



Disaster Volunteers of Ghana (DIVOG) AFRICA SCHOOL PROJECT GHANA

Project Proposal for Funding

Name of organization	Disaster Volunteers of Ghana (DIVOG)
Proposed Project;	Pre-School Primary School Junior High School (J.H.S) Senior High School (S.H.S)
Amount Requested	
Location of Implementation	VE Traditional Area, Hohoe Municipal Assembly, Volta Region, Ghana.
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Bridging Cultures, Building Opportunities

Why Ghana?

In 1957, Ghana became the first sub-Saharan colony to gain its independence. Over the last 50 years it has developed into a place of peace and national pride. Despite its third world status, Ghana is a model of governance and economics. Boasting a welcoming and diverse population, it is an example of democratic success to other emerging African countries. Richard Yinkah, the leader of DIVOG called it “a place improving the quality of man’s humanity to man.”

Ghana has made serious investments in its future by providing public schooling for its children through junior high level, contributing teachers and an established curriculum. Nationalized education through the Ghana education board is one of the most developed and advanced in Africa.

For all this progress, Ghana still has a long way to go in meeting global standards in education, economic development and sustainability. Its growth is outpacing its infrastructure. Communities suffer from overcrowding, poor sanitation, and unemployment. As the literacy, Information Communication Technology (ICT) and education levels rise in the population so does the demand for improved learning environments. This is where DIVOG makes an impact and provides hope for the younger generations. By increasing and improving the educational facilities we are assisting in the development of not only Ghana’s leaders but the leaders of Africa.

The Ghana Educational System:

On average it takes about 20 years for a child to complete their education in Ghana. Children from wealthy families usually benefit from attending private schools while children who are from poor families attend public schools. Most children in Ghana begin their education at the age of three or four. They first enter nursery school which is then followed by two years in kindergarten. After kindergarten, the child then continues to primary school, junior high school, senior high school and then finally university. Before there were more boys enrolled in schools than girls but with the implementation of equal rights for men and women there are about the same number of boys and girls enrolled in schools in Ghana now.

Ghana operates on a 3-6-3- 3-4 System:

Pre-School	--	3 years
Primary School	--	6 years
Junior High School	--	3 years
Senior High School	--	3 years
University Bachelor's Degree	--	4 years

Basic Education:

Pre-School to Junior High School

Secondary Education:

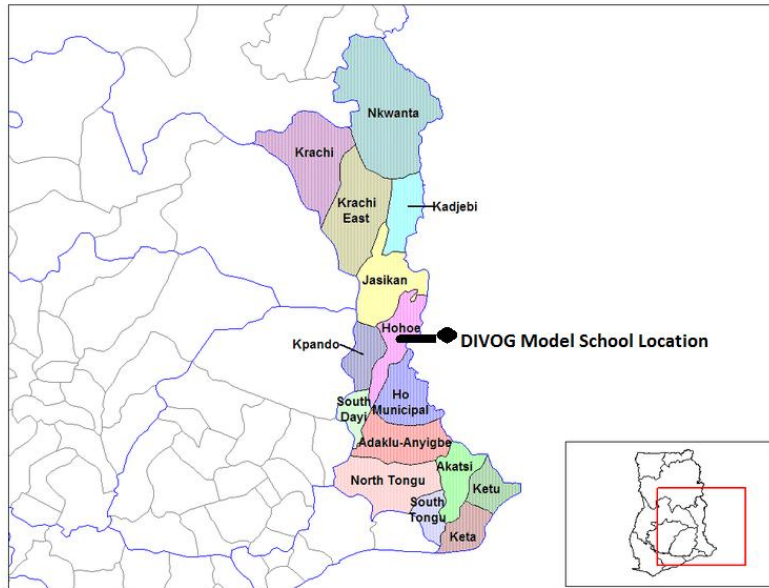
Senior High School and Vocational and Skills Training Institutions.

Tertiary Education:

Health Training Institutions, Agricultural Training Institutions, Teacher Training Institutions, Polytechnic and Universities.

Project Location:

The project is located in the Ve Traditional Area in the Hohoe Municipal Assembly of the Volta Region, Ghana. The project is 15 miles from Hohoe town along the main road from Hohoe to Ho. The area is an agricultural, fertile flatland below the ranges of Volta Region. Hohoe covers an area of 117,200 hectares. Available land suitable for agricultural purposes is 65,000 hectares: that is, 55,085 hectares for crop and 9,962 hectares for livestock production (47% and 8.5% for crops and livestock respectively).



Economic Activities:

The main economic activity is farming. However, majority of the people of Ve Traditional Area are subsistence farmers who engage in producing farm crops for livelihood. The technology employed in Agricultural Production in the Municipality is largely the traditional cutlass and hoe (obsolete tools). Mechanized farming is very limited and the rate of adoption of other Agric related technologies is equally low. Farming is entirely rain - fed as there are no irrigation facilities, and this culminates in low productivity. Access roads to farming centres are also poor thus hampering the marketing of the products. These together with the absence of storage facilities give rise to high post-harvest losses.

