



# ABEHINNYUEN COMMUNITY OF HOPE /COMMUNITY OF HOPE ACADEMY MISSION CONCEPT NOTE



ABEHINNYUEN COMMUNITY OF  
HOPE (ACOH), INC.

USA OFFICE:  
456 VAN DUZER STREET  
STATEN ISLAND, NY 10304  
(917) 923-2439

LIBERIA OFFICE:  
"Sure Way Community" Duazon,  
Lower Margibi County, LIBERIA,  
West Africa  
+231770143499/+231886666173

Website:  
[www.abcommunityofhope.org](http://www.abcommunityofhope.org)

Email:  
[abcommunityofhope@gmail.com](mailto:abcommunityofhope@gmail.com)

SOLOMON B. REEVES/ Founder &  
Chief Executive Officer (CEO)

Abhinnyuen Community of Hope is a humanitarian Not-for-profit and nonpolitical Organization founded March 14, 2017 and registered with the Liberia Business Registry and United States Non-profit Corporation [501 C3] on June 1 & July 21, 2017, respectively.

# **CONCEPT NOTE**

**ABEHINNYUEN COMMUNITY OF HOPE (ACOH), INC**

**SUBMITTED BY**

**ABEHINNYUEN COMMUNITY OF HOPE (ACOH), INC.**

**SURE WAY COMMUNITY, DUAZON TOWNSHIP,**

**LOWER MARGIBI COUNTY**

**REPUBLIC OF LIBERIA**

**March 15, 2022**

**NAME OF ORGANIZATION: ABEHINNYUEN COMMUNITY OF HOPE (ACOH), INC****DEVELOPMENT DISCRPTION**

This community based Organization endeavors to generate processes to provide sustainable hands-on and Christian-based academic and vocational education, healthcare & awareness, illicit drug use and abuse, rehabilitation & re-entry and psychosocial support services for youth and adults in school and those who are not in school (in Liberia), especially in the underserved and underprivileged counties. Rural Rivercess County - mainly Doedain (Monweh) Statutory District, including four neighboring school districts in Rivercess County, regardless of religion, gender and ethnicity, is the primary target for our academic and vocational education institution named Community of Hope Academy Mission. The Academy is one of the key components of the Abehinnyuen Community of Hope (ACOH), a not-for-profit humanitarian organization based in Liberia and the USA.

**TARGET POPULATION/COMMUNITY**

The primary targets are elementary students displaced by the closure of the Worldwide Mission Elementary school in Gozohn and schools within 15 miles radius of the proposed facility as well as students of home-based schools in adjacent towns that are seeking choice in quality and permissive learning environment. Our secondary target will be students in four neighboring schools in Doedain (Monweh Statutory) District that are inside reachable distances.

The majority of in-and-out of school students in the catchment areas of the posed Academy are assumed to be economically disadvantaged with significant numbers being abandoned and orphans. CHAM will continue to operate in the spirit of peaceful coexistence and in a vibrant partnership by providing financial aid and scholarships for disadvantaged and underserved students annually.

**ACADEMIC UNITS**

- Christian-based Academic Education
- Vocational Training, including and not limited to:
  - Healthcare and health awareness
  - Theatre Arts, Music, Media, and Communication (audio and video)
  - Agriculture (Farming God's Way)

Computer Literacy  
General Construction  
General Business

## ACTIVITIES

- Construct a school building to include a resource center, administrative offices, bathrooms, auditorium and computer laboratory
- Construct a dormitory for boys and girls and a staff quarters.
- Provide academic education, vocational courses and training in sports
- Offer scholarships for disadvantaged students
- Provide curative and preventive health care services
- Offer psychosocial training
- Construct a rural radio station and a guest house

## BROAD OBJECTIVE

*The Broad objective of the Abehinnyuen Community of Hope (ACOH), Inc. is to buttress the existing education structures in Liberia by providing hands-on and Christian-based education (academic, vocational studies, affordable health care trainings and services) to prepare students in quality professions and callings (ministries) for services in their communities in the four counties (Grand Bassa, Margibi, Montserrado and Rivercess) of operation, and Liberia as a whole, regardless of gender, social status and religion.*

- **HANDS-ON AND CHRISTIAN-BASED ACADEMIC EDUCATION**

### 1.1 SPECIFIC OBJECTIVES #1

- *To provide quality academic Christian-based education with a life-changing experience.*
- *To promote solid Christian virtues: honesty, integrity, love, and patriotism.*
- *To minimize or eradicate child physical, drugs & sexual abuses, child slave-labor, child trafficking and promote family unity and integration.*

