

2014

## Back to the Basics: Supplying Basic Necessities for Three Honduran Rural Schools

Laura Capps

*Purdue University*, [cappsl@purdue.edu](mailto:cappsl@purdue.edu)

Follow this and additional works at: <https://docs.lib.purdue.edu/pjsl>

---

### Recommended Citation

Capps, Laura (2014) "Back to the Basics: Supplying Basic Necessities for Three Honduran Rural Schools," *Purdue Journal of Service-Learning and International Engagement*. Vol. 1 : Iss. 1 , Article 8.

DOI: 10.5703/1288284315491

Available at: <https://docs.lib.purdue.edu/pjsl/vol1/iss1/8>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact [epubs@purdue.edu](mailto:epubs@purdue.edu) for additional information.

This is an Open Access journal. This means that it uses a funding model that does not charge readers or their institutions for access. Readers may freely read, download, copy, distribute, print, search, or link to the full texts of articles. This journal is covered under the [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

# PURDUE JOURNAL OF SERVICE-LEARNING AND INTERNATIONAL ENGAGEMENT

## **Back to the Basics: Supplying Basic Necessities for Three Honduran Rural Schools**

Laura Capps, College of Education

In most American schools, basic supplies such as paper, pencils, and food for lunch are not things that teachers have to worry about having access to. However, this is not the case in the educational systems of some other countries. In May 2013, a group of 13 Purdue students from EDCI 205, Introduction to Teaching, and EDCI 285, Multiculturalism in Education, traveled to Honduras on a study abroad trip. While there, we had the opportunity to be involved in four different elementary schools. Although our main host school was a private, bilingual school that had adequate funding through student tuition, we focused our service-learning project on the other three schools that did not have such amenities.

Each of these three schools was a rural, public elementary school, serving students from kindergarten through sixth grade; one also served students of nursery and pre-school age. Funding for these schools was substantially under what was needed to provide students with the best education possible. There was only enough money to hire one or two teachers. Student numbers ranged from 19 to 26 per class, varying in ages from 5 to 13. The teachers were responsible for teaching all grades and had limited supplies. By the month of May, when we arrived, most of the schools were running low or were completely out of supplies like paper, pencils, and, most

importantly, food for students. It was this need for supplies that our group addressed.

For four months before departing for Honduras, we collected monetary donations from friends, family, businesses, and church organizations for the purpose of purchasing materials for the rural schools. Part of the money was to be used to purchase food items like powdered milk, sugar, beans, corn flakes, and flour that could be used to make student lunches. The rest of the money was to be used to purchase school supplies like scissors, paper, glue, crayons, markers, and tape. We also purchased specialty art supplies in order to complete the art projects we had designed to be done at each school. All remaining supplies were left in addition to the other donations.

Upon arriving at our first rural school, we were overwhelmed by the excitement of the students. We unloaded the materials we had brought and soon after began our art project. Unlike our main host school, the students in the rural schools only spoke Spanish. This made communication and instruction for the projects difficult. Some of us, though, myself included, spoke Spanish well enough to give directions for the project and assist students in completing them. It was obvious that the students were not able to do many art projects throughout the year due to the lack of art material. Some were unfamiliar with certain items, such as glitter glue, yarn, or even colored markers. The gratitude the teachers and the students showed for what we had given them was one of the most rewarding parts of the entire trip.