

# Ghana Primary School Partnership Proposal

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**Communities of Lasivenu  
North Tongu District of Volta Region  
Ghana, West Afric**



# **PROJECT DOCUMENT**

## **LASIVENU PRIMARY SCHOOL PROJECT**

**January 2009 – June 2009**

**INTERNATIONAL NEEDS GHANA**

***MAY 2008***

<b>Working Title:</b>	<b>Lasivenu Primary School Project</b>
<b>Location:</b>	North Tongu District of the Volta Region, Ghana
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<b>Contact Person:</b>	Rev. Walter Pimpong (Executive Director)
<b>Grant Amount:</b>	<b>US\$218,270</b>
<b>Proposed Start Date:</b>	<b>January 2009</b>
<b>Proposed Completion date:</b>	<b>June 2009</b>
<b>Preparation Date:</b>	<b>May 2008</b>

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## **1. BACKGROUND AND PROBLEM**

Lasivenu cluster of communities is located in the North Tongu District of the Volta Region. The Cluster which is made up of three communities; Dikakope, Agblebekope, and Akpesekope is situated off the main road from Aveyime to Battor in the Volta Region. The cluster of communities has a combined population estimated at 700 adults according to the national electoral register. Lasivenu is a poor and deprived rural community. It lacks basic social amenities such as potable water, health post, electricity and above all, a basic school.

The area has no school, children trek between four and five kilometers to the nearest schools in Manya and Battor. Children therefore trek a total of between eight and ten kilometers to and from school daily. The national policy on education allows for a distance of between three and four kilometers for children in primary schools in order to be classified as having access to quality education. It therefore means that children in Lasivenu have no access to quality education. The long distance between the nearest school and the community curtails access to education for most of the children especially the younger ones who cannot do the daily trips on foot to school.

In 1997, the community members mobilized themselves and started a school in a structure built with clay and thatched roofs. The school was administered with voluntary contributions of ten thousand Cedis (i.e \$1.10) per month for male and five thousand Cedis (i.e. \$0.55) per month for female members of the community. The contributions were also put in a fund from which they paid the two teachers in the school. The payments could however not be sustained as a result of the high levels of poverty in the community resulting in the community-driven effort fizzling out.

In 2004, International Needs Ghana (ING) posted a community development facilitator into the community, this eventually resulted in the community re-discovering their energy community-driven development efforts. The community again self-mobilized and repaired the school structure for classes to commence. There are presently 168 children enrolled in the school.

In May 2005, the headmen (chiefs) of the three communities that constitute the Lasivenu cluster of villages together made an appeal to ING for a school in the area. Field staff of ING followed up with an exploratory study prior to a baseline survey in the community. The study revealed the need for a school in the community. The community has since made several requests to ING for support for the school (see appendix 2). Last year ING encouraged the community to hire the services of qualified Surveyor to survey and demarcate the plot of land allotted for the school and subsequently register it.

The ability of the community to take initiative and also to self-mobilize coupled with the energy towards community-driven development gives ING the hope that the school started by the community would be a viable project to associate itself with.

## **2. OBJECTIVES**

### **2.1 Development objectives**

The long term objective of the project is to contribute to the achievement of the Millenium Development Goal (MDG) of achieving universal primary education by 2015.

### **2.2 Immediate objective**

To provide improved infrastructure for enhanced teaching and learning for the children in Lasivenu Community School.

### **2.3 Outputs**

- 150 more children enrolled at the school by the third year after completing the structure.
  - School Management Committee (SMC) and Parent Teacher Association (PTA) effectively managing the school.
  - An eight-unit classroom block with an office, store and kitchen constructed for the school.
- A three-unit urinal and five-seater place of convenience constructed for the school.

### **2.4 Activities**

#### **Objective**

To provide improved infrastructure for enhanced teaching and learning for the children in Lasivenu Community School.

#### **Output 1.1**

150 more children enrolled at the school by the third year after completing the structure.

##### **Activity 1.1.1**

Sensitize community members on importance of education.

##### **Activity 1.1.2**

Enrol more children in the school.

##### **Activity 1.1.3**

Provide on-site supplementary feeding (one hot meal a day) for the children in the school.

##### **Activity 1.1.4**

Recruit six qualified teachers and two nursery attendants for the school.

**Output 1.2**

School Management Committee (SMC) and Parent Teacher Association (PTA) effectively managing the school.

**Activity 1.2.1**

Establish a School Management Committee (SMC) and Parent Teacher Association (PTA) to co-manage the school.

**Output 1.3**

An eight-unit classroom block with an office, store and kitchen constructed for the school.

**Activity 1.3.1**

Secure land and register it.

**Activity 1.3.2**

Prepare building plans on the school.

