



PAAJAF Education Institute (PEI) Family Learning Centre Project  
Final Report for the MacEwan University  
Global Education Fund (GEF)

**Grant Period:** February 2016 – February 2017



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# Preface

Our organization, **Providing Adolescents and Adults Jobs for Advancement in the Future (PAAJAF)**, works with underprivileged children, youth, and women in rural Ghana. PAAJAF strives to eradicate poverty and illiteracy through quality education and job training. The PEI school was started to fulfil this vision. We applied for the GEF grant in order to support the **Family Learning Centre (FLC)** activities where underprivileged children, orphans, youth – and women of **Ghana and the Gbawe community (GGC)** – are offered scholarship based educational opportunities.

To illustrate the need for the FLC, an understanding the current state of educational facilities is necessary. 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-to-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 in is that if a class is full, a child who missed her seat must wait until next year for another chance of admission. This unstable situation thrusts such children into the work force to help care 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.

PAAJAF believes that education is the key that opens the door to ending poverty in Gbawe Community. The FLC was started on the foundation of this belief. This educational facility aims to create an enabling environment for children of age 1 to 15 years to develop their human potential to the fullest. The project includes a boarding house facility, recreational facilities, and a solid educational, ethical and moral program to prepare the students for success throughout life. Future phases of the project expand the opportunity to serve the community needs of the junior high school, senior high school and university.

The GEF grant assisted 70 beneficiaries from FLC to receive scholarship school education. All the students needs from books, uniforms and education supplies were supplied. This is in addition to a nutritious meal twice per day, and for 5 times a week that was provided.



# Goals & Objectives — Budget & Expenses —

## Goal

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

## Objective

Securing pre-school and adult literacy education to 60 children and 10 adults in the Gbawe.

## Measurement Standard

Maintaining scholarship school education for 60 children and 10 adults.

## Target Beneficiaries

Poor orphans, underprivileged and neglected 60 children and 10 adults from the GGC

## Timeline

February 2016 – February 2017



COST (Canadian \$)

Salary (one full time teacher)	CD \$ 1,800.00
Construction of tables and chairs	CD \$ 3,300.00
School supplies	CD \$ 900.00
<b>Total</b>	<b>CD \$ 6,000.00</b>



Before coming here, I didn't know all the alphabets. Now, I can read all the alphabets. When I see the sign boards I can fully understand where I want to go.

*Peter, Student*

Now I can read and spell my name.

*Mrs. Adu, Participant in the Adult literacy class*



# Project Phases

## Phase One – Population Targets

(covered under current year grant award)

Pre-school children (ages 1 – 6)	<b>60</b>
Adult literacy program participants	<b>10</b>

**February – October 2016**

## Phase Two – Population Targets

Primary school children (ages 7 – 12)	<b>100</b>
Adult literacy program participants	<b>60</b>

**September 2016 – September 2017**

## Phase Three – Population Targets

Junior high school youth (ages 13 – 15)	<b>75</b>
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**ALSO**

Pre-school children (ages 1 – 6)	<b>125</b>
Primary school children (ages 7 – 12)	<b>200</b>
Adult literacy program participants	<b>100</b>

**September 2017 – September 2018**

## Phase Four – Future Concepts

Senior high school (typically, ages 16 – 18)	<b>September 2021</b>
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College/University (typically, ages 18 – 22)	<b>September 2022</b>
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# Results – Adult Literacy Program

**Before the Fund**  
**5 participants**

Sarah Adonteng  
Mercy Adu  
Hagar Brefo  
Emmanuel Atipo  
Peter Essel

**After the Fund**  
**14 participants**

Mercy Adu  
Peter Essel  
Hagar Brefo  
Doris Nkrumah  
Mercy Ahenful  
Mabel Essel  
Adu-Twumwaa Marfo  
Linda Koranteng  
Joyce Aseidu  
Tiwaa Gyamfi  
Antwiwaa Appiah  
Cynthia Adofo  
Matilda Tutu  
Afriyie Yeboah



