



GRANT APPLICATION STEP 1 - PROJECT BASICS

Project Title:

Recharging Ayimom

Amount Requested:

\$4,956.31

WC Application Type:

IGP

WC Partnership Type:

PCV

Project Primary Focus:

Education

Project Secondary Focus:

Environment

Accelerator Grants Competition Focus:

Country:

Ghana

Region/Province:

Bono Region

District/Department:

Berekum - West

Nearest Town/Municipality:

Berekum

Village/Community:

Ayimom

Language/s spoken locally:

Twi

Locate the community on Google Maps (as best you can) and share the link, or tell us exactly what to search for:

7.429861287497443, -2.6625892988810165

GRANT APPLICATION STEP 2 - PROJECT PARTNERSHIP

A. Community Organization

Name of Community Organization:

Ayimom R/C Basic School

Where specifically is the Community Organization based?

Ayimom

Community Organization's website or website where we can learn more about your work (if available):

N/A

What year was your community organization founded and what is its origin story?

The school was established by the government in 1969. In 1969, however, it was only the primary school. The Middle school was established in 1975, which later changed to a JHS in 1987. The KG was added to the school in 1986. The teachers who have worked here and are working here were posted by the government.

What are your organization's current programs/activities?

The school is providing an education from KG to JHS Form 3. There are three blocks total to house 390+ students with 22 teachers.

Is your organization legally registered?

Yes

GNAT (Ghana National Association of Teachers) – Provides legal backing KG Registration Number- PSE/BA/B/18 KG Code Number- 205004 Primary Registration Number- BKP/29 Primary Code Number- 206004 JHS Registration Number- BJHS/4 JHS Code Number – 208504 EMIS (Education Management Information System)- 102050012 Number of paid employees: 22 Revenues and expenditures: 2017/2018 Receipts- GH? 1605.34 Payments - GH? 1540.00 Balance - GH? 65.34 2018/2019- Could not get the numbers because the school year is not yet completed. Primary source of revenue: Grant from the government and supported by the PTA

Does your organization have an elected governing body?

Yes

The chain of command that governs outside of the school is as follow: School Management Committee (SMC), PTA, Headmaster, Circuit Supervisor, District Director, Regional Director and Director General of Ghana Education Service. The chain of command inside the school is as follow: Headmaster (administration), Assistant Headmaster (administration), Headmaster-Academic, Headmaster-Domestic, Guidance and Counseling Coordinator, Curriculum Leader, Teachers and Staff.

Do women hold 50% or more of the leadership positions within the organization? Please describe the number and types of positions held by women.

No

There is one woman in the PTA executive board. There are two in the SMC. The District Director is also a female. In the school, the Curriculum Leader is a female and she is also the headmistress for the KG.

Has this organization ever received a cash grant or other financial award from an international organization?

Yes

World Connect helped create our Computer Lab project here in 2016 with Amanda Marthaler ((+1)612-999-3393). She was the previous Peace Corps Volunteer. The local leader is Assemblyman Ansu Yaw ((+233) 20-255-9852). World Connect support Ayimom in getting the building restructured with table, chairs, a maker board, projector and 20 computers. The Assemblyman is also heavily involved with this project as well.

Does your organization have a bank account with more than one authorized signatory?

Yes

The school does have a bank account, but it cannot receive international wire transfers. However, the Peace Corps Volunteer, Sam Johnsen, has a local bank account that will allow this. This is how they did the first project with the school.

Is the organization affiliated with the government at any level?

Yes

The school is ran and supported by the government. The government provides the funding, teachers, and rules/regulations. This is at the national and at the district level. Our school is under the Berekum West municipal government and gets direct orders from them. However, if there is a new law that is set out by the GNAT (Ghana National Association of Teachers), the school will oblige. The district level essentially just enforces and moderates the schools in their district.