**Activity 1.3.3**

Construct the eight-unit classroom block (Kindergarten 1 and 2, Primary 1 through to Primary 6), with office, store and kitchen.

**Activity 1.3.4**

Provide furniture for the classrooms and office.

**Output 1.4**

A three-unit urinal and five-seater place of convenience constructed for the school.

**Activity 1.4.1**

Construct place of convenience and urinal at the school.

**3. INDICATORS OF PROGRESS**

**Objectives and Indicators**

Immediate Objective	Measurable Indicators
To provide improved infrastructure for enhanced teaching and learning for the children in Lasivenu Community School.	<ul style="list-style-type: none"> <li>• Number of children enrolled in the school.</li> <li>• Number of sensitization programs organized in the community</li> <li>• Number of qualified teachers recruited</li> <li>• Functioning SMC in place.</li> <li>• Functioning PTA in place</li> <li>• Eight-unit classroom block with an office, kitchen and store constructed for the school.</li> <li>• Classrooms furnished with furniture and necessary fittings for the enhancement of learning</li> <li>• Three-unit urinal constructed for the school</li> <li>• Five-seater place of convenience constructed for the school.</li> </ul>

#### 4. TARGET GROUPS

##### 4.1 Target Community

The target community of the project is the Lasivenu cluster of villages and its surrounding communities.

##### 4.2 Direct Beneficiaries

The direct beneficiaries of the project shall be children of school going age in Lasivenu and its surrounding communities.

##### 4.3 Indirect Beneficiaries

This shall include:

The Ghana Education Service (GES), North Tongu District.

The North Tongu District Assembly.

The people of Lasivenu and its surrounding villages.

#### 5. PROJECT SUSTAINABILITY PLAN

In order to sustain the enthusiasm of parents and children attending the school, and to ensure that there is continuity of the school program, ING has put in place the following sustainability plan

ING shall organize a forum involving opinion leaders, parents and the people of Lasivenu and surrounding villages to raise awareness on education. This community forum is expected to help enhance community

participation in the initiation, implementation and management of the project, and above all, instil in the community members the relevance of education.

ING shall collaborate with the GES to recruit qualified teachers to run the school. ING shall also work with the target communities to put in place a School Management Committee (SMC) and a Parent Teacher Association (PTAs) to manage the school.

To improve on the nutritional needs of the children, ING shall provide on-site supplementary feeding to the pupils. This will take the form of one hot meal a day. By the third year of the school, ING shall involve the community in establishing farms whose produce would be used to complement the on-site feeding for the program.

ING shall provide appropriate learning and teaching materials for the school. These shall include text books and other teaching aids.

ING shall source sponsorship for the children of the school through its Child Sponsorship program. This is to ensure that children enrolled in the school do not drop out as a result of the inability of their parents to pay their school fees and other charges. This will also contribute to improved quality education through the supply of educational materials to the school.

To ensure long term sustainability of the school program, ING will sensitize community members especially parents to make little contributions towards the education of their children. This is to prevent the dependence of community members on ING for all their children's educational needs.

## **6. IMPLEMENTING AGENCY**

The implementing agency for the Lasivenu school project shall be International Needs Network, Ghana (ING). ING was officially registered in 1987 with the Registrar General Department as a not-for-profit non-governmental organization and received her certificate of recognition from the Department of Social Welfare as a voluntary organization in 1991.

A nine-member Board of Directors manages ING. The board members have varying backgrounds in business, economics, law, banking, academia and social development. The board meets quarterly to review the organization's performance and monitor the management of funds. The board also formulates the policies of the organization. Four out of the nine board members are women including the board chair.

The Executive Director, Rev. Walter A. Pimpong is responsible for the day-to-day administration of the organization. He is assisted by a team of administrative and project officers in managing on-going projects. ING has a staff of about 160 drawn from administration, accounting, economics, development studies and research who understand, appreciate and are committed to the principles of physical and social development of rural communities in which the organization works.



The vision of ING is to reduce poverty in rural Ghana and improve the living standards of the most vulnerable including children. ING also has, as its goal, the promotion of human and community development for the relief of socio-economic problems and cultural injustice. ING carries out its human and community development through human rights advocacy, rehabilitation of victims of human rights abuse, child development and education, micro enterprise development and credit schemes and skills and vocational training especially to the youth.

Some on-going programs of ING include the trokosi liberation and rehabilitation program in which about 3,500 Trokosi women have been liberated, counseled and integrated into normal family and social life. ING provides vocational skills training for young women, ex-trokosis and children of trokosis at its vocational skills training centre in Adidome. To improve income generating in communities in Ghana, ING carries out a micro credit program for women. All these programs are carried out in the Volta Region and parts of the Greater Accra Region of Ghana. ING is also implementing interventions geared towards the elimination of the worst forms of child labour in Ghana. Specifically ING has also over the last five years facilitated the withdrawal and prevention of over 2800 children from child labour in cattle tending, fishing, commercial sexual exploitation, oyster shell mining and ritual servitude.