# Results – Pre-school (ages 1 – 6)

**Before the Fund – 54 children** *By end of February, 2016.*

Lartey Recheal	Christpher K. A. Appiah	Nora Fafa Adogo	Jabbar Abudle Saberu	Nuama K. A. Agyadom
Asane Buabeng Ato	Samuel A. Boakye	Olivia S. Boateng	Najat Naa Dede Tetteh	Delight Tuekpe
Abdul Karim Ussif	Portia Anna	Joel Nii Martey	Adu Gyamfi Fred	Afima Lampty
Agyagali M. Ephraim	Benedicta Mensah	Mahdi Adam	Tinati W. Mannel	Samira Boateng
Aaron Asante	Constance Aboagye	Elinam Alordor Precious	Tetteh Abdul Hakim	Byrian A. Agyapong
Miriam Fosu Odame	Kelvin Asare	Clifford Baston	Mensah Justice	Edward Nyarko
Iddrisu Abdul Aziz	Vanesa K. Ampong	Nyhyiraba Antwiwaa Duku	Alexander Kyei Appiah	Torny Emmanuel
Jerry John Mettle	Baston Benjamin	Blessing Gyasi	Jenita Acheampong	Agnes Oforiwa Owadie
Kelvin Prince Ampong	Edmond Tay Elorm	Eugenia Armah	David K. Forduour	Jehoshaphat Akufu
Aliu Damilare	Isaac Asamoah Baah	Larisa Attu-Quayfio	Bentil Blessing	Opoku Mensah Stephen
Susana Kakari	Joyceline Yeboah	Kumuwaa Nyira Egyir	Adepa Obrewaa Antwi	

**After the Fund – 120 children** *By end of February, 2017. Variance (+ or - from target): 200%*

Adu Gyamfi Fred	Ronneta Eneonyam Akech	Sekum Caiquo George	Gabrela Fedeli	Opong Nana
Tinati W. Mannel	Adom Awusi Richel	Jecubel Nti Odum	Florence Afriyie Frimpong	Yaw Emmanuel
Tetteh Abdul Hakim	Portia Anna	Aboagye Agyei Ishmeal	Mariana Akyereba Dadson	Philemon Nartteh
Mensah Justice	Benedicta Mensah	Gyasi N. Jehoshaphat	Comfort Tackie	Pappoe Naa
Alexander Kyei Appiah	Constance Aboagye	Pertra O. Konadu	Olivia S. Boateng	Adoley Emmanuella
Jenita Acheampong	Kelvin Asare	Nyarko Aseiduwa Agness	Joel Nii Martey	Salamatu Abubaka Amadu
David K. Forduour	Vanesa K. Ampong	Richmond Odum	Mahdi Adam	Abdul Tabbar Sabiru
Bentil Blessing	Baston Benjamin	Justice Nana Tetteh	Elinam Alordor Precious	Emmanuella Adams
Adepa Obrewaa Antwi	Edmond Tay Elorm	Grace Ntriva Hyford	Clifford Baston	Edward Adom
Nuama K. A. Agyadom	Isaac Asamoah Baah	Kelvin Nhyira Opoku	Nyhyiraba Antwiwaa Duku	Armah Naa Dade Waliyah
Delight Tuekpe	Joyceline Yeboah	Abdul Hakim Ahinful	Blessing Gyasi	Nelson Nkrumah
Afima Lampty	Nora Fafa Adogo	Mohammed Faruku	Eugenia Armah	Sarfo Obenewaa
Samira Boateng	Lartey Recheal	Abigail Ampomaah	Larisa Attu-Quayfio	Jessica Delali Gogo
Byrian A. Agyapong	Asane Buabeng Ato	Richard Banyo	Kumuwaa Nyira Egyir	Ishmeal Nii Tieko Tagoe
Edward Nyarko	Abdul Karim Ussif	Nathaniel Dagba	Jabbar Abudle Saberu	Asamoah Prince Bright
Torny Emmanuel	Agyagali M. Ephraim	David Cofie	Najat Naa Dede Tetteh	Emmanuel P.
Iddrisu Issah Baba	Aaron Asante	Lawrence Tetteh	Eugene Addo Baah	Kwesi Asomani
Karim Fatima	Miriam Fosu Odame	Dora Opoku Mensah	Nicole Boatema Agyapong	Brightina Gyanwaa Awuku
Agnes Oforiwa Owadie	Iddrisu Abdul Aziz	Obed Danson	Najat Achweh Sowah	Joshua Nii Amoo Allotey
Jehoshaphat Akufu	Jerry John Mettle	Comfort Nyanmekye	Nessa Naa Okutu	Roland Nii
Opoku Mensah Stephen	Kelvin Prince Ampong	Owusu Yeboah Isaac	Ofoli Odoi Kelvin	Odartey Lamptey
Irene Achiaa	Aliu Damilare	Racheal Okyere	Erica Mirekua Kesse	Desmond Asare Asong
Fatimo Adetoun	Susana Kakari	Matilda Nkrumah	Philip Kofi Anna Asante	Nathaniel Kwabeba Addai
Asann Coffie Samuella	Christpher K. A. Appiah	Angelna P. Mensah	Samuel Lankai	Agyagali Kezia
Nathaniel Yeboah Tetteh	Samuel A. Boakye	Macel Manuel Ofori	Nessa Nyame Etie Akech	Vanessa Adom
Michael Nana Kwakye	Amoako Nhyira Mary	Sandille Tawiah	Lisa Nyamekye Akech	Naakie Tetteh
Linda Boateng	Joseph S. A. Quaye	Christabel Armah Okai	Blessing Akua Ampong	
Nana Safa Amanning	Isaac Rockson Aubbin	Ibrahim Iddrisu	Daniella Adaadem	
Ronnette Nhyira Akech	Asane B. Gloria	Eric Boakye	Miriam Delali Hini	