B. Local Leader

Local Leader First Name:

Frank

Local Leader Middle Name:

Local Leader Last Name:

Agyei Boadi

Local Leader Date of Birth:

6/24/1986

Local Leader Gender:

Male

Local Leader Local Address:

P.O. Box 4 Jinijini- Berekum-Bono Region, Ghana

Local Leader Email:

fabianofab7770@yahoo.com

Local Leader Phone:

(+233) 20-524-2818

Local Leader's Highest Level of Education:

Bachelor's Degree

Please provide a rationale for why the Local Leader is qualified to lead this project, listing any additional relevant experience, skills or certifications:

Every firm or business will need a project management or leader to control and manage series of activities to its maximum development. Its success will need a qualified and well experienced person. Actions speaks louder than words. I am a responsible married man since 2016. I am a man of action. A very

proactive and versatile hardworking young man capable of teaching and performing duties that includes: Possesses skills to train, teach, accessing and evaluating and monitoring others that can add value to any company or organization. I have skills for planning and delivering. Can deliver talk in front of more than two thousand people. A courageous young man who has been within the community for about seven (7) years now. I am fluent in English and Twi. I can sign, teach and interpret American Sign Language. I am conversant with internet and computer usage (IT skills). **KEY COMPETENCIES:** - Excellent communicating and interpersonal skills - Very hardworking, respectful and approach issues diplomatically. - Very flexible, persuasive and good negotiation in winning business customers confidence, Open-minded, and ready to learn. - Good manuscript reader, have interview skills and coordinate meetings. **EDUCATIONAL BACKGROUND:** 2009-2012 Diploma in Basic Education Berekum College of Education 2005-2008 WASSCE Berekum Senior High School 2009 January- April 2009 American Sign language classes **PERSONAL EXPERIENCE:** Japekrom Islamic Basic School 2011-2012 Internship teaching 2009 up to date teaching deaf and dumb in the community (Bible studies) Lincoln Preparatory and JHS 2008-2009 Mathematics and Science teacher Ayimom R/C Basic School 2012 up to date ICT teacher – Primary and JHS I have been a classroom teacher for two years. I have been a sports teacher for about four years , ICT teacher for five years and have interest in environment. 2013 up to date rearing of pigs (small scale) 2017 up to date rearing of rabbits and goats (small scale) From the above mention information, I will say that am qualified to be a local leader.

Have you ever received a cash grant or other financial award from an international organization?

No

C. Established Field Partner

First Name:

Samantha

Middle Name:

Elida

Last Name:

Johnsen

Date of Birth:

7/21/1996

Gender:

Female

Local Address:

Ayimom

Email:

samjohnsen15@gmail.com

Phone:

(+233) 50-949-4156

Highest Level of Education:

Bachelor's Degree

Please provide a rationale for why the established field partner is qualified to participate in this project, listing any additional relevant experience, skills or certifications:

I, Samantha, am very qualified to oversee this project. I have done prior work in planning and putting on various projects. For three summers, I was the Orientation Student Programmer. Orientation was planned by one person and the Assistant Dean of Students. She, Assistant Dean of Students, put me in charge of planning the Roberts Day of Service. This is a day that we coordinate with several places to have all our incoming freshman to go serve. There are about 300 students that need to get placed at a site. This takes months of planning and coordinating with several people. The day of service project, there is a lot of coordinating of volunteers and making sure all things go according to plan. After the service day project, we take a survey of both the students and the sites to see how the day went. We take that information and analyze it to improve Orientation the following year. Something that has helped me through this project and my other projects is being very proactive and having an open line of communication with everyone apart of the project. Each year that I did this, I learned something new about project management and has made the event better and more successful. This experience

will help me with the overall planning, organizing and managing of this project. Another position that I held that gave me the opportunity to organize events or projects was being the treasurer for my college class. For this position, I and three other people coordinated events for our college and did projects that would improve our school. Each year we would get money from each student and we were to use this money for various activities. Being the treasurer, I was placed in charge of the finances. I told our leadership group if our plans were financially plausible. Events included powderpuff football, escape room night, snack attack, eating competition, and more fun events. Besides events we would also try to improve our college. During our senior year, we planted a bunch of trees and donated hammocks to this one area to create a “Hammock Village.” Holding this position has allowed me to handle money and keep a record of our expenses. Having this experience will help me keep track of the expenses of this project and determine if it is affordable in our budget.