## **2. HANDS-ON AND CHRISTIAN-BASED VOCATIONAL STUDIES**

### **2.1 SPECIFIC OBJECTIVES #2**

- *To build (Hands-on God's perspective) professional capacity of the general youth population in multi skilled workforce of global standard.*
- *To advantage in and out of school students/youths to explore a variety of occupational categories and begin developing occupational preferences.*
- *To help students acknowledge that employment is necessary to obtain economic independence*

## **3. QUALITY AND AFFORDABLE HEALTH CARE SERVICES**

### **3.1 SPECIFIC OBJECTIVES #3**

*3.1.1 To increase, improve and strengthen, the quality and effectiveness of health care services*

*3.1.2. To Increase enrollment and utilization of health care services through community outreach and coverage.*

## **4. VOCATION: AS A CAREER/CALLING/MINISTRY**

### **4.1 SPECIFIC OBJECTIVES #4**

*4.1.1 To provide each student with quality professional sport, agriculture, construction, computer literacy, mass media, masonry, medical, computer literacy, dental, etc. training opportunities to be trained in their chosen vocation as a career path. For example, sports (soccer basketball, volleyball kickball, track), farmers, builder, etc.*

## **GOALS OF THE ACADEMY**

- *Contribute to the national educational and capacity building efforts by utilizing sustainable Christian-based academic and vocational education.*
- *The primary goal of the vocational unit is to provide a high performance center approach through the development of student's skills to attain sport, masonry, agriculture, medical, construction, computer literacy, mass media, etc., capability as a career/calling/ministry*
- *Deliver a compelling access to affordable health care trainings and services*

- *Foster strong reading, writing, speaking, analytical thinking and practical skills in broadcasting, feature films, journalism, documentaries, commercial communications, and digital media platforms.*

### **ACOH's COMMUNITY OF HOPE ACADEMY MISSION (CHAM)**

Our mission is to provide a quality Christian-based education that cultivates enthusiasm for learning that will enable students attain their fullest potential and become responsible members, innovative citizens and future leaders of society.

The CHAM will plant seeds of understanding in appreciation of a respectful progressive rural life and safe environment that links students, parents, and staff in a community of lifelong learners. Using institutionally-based, hands-on learning, integrated with today's technology, the academy will offer unique academic, vocational and athletic opportunities for its students.

### **MISSION STATEMENT**

The quality learning environment of the CHAM will be fostered by the following mission statements:

- **Learning:** The Academy will embrace education in the Christian tradition which is a lifelong process of seeking and coming to know God in the fullness of creation;
- **Integrity:** The Academy will recognize the role parents and the local Church community in the formation of students' heart, mind, body, and spirit, and to build, retain and maintain parents and children unity and love in their respective communities while the children receive solid, (Christ centered) Christian based education.
- **Loyalty:** Our Academy will strive to provide an atmosphere of love in which students are inspired by hope in Jesus Christ and have their faith strengthened through the power of the Holy Spirit.
- **Excellence:** The Academy will improve through continuous monitoring and assessment of practices.

### **ACOH AND THE ACADEMY CORE VALUES**

- We are to be a community of love, freedom, integrity and service as illustrated by Jesus Christ.
- We are to inspire hope by encouraging the growth and affirming the worth of each person.

- We are to celebrate learning illuminated by faith and informed by Christian wisdom.
- We are to assist students to interpret social and human relationships in the light of the WORD OF GOD.
- We are to encourage the spiritual growth of staffs and students to foster the gift of eternal spirituality.

## **BACK GROUND OF LIBERIA**

### **ECONOMIC SITUATION**

Liberia has a population of 4,092,310 and an average life expectancy of 58.2 years. While the country is sanctified with a climate favorable to agriculture, extensive biodiversity, and vast natural resources, the country rank 175th out of 187 countries according to the 2013 UNDP Human Development report. Liberia's economy grew at 8.1% in 2013, led by increasing iron ore exports, construction and a robust services sector.

### **EDUCATION SYSTEM**

Integrated academic and vocational education is a vital tool in the development of any country, including Liberia. It plays a significant role in economic, social and political development. It also accelerates economic growth, more wealth and income distribution, and greater quality of opportunity. When the youth population of a country is equipped with the skills or professions, the country is more likely to have a decline in population growth, improved long life, better health outcomes, low crime rate, national unity and political stability.