# Participant Feedback

Following the implementation of the FLC project by the PAAJAF Education Institute (PEI) February 2016, all the students benefiting from FLC support have been surveyed periodically, using a list of performance indicators established by the PAAJAF management committee to assess the progress and impact of PAAJAF activities in achieving their overall objectives. Through that process and through the experiences of the project leaders and educators, we report the following comments:

“

My students are learning the English language, Mathematics, Creativity, Religions and Moral principles. Now my students can write from 1 – 100, spell and write their names, and are able to identify the English alphabet and write it. They are also able to recite two to six letter words and are able to do basic reading. We are thankful to the team at GEF for their keen support and this PEI Family Learning (Centre) project.

*Mrs. Rose, Kindergarten II Teacher*

With PEI being a scholarship school, it has to face challenges of obtaining and maintaining a constant source of funding which is a huge disadvantage over public educational facilities. Because of these funding challenges, there is a pressure on the rented facility and infrastructure, especially the Kindergarten classroom and the crèche, to do more with less. There is also a lack of various teaching aids and equipment.

*Mrs. Jocelyn, Nursery 1 Teacher*

(and Ms. Rose concurred) on the challenges the FLC must overcome and why grants such as the one provided by the GEF are so vital.



# Other Observations

We report the following additional observations and accomplishments for this first year of the FLC:

For the initial pre-school enrollment, **120 children** – or **200% of the target goal** – matriculated in the first year of the program.

For the initial adult literacy program, **14 adults** – or **140% of the target goal** – matriculated in the first year of the program.

**The GEF grant helped ensure that 30 students received full scholarships and 90 others received partial scholarships in year one of the program.**

Fifteen (15) students from the original pre-school population out of 120 will graduate to primary level ceteris paribus (ages 7-12).

## Scheduling highlights

**The teaching staff confirms:**

Pre-school and primary school classes were held five times a week, Monday through Friday.

Adult literacy classes were held 3 times a week; Mondays, Wednesdays and Fridays.

