



Equipping Family Learning Centre (FLC) classrooms with necessary infrastructure

Name of the Project	Equipping Family Learning Centre (FLC) classrooms with necessary infrastructure.
Name of the Organization	The PAAJAF Foundation (Providing Adolescents and Adults Jobs for Advancement in Future) Website: www.paajaf.org / www.peischool.org
Organization Address	P.O. Box ML 657 Mallam-Accra, Ghana
Contact Person	Mr. Philip Appiah Phone number: +233 243 703 420 E-mail address: kappiah@paajaf.org
The Amount Requested	15,023.81 US Dollars
Project Timeline	October 2017 – October 2018
Project Objectives	Securing education for 130 pre-school and 15 primary school students, as well as adult literacy education for 14 adults in Gbawe community by providing the necessary school and classroom infrastructure
Target beneficiaries	<ul style="list-style-type: none"> • 145 Poor orphans, underprivileged and neglected children in Gbawe community • 14 Adults who are trapped in poverty and failed to complete their education
Estimated Impact	Improving the quality of education in Gbawe community by investing in educational infrastructure at the PAAJAF Educational Institute (PEI)



Executive Summary

The family learning project 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. The project includes a boarding house facility, recreational facilities and a solid educational, ethical and moral program in order to prepare students for their future life as active and responsible citizens.

The project supports affected beneficiaries in Gbawe Community by establishing a scholarship school education to supplement the government agenda at the formal education, as well as adult literacy education. The scholarships cover all the students needs from books, uniforms and education supplies. This is in addition to providing a nutritious meal once a day and for 5 times a week. Currently, the project is in Phase Two which includes pre-school (1-6 years) and primary school (7-12 years old) students, overall 145 children, in addition to the adult literacy program.

The phase One (2015-2016) of the project ended in a great success. It targeted pre-school-age Group (1-6 years old) students and it also offered an adult literacy program. A number of beneficiaries included 120 children and 14 adults. As a result of Phase One, 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, fourteen 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. The literacy rate in the GGC will continue to rise due to the impact of this project.

For the project to continue producing the mentioned impact, the PAAJAF is asking you to help equip our classrooms with necessary school infrastructure. The list of the needed school furniture and materials, as well as the corresponding cost, is available in the budget section of our proposal.

Background and Problem Description

To illustrate the need for the Family Learning Centre (FLC), it is necessary to provide the information on the current state of educational facilities in our community. Gbawe is a rural community on the outskirts of an urban centre. It has a population of 44,000 out of which there are 19,000 children under the age of 13. Yet, the community has only one public school.

The public schools are overcrowded – primary school classrooms have an average of 65 children; the junior high school has 45 students per class. The student-teacher ratio is high and, as a result,



teachers are not able to provide each child with the attention he or she needs. Low-income families make up much of the GGC. Those families do not have the resources to afford a private education. Another odd aspect of the educational system is that if a class is full, a child who missed her seat must wait until the next year for another chance of admission. This unstable situation thrusts such children into the workforce to help their families by taking on menial jobs in and around the area. The end result is that the vicious cycle of poverty and illiteracy persists.

Currently, FLC has 145 young and 14 adult students and is in need of additional funding to continue achieving its impact and making a difference in our community. As of now, the school classrooms are equipped with plastic furniture that is in a very bad condition and unfit for the school environment, as well as with wooden tables and chairs that are worn-out. The school does not own a laptop resulting in teachers not having access to up-to-date information. The lack of projector in class makes it difficult for teachers to use visual aids to accommodate the needs of students with different learning styles. Reference books are limited in numbers, and due to financial inability of parents to purchase them, many students are left without learning materials. Teachers face challenges in preparing and/or storing class materials due to the shortage of storage cabinets. Overall, the lack of proper infrastructure will negatively impact learning outcomes for future years.

Project Description

Derived from its faith that education is the key to upward mobility, PAAJAF started its family learning project. The family learning project 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.

Project Goal:

Improving education conditions of poor orphans, underprivileged children, and women in Gbawe Community.

Project Objective:

Securing education for 130 pre-school and 15 primary school students, as well as adult literacy education for 14 adults in Gbawe community.

Project Output:

Maintaining scholarship school education for 145 children and 14 adults.

Target Group:

Poor orphans, underprivileged and neglected 145 children and 14 adults from Gbawe community.



The 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.

Adults Literacy Education – Family Learning Classes

The purpose of setting up Family Learning Classes (adult literacy classes) is to tackle the high level of adult illiteracy that traps families in extreme poverty. Our findings indicate that schools in Gbawe are over-crowded and poverty prevents a significant number of people from completing their 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.

Scholarship Award Criteria

We offer two types of education scholarships: full scholarship and partial scholarship. Below we have defined the selection criteria/eligibility conditions for each scholarship type:



Eligibility for Full Scholarship:

- 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 have been determined as needy by at least two members of their community, who have knowledge of conditions these children and their parents or guardians live in, and who have been approved by PAAJAF Foundation management.

Eligibility for Partial Scholarship:

- PAAJAF pays 50% off the fees for all applicants who do not fall into the above categories.

Currently, there are no scholarships available for adult students. Revenue received from the adult literacy program helps support our children's education.