Have you ever received a cash grant or other financial award from an international organization?

No

How long have you been living and/or working in the primary project site?

11 months

When do you expect to no longer be living and/or working in the primary project site?

I will leave Ayimom August 2020. Therefore, I have a year and 3 months left.

GRANT APPLICATION STEP 3 - PROJECT DESIGN

When will this project start and what is its estimated duration in months?

We will start as soon as possible. We would ideally start this project June, 2019. This project is estimated to take about 3 months.

What is the proposed project, and how will it be implemented? Who will it benefit directly, and why is it important to them? Be specific, we need to clearly and practically understand what you intend to do with a grant from World Connect.

The goal of this project is to renovate the primary block of six classrooms plus the office and the ICT lab. The primary block renovations include general painting, educational murals, fixing/building new chairs, tables, student desks, doors, and cupboards. We will be installing marker boards and lightbulbs

into each classroom. For the office, we will be cutting a door frame into the wall, so that there is a door into the store (storage room). Finally, we will be installing solar panels to charge these added lights into the classroom and to run the ICT lab due to the abundance of power outage (“dumsor”). To clarify one thing that we are doing with the renovations in the primary block; we are building new doors and we are placing locks on these doors. This prevents the local community rascals from defecating in the various classrooms, drawing on the walls, stealing the lightbulbs and to protect the students work in the classroom. As a school and community in general it will benefit them for three reasons. First, it will advance the school and push them towards what the future will hold for other schools. Secondly, it will attract a lot of students to school. It will make parents more likely to bring their child to our school rather than going out of town. Thirdly, it will brighten the community and make it more attractive.

Please provide a description of the affected community/ies as it relates to this project. Focus on characteristics such as the number of people and households, climate and topography, distance to the nearest schools and health facilities, sources of local employment/income, and tell us about any marginalized populations locally.

The town of Ayimom has a population of about 2,000 with about 200 houses. In the school there are 390 students that will be specifically affected by this project. Ayimom is located in the Bono region of Ghana where they experience both the dry season and the rainy season. The rainy season however is longer. The project will occur at the school, which is right in our community at the top of the hill. The closest health facility is in the town next called Jinijini, which is about 5km away. The majority of the community members are farmers and petty traders. However, when some of the community members get a higher education, they tend to go to larger cities that provides more opportunities. They do come back to the village for various events.

Please describe daily life for the individuals who will participate in your proposed project.

For the teachers, a typical day includes coming to school at round 7:30am. They will teach until school closes at 2pm. After this, the teachers go home to their respective places. Most of the teachers do not live in Ayimom. They live in the various towns next to Ayimom. The families in the community are mostly farmers. These workers will go to farm around 7 or 8 am after all the household chores are done. Usually, they will take any able body to farm. Sometimes this includes children who are supposed to be in school. They will work in the farms for several hours. They will weed, collect crops, dry cocoa beans, plant crops, or spray chemicals. Some farmers return around 1pm in the afternoon. Others stay at farm till 4 or 5 pm. If they come home early from farm, they are expected to fetch the water and make dinner. After dinner, this is usually when people are social and interacting with other people in town.

How was the project determined as a priority by the community? Please specify how women were involved in this process.

An initial assessment was completed by the Peace Corps Volunteer, Samantha, using a PACA (Participatory Analysis for Community Action) tool. The tool is called a needs assessment and priority matrix. She completed this activity with each JHS class and with the teachers and supporting staff. In the priority matrix with the teachers, it was seen that they were more interested in updating the buildings and retrieving more teaching learning materials. She noted those who were very passionate about this area of work and started asking questions of how to specifically fix these issues and what they dream to do for the school. From there the project started developing. Women were equally apart of the planning process giving their input and how this project would benefit themselves. We also were specifically asking the girls in each classroom about what would make their education better. When we were discussing with the JHS students we made sure that there was at least one group full of girls.

