

House of Grace; School for Deaf Internship in Ghana



Report on fundraising and the experience at House of Grace
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Table of contents

1. Introduction	3
1.1 <i>Leaving to Ghana</i>	3
1.2 <i>Deaf in Ghana</i>	3
1.3 <i>House of Grace; School for Deaf</i>	3
1.4 <i>The assignment</i>	4
1.5 <i>Problem definition</i>	4
1.6 <i>Objectives</i>	5
1.7 <i>Proposed solution</i>	5
1.8 <i>Benefits</i>	5
2. My experience at the House of Grace	6
2.1 <i>Non-violent school</i>	6
2.2 <i>Using the washroom</i>	6
2.3 <i>Humor and plays</i>	7
2.4 <i>My experience with teaching</i>	7
2.5 <i>My experience with the children</i>	8
2.6 <i>My opinion on sign language</i>	8
3. Methodology	10
4. Results	11
4.1 <i>What is fundraising?</i>	11
4.2 <i>What does the Internet say about fundraising?</i>	11
4.3 <i>How do schools fundraise in the Netherlands?</i>	12
4.4 <i>What does House of Grace; School for Deaf does for their fundraising at the moment?</i>	13
4.6 <i>What have I done for the fundraising at the House of Grace?</i>	15
Discussion	17
Analysis and conclusion	18
Proposals	20
Reference list	22
Appendix	23
<i>Appendix 1: Interview with Frederick Anderson</i>	23
<i>Appendix 2: Interview with Kodwo Boateng</i>	24
<i>Appendix 3: Interview with Sophie Huisman</i>	25
<i>Appendix 4: Interview with Sjoukje van Vliet</i>	27
<i>Appendix 5: Interview with Henk Vergunst (Steijaert School)</i>	28
<i>Appendix 6: Summary of the meeting with Rita Weidinger</i>	29

1. Introduction

1.1 Leaving to Ghana

After six weeks of learning about developing aid in the minor Development Cooperation, it was finally time to leave for two and a half months to Ghana. I was going to apply my knowledge in real life; the knowledge I have learned through the minor. Together with my teachers, I arranged an internship at House of Grace; School for Deaf.

1.2 Deaf in Ghana

In 2010 it was indicated that the population of persons with a hearing and speech disability is around 211,712. This is out of a population of 24,658,823 so that makes 1% of the population deaf. This creates a barrier for the deaf people since communication is a challenge when you are not able to speak or hear (Abdulai, 2014). After this, there are no records on how many deaf people are living in Ghana. The population did increase. Right now there are around 28 million people in living Ghana (World Bank, 2016).

There is an association for deaf people in Ghana. It is called the Ghana National Association of Deaf, also known as the GNAD. The GNAD has around 6000 members. The US and some other European countries have worked for deaf facilities in Ghana. An American named Andrew Foster, was the first to open a deaf school in Ghana. This is why the Ghanaian Sign Language is based on the American Sign Language (ASL) (House of Grace; School for Deaf, n.d.).

At the moment, Ghana has deaf schools at the primary level. They are located in all the ten regions. There is one Senior High School in Mampong and two Vocational Schools for Deaf. Even though the children taught, they live and eat at the school, they don't ask for fees. This is why there are often problems with access to money for different goals like transport, uniforms, food and learning materials. House of Grace; School for Deaf believes that they are the first private school in Ghana (House of Grace; School for Deaf, n.d.)

1.3 House of Grace; School for Deaf

House of Grace is a school for deaf children. The school opened in 2008 and at the moment they have around 78 deaf children in the school. The vision of House of Grace is to provide an opportunity for a deaf child to learn to be able. Learning to be able is the quote of the school. House of Grace wants the children to be able to talk through sign language and write English. With these languages, the children are able to communicate with other people and have the opportunity to learn. The aim of the school is to create this better future for the kids. With the education they provide, they hope to give the children the opportunity to have work as an adult and be equal members of the society with the hearing people. House of Grace also is there to promote a positive image about deafness in Ghana.

The special thing about House of Grace is that most teachers are deaf as well. They have the passion to create good education for the children who experience the same as them. House of Grace is a welcoming and warm place. Every child and teacher is grateful for this school.

1.4 The assignment

In contact with the headmaster and the headmistress in Finland, I got an assignment to take a look at the fundraising. Money is a problem and it is more a problem than I expected. Now that I'm here in Ghana, I can see with my own eyes what still has to be done. There is a lot that the school needs. It goes from simple things like notebooks, pencils to fixing the school bus and finishing the second building of the school. The school have had several donations from Finnish organizations since the headmistress and headmaster are Finnish. They are living in Finland and the Headmaster mister Anderson, handles the school in Ghana.

Apart from the report on fundraising, I'll work at the school. I'll help the teachers with counseling the children with their work, teach some subjects and help with solving problems/conflicts.

1.5 Problem definition

In order to define the problem, I am going to use the W's and the H. This means I am going to answer five questions starting with the W (Who, When, Why, What and Where) and one question with the H (How)

What isn't going, as it should be?

House of Grace is founded on fundraising. This means the school can only function with the help of fundraising. They would love to fundraise more for improving the school. At the moment they are having trouble with funding the school.

Who are the people in this question?

The people that have to deal with the problem are the Headmaster, the teachers, the children and in that matter, also the parents of the children.

When is the problem showing?

The problem is showing when they are not capable to act out certain projects due to lack of money. Examples of projects they want to do are: fixing the school bus, finishing the second building and provide more washroom facilities.

Why is House of Grace better when the problem is solved?

When this problem is solved, they can improve their school even more with different projects. Apart from that they have problems with the school bus every once in a while. The school bus is old and causes several problems. Also, they want to expand the school by finishing the second building. They started to build the second building but now it doesn't have a door, no windows; just some stone build housing. House of Grace has one toilet for 80 children. This results in to children peeing outside as well.

Where does the problem take place?

The problem takes place at the House of Grace. This is a primary school for deaf children. Most of the teachers have a hearing impairment as well. The school is located in Accra, Ghana.