Project Justification

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.

Empiric evidence indicates that there is a direct relationship between school infrastructure and educational performance and that investments in educational infrastructure contribute to improving the quality of education and the economic performance of countries. [A systematic review of interventions to improve education quality and student learning in developing countries](#) (Masino & Niño-Zarazúa, 2015) discovered that the provision of physical and human resources and learning materials is one of the main drivers of change in education quality. 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 proper school infrastructure, such as chairs, desks, books, and supplies will help Family Learning Centre to continue providing scholarship school education to underprivileged children in the Gbawe community. Additionally, providing basic science supplies would help create an environment for students to explore scientific issues and think critically about the world around them.



Budget and School Infrastructure

The project requires the following supplies and school furniture to continue functioning effectively:

Four regular classrooms, a nursery and creche classroom have to be equipped with the necessary equipment (Class 1: 15 Students, Kindergarten II: 15 Students, Kindergarten I: 25 students, Nursery II: 25 students, Nursery I: 28 students, Creche: 37 Students). We plan on purchasing sustainable, eco-friendly, wood and metal chairs for regular classrooms. Creche room will be equipped with high-quality plastic chairs. The school will purchase furniture that is recyclable and produced by a local company.

Classrooms will have a laptop and projector, learning materials and playing equipment, as well as reference books on different topics. In addition, we aim to repaint our classrooms and the main building to create suitable conditions for students and teachers.

The faculty office also requires the furniture to ensure that teachers have basic equipment to prepare course materials and later transfer their knowledge to students in the most effective way. For this reason, we plan to purchase office cabinets, and an office table set.

The list of the needed school furniture and materials, as well as the corresponding cost, is provided in Table 1 below:

Table 1

Budgeted Expenditure Account	Qty	Unit Cost	GH¢	USD\$
Classroom Furniture for 4 classrooms (Chairs and Desks)	40	350.00	14,000.00	3,333.33
Creche classroom furniture	4	750.00	3,000.00	714.29
Classroom Carbinets	5	2,100.00	10,500.00	2,500.00
Office furnitures : 1 table and 3 chairs Set)	1	4,000.00	4,000.00	952.38
Office Carbinet	2	1,000.00	2,000.00	476.19
Reference Books	210	20.00	4,200.00	1,000.00
Projecter	1	4,000.00	4,000.00	952.38
Laptop	1	4,500.00	4,500.00	1,071.43
Learning Materials and playing equipments (Montessori)	51	250.00	12,750.00	3,035.71
Bucket of Paints for painting the school venue both classrooms and outside	6	420.00	2,520.00	600.00
Painting labour cost - Contract	1	1,680.00	1,680.00	400.00
Total Budgeted Expenditure			63,150.00	15,035.71



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).

Our organization aims to increase the donor funds to expand and scale-up the project activities for the Phase III and Phase IV of our project in the following years. The project will continue to operate with the help of the student fees, international and private donors, as well as individual contributions.

Monitoring and Evaluation Plan

The FLC project has an effective monitoring and evaluation plan in place that includes participatory methods such as an observation by students themselves at community meetings and parents' meetings (whenever feasible for the child). This is combined into progress and evaluation reports at the following key stages:

On completion of activities:

- Implementation report to the donor.

At project end:

- Community Assessment Report

One month after project end:

- End line evaluation report to the donor.
- Report back to students in a community meeting.

During the project cycle, we will conduct a survey to assess the following:

- The scholarship eligibility selection fairness
- Whether education tools were supplied successfully
- Whether teachers established weekly classes at the formal school and the adult literacy classes to take place at the local schools out of regular school hours.

At the end of the project cycle, we use community meetings to assess students' performance. We will also obtain a full community assessment to know students' satisfaction level, and if any existing concerns. One month after project end, we will assess the quality of education process delivered



from the students' academic records, and for adults from the effect of the courses taken on their real lives-such as success stories.



Organization Overview

The PAAJAF Foundation (Providing Adolescents and Adults Jobs for Advancement in Future) works with underprivileged children, youth, and women in rural Ghana. PAAJAF strives to eradicate poverty and illiteracy through quality education and job training.

The organization was founded in Gbawe, Ghana in 2007 by youth activist and accountant Mr. Philip Kye Appiah and teacher Ms. Juliet Yayera Afua Aduse. Raised in the Gbawe community, Mr. Philip Appiah himself experienced to which extent extreme poverty was undermining children's access to education and, consequently, the perspective of a better life. His vision was shared with Ms. Juliet Adusei, who had teaching experience in local schools, leading to the creation of the organization.

Vision

To become a leading resource centre for underprivileged orphans, neglected children, youth and women at Gbawe and beyond in Ghana.

Mission Statement

To continually strive to offer fair living conditions to those in our community through education and professional training programs.

Values

PERSISTENCE: We resolutely support an enhanced quality of life for members of our community through access to education and professional training programs.

EMPOWERMENT: We believe that education is the tool to empower needy communities in Gbawe by helping them acquire skills needed to alleviate poverty and upward mobility.

EQUAL OPPORTUNITIES: PAAJAF operates a strict Equal Opportunities / Open Access Policy accepting individuals and groups irrespective of ethnicity, gender, religion, disability or personal circumstance.