Unfortunately, these activities are not enough to support their health, education, shelter, and other needs due to problems associated with it.

Nearby communities:

Hohoe township , Lolobi Kumasi, Have Etoe, Gbi Wegbe, Santrokofi Benua, Alavanyo Wudidi, Akpafu Odomi, Likpe Bala, Agate, Likpe Kukurantumi, Akpafu Todzi, Akpafu Mempeasem, Logba Alapati, Likpe Bakwa, Wli Afegame, Likpe Agbozome, Goviefe Todzi, Alavanyo Dzogbedze, Kpeme, Wudidi, Agome, Deme, Dzogbedze, Agohoe, Abehenease.

General and Specific Objectives of DIVOG Model School:

This project is to give an insight into a modern school project to be built in a rural setting where there are no such services for education. This setting is a typical farming area in Ghana, which lacks basic infrastructure that supports education.

General objective:

The overall objective of the project is to increase children’s access to education and improve the quality of education in the Ve Traditional Area by constructing:

- Pre-School
- Primary School
- Junior High School
- Senior High School (S.H.S)

Specific objectives:

- Create learning opportunity for school age children
- Increase children’s school enrolment in the community of the project
- Reduce school dropout rate in the project area, especially school girls
- Increase the literary rate
- Increase the project area community’s awareness on the importance of educating children and minimize gender disparity in the stipulation of basic education, by working on affirmative action with the community.
- Build the spirit of community service and volunteerism among the future generations.
- Behavior Change as a way of solving social and economic problems in promoting a just society.

The DIVOG Model School will consist:

Pre-School:

The Pre-school will comprise nursery and kindergarten which will usually last for 2–3 years, The kids will be taught basics like rhymes, poems, alphabets, numbers and the use of some technological devices.

Pre- School:
Nursery
Kindergarten 1 (KG1)
Kindergarten 2 (KG2)

Primary School:

In North America this may be known as Grade School or Elementary School but in Africa and some parts of Europe it is referred to as primary school. A comprehensive explanation is listed in the table below:

Elementary School	Primary School
1st Grade	Primary 1
2nd Grade	Primary 2
3rd Grade	Primary 3
4th Grade	Primary 4
5th Grade	Primary 5
	Primary 6

Primary 6 ends primary school in Ghana, Ghana has no middle school system.

Junior High School:

The Junior Secondary School starts right after Primary 6, it has a different name as compared to other countries, and some countries call this stage either junior high school or middle school. In America this stage starts in Grade 6 but in Ghana it starts when you are in Grade 7. The table below will help in understanding how this works;

Junior High School	
7th Grade	J.H.S 1
8th Grade	J.H.S 2

9th grade	J.H.S 3
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Senior High School (S.H.S):

The Senior Secondary school is the same as High School in America, before it would take a student three years to complete senior secondary school but the system has been reformed in 2008, to be a four year term for completion. However, early 2009 this reform was immediately reversed again by the new NDC government, and presently it is 3 years again. The table below will give an idea about how the two systems are related;

American system	Ghana system
9th Grade	
10th Grade	S.H.S.1
11th Grade	S.H.S 2
12th Grade	S.H.S 3
	S.H.S 4 (as of February 2009 cancelled)

Activities of the Project:

The following are the activities to be carried out during the implementation of the project:

- Construct school blocks each having 4 classrooms that accommodate 25 students.
- Construct a multipurpose hall block
- Construct a library
- Construct administration block that includes director’s office, secretary office, staff rest room, clinic, latrine, documentation room, counseling room and store.
- Construct Computer Laboratory
- Construct Science Laboratory
- Construct Sports Hall
- Construct Stadium
- Construct Latrine Blocks
- Construct Hostels and Staff quarters
- Construct Dinning Hall
- Develop School Farm
- Construct Play Grounds
- Provision of Adequate Teaching /Learning Materials

Project Management:

DIVOG will be responsible for the management of the entire project .This shall be done by our experienced and professional project coordinators under the advice of other stakeholders in education who will be responsible for the implementation of the project.

