reports, observation reports, student surveys 2. Registration and attendance sheets 3. Test scores, curricula
Outputs	1. To provide quality education for students in Gbawe through creation of 16 student-friendly, modern learning spaces. 2. To secure scholarship education for 320 children	1. Student performance 2. N of scholarships	1. Test scores 2. School registry

	and 50 adults		
Activities	<ol style="list-style-type: none"> 1. Finalizing building construction 2. Hiring school teachers and administration 3. Purchasing school furniture and equipment 4. Developing detailed syllabus for each class 5. Opening up student enrollment and conducting introductory meetings with parents 6. Opening ceremony 7. Organizing sports and intellectual competitions 8. Conducting student pre-enrollment, mid-year, and final tests and examinations 9. Inauguration ceremony 		

Sustainability

Currently, the project operation costs are self-sustaining due to the fees paid by the students with partial scholarships and through the adult learning program. The school fee for an academic term



amounts to 46.52 USD per student. The school does not charge any fee to students with full scholarships. Students with partial scholarships pay 50% of the academic term fee (23.26 USD). Once the school is set-up and running properly, it will increase the student enrollment resulting in larger operational budget.

We also expect to partner up with local businesses to ensure donations in the form of school furniture, materials and technology. In-kind contributions such as volunteer teachers and administrative staff are also a big part of the school operation process.

ANNEX B:

PAAJAF FAMILY LEARNING AND SCHOOL PROJECT CURRICULUM

The school will follow the Ghana Education Service Curriculum for Basic Schools in Ghana. Students will write the Basic Education Certificate Examination (BECE) after completing nine years in the school.

Our teaching method will be learner-centered with an emphasis on the use of ICT. All subjects will be compulsory.

The subject areas are:

- English Language
- French Language
- Ghanaian Language (Asante Twi)
- Mathematics
- Integrated Science
- Natural Science
- Social Studies
- Citizenship Education
- Physical Education
- Information and Communication Technology (ICT)
- Basic Design and Technology (Pre-Vocational Skills, Pre-Technical Skills, Creative Arts, Music and Dance, Fine Art)

Students will be tested in all the above subjects and will be expected to make a minimum score of 70%. Students receiving 80 to 100% will receive the distinction. The school will use the A-F grade ranking along with the 1-9 grade ranking with A and 1 being the highest.

Infant School



The Infant School follows the Early Years Foundation Stage Framework (nursery school and grades 1 and 2) and will take into account the local setting. The curriculum is designed to enhance the development of academic, social, emotional, creative, and physical skills. Children will be encouraged to pursue excellence while being challenged at their own level of development.

PAAJAF Foundation believes that every child is special and that each child has unique gifts and talents to share with the world and unique ways of learning. Teachers will strive to help children reach their full potential and unearth these talents. Teaching and learning in the Infant School will, therefore, be differentiated according to ability and will cater to visual, auditory, and kinesthetic learning styles.

Foundation Stage

While in the nursery and reception school setting, children will work around a range of self-initiated activities and adult-led focus groups. Their learning will cover the following six interconnected areas:

- Personal, Social, and Emotional Development
- Communication, Language, and Literacy
- Problem Solving, Reasoning, and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

In addition, children will take part in the following classes outside this setting:

- Physical Education
- Music
- ICT
- Library

Personal, Social, and Emotional Development

The experiences and support children receive in the foundation stage will help them to develop a positive self-image, respect for others, good social skills, and a love of learning. We will help children to grow into confident, self-respecting, self-aware, self-motivated, curious young people. We will support children as they learn to take responsibility for their actions and as they develop personal skills.

Communication, Language, and Literacy

Children will be provided with myriad opportunities for speaking and listening, and reading and writing. A love of books and reading will be particularly promoted. We will encourage children to be discerning listeners and confident, articulate speakers.

Problem Solving, Reasoning, and Numeracy

Ensuring that infant children develop confidence in their mathematical ability and grow to love the discipline begins in the Foundation Stage. Through a wide range of practical activities using toys, games, natural and manufactured objects and materials, rhymes, and songs, the children will begin to explore mathematical concepts and develop skills in problem solving, reasoning, and numeracy.

Knowledge and Understanding of the World

Opportunities will be provided for children to encounter people, animals, plants, and objects in their natural environment and in real-life situations, as they attempt to make sense of the world around them. Investigative, observational, inquisitive, and reflective skills and a sense of awe will be nurtured during the Foundation Stage, as children explore the world they live in.

Physical Development

Active and interactive opportunities to improve coordination, control, manipulation and movement skills will be provided daily. Children will be encouraged to understand the importance of physical activity and the making of healthy food choices. We will not only strive to instill an appreciation of physical exercise, but also of teamwork and self-discipline.

Creative Development

Through a variety of art, music, movement, dance, mathematics, imagination, and role-play activities, children will be provided with opportunities to develop their creativity and explore and share their thoughts, ideas, and feelings.

Key Stage 1

Children in Grades 1 and 2 will undertake programs of study in three core and eight non-core foundation subjects:

Core Subjects

- English (Literacy)
- Mathematics (Numeracy)
- Science

Non-Core Foundation Subjects

- Social Studies
- Citizenship Education
- Physical Education
- Music
- ICT
- Art
- Ghanaian Language (Asante Twi)
- French (From Grade 2)

Literacy

The English curriculum will be delivered via a daily literacy hour. Children will play games; recite and compose poetry; sing songs and chants; listen to, read, write, and tell stories; and role play. Reading for pleasure will be very much encouraged.