Describe in detail the roles and responsibilities of each of the key actors below in the design and implementation of the project.

Community Organization: Ayimom R/C Basic School

The school personal has been very involved in the design process so far. They have given their input on what they believe the school needs and what will improve the overall function of the school. We have held several meetings (formal and informal) where we have discussion and debates of what we want as a school. For the implementation, they are willing to help with some of the aspects of the renovations, such as the painting. They also will be very flexible when the work is going on during their classes.

Local Leader: Frank Agyei Boadi

In the design process, the project leaders have been the ones interacting with school members and the community to get their opinions and working in deciding what is plausible to do for this project. Due to the language barrier the Field Partner has, they have been doing the majority of the talking and getting the input from various people. They also have been getting in contact with various workers to establish the price of workmanship that will be needed for this project. For the implementation, they will be overseeing the whole procedure and making sure things are going according to plan. They will delegate jobs and make sure people are working to our standard. They also will be assisting in any way possible. Frank will also be paying close attention and working with our solar installation people, so that he can learn some information to teach the students and know how to fix any minor problems that will arise with the solar panels. He also will be in charge of turning on the solar panels and turning on the electricity for the school everyday when the project is finished. Therefore, he will need to know how to work the solar

system.

Established Field Partner: Samantha Johnsen

For the design process, the field partner has been observing, asking questions, recording information, and giving suggestions. She is trying to let the project leaders and the community organization really establish this project and work on this project as a whole. However, due to a difference of project development methods, we have tried to follow the example that the field partner has set in place. Therefore, she gives the outline of a schedule and tells what happens next. She is essentially guiding the school through the project that they are establishing. For the implementation, a similar thing will occur. She will watch how the project is going, give advice, and ensure that things are going according to plan. If they are not, she will raise an alarm to the project leaders and we all will try to resolve the problem.

Community Members:

For the design process, their input was kept to a minimum. We had a meeting with the PTA to establish what they would like for the school and to establish how much the community to contribute to the 25%. We proposed three options to the community to decide on involving various levels of how much the solar panels would charge. They decided that they would like to see the whole ICT lab supported and all the lights. They also gave their insight into the renovations. Overall, they were very pleased with the planning that has been done thus far and are looking forward to getting the project underway. For the implantation, we will be having a local carpenter, painter and mason worker doing the majority of the renovation work. Therefore, they will be very involved. We also will be asking for volunteers to help with various parts of the work, such as the painting.

Describe in detail the roles and responsibilities of each of the key actors below *in managing and ensuring transparency of the finances for the project.*

Community Organization: Ayimom R/C Basic School

When the project begins and money is getting dispersed, if any money is given to an individual to go purchase something, they will be required to bring back the receipts and the change from their interaction. The community organization will have limited access to the money, but they will be having access to view where the money is going and how much things are costing for the project.

Local Leader: Frank Agyei Boadi

The project leaders will most heavily be involved with the managing of the money. For they know exactly how much things cost and are well trusted. They will be gathering receipts and keeping a record of spending. They will be checking to make sure that the money that is left is the correct amount compared to our records.

Established Field Partner: Samantha Johnsen

The money for this project will be placed in the field partners account allowing for security of the money. When money is needed, various people can ask for it, but will need to tell her what the money is going for and how much. This will be recording in the excel sheet that will have a detailed outline of where the money is and where it is going. All the receipts will remain with her and the project leaders. She will also have the developed excel sheet that is accessible to anyone who wants to see it or add something

Community Members:

Community members will have limited access to the money, but they will have full access to look at where the money is going and how much things are costing. The reason for this is that we do not want money getting into the wrong hands and having people “chop” the money (spend the money carelessly).