How did the problem become this way?

The main problem is that most of the children their parents cannot afford to pay the school fees. Since most parents do not pay the school fees, the school doesn't have a

stable income to pay for things like fixing the school bus, finishing the second building and creating washroom facilities.

1.6 Objectives

To get an answer to the main question, How to improve the fundraising at the House of Grace: School of Deaf?, I will get an answer to the following sub questions:

- ❖ What is fundraising?
- ❖ What does the literature say about fundraising?
- ❖ How do we fundraise in the Netherlands?
- ❖ What do other non-profit organizations in Ghana and other developing countries do for fundraising?
- ❖ What does the House of Grace does for their fundraising at the moment?

In order to get an answer to these questions, I will be questioning the staff at the House of Grace about their method of fundraising right now, using literature and the rest of the Internet.

1.7 Proposed solution

With writing the plan of an approach and the research paper, I hope to get an answer to the main question; How to improve the fundraising at the House of Grace: School of Deaf? When I have the answer to the main question, I want to start up some of my plans in consultation with the headmaster. Also, since I have the connection with funds in The Netherlands, I want to look at the possibilities to get funds for House of Grace. Also I want to try to get in touch with NGO's in Ghana. When they are interested in a partnership with the House of Grace, I can leave something sustainable.

1.8 Benefits

With this research paper I hope to give the House of Grace some more insight on how to improve their fundraising. When their fundraising is more improved, they can act out more programs and plans they have. With these programs and plans, in the end, the schooling programs will be more improved as well.

2. My experience at the House of Grace

Apart from the report on the fundraising, I also became a part of the teachers' team. At the beginning, I had a hard time finding my place in the team. I didn't speak their language and I was overwhelmed with the new country I was. When I first started at the House of Grace, there were two other volunteers. They did know their language and made contact with the teachers very easily. It was harder to talk to me than to them, which made me feel a little, left out. On the other hand, when I was in a class, teachers were very welcoming and warm. They wanted me to learn as much sign language as possible. The other volunteers also helped me a lot with understanding some things.



When the other volunteers left, after two weeks, I noticed that I started to learn the sign language faster than before. It became easier to communicate with the teachers and with the children. I started to teach some subjects like mathematics, creative arts and sign language within the smallest children. Some of the smallest children don't know sign language yet so I could teach them some signs.

2.1 Non-violent school

The first thing I've noticed and heard was that the school is non-violent. One of the owners of the school, Hannah Boateng, told me that in Ghana it is more common to use violence at schools. I was very pleased and happy to see that violence is not used at the House of Grace. I believe that violence won't help the children to learn. Results of study have shown that the educational effects on victims of school violence are significant. Violence may make students afraid to go to school and might interfere with their ability to concentrate. Apart from that, consequences also include missing classes, avoiding certain activities or even dropping out (Unesco, 2017).

The children at the House of Grace are learned to say sorry when they hurt somebody else. Sometimes the children are punished for things they do but the 'hardest' punishment, I have seen, is to stand with their face to the wall so they don't see anything. I don't know how to feel about that punishment since the children can't hear. I think it must be very scary to not see and hear anything. In The Netherlands the children are sent to the hallway or write punishment lines. Frederick Anderson asked me to give feedback so I gave this point as feedback as well. I also told him and Hannah Boateng that I think it is great that the school is non-violent.

2.2 Using the washroom

The other thing I've noticed is that the children have two toilets for the whole school. This results in going peeing outside. Study has shown that this isn't very good for the hygiene. CDC said that keeping the hands clean is one of the most important steps to avoid getting sick and spreading germs around. Teaching the students about hand

washing helps them to stay healthy. CDC said that hand washing education in the community reduces the number of people getting sick with diarrhea by 31%, reduces diarrheal illness with weakened immune systems by 58% and reduces respiratory illnesses (like a cold), in the general population by 16-21% (CDC, 2015).

The school is planning to finish the second building, which isn't finished at the moment. In the second building they are planning to make five more toilets. I really hope, when the washrooms are finished, that the children will use these toilets. In this way the children learn to take care of themselves with washing their hands after going to the toilet. This will result in a good hygiene.

2.3 Humor and plays

At the school, the teachers use humor a lot with their teaching. This makes me very happy to see. Different studies also have shown that children learn better with playing and humor. For example the study of Avner Ziv; He did two experiments concerning humor in teaching and learning. The first study used relevant humor in a specific course. They had two groups: one taught with humor and the other without humor. In this study, 161 students participated. The results showed significant differences. The group learning with humor had higher scores on their final exams (Tandonline, 2014).

I could also see that the children at House of Grace got more motivated when the teacher is using humor and plays within their teaching.

Every once in awhile the school goes to do sports with the children or do games at the school. When I first started volunteering, they did sports every week. When the time passed, they didn't do it anymore. I think it is a good idea to do sports on a more regular basis. Sport is a good thing for children since study has shown that the academic results increase when the amount of sports they students do increases as well. In a Journal of School Health, the conclusion of their research says: 'Results show statistically significant relationships between fitness and academic achievement, though the direction of causation is not known. While more research is required, promoting fitness by increasing opportunities for physical activity during PE, recess, and out of school time may support academic achievement' (Journal of School Health, 2008).

The ground where the school does their sports is nearby so fortunately it's not very hard to manage. I also talked with Fred about this and he agreed with me. He told me he wanted sports every Friday.

2.4 My experience with teaching

In the first week of volunteering, I was asked to teach Creative Arts. I was scared but very happy I did it. I let them draw a butterfly and the children were very excited about it. The first time I taught I did a lot with drawing and not a lot with signing. This class was Kindergarten One and Kindergarten Two. The second class I did sign language at Nursery. Nursery has



the smallest children and about two out of five don't know sign language. I learned them some signs the teachers told me to teach. The children were very motivated and happy when they succeeded.



