

EFCI's Nias Christian Center:
The Role of Quality Biblical Education in a Poverty-Stricken Christian
Community

Promoter: Evangel Global Missions (EGM)

(formerly the “Evangelical Free Church of China Hong Kong Overseas Missions Board” (EFCCHKOMB))

Sponsored Project: Nias Christian Center, Indonesia (Project NCC)

Executive Summary

This proposal presents a holistic approach to combat poverty and moral decline in Nias, Indonesia, through leveraging biblical education. By providing quality education to disadvantaged youth, we aim to equip them with tools to secure sustainable livelihoods and break the cycle of poverty. At the same time, emphasizing biblical values seeks to strengthen the Christian faith within the community and reduce instances of teenage and premarital pregnancies. Through this investment in education and spiritual guidance, we hope to foster social mobility, promote the development of the Nias Christian community, and ultimately empower local individuals to become missionaries spreading the Gospel throughout the Bahasa Indonesian-speaking population.



Figure 1: Nias is 1-hour flight West of Sumatra

Problem Statement

Nias Island, Indonesia, faces a complex web of challenges stemming from poverty, under-education, and moral decline. Despite being predominantly Christian, the island's population grapples with high rates of poverty, low educational attainment, and teenage pregnancies. These issues are interconnected, perpetuating a cycle of hardship that affects individuals and families. Three critical problems need to be addressed:

1. **Intergenerational poverty** – poverty is a pervasive problem in Nias. The economy is predominantly based on agriculture and fisheries, with many households relying on subsistence farming. The percentage of the 898,000 population living below the poverty line ranged from 16.92% in South Nias to 26.42% in West Nias (as of November 30, 2023, Databoks).
2. **Under-education** is another critical issue, with over 38%¹ of children not attending school and many adults having only elementary education. The education system is hampered by a lack of resources and trained educators, leading to poor-quality instruction and high dropout rates.
3. **Moral decline**, particularly among young people, is a concerning trend. While over 85% of the Nias population are Christians, teenage and premarital pregnancies are common, and single-parent families are increasing in number. These issues are often linked to a lack of sex and moral education.



Figure 2: Children in Nias in need of care and quality education