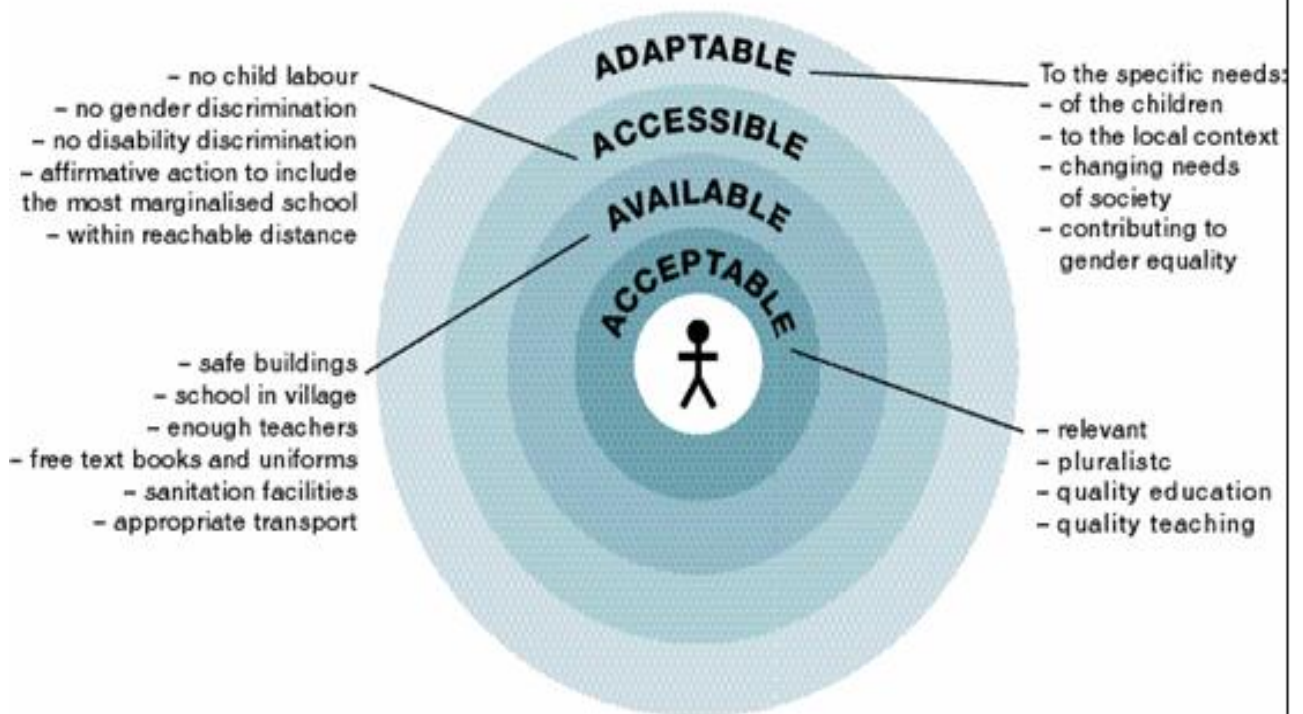
The project coordinators will be reporting to head office where centrally compiled report would be sent to donors and stakeholders by program manager of the organization.

Values of DIVOG Model School:

- Humility
- Honesty and dependability
- Justice, responsibility and fair play
- Generosity and service to others
- Compassion and care for the less fortunate
- Rejection of wrong behaviour and embracing right
- Community Service.
- Promote Volunteerism and MUN programs that provides understanding of the work of the United Nations

DIVOG Model School Education Rights Circle Diagram:

The 4 A's will be used to analyse local education provision and work with the local group to identify specific criteria by which education could be evaluated. The four circles show different aspects of the right to education. The inner circle shows issues that will make education acceptable to the individual or group. The second circle identifies the 'ingredients' which would make education available. The third circle shows ingredients that would make education accessible, and this is framed within the context of the wider environment of how adaptable education is – the outer circle. Through asking the question 'What would make education available to us?' (Substituting the different 'A' word each time the question was asked) one may develop the ingredients and conditions for the right to education.



DIVOG Model Schools Pillars of Education:

- Learning to know
- Learning to do
- Learning to live together
- Learning to be

DIVOG will be working with both local and International partners in the educational sector to create framework as a way to ready students for the 21st century. Most of us know the three Rs are reading, writing and arithmetic, but what are the Cs?



In the Partnership framework, the Cs makes up the “Learning and Innovation Skills” and are as follows:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Monitoring and Evaluation:

A variety of formal and informal Monitoring and Evaluation mechanisms will be central to ensuring the appropriate delivery of effective and sustainable services. These will include: Multi Indicator Cluster Surveys, class performance surveys, class attendance data, girl-boy retention data and exit surveys.

Project sustainability:

DIVOG will continue to work with the Ministry of Education department and other stakeholders such as Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT) and Retired Educationists to build on this capacity while also working closely with local and international development partners working on educational programmes. DIVOG will develop a Memorandum of Understanding with the Ministry of Education which will clarify each partners’ roles and responsibilities both short and long term.

DIVOG will work with local communities to develop the capacity of individuals to play an active role in governance and delivery of education in the schools. Parents Teachers Association (PTA) will be formed to ensure the school’s future sustainability. DIVOG’s annual sustainability assessment will be used to review the capacity of both ministry of education, local communities to take on further aspects of supporting the school after the donor phase.

Sources of fund for project sustainability.

- Community school supports
- Parent Teacher Associations (PTA)
- Internally generated fund eg school farm
- Government support
- Cooperate organization
- NGOs
- Philanthropist
- Fund raising.
- Donors
- Volunteer supports
- Project Partners