Creative Arts is a subject I've taught a lot. I think that was one of the most important subjects as well. As a child, I learned a lot from Creative Arts. Even though it was a real subject, it also felt a bit like playing as well. When I taught Creative Arts I wanted to teach them something they haven't done before. This results in making a paper fan, a fish with their hand as stamp and stamping with small pillows and paint. What I have experienced with these classes is that the children really enjoy the class and are motivated and excited to start. They also are very proud of what they make and bring it home excited. As a present, I gave the school some Creative Arts supplies like paint, colored pencils and chalk. At the school they have books for Creative Arts. I hope they can use the supplies I brought with the book the school already has.



2.5 My experience with the children

One of the first things I have noticed about the children is that they are very playful but in a lot of times, the playing ends up in crying because someone hurts the other. With my social work background, I think this is very challenging for myself. I can use my knowledge within my study to help them interact with each other and talk about the issue. But since they are children, they forget fast and go ahead with more playing. This is an ongoing circle. Even though it happens a lot, I still think it is important to keep interacting with the children and let the children

interact as well. Every time something happens, I will try to get the children interact with each other and comfort the child that is hurt.

2.6 My opinion on sign language

When I first started at the House of Grace, I didn't think I could end up communicating with the teachers with sign language. I thought it was very hard and too much to take in. When the time passes, I learned the basics and was able to communicate with them better and better. I am proud of myself for learning so much in a short period of time. I don't speak sign language fluently but I am able to communicate a little with a deaf person. I got compliments from teachers, saying that I was a fast and good learner.

I think sign language is great. One of the teachers has a t-shirt with the quote: 'With sign language, I am equal'. I think this is very beautiful and realized with the sign language, they are able to express themselves and don't feel left out.

Unfortunately, sign language isn't the same for everybody. Just like Dutch and Ghanaian is a different language, the sign language is also very different. I think, it would be great if the deaf community was able to communicate in every part of the world. Unfortunately, this isn't realistic since you're not able to change a whole language. Apart from that, I think it is amazing that sign language exists. With sign language they are equal.



3. Methodology

The methodology that will be used in this research paper is a combination of desk research and field research. The desk research will be used for the following questions:

- ❖ What is fundraising?
- ❖ What are fundraising methods?
- ❖ What does the literature say about fundraising?
- ❖ How do schools fundraise in the Netherlands?

For the field research, I want the following questions to be answered:

- ❖ What do other non-profit organizations in developing countries do for fundraising?
- ❖ What does the House of Grace do for their fundraising at the moment?
- ❖ How do schools fundraise in the Netherlands?
- ❖ What have I done for the fundraising at House of Grace?

In order to get an answer to these questions, I will need data. During the research I will combine field research with desk research. For the desk research the main sources to get data are:

- ❖ The online dictionary
- ❖ Websites on fundraising methods
- ❖ Google Scholar for literature: Google Scholar gives me the access to articles and literature

For the field research, I want to contact people and interview them. In this way, I hope to find out what House of Grace School for Deaf does for fundraising at the moment and what other organizations are doing for fundraising. With this data, I hope to compare the desk research with the field research and give House of Grace School for Deaf recommendations for funding. The main sources to get the data for field research are:

- ❖ An interview with Frederick Anderson, Headmaster of House of Grace School for Deaf
- ❖ An email interview with Kodwo Boateng, the owner of the school. He lives in Finland
- ❖ An interview with Sophie Huisman, did an internship in Oeganda
- ❖ An interview with Sjoukje van Vliet, did an internship in The Philippines
- ❖ An interview with two primary schools and two secondary schools in The Netherlands
- ❖ An interview with Rita Weidinger, works at GIZ Germany

4. Results

In the following chapter I will show the results from my study I have done on the internet. My references I have used, are shown in the chapter Methodology and in de references list. I asked myself some questions and the order of the questions will be the order of the results. These were the questions I asked myself:

- ❖ What is fundraising?
- ❖ What does the internet say about fundraising?
- ❖ How do schools fundraise in the Netherlands?
- ❖ What does the House of Grace does for their fundraising at the moment?
- ❖ What do other internships in developing countries do for their fundraising?
- ❖ What have I done for the fundraising at the House of Grace?

4.1 What is fundraising?

Fund-raise or fundraise
[fuhnd-reyz]

Verb (used with object), fund-raised, fund-raising.

1. To collect by fund-raising:

The charity needs to fund-raise more than a million dollars.

Verb (used without object), fund-raised, fund-raising.

2. To engage in fund-raising.

Fund-raising or fundraising
[fuhnd-rey-zing]

Noun

1. The act or process of raising funds, as for nonprofit organizations or for a political cause (Dictionary, n.d.).

4.2 What does the Internet say about fundraising?

The Internet is full of different kinds of fundraising methods. The Fundraising Authority said the following: "Here are the five best quick fundraising methods you can use to help you get back on track". They named five different ways. The first one was to reach out to current donors. The explanation they gave for this was that people who already gave money before are most likely to give it again. The second was to run a mini campaign. You decide how much you need to raise and then set a fundraising campaign around it. They also named pre-sell future events and activities in their list. They said it was one of the best quick fundraising tactics. The fourth tip was to hold viral fundraising events. If you need money fast, you don't have the time to set up a major fundraising event. So Fundraising Authority suggests that you talk to your best supporters and ask them to host a small fundraising event. Last but not least they give the tip to cut costs. Every dollar you can cut is a dollar you don't have to raise (Fundraising Authority, n.d.).

On the Internet you have a lot of fundraising ideas for schools. Examples are; baking and selling the cookies, selling artwork of the children, a sleepover, and a car wash, spelling bee and bingo night. The list of ideas is endless (Better Fundraising Ideas, n.d.). These

are all fundraising ideas they use a lot in the Western countries in Europe. In The Netherlands they use some of them as well.

The Guardian wrote different articles on using social media for fundraising. They concluded that social media is an increasingly important medium for charities. Social media is the number one reason at the moment why people use their phone. Apart from that, 55% of those who engage with charities on social media eventually take further action for this cause. This could be donating, volunteering, signing a petition or attending to an event. In 2013 about 2.4 billion pounds was donated online in the UK alone. This was an increase of 13% compared to the year before (The Guardian, 2014).