In Liberia, these fundamental outcomes of education have been dimmed as the results of the 14-year civil war and the recent Ebola epidemic leaving much of the country's education system in shambles. The literacy rates are low in Liberia. According to the 2003 Liberia Demographic Health Survey (LDHS) only 48% of women and 71% of men are literate, and 33% of women and 13% of men age 15-49 have no education. Roughly 19% of the youth have no formal education and 39% of youth have gotten at most incomplete primary education, meaning that in a total of 58% of the 15-24 years old have not completed education in Liberia. During the Ebola epoch the educational institutions in Liberia were ordered closed in July 2014. They remained closed for over seven months. As the results of the closure, an estimated 1.4 million school-aged children have no access

to education. This situation needs the uttermost attention it deserves, if Liberia is to recover and meet the Millennium Development Goal (MDGs) - Goal 2 educational requirement.

## **HEALTH SITUATION**

Prior to the Ebola outbreak, Liberia had just over 50 doctors in the whole country- and only one health care provider, such as nurse and midwife, for every 3,400 people. The 2003 LDHS report, argued that the under-five mortality rate pre-Ebola period was 94 deaths per 1,000 live births. That is about 1 in 11 Liberian children dies before they reach their 5<sup>th</sup> birthday. At the time of the survey the infant mortality rate was 54 deaths per 1000 live births, and nearly half of these occur in the first month of life. The maternal deaths were attributed to inaccessibility of roads and transportation. The major means of transport to health facilities in the country is by walking, and only one third of all Liberian households are within 20 minutes of the nearest health facility, regardless of means of transportation. Only 50% of children ages 12-23 months were fully vaccinated and 48% of this age group had received all basic vaccinations by age 12 months. Severe respiratory infections continue to be the second leading cause of morbidity, after Malaria, and Diarrheal diseases account for 4% to 6% of all outpatient consultations. Tuberculosis prevalence is currently at 4 per estimated 1000. The HIV prevalence rate is 1.5%, according to LDHS 2007. The routine immunization against the childhood diseases just has not happened during this period. These situations are assumed to be worsening by the epidemic.

The Ebola Virus Disease (EVD) outbreak in Liberia has ended and the country is declared Ebola freed, but the nightmare has significantly undermined the health delivery system and manpower development through the country. In the wake of the outbreaks, the doors of health facilities in both urban and rural areas were closed to the general public due to limited resources and fear among health workers. The EVD killed 184 of those workers, orphaned over 4,000 children and nearly 2000 survivors are recorded. This situation has further exposed the fragile and weak health system. Therefore, the provision of health care services to the most vulnerable in hard- to- reach localities should not be treated as second-tier needs, if Liberia is to achieve the MGDs on health.

**Psychosocial Support**

Liberia is still recovering from 14 years of civil war, Ebola Virus Disease, the recent Covid-19 pandemic and ongoing sex (rape) & drugs crimes which posed a peril to children, youth, young adults and adults, even the seniors with psychosocial (mental) challenges. Most of the children have been required to leave homes where families are infected. Some if not all the children, have been stigmatized or discriminated if their parents, guardians or siblings contract the disease, or they are shunned if they get it themselves and fortunate to survive. Over 4,000 youth, including children in Liberia are living and going through traumatic events as the result of the deaths of their mother, father or family members from the Liberian Civil War, Ebola, Covid-19 and sex & illicit drugs crimes . Many of these kids feel unwanted, even abandon and have lost hope. Some orphaned by the virus, are taken in by a member of the extended and external family, but in nearly all the communities, the fears surrounding sex (rape) and drugs crimes stand stronger than family ties. Majority of children who are survivors or have lost their parents to the brutal Liberia civil war, Ebola, Covid-19 and sex (rape) & drugs crimes are not in school, probably no access to school and health care, and are often rejected by other relatives for fear of contagion. These kids need special attention to achieve quality education, rehabilitation and access to affordable health care- if not free and psychological sustenance at all times.

**ACOH/CHAM STRATEGY**

Recognizing the importance to support academic, vocational education, affordable health care and community ownership, ACOH/CHAM in collaboration with the Government and partners are determined to pay special attention to improving the welfare of our youth, including the students in difficult situations. The ACOH/CHAM will contribute to the achievement of this goal through the provision of sustainable integrated academic and vocational, health care and psychosocial needs. This will further help reduce vulnerability, improve self-image and allow future youths, to participate in economic productivity.