How does the project build upon the efforts of the local community and/or other locally-led groups, such as neighborhood associations, women’s groups, health clinics, local government, etc., which are not the listed Community Organization partner on this application?

The PTA is designed to help the school in any way possible and funds small projects that help the school. Some examples of this are painting of the KG, building a small building for the nursery students. The goal of the PTA is to help the school in any way possible and to make a better learning environment for the students.

What are your sustainability strategies for this project? For example, five years from now, what will remain, who will be responsible for what remains, and what ongoing costs do you foresee?

This project will be placed in the hands of the school and will be the school’s responsibilities for keeping the solar system updated. The school will appoint a person, project leader Frank, as the overseer of the solar system. In this past term, we started a moringa farm in the school farm. The moringa should start growing and be able to harvest within five months from now. With the moringa trees, we will collect the leaves, seeds and roots and sell

them. With the moringa leaves, we can make powder that can be used in food. The seeds can also be used to make a lotion. All these products will be sold at our local market which will generate income specifically for any cost for keeping this project updated. Specifically, it will go towards the insurance for the solar panels. Through the solar company, there is an insurance policy for 5 years, which can be renewed. The money gained from the moringa trees will go towards renewing the insurance. The insurance policy states that it will replace or repair any damages for free within the 5 years of the insurance.

How does the community, particularly women, define success for this project? Please list their three most important success indicators. Describe how each of these indicators will be measured and by whom.

The three success indicators for this project include having electricity during power outage, increasing the learning ability of the students and increasing the desire of the students to go to school. For the first indicator, having electricity during the power outage, can be measured by counting the number of times the electricity goes out in the community and when we are able to still have light in our school. This will show us specifically how many times our solar power has come into use and the benefit of having it in our school. This can be measured over the course of a year to see the pay out of having a solar system. The second indicator is increasing the learning ability of the students. After painting the educational murals on the walls and having the teacher teach about that topic, we can compare how the students did on this exam to last year's class. Or if it is a subject that has already been taught, we can test the students again after the mural is up to see if there was a positive result. This can be measured by the teachers. The third indicator for success is increasing the desire of the students to come to school. In this past year, we lost several students because they went to private schools in the town next to ours. One of the goals for this project is to keep students at our school and improve our school so that those who did move away will come back. When we start to increase the access to a better learning system, the students may be more intrigued to come. A way to see if this is occurring, is by looking at our school attendance. This can be examined by our headmaster who knows how many students are coming to school and who is leaving.

What will be the impact of your project on the community, and specifically on women? What will it change for the community, and specifically for women?

This project will affect the community by increasing the school's function. By increasing the school's function, other schools will be looking at our school and wanting to make changes of their own. Our school will be popular, and students will continue to come to our school instead of going outside the community. It also will help our parents and guardians in the school value education more. They will send their students to school because they see the effort the school is placing on developing the school for the children. The community will become proud of the school and will support the school. This also will affect women, specifically schoolgirl's in the community because they will have the desire to go to school because it is more attractive.

With the solar panel installation, the girls will see it and it will hopefully spark their interest in STEM. Increasing girl's exposure to STEM projects is vital for these children because they can get a sense of what they can do for their future. Not only having the solar panels will help the girls get involved with STEM, but they will have regular access to the ICT lab to work and learn how to use the computers.

Is there anything else we should know that will help us in make a decision about partnering on this proposed project?