4.3 How do schools fundraise in the Netherlands?

In the Netherlands, education is free for everybody. The government pays for the education. They pay for primary, secondary and higher education. This is through the system that is called 'lump sum payment'. This means that schools get an amount of money for salary costs and material costs. Examples of material costs are books, furniture and maintenance of the school. The schools can decide themselves how much they want to spend of what (Rijksoverheid, n.d.).

The amount of the money depends on the following things:

- ❖ The amount of students
- ❖ The ages of the students
- ❖ The type of education (primary, secondary or higher education)
- ❖ The amount of schools that are in the same school administration
- ❖ In vocational education, the number of diplomas also count
- ❖ In higher education, the amount of submissions and the time you will take for the study will count. Also, the number of diplomas count (Rijksoverheid, n.d.).

Since education is free in The Netherlands, schools don't need to fundraise to maintain the school. But in some occasions the schools want to fund some money extra for supplies for the school. For example: Toys for the playground or trips outside of the school. To get an idea of how schools do this, I got in contact with two primary schools and two secondary schools.

De Steijaert School in Hazerswoude Rijn-Dijk is a primary school. I've got in contact through email. Henk Vergunst, the headmaster of the school, contacted me back. He told me the following: 'We don't do our own fundraising but we do contribute to Jantje Beton. Apart from that, we also take part in a postcard action to fundraise money. Half of the money we raise, we can keep'. Since in The Netherlands, schools and companies use social media more often, I asked if De Steijaert School promotes their little fundraising actions on social media. Henk told me that they promote it on their website and Facebook page but don't seem to notice a big effect on the amount of money they raise. As you have read, half of the money they raise, the school gets to keep. They use this money for a cause that they have discussed beforehand. It's always something that benefits the children. Most of the time these are toys for the playground or extra school supplies the children need.

4.4 What does House of Grace; School for Deaf does for their fundraising at the moment?

In an interview with the headmaster, Frederick Anderson, I have discussed what their are doing at the moment for their income. Mr. Anderson mentioned the following: "There are three ways we are getting money. First of all it's the little fee we receive from the children. There are only a few children paying for the fees. Apart from that, we have people in Finland who have been here that donate money. At last we sometimes have organizations that donate money to us".

I asked him how much they receive every month. He told me that every month is different. "There are 77 children in the school at the moment. Right now, 43 children are paying school fees. But not all of them pay everything. They give small money and not pay the whole fee" (Anderson, 2017).

So every month, the income from the fees is different. Not every child pays the same every month, which results in differences every month. Apart from that, the people in Finland donate money every month but this differences also every month. "They donate what they can miss so this can be different every month. Some months we receive 500 Euros and another month 2500 Euros" (Anderson, 2017).

Since I know how much comes in, I also wanted to know how much money they spend. Mr. Anderson told me the following about that: "The standard costs we have contain the feeding, costs for the bus and the salary for the teachers. Feeding the children costs about 2000 GHS (400 Euros) per month. The costs for the bus are about 4400 GHS (880 Euros) per month and the salary for the teachers is 7500 GHS (1500 Euros) per month". Apart from that, the school spends around 200 GHS (40 Euros) on supplies like notebooks, pencils, pens, etc" (Anderson, 2017).

I also did an interview through email with the owner of the school; Mister Boateng. Mister Boateng told me that he bought the land where the school is located. "We applied for a fund who donated 10,000 Euros in the first year to begin to build the downstairs which it the intended school. The second year the foundation donated another 10,000" (Boateng, 2017). Mister Boateng continued that the donors, who donated for building the infrastructure, are no longer part of the donors. There were other donors that helped with providing for other facilities such as borehole and playground equipment. Unfortunately, these are broken now. He lastly told me that the current building, that is under construction, started with a one-time donation from the Chamber of Business in Finland, Turku.

"A number of individuals, organizations and religious bodies donate and sponsor the needy children", Mister Boateng told. This is in line with what Frederick Anderson told me. Apart from these donations, Mister Boateng and his wife also sell African batik and beads at church activities and public fairs in Finland. He told me: "These contributions are used to pay teachers salaries".

I asked Mister Boateng whether he and his wife donate money to the school themselves. He told me: "We currently do not donate personally to the school, because I am at present studying. However, we contribute to raising funds, managing the school and other related issues without any remuneration or reward".

Lastly, I asked Mister Boateng what his perspective was on the fundraising. He gave me two answers. The first one was about the intention to fundraise in Ghana so they can reduce the reliance on foreign donors. "The church close to the school has contributed to the completion of the new building. We frequently write to business organization who sometimes donate items - rice, beverages, medications, etc to the school. However, I intend to embark on an intensive fund-raising campaign on my return to Ghana" (Boateng, 2017).

Mister Boateng also thinks that the school needs more media exposure and door-to door approach to market the school to businesses and industries in Ghana. "We have written to some organizations last year but have not followed up on the letters sent in. Two years ago I raised about 120 dollars through online crowdfunding. Unfortunately, we don't have a dedicated person to carry out the task for free" (Boateng, 2017).

4.5 What do other internships in developing countries do for their fundraising?

To get an answer to this question. I have done two interviews with people who went abroad for an internship. First off all I spoke with Sophie Huisman.

Sophie did an internship at Nurture Africa. This is a healthcare center in Uganda. She went there at the end of August 2016 and returned mid-January 2017. She went there to improve the nutritional services that were offered by the clinic (Huisman, 2017). I asked her whether the internship required a donation. She told me the following: "They did. Usually they ask volunteers to raise 2200 Euros for three weeks, since we were the first interns in the clinic and we came for the long term, they asked us to raise 1500-2000 for the two of us". Since they had to donate this in order to do the internship, I was wondering if she knew where the money went. Sophie answered that in the beginning it wasn't very clear. "They just told me they need this money to cover the stationary, coordination costs, transport, mobile phone expenses, internet in het health centre and materials and workshops being carried out through the placement. Unfortunately, this wasn't totally true, it turned out I paid transport and mobile phone expenses myself. I would have liked much more information regarding where the money would be spent on" (Huisman, 2017). After that she told me that when she arrived, they explained that Sophie could buy whatever they needed for the project and they would return the money, since Sophie had fundraised. This was harder then expected but while working there, Sophie discovered where the money went. "They provide free medical care and drugs for locals in the neighbourhood, so they basically run the whole business because of the help of volunteers and obviously spent the funds mainly on this. Still, I don't know exactly where my money went, and that doesn't give a satisfying feeling. Despite this, by buying equipment myself it feels like I made a little, but useful contribution to the clinic" (Huisman, 2017).