In the educational sector, ING has established a number of basic schools in some rural areas in five districts in Ghana. The schools are in the following communities; Amrahia, Kebenu, Kanuwule, Agortorme, Anawekope, Mepe, Doblogonno, Kuve and Kpogede communities. Quality basic education is offered in these schools. On-site supplementary feeding is provided for all the children in some of the schools.

ING shall have general oversight of the project. A project officer in charge of education and a driver shall be provided by ING for the project. Other resources to be provided include vehicle and office equipments. The project officer in charge of education shall see to the implementation of the project. S/he shall ensure that planned project activities are carried out. S/he shall monitor and report on the progress of the project to the donor through the Executive Director.

## **7. PARTNER GROUPS AND AGENCIES**

The partner groups and agencies under the project include:

Ghana Education Service (GES) in the North Tongu District.

North Tongu District Assembly

Parent Teacher Association (PTA).

Unit Committee members

Traditional authorities in Lasivenu

## **8. CROSS CUTTING ISSUES**

### **8.1 Cross-cutting Issues**

The project shall take account of the following cross cutting issues:

#### **8.1.1 Gender**

The project would work to ensure gender parity in education in the community. Emphasis will be placed on the enrolment of the girl-child. An enrolment rate for the girl-child is expected to be between 50% and 55%.

#### **8.1.2 Poverty**

The project is expected to ultimately contribute to human capital formulation which eventually reduces vulnerability to poverty. On-site supplementary feeding program to be introduced later in the project is also expected to contribute to an enhancement in the nutritional status of the children in the school.

#### **8.1.3 Environment**

The project is not expected to have any adverse effect on the environment.

## **9. MONITORING AND EVALUATION ARRANGEMENTS**

### **9.1 Reporting**

The project officer in charge of education through ING will report to the donor on quarterly basis on project implementation and financial report.

### **9.2 Audited Accounts**

Proper books of accounts shall be kept on the project. The donor could regularly check the accounts to ensure that they are being presented according to project guidelines and that ING is keeping to the approved budget. The external auditors of the donor could also undertake financial audit of the project. In the event that such an audit is requested, additional terms of reference governing the audit would be agreed upon by the donor and ING and project funds would be set aside to meet the cost of the audit.

## **10 Inputs**

### **10.1 Inputs by donor**

Funds for fuel and vehicle running to Lasivenu to organize community forum.

Funds for fuel and vehicle running to Lasivenu to do monitoring and also facilitate reporting.

Funds to set up and train School Management Committees.

Funds to set up Parent Teacher Association for the school.

- Funds to construct eight-unit classroom block with an office, kitchen and store for the school.

Funds to construct five-seater place of convenience and three-unit urinal for the school.

Funds to provide furniture and fittings in the school building.

### **10.2 Inputs by ING**

Full salary of project officer; Education.

Funds for providing supplementary feeding for the children.

Funds for teaching and learning materials.

### **10.3 Inputs by Community**

Land for the building.

## 11. BUDGET

### BUDGET SHEET- US\$195,670: CURRENT EXCHANGE RATE: GH¢0.9700 TO US\$1

INPUT ITEMS	Work Months	Budget (Ghana Cedis)
<b>Project Administration Costs</b>		
Travel Expenses	6	1,725
Monitoring	6	4,025
<b>Sub Total</b>		<b>5,750</b>
<b>B. DIRECT COSTS</b>		
<b>Output: 150 more children enrolled at the school by the third year after completing the structure.</b>		
Sensitize community on need for education	2	1,150
<b>Sub Total</b>		<b>1,150</b>
<b>Output: 8- unit classroom block with an office constructed for the school</b>		
Secure land and register it	1	2,300
Contract architect to prepare building plan for the school	1	1,725
A Six-unit classroom block with an office, kitchen and store constructed for the school.	6	172,500
Provide furniture and fittings in classrooms & office	3	11,500
<b>Sub Total</b>		<b>188,025</b>
<b>Output: Three-unit urinal and five-seater place of convenience constructed for the school.</b>		
Construct 5-seater place of convenience	3	17,250
Construct 3-unit	3	4,600
<b>Sub Total</b>		<b>21,850</b>
<b>Output: SMC and PTA effectively managing the School</b>		
Set up and train SMC to manage the school	2	575
Set up a PTA for the school	2	920
<b>Sub Total</b>		<b>1,495</b>
<b>C. Grand Total</b>		<b>218,270</b>

Exchange rate: US\$1 = GH¢0.9700

Total grant requested \$195,670 = GH¢189,800



School children in front of the current school structure at Lasivenu



Classroom scene at Lasivenu Community School