**SUMMARY OF THE ACTION**

ACOH/CHAM proposes an academic setting, utilizing Project-Based Learning (PBL) to provide small and large group instruction and hands-on learning. The academy will operate under an administrative staff with classroom teachers, board of education and parents-teacher association

that spend instruction time in common core subject areas including language arts, mathematics, social/behavior studies, science, Biblical studies, agriculture, construction and computer literacy. ACOH/CHAM will include youth education programs such as CL (Computer Literacy), FFL (Future Farmers of Liberia), EBP (ethical behavioral practice) as examples of successful models of project-based, hands-on programming. ACOH/CHAM programming will require collaboration between grades and pairing with local agribusinesses and other necessary businesses. Parents, volunteers, and community businesses and organizations participation will be an impetus of our program.

## **MODEL**

ACOH/CHAM proposes to apply an integrated academic and vocational studies model used by the Booker Washington Institute (BWI) in Kakata, Margibi County, Republic of Liberia. As of date, no career-oriented focused institution operates in Rivercess County, and the closure of the Worldwide Mission School and the scarcity of schools in Doedain District and surrounding villages/towns, poses a unique opportunity for the establishment of Community of Hope Academy Mission in the county. This academy will support and strengthen the educational and health needs of the county and will further strengthen national efforts. In order to achieve this goal, in 2014, the Local Authority and members of the Local School District of Gozohn town in Rivercess County, made substantial contributions to the development of the concept and design of the Academy.

**Project-Based Learning (PBL):** Teachers and staff will be trained in PBL, and parents will be informed and involved with this approach. PBL strengthens confidence and self-efficacy, improves knowledge retention, develops team collaboration skills, and builds healthy social interaction and leadership abilities.

**Agricultural Education (AE):** Each classroom will be partnered with an area agro-business. Students will learn farming/gardening skills and will benefit from this partnership through field trips, observations, guidance, balanced-dieting and support in learning to understand and respect the value and rigor of farm family life. Comprehensive math, science, and technology skills will be incorporated in the PBL and AE learning experiences. The Academy will cultivate enthusiasm for learning.

**Environmental Education (EE):** ACOH/CHAM environmental education will promote awareness of the diversity and characteristics of surrounding terrain including the Gbaseleh, Gleozohn, Kangbo, Bodounwheay, and other towns/villages in Doedain (Monweh Statutory) District. Students will participate in and help create nature-related programs and share acquired knowledge with parents and the community.

**Youth Leadership Program (YLP):** ACOH/CHAM will incorporate character education, teaching recognized values such as honesty, stewardship, kindness, generosity, courage, freedom, justice, and equality. In this respectful environment, students will receive positive reinforcement and recognition for successfully exhibiting these values.

**Performing Arts (PA):** Instrumental, choral, and a variety of artistic opportunities will be provided in the daily school schedule.

**Physical Education (PE):** ACOH/CHAM will provide adventure-based physical activity, emphasizing exercise and lifelong health practices.

**Parental Involvement and Home Visits (PI&HV):** Parental involvement is a strategic part of CHAM's goal. The teachers will perform home visits to understand the students' abilities and difficulties, and student/parent concerns, and to establish a strong triad of parent-student teacher relationships. ACOH/CHAM educators will do a minimum of four home visits each year and contact at least five school parents each week.

**Tutoring:** The academy will plan, schedule and implement a tutoring session to augment student capacity and retention.

**Performance Based Accountability (PBA):** The academic goals and objectives will be measured using Ministry of Education Assessments protocol and West African School standard that will be administered each year. Additional subjective traditional assessment tools will be included in the assessment.

**Students:** Students' progress will be measured regularly through data collected. The Students' performance will be documented and reviewed by teachers and the administrator to create action plans to improve individual student performance and achievement.

**Teaching staff:** Bi-weekly teacher observations and enrichment programs will be done, giving each teacher supportive feedback and providing resources tailored to meet individual teacher needs.

**Lunch:** ACOH/CHAM will operate on a five-day school week, serving lunch in accordance with the National School Lunch Program, and snacks as appropriate for extra-curricular programming.

**Enrollment and Retention:** ACOH/CHAM will operate conforming to the Ministry of Education of Liberia policies and guidelines along with relevant health, safety, civil rights and environmental laws. The enrollment activities will begin with the completion of an interest/intention enrollment form to be distributed at informational meetings, ACOH/CHAM sponsored and community events, and mailed/sent to nearby villages and towns. It is available for applicant group members and can be obtained on the ACOH/CHAM website: <https://www.abcommunityofhope.org>

The academy has a current enrollment of 200+ students and is maintaining an active waiting list for future enrollment. On a regular basis, ACOH/CHAM's Rural Life Learning Center (RLLC) will present and share a generated up-to-date enrollment and retention data to sponsors and stakeholders to demonstrate its successful implementation.