Lastly I asked her whether she thinks it is okay for an organization to ask for a donation. She gave me a good explanation what she thinks about that. "I think it is, as long as they give a clear explanation about the purpose of your money! And as long as they actually need the money, because they are not funded by the government or permanent sponsor companies for example" (Huisman, 2017).

She added that fundraising is less popular in the Netherlands, compared to Ireland. Collecting a huge amount of money can be a tough job in The Netherlands. "It is not fully accepted here to ask for money (without a clear purpose) for a project abroad, so if an organisation want to set a minimum, it should be reachable and realistic depending on time of course. I would also advise an organisation to help their volunteers fundraising by suggesting fundraiser ideas etc" (Huisman, 2017).

Secondly I have spoken with Sjoukje van Vliet. Sjoukje went to the Philippines in 2009. She did an internship at a workshop of a rehabilitation center. This was for her study Human Kinetic Technology. Over there she designed special specific tools for children who were coping with a disability. She did this for about five months (Van Vliet, 2017).

"They required a donation of 300 US Dollars. Apart from that, I payed for all the materials that I have used while I was working there" Sjoukje continued. She told me that the donation was used for the assistance of her internship. The 300 US Dollars were spent on traveling for work, guidance in the work we did, training of equipment, etc (Van Vliet, 2017).

Lastly I asked her if she thinks it is okay for an organization to ask for a donation. "Yes, I think it is. Because without these donations, I wouldn't be able to do my internship in the Philippines" Sjoukje answered.

4.6 What have I done for the fundraising at the House of Grace?

When I arrived in Ghana and talked to the headmaster about the issue with money, I decided to set up a fundraising myself. I looked online and there are many websites you can use for fundraising. Only problem is that you have to give some money to the website. I decided to use www.dreamsordonate.com. With www.dreamsordonate.com you can set up a dream and people can donate. I wrote a little background information with it and shared it with my family and friends. With the help of family and friends, I was able to collect 500 Euros. This is about 2500 GHS. For my mini campaign, I used social media. I putted it on Facebook together with information about the school and also shared it through WhatsApp.

Ronald Zaal also brought me in contact with Rita Weidinger. Rita is a contact person within a German company named GIZ. GIZ is a partner with Ghana since 1983. They currently have 208 employees working in Ghana, including 154 local staff. Rita is one of the employees. Ghana is considered as an outstanding example of economic and democratic development in an African country. Ghana has an average annual per capita income of around 1400 Euros. This makes Ghana a middle-income country since 2010 (GIZ, n.d.).

As the Government of Germany and Ghana have agreed, GIZ their work focuses on the following priority areas:

- ❖ Agriculture
- ❖ Governance
- ❖ Sustainable economic development

I've been sending emails with Rita Weidinger back and forth. She was coming to Accra so we scheduled a meeting. She said that she could help me brainstorm for fundraiser ideas. This was a pleasant meeting and she gave me multiple ideas.

First of all, Miss Weidinger told me that the easiest way to fundraise is to cut costs. She used to work with a school for deaf children in the Northern Region of Ghana. With that experience she told me that, for the number of children, the costs should be around 8000 GHS a month.

She followed with the fact that the school should definitely register so that organizations can find them in that register as well. Also, when they register, the government gives donations more easily. When the school registers, the government can, maybe, cover up the costs for salary of the teachers for example. The school needs to get to the Ministry of Education and Ministry of Welfare for that. When the government supports with costs, the school becomes a government school instead of a private school. The school should take a look at the pro's and the cons for this. I explained to Miss Weidinger that the school is already working on getting registered.

Miss Weidinger told me that churches are a good way to crowd funding. Churches in Ghana own quite a lot of money. I was able to tell her that the school already has a church they work with. The church has also offered to donate some money for finishing the second building. She told me that the school could work with more churches than one as well.

Door-to-door approach is, according to Miss Weidinger, a good way to get fundraising. People are more willing to donate when they know the story of the people in question. She did add that it takes hard work to do this but also should be worth it.

As I mentioned before, Miss Weidinger used to work at a school for deaf children in the Northern Region. The students at that school planted fruit and vegetables trees. They sold or used the fruit and vegetables they had grown. In this way, it either cut costs (less costs for cooking) or they receive money (selling makes money).

I've told Miss Weidinger that the school has volunteers very often. She told me that volunteers are very good. They are helpful in different ways. She added that they could help with making a newspaper. This newspaper could people that donated before, get informed with what happened with their money. Miss Weidinger said that people, who donated before, would likely donate again. When people know what happened with their money, people are more motivated to donate again since they know where their money is going. This could be a newspaper send to donators every term. This makes it a newspaper for three times a year.

Discussion

After coming back in Ghana, I can reflect on my time being there and writing the report. Over all, I am very proud of the report I am able to hand in. I have spoken with different people to get different perspectives on fundraising. In this way, I am able to give House of Grace different tips they could use. I want to start my discussion with telling that these tips are in my opinion good tips. That doesn't mean that they will work for the school.

Apart from that, I have done my research specifically for House of Grace; School for Deaf. My results can be different from a report from another school. I have done interviews with the headmaster and the owner of the school to get a clear view of how the fundraising is done now. Every school does this differently so this report is written for House of Grace specifically.