World Connect has partnered with this community two years ago to establish our ICT lab. This lab has brought much joy to the community and has allowed the students the opportunity to use and learn. The unforeseeable problem that has raised is that we lose power a lot. The ICT lab that was built was beautiful and we want to be able to use it year-round. Our project also includes a second local leader, who will mostly be in charge of what happens with the development of the primary block. We decided to go with two local leaders because these they were very invested in the project. Therefore, we decided to give them both a position and a role in the project team. His name is Richard Owusu-Ansah. He is the Class 3 teacher at our school. Part of his qualifications are found below. You may also get in contact with him through his phone (+233 24 – 403 – 8046) or his email, thunder.roa1@gmail.com. A big project like this demands the service of an individual who is not just only diligent, proactive and reliable but also has a good sense of humor who is a man of his words and confident. Owusu-Ansah Richard is that man. He is such a versatile hardworking young man capable of exhibiting good teaching technique and discharges his duties without blemish. Possesses skills of inculcating in people good morals which intends add value to their lives.

GRANT APPLICATION STEP 4 – PROJECT BUDGET

Exchange Rate

1 USD = 5.15 Ghanaian Cedi (GHS)

Budget Summary

Category	Grant Request (USD)	Community Cash (USD)	Community In-Kind (USD)
Labor	\$0.00	\$252.43	\$233.01
Equipment	\$0.00	\$0.00	\$0.00
Materials/Supplies	\$0.00	\$0.00	\$0.00
Equipment/Materials/Supplies Transport	\$4,956.31	\$1,179.61	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$0.00	\$0.00	\$58.25
Other	\$0.00	\$0.00	\$0.00

Category	Grant Request (USD)	Community Cash (USD)	Community In-Kind (USD)
Total:	\$4,956.31	\$1,432.04	\$291.26

Budget Details

Description	Category	Unit Cost (local)	Quantity	Total Cost (local)	Grant Request (local)	Community Cash (local)	Community In Kind (local)	Grant Request (USD)	Community Cash (USD)	Community In Kind (USD)
Solar Installation	Equipment/Materials/Supplies Transport	19000.00	1	19,000.00 GHS	19000.00			\$3,689.32	\$0.00	\$0.00
Carpenter	Equipment/Materials/Supplies Transport	8000.00	1	8,000.00 GHS	1925.00	6075.00		\$373.79	\$1,179.61	\$0.00
Carpenter Workmanship	Labor	800.00	1	800.00 GHS		800.00		\$0.00	\$155.34	\$0.00
Maison	Equipment/Materials/Supplies Transport	1600.00	1	1,600.00 GHS	1600.00			\$310.68	\$0.00	\$0.00
Maison Workmanship	Labor	500.00	1	500.00 GHS		500.00		\$0.00	\$97.09	\$0.00
Paint	Equipment/Materials/Supplies Transport	3200.00	1	3,200.00 GHS	3000.00			\$582.52	\$0.00	\$0.00
Painter	Labor	1200.00	1	1,200.00 GHS			1200.00	\$0.00	\$0.00	\$233.01
Water/Food	Travel/Per Diem/Food/Lodging	300.00	1	300.00 GHS			300.00	\$0.00	\$0.00	\$58.25
Totals:				34,600.00	25,525.00	7,375.00	1,500.00	4,956.31	1,432.04	291.26

Community Cash Contribution

Description	Local Currency	USD	Expected Source of Funds
Solar Installation	GHS	\$0.00	
Carpenter	6075.00 GHS	\$1,179.61	Donations/School Fees/PTA
Carpenter Workmanship	800.00 GHS	\$155.34	Donations/School Fees/PTA
Maison	GHS	\$0.00	
Maison Workmanship	500.00 GHS	\$97.09	Donations/School Fees/PTA
Paint	GHS	\$0.00	
Painter	GHS	\$0.00	
Water/Food	GHS	\$0.00	

Community In Kind Contribution

Description	Local Currency	USD	Describe Community In Kind Contribution
Solar Installation	GHS	\$0.00	
Carpenter	GHS	\$0.00	
Carpenter Workmanship	GHS	\$0.00	
Maison	GHS	\$0.00	
Maison Workmanship	GHS	\$0.00	
Paint	GHS	\$0.00	
Painter	1200.00 GHS	\$233.01	We will do the painting ourselves
Water/Food	300.00 GHS	\$58.25	Donation and free water from the borehole