Numeracy

The mathematics curriculum will be delivered through a daily numeracy hour. Practical experiences using concrete materials will be emphasized and problem solving skills will be taught. Children will



be encouraged to apply mathematical thinking to everyday situations and to question and reason mathematically.

Science

Children will develop scientific knowledge, skills, and understanding as they investigate their immediate world. Curiosity, interest, and scientific thinking will be promoted. Skills in predicting, observing, measuring, and reasoning will be developed. A practical, hands-on approach to reinforce concepts, build skills, and create an enthusiasm for science will be emphasized.

Extra-Curricular Activities

The school's philosophy embraces the idea of multiple intelligences. There will, therefore, be a variety of extra-curricular activities which students can choose from. These will be in the form of clubs and societies which will meet on Friday afternoons. The students will be able to choose from the following: Art/Creative Club, Book Club, Boy Scouts, Girl Guides, Choir, Culture Exchange Club, Dance/Drama Club, French Club, ICT Club, and Media Monitoring Club.

Preparation

The program will run for three days each week and is designed to foster skills of independent working, as well as to provide opportunities for project work and 'catch up'.

Entry Requirements

Admission will be based on the number of vacancies. Prospective students will be required to write and pass an entrance examination comprised of English and mathematics questions. An excellent academic record and a recommendation from a previous school will also be taken into account when considering who should be admitted.

Application fees will not be refundable.

The School Year

The school will adopt the Ghana Education Service calendar for basic schools. The year is divided into three terms and is in session for 41 weeks per term. BECE are taken in April.

The School Day

The school will start when the bell rings at 7:45 am.

Scholarships

Full Scholarship would be granted to orphans and underprivileged and neglected children and youth in the following ways:

Full Scholarships Eligibility

- Children who are orphaned and are no longer in the care of their families
- Children who are underprivileged or neglected and are top-performing students
- Children who come highly recommended by a clergy member or a community leader



- Children who have been determined as needy and qualified by at least two members of their community who know the condition of the children and their parents or guardians and who have been approved by PAAJAF Foundation management

Partial Scholarship

PAAJAF will give 50% off fees to all applicants who do not fall into the above categories.

The Students

The school would be co-educational and operate during the day. Both female and male children would have access to the school. The high school and university that PAAJAF Foundation plans to develop later will have boarding houses and hostels for the students.

Ethos and Objectives of the School

The main objectives of the school are:

- To operate as a private non-profit school to serve the community
- To provide relevant and quality education that will enable students to acquire skills that will make them literate and productive
 - To establish a continuum of learning and support across age ranges and abilities
- To contribute to poverty alleviation and promote rapid socio-economic growth and well-being of orphans and underprivileged and neglected children and youth
- To develop personal values and good ethics

Staffing

The staff of the school would be recruited by the Principal of the school in consultation with the Managing Director and the Chairman of the Board of Trustees. The school will tap the skills of professional educators, university graduates and students, and volunteers. The school will accept both Ghanaian and international volunteers with appropriate skill sets. The paid staff must have at least national high school diplomas and the teachers must be university graduates or professional teachers.

For the family learning center, PAAJAF Foundation will be employing university students, high school students, and provisional teachers, as well as volunteers, to act as tutors. Students will also be encouraged to act as role-models. Student role-models will be provided an insight into the importance of investing in local communities while they are still forming their socio-political values. Student role-models will receive a small stipend which will help them cover their education costs. PAAJAF Foundation feels that it will be of great benefit to employ students who come from the local area as they will understand the local problems, in addition to acting as an inspiration to local children.

Board of Trustees

The school Board of Trustees will include representatives from the PAAJAF Foundation board, the school founding committee, the Parent Teacher Association (PTA), the Ministry of Education, and the project funder's organization, in addition to a community leader, a PAAJAF Foundation volunteer, and a student representative. A student representative is being included in order to help

build the leadership capacity of the students in the school. The Board of Trustees will be responsible for the overall health and long-term future of the school. This governance role is essentially strategic rather than operational, with broad responsibility for:

- Establishing policies that guide school operations,
- Maintaining a long-term financial plan and approving an annual budget for the school,
- Carrying out evaluations and providing feedback to the Managing Director of the school,
- Ensuring that the school's mission is reflected in all of its programs and
- Making sure that the school is adequately resourced.

Affiliation

The school will continue to establish relationships with international basic schools, high schools, and universities in order to help extend its educational service from the basic school to the university level.

Adults Literacy Education

Adult literacy workshops and study circles would teach basic skills like reading and writing in addition to accounting, business principles, and health education. To address high adult illiteracy levels, the PAAJAF Foundation will provide these adult literacy classes for individuals who have had no formal education. The resulting lack of basic skills makes it difficult for individuals to find well-paying jobs and escape poverty. We offer family literacy classes to help adults learn to read and write, and improve their literacy, at the Family Learning Centre. We offer teaching in: English, Ghanaian Language, Math, Health Education and Social Issues – Opening of Bank account etc. Classes run 3 times in a week and 4 hours each day.

The classes will be held in the school premises from 4:00pm to 6:00pm and 6:00pm to 8:00pm every Monday, Wednesday, and Friday.

Participants will be permitted to come with their infants and children who are not yet of school age, so that they can learn together. There will be a separate facilitator for the infants and the adult participants, but they would be in the same classroom. The adult students will also have access to the school library and computer lab.