Lastly at the outset, PJAAF wanted the results at the end of the first year to answer several questions to demonstrate its short and long term value to the GGC. Questions and the current corresponding answers follow.





# Questions & Answers

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**Q** **What impact has there been on education levels and outcomes in the general population, and in specific groupings in society – one year after the grant award?**

**A** Children who were at home or working menial jobs are now enrolled in school; the FLC provides a private education option to supplement the crowded public school.

FLC students receive full or partial scholarships to further reduce the impact on their families' limited financial resources.

Through the adult literacy program, fourteen members of the GCC 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 GCC will continue to rise due to the impact of this project.

**Q** **Even after the grant award, where are the key gaps and areas that need strengthening in terms of the impact of education in broader society?**

**A** Expanding the educational infrastructure in the GC by obtaining additional resources to continue the work of the FLC.

The government of Ghana recently announced plans to make high school education free but, for the GCC, there is currently no public high school available. Continued funding of the FLC to ensure completion of Phases Two through Four can help close this gap.

These are not problems that will end soon. The GCC must pursue additional resources to not only educate the current population but for generations to come if our society is going to make significant economic and social progress.

**Q** **For future phases of the FLC mission, what are the specific plans for providing educational opportunities for young people and adults in the GCC?**

**A** Phases Two, Three, and Four have no funding mechanisms as of February 2017.

Presuming funding can be obtained, the model for the final three phases will be similar to Phase One.

Phase Two is focused on keeping the 105 students at the pre-school making positive academic progress towards completion of their natural terms appropriate to their ages.

Launch the first class of primary school with the 15 students that graduated out of pre-school.

Continue the adult literacy program by enrolling an additional 50 students to the program.



# Wish List

## for the Completion of Phase One and Going Forward

While teachers, students, parents and leaders of the FLC are proud of the progress made after the first year of Phase One, we also recognize challenges that lie ahead. We will need additional funding to move the program forward which includes addressing the following needs:

- As the classrooms for the Phase One were rented, the FLC needs to purchase permanent facilities which would help sustain the project for the remaining phases.
- We need funds to purchase tables and chairs to avoid a delay in the start of Phase Two.
- The FLC needs funds to purchase land for the school.
- We need funds to purchase a school bus.
- There is an acute lack of funds to employ sufficient staff such as teachers, cleaners and kitchen staff.
- Additional support is required to pay for educational supplies and continue the daily nutrition program.
- We recommend staff conduct a supply inventory check at the end of each economic year to ensure adequate supply of school materials for the following academic year or implement plans to purchase what is missing. For example, the FLC had an insufficient supply of stationery for the recently completed academic year.



# Acknowledgements

Special acknowledgements are extended to the following people for their contributions to the project that yielded the results as described in this report:

**Mr. Philip Appiah** Project Leader

- Provided leadership and oversight for all aspects of the project; and, gathered statistical data to compile the report.

**Ms. Riham Nagia** Primacy Grant Manager

- Drafted the final project design.

**Mr. Nicholas Nicodimus** Associate Grant Writer

- Developed program monitoring and evaluation criteria.

**Dr. Richard Lewis** MacEwan University

- Liaison for the GEF program.

## Family Learning Centre (FLC)

**Mr. Alexander Nyani** Educational Director

**Ms. Rose Antwiaah** Headmistress & Teacher

**Ms. Susiana Owusu** Teacher

**Ms. Yaa Amponsah** Teacher

**Ms. Joceline Armah** Teacher

**Mr. Alfred Tetteh** Teacher

**Ms. Doris Appiah** Director of Nutrition

**Ms. Mercy Adu** Director of Facilities Management



PAAJAF helps vulnerable children, youth and women in rural Ghana rise out of poverty. We work to end poverty and illiteracy in Gbawe, through quality scholarship education, health services and community support.

PAAJAF Foundation is registered NGO with Certificate of Recognition from the Government of Ghana – Department of Social Welfare (Certification Number: D.S.W./4003 and Register General G21, 781)