In my methodology, I have discussed that I wanted to interview two primary schools and two secondary schools. As you can see in my results, only one interview is written. Three out of the four schools didn't reply. In my opinion, this is very unfortunate since the interviews could get me more insight of extra sort of fundraising at schools. Internet has lots of ideas but not everything is used at the schools in The Netherlands. Since I didn't have much data on the schools in The Netherlands, I was very pleased with the meeting with Rita Weidinger. She used to work at a school in Ghana as well and was able to give me ideas that are also realistic for a Ghanaian school. In this way, I hope I compensated for the lack of data on the Dutch schools.

At 4.5 What do other internships in developing countries do for their fundraising? I have spoken with two people who had done their internship in a developing country. I really hoped to get more data on this subquestion. I emailed different NGO's in Ghana and outside of Ghana to answer a few questions. I hoped to get more information on how NGO's in the country and outside of Ghana are collecting their funds. Unfortunately, the NGO's didn't reply so I wasn't able to use data from this. I think, with data from NGO's, my report would be more informative.

I would like to end this discussion with telling that I am very grateful for the opportunity at the House of Grace. The teachers and headmaster trusted me with what I did and helped me to make this experience a success. Also, I hope that House of Grace can really use my tips and are able to fundraise more without external help.

Analysis and conclusion

The problem definition for this report was the following: House of Grace is founded on fundraising. This means the school can only function with the help of fundraising. They would love to fundraise more for improving the school. At the moment, they are having trouble with funding the school.

With Internet research and interviews, I collected data to get an answer to the main question: How to improve the fundraising at the House of Grace: School of Deaf? I started with figuring out what House of Grace already does for their fundraising. In interviews with Mister Boateng and Mister Anderson, I was able to conclude that they receive their money from Finnish individuals, selling Ghanaian stuff in Finland, a minimal amount of school fees and some one-time donations. Mister Boateng also did one online crowdfunding but they don't have anyone that can do this for free so they stopped doing it.

In my desk research, I realized soon that there are a lot of different kinds of fundraising. Fundraising Authority has five quick ways to get fundraising. Rita Weidinger also told most of these tips to me. In this way, there was a link to the Internet and the work field. Fundraising Authority and Rita Weidinger told that it was important to reach out to current donors, run a mini campaign, events where you sell things and cut the costs. The explanation for every tip was very similar. Rita Weidinger added something to the first tip: Reach out to current donors. She told me that people would like to see where their money went. She suggested to make a newspaper you could send by email. The donors that have donated before are reminded of the fact they donated and also see what the school did with the money. Since volunteers are around the school often, they are able to make such newspapers.

Since education is free in The Netherlands, it is hard to get data from Dutch schools. I did talk to one school. Sometimes schools fundraise some money to get certain things like playground supplies. One school, De Steijaert School, was able to answer the questions. The headmaster of the school told me that they do promote their actions on social media but but don't seem to notice a big effect on the amount of money they raise. This is in contradiction to what Internet says. The Guardian concluded that social media is an increasingly important medium for charities. Social media is the number one reason at the moment why people use their phone. Apart from that, 55% of those who engage with charities on social media eventually take further action for this cause. This could be donating, volunteering, signing a petition or attending to an event. In 2013 about 2.4 billion pounds was donated online in the UK alone.

I looked online and there are many websites you can use for fundraising. Only problem is that you have to give some money to the website. I decided to use www.dreamsordonate.com. With www.dreamsordonate.com you can set up a dream and people can donate. I wrote a little background information with it and shared it with my family and friends. With the help of family and friends, I was able to collect 500 Euros. This is about 2500 GHS. For my mini campaign, I used social media. I putted it on Facebook together with information about the school and also shared it through WhatsApp.

I did an interview with Sjoukje van Vliet and Sophie Huisman. They did an internship in Uganda and The Philippines. Their internship required a donation. Sophie and Sjoukje told me that they think it is okay to ask for a donation as internship. Sophie did add that the internship has to tell clearly what they are going to do with the money.

In the beginning of the conclusion, Rita Weidinger is mentioned. Rita Weidinger gave me different tips for fundraising. As mentioned before, she told me about a newspaper and cutting costs. She also told me that the school should definitely register. Since House of Grace is already working on this, this could help them to get funds from the government easier.

Miss Weidinger told me that churches are a good way to crowd funding. Churches in Ghana own quite a lot of money. I was able to tell her that the school already has a church they work with. The church has also offered to donate some money for finishing the second building. She told me that the school could work with more churches than one as well.

As I mentioned before, Miss Weidinger used to work at a school for deaf children in the Northern Region. The students at that school planted fruit and vegetables trees. They sold or used the fruit and vegetables they had grown. In this way, it either cut costs (less costs for cooking) or they receive money (selling makes money). At the moment, this is hard to achieve since the school doesn't have that much land to make this happening. Since they are discussing on whether they should have a new piece of land since the school is getting small, this could be something the students could do.

Proposals

With the knowledge, I got from my research, I have a few proposals to give to the House of Grace; School for Deaf. These proposals are based on the information I got from the Internet, the meeting with Rita Weidinger, interviews with other interns and an interview with a primary school in The Netherlands. These proposals are not necessarily the best. It is from my point of view in combination with the research I did. I came up with six proposals.

1. Making a newspaper for the current donors

Rita Weidinger told me that people would like to see where their money went when they donate. She suggested to make a newspaper you could send by email. The donors that have donated before are reminded of the fact they donated and also see what the school did with the money. Also, people who have donated before, are more likely to donate again. Since volunteers are around the school often, they are able to make such newspapers. When the project of the second building is finished, I volunteer to make such newspaper.

2. Asking volunteers for a donation when volunteering at the school

I did an interview with Sjoukje van Vliet and Sophie Huisman. They did an internship in Uganda and The Philippines. Their internship required a donation. Sophie and Sjoukje told me that they think it is okay to ask for a donation as internship. Sophie did add that the internship has to tell clearly what they are going to do with the money.