It is essential to underscore the importance of both questions related to students leaving and staying for an academic line. Therefore, the academy will consider year-by-year admission and uninterrupted classes and graduation rates that will measure the value of the institution outputs. The retention and graduation rates are of interest not only to accrediting agencies, policy makers, and the general public or taxpayers, but, especially to students, their families, contributing sponsors and alumni.

**Gender Mainstreaming:** The ACOH/CHAM will assess the implications for boys and girls of any planned activities in all areas of its operation to ensure that boys and girls benefit equally and inequality is discouraged. The Abehinnyuen Community of Hope (ACOH) and Community of Hope Academy Mission (CHAM) will sensitize and create awareness on gender issues among the school staff, community residents and all other stakeholders connected to ACOH and the academy.

**Capacity Building:** The capacity building needs of the ACOH/CHAM will be identified and appropriate measures taken. These will include Vulnerability and Capacity Assessment (VCA),

Sensitization Workshop and Teachers & Staff Training will be the preliminary ones. The Administration will ensure that every training workshop be done jointly with the Ministry of Education and institutions involved with implementing the National Educational Platform of Liberia. International training, students' exchange program and field tours to neighboring countries implementing similar approach will be an added value for the ACOH/CHAM and its family.

**Management-Role of the USA Office:** The role of the USA's Office will include, but not limited to: (1) Provide operational leadership, including oversight responsibility for ACOH and the academy and (2) Develop and Maintain the strategic direction of ACOH and the academy with the staff.

**The Roles of the Liberia Office:** The country office will have oversight responsibilities, including planning, implementation, reporting, coordination and collaboration. The Liberia staff will be responsible to build the capacity of the community residents and monitor the academy regularly.

### **Monitoring**

A baseline survey/Vulnerability Assessment Capacity (VCA) was conducted prior to starting the academy and monitoring was integrated into the academy annual plan, to track indicators against the expected results. The Academy's Monitoring and Evaluation (M and E) plan was used after adoption in the local context to monitor the Academy, and it will be used continuously. The Academy will be monitored daily and supported by the staff and the M and E Unit. The staff, the community leaders and the community residents will monitor the academy much more frequently since they live in the communities. Regular monthly meetings, quarterly reviews and planning meetings will also be conducted to help keep the objectives of the Academy on track.

**Midterm Review:** A midterm review will be conducted after every semester of each year by ACOH/CHAM representatives supported by a review team, including, representatives from the Educational District in Rivercess County. This will help to identify key issues that need immediate attention.

**ACOH/CHAM Evaluation:** After 2 years of implementation, starting (2017-2019), an evaluation will be conducted to evaluate the academic activities to identify impact and document best practices and challenges. This will be ongoing every 2 years.

**Budgeting:** The USA’s Office Coordinator and the Liberia’s Office Coordinator will formulate ACOH and the Academy’s annual and quarterly budget forecast based on ACOH and the academy’s plans to enable timely transfer of funds to the Liberian account. The Liberia’s Office Coordinator will maintain a minimum level of cash to support activities on a genuine basis. The USA’s Office Coordinator will conduct regular field visit to ensure that all financial and procurement regulations are followed.

**Deadlines for Financial and Narrative Reports:** The financial and narrative reports will be prepared based on donor’s financial regulation. The USA Coordinator and the Liberia Coordinators will review the two reports to ensure consistency before submission.

## **PARTNERSHIP**

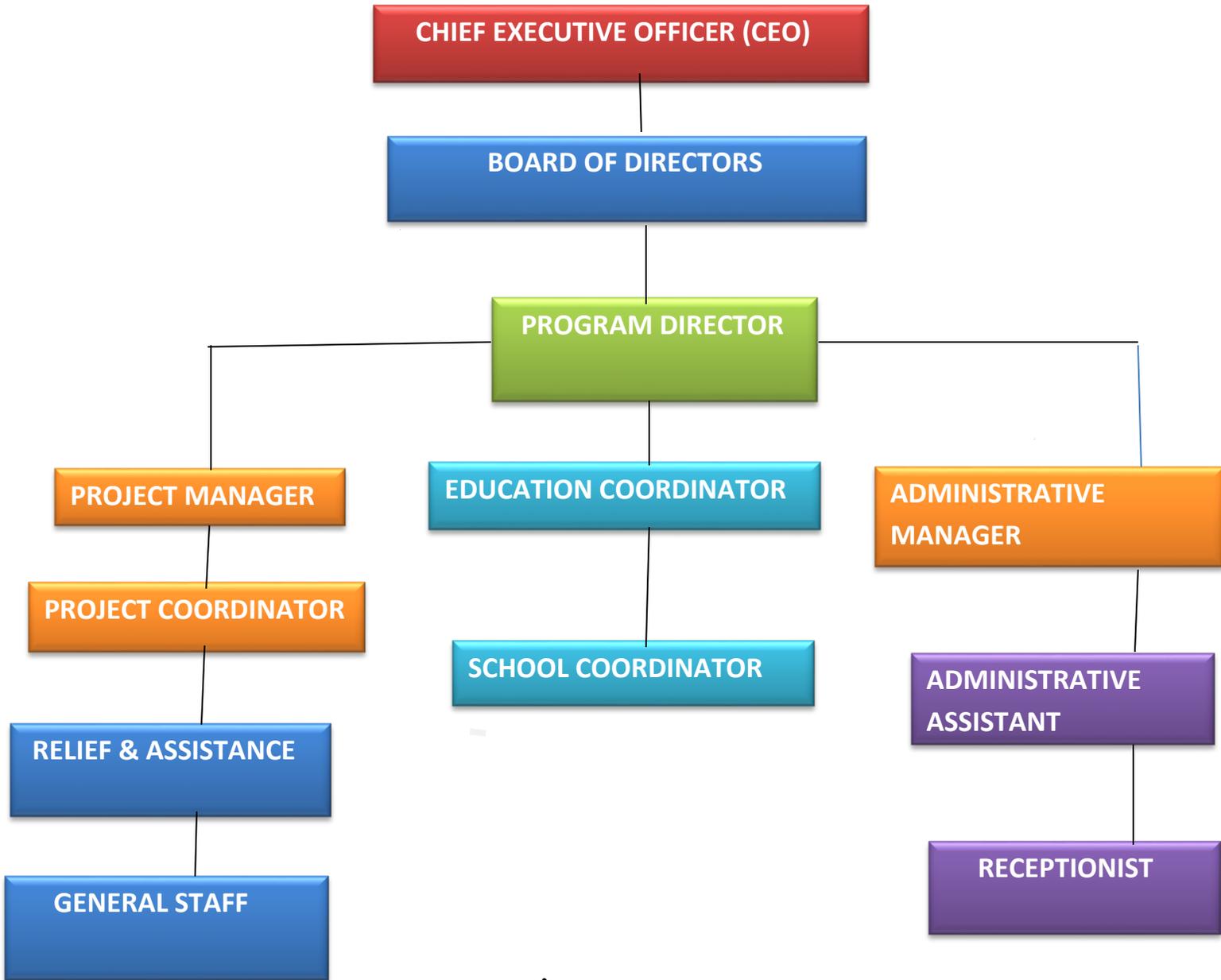
The Abehinnyuen Community of Hope, Inc. /Community of Hope Academy Mission will partnership with the Ministry of Education (MOE) of Liberia, International and local institutions in Liberia and other West African Countries, Europe, Asia, Canada, the Caribbean Islands, and the Americas. Besides, our external partners will support an online teaching, provide additional learning resources for faculty members, hosts useful articles, webinars, “how to” videos, new learning technologies pursue for research grants and professional development opportunities.

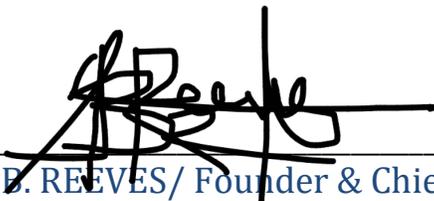
The Abehinnyuen Community of Hope, Inc. and Community of Hope Academy Mission will strive to establish a district-school-network partnership for the purpose of improving instructional practice; support high school principals to examine and implement best practices that address educational equity and optimal learning environment, shape teacher and administrator capacity to understand and use formative assessment processes to improve student preparation and performance in public examination and tests for job upon graduation.

## **SUSTAINABILITY PLAN**

The Sustainable Plan is the cornerstone of ACOH/CHAM’s strategic context to maintain quality in teaching, scholarship and in light of financial realities. It outlines the goals and related activities that will keep the academy strong and well-positioned for the future.

## ACOH ORGANOGRAM CHART



  
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SOLOMON B. REEVES/ Founder & Chief Executive Officer (CEO)