3. Social media campaigns

In interviews with Mister Boateng and Mister Anderson, I was able to conclude that they receive their money from Finnish individuals, selling Ghanaian stuff in Finland, a minimal amount of school fees and some one-time donations. Mister Boateng also did one online crowdfunding but they don't have anyone that can do this for free so they stopped doing it. With the help of family and friends, I was able to collect 500 Euros. I decided to use www.dreamsordonate.com. With www.dreamsordonate.com you can set up a dream and people can donate. Only problem is that you have to give some money to the website but it is easy to do when you don't have that much time.

4. Use social media frequently

The Guardian concluded that social media is an increasingly important medium for charities. Social media is the number one reason at the moment why people use their phone. Apart from that, 55% of those who engage with charities on social media eventually take further action for this cause. This proposal lays in line with the social media campaigns. It makes people enthusiastic to see the school in general

5. Cut costs

One of the easiest ways to get money is to cut costs. You can always look if there is a way to cut some costs. Every Euro or Cedis counts.

6. Connect with churches

Miss Weidinger told me that churches are a good way to crowd funding. Churches in Ghana own quite a lot of money. I was able to tell her that the school already has a church they work with. The church has also offered to donate some money for finishing the second building. She told me that the school could work with more churches than one as well.

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Appendix

Appendix 1: Interview with Frederick Anderson

Interviewer: Since when are you headmaster of House of Grace?

Frederick Anderson: I have been headmaster since September 2016.

Interviewer: How did you end up as the headmaster at House of Grace?

Frederick Anderson: I was always interested in Sign Language and decided to learn it. I wanted to be a teacher at a deaf school but ended up as the headmaster. I like my job very much since I still can help the children to have a better future.

Interviewer: Do you play a role in the financial part of the school? And if so, what is your role?

Frederick Anderson: Yes I do. I'll withdraw the money we will need. With the money, I have withdrawal I will pay the bills. Also, the little money we receive from the school fees, I will bring it to the bank.

Interviewer: Where does the income of the school come from?

Frederick Anderson: There are three ways we are getting money. First of all it's the little fee we receive from the children. There are only a few children paying for the fees. Apart from that, we have people in Finland who have been here that donate money. They donate what they can miss so this can be different every month. Some months we receive 500 Euros and another month 2500 Euros. At last we sometimes have organizations that donate money to us. At the moment, we do not have contact with an organization so we do not receive money from them right now.

Interviewer: You said that not every child pays its fees. How many children do pay the fees?

Frederick Anderson: There are 77 children in the school at the moment. Right now, 43 children are paying school fees. But not all of them pay everything. They give small money and not pay the whole fee.

Interviewer: So, if I understand it correctly, some children pay nothing, others pay a little and some pay everything?

Frederick Anderson: That's correct.

Interviewer: What are the standard costs you have to make every month?

Frederick Anderson: The standard costs we have contain the feeding, costs for the bus and the salary for the teachers. Feeding the children costs about 2000 GHS (400 Euros) per month. The costs for the bus are about 4400 GHS (880 Euros) per month and the salary for the teachers is 7500 GHS (1500 Euros) per month.

Interviewer: That's a lot of money. Do you have other costs you need to make?

Frederick Anderson: Yes, I need to buy supplies every once in a while. I think this cost the school around 200 GHS (40 Euros). These are supplies like markers, pencils, notebooks.

Appendix 2: Interview with Kodwo Boateng

Interviewer: How did you and Hannah fund for the school? How were you able to set the school up?

Kodwo Boateng: The land was bought by myself, however, we applied for funding from a foundation who donated 10,000 Euros in the first year to begin the build the downstairs which is the intended school and in second year the foundation donated a further 10,000

Interviewer: If you had donors for starting up the school (question one), are these donors still in the picture? Or are they not donor anymore?

Kodwo Boateng: The principal donors for building the physical infrastructure are no longer part of the donors. Other donors joined in to provide other facilities, like borehole and play ground equipment, which are all broken now. The current building under construction was started with a one-time donation from the Turku Chamber of Business.

Interviewer: From Finland, do you do some fundraising at the moment as well? If so, what?

Kodwo Boateng: A number of individuals, organizations and religious bodies donate and sponsor the needy children. We also sell African batik and beads at church activities and public fairs. These contributions are used to pay teachers' salaries.

Interviewer: Do you donate money for the school yourself?

Kodwo Boateng: We currently do not donate personally to the school, because I am at present studying. However, we contribute to raising funds, managing the school and other related issues without any remuneration or reward.

Interviewer: What are your ideas about fundraising for the school? Do you have ideas about how to improve it yourself?

Kodwo Boateng: We intend to begin raising funds locally (in Ghana) and reduce the reliance on foreign donors. The church close to the school has contributed to the completion of the new building. We frequently write to business organization that sometimes donates items - rice, beverages, medications, etc to the school. However, I intend to embark on an intensive fund-raising campaign on my return to Ghana. We need more media exposure and door-to-door approach to market the school to businesses and industries in Ghana. We have written to some organizations last year but have not followed up on the letters sent in. Two years ago, I raised about 120 dollars through online crowd funding. Unfortunately, we don't have a dedicated person to carry out the task for free.

Appendix 3: Interview with Sophie Huisman

Interviewer: What kind of internship/volunteer work did you do?

Sophie Huisman: In the third year of the nutrition and dietetics programme I did an international internship. I have worked for Nurture Africa, a health care center in Nansana, Uganda. I went together with a close friend (and fellow student). I went there to improve the nutritional services offered by the clinic. It started with a research to explore their way of working and after I gave advises on how to improve this followed by actually implementing some of these ideas (like workshops, creating charts, teaching staff how to work with measurement equipment etc.)

Interviewer: When did you do this internship/volunteer work?

Sophie Huisman: I left in the end of August 2016 and came back mid-January 2017, so more or less five months.

Interviewer: Did the internship/volunteer work require a donation?

Sophie Huisman: They did. Usually they ask volunteers to raise 2200 euros for three weeks, since we were the first interns in the clinic and we came for the long term, they asked us to raise 1500-2000 for the two of us.

Interviewer: Do you know why they asked for this donation? Did they explain where the money specifically went? Explain your answer

Sophie Huisman: They haven't been very clear beforehand. They just told me they need this money to cover the stationary, coordination costs, transport, mobile phone expenses, internet in het health centre and materials and workshops being carried out through the placement. Unfortunately, this wasn't totally true, it turned out I paid transport and mobile phone expenses myself... I would have liked much more information regarding where the money would be spent on.

When we arrived, we were explained we could buy whatever we needed for our projects, and they would return that money, since we fundraised. This turned out to be really difficult, so we were happy we decided to transfer 1500 euro's, and save the remaining part for ourselves. We spent the remaining money (400-500 euros) to buy equipment for the clinic and facilitate our Medical Education trainings supported by booklets, flowcharts, handouts etc.

While working there, I discovered where our money went. They provide free medical care and drugs for locals in the neighborhood, so they basically run the whole business because of the help of volunteers and obviously spent the funds mainly on this. Still, I don't know exactly where my money went, and that doesn't give a satisfying feeling. Despite this, by buying equipment myself it feels like I made a little, but useful contribution to the clinic.

Interviewer: Do you think it is okay that the organization asks for a donation? Explain your answer.

Sophie Huisman: I think it is, as long as they give a clear explanation about the purpose of your money! And as long as they actually need the money, because they are not funded by the government or permanent sponsor companies for example. I would have been happy if they gave me either an insight in finances, or the ability to purchase stuff for the clinic from the fundraised money. An organization should also consider the amount they ask their volunteers. For example, fundraising in The Netherlands is less popular compared to

Ireland, so collecting a huge amount in The Netherlands can be a tough job. It is not fully accepted here to ask for money (without a clear purpose) for a project abroad, so if an organization want to set a minimum, it should be reachable and realistic depending on time of course. I would also advise an organization to help their volunteers fundraising by suggesting fundraiser ideas etc.

Appendix 4: Interview with Sjoukje van Vliet

Interviewer: What kind of internship/volunteer work did you do?

Sjoukje Van Vliet: I have been to the Philippines for an internship. It was during my study Human Kinetic Technology. I worked at the workshop of a rehabilitation center. Over there I designed special specific tools for children who were coping with a disability

Interviewer: When did you do this internship/volunteer work?

Sjoukje Van Vliet: From November 2009 until March of 2010. I was in the Philippines for five months.

Interviewer: Did the internship/volunteer work require a donation?

Sjoukje Van Vliet: Yes it did

Interviewer: What kind of donation did they require?

Sjoukje Van Vliet: They required a donation of 300 US Dollars. Apart from that I paid for all the materials that I have used while I was working there.

Interviewer: Do you know why they asked for this donation? Did they explain where the money specifically went? Explain your answer

Sjoukje Van Vliet: The donation of 300 US Dollars was used for the assistance of my internship. These Dollars were spent on travel, guidance in the work we did, training of equipment, etc.

Interviewer: Do you think it is okay that the organization asks for a donation? Explain your answer.

Sjoukje Van Vliet: Yes, I think it is. Because without these donations, I wouldn't be able to do my internship in the Philippines.

Appendix 5: Interview with Henk Vergunst (Steijaert School)

Interviewer: What kind of school are you? (Primary, secondary, higher education?)

Henk Vergunst: We are a public primary school.

Interviewer: Do you fundraise at the school?

Henk Vergunst: We don't do our own fundraising but we do contribute to Jantje Beton. Apart from that, we also take part in a postcard action to fundraise money. Half of the money we raise, we can keep

Interviewer: Do you use social media to promote these actions? If so, how?

Henk Vergunst: We promote this on our Facebook page and on our website

Interviewer: Do you notice the influence of promoting the fundraising actions on social media?

Henk Vergunst: We don't really notice the difference with promoting it on social media.

Interviewer: On what do you spend the money you have raised?

Henk Vergunst: This money goes to a cause we have discussed beforehand. This is always a cause that is beneficial for the children. Most of the time these are toys for the playground or extra school supplies the children need.

Appendix 6: Summary of the meeting with Rita Weidinger

Ronald brought me in contact with Rita Weidinger because he thought she is an expert on fundraising. Miss Weidinger later explained that she is good in networking and that gives her faster ways to receive fundraising. She told me that she always knows somebody that knows somebody else that could help. She thinks that is her quality. To get an idea of what kind of ideas I was looking for, Miss Weidinger asked me about the school. I've told her about the school and how much money they spend every month. She told me that the easiest way to fundraise is to cut costs. She used to work with a school for deaf children in the Northern Region of Ghana. With that experience she told me that, for the number of children, the costs should be around 8000 GHS a month. She followed with the fact that the school should definitely register so that organizations can find them in that register as well. Also, when they register, the government gives donations more easily. When the school registers, the government can, maybe, cover up the costs for salary of the teachers for example. The school needs to get to the Ministry of Education and Ministry of Welfare for that. When the government supports with costs, the school becomes a government school instead of a private school. The school should take a look at the pro's and the cons for this. I explained to Miss Weidinger that the school is already working on getting registered.

Miss Weidinger told me that churches are a good way to fundraising. Churches in Ghana own quite a lot of money. I was able to tell her that the school already has a church they work with. The church has also offered to donate some money for finishing the second building. She told me that the school could work with more churches than one as well. Door-to-door approach is, according to Miss Weidinger, a good way to get fundraising. People are more willing to donate when they know the story of the people in question. She did add that it takes hard work to do this but also should be worth it. As I mentioned before, Miss Weidinger used to work at a school for deaf children in the Northern Region. The students at that school planted fruit and vegetables trees. They sold or used the fruit and vegetables they had grown. In this way, it either cut costs (less costs for cooking) or they receive money (selling makes money).

I've told Miss Weidinger that the school has volunteers very often. She told me that volunteers are very good. They are helpful in different ways. She added that they could help with making a newspaper. This newspaper could people that donated before, get informed with what happened with their money. Miss Weidinger said that people, who donated before, would likely donate again. When people know what happened with their money, people are more motivated to donate again since they know where their money is going. This could be a newspaper send to donators every term. This makes it a newspaper for three times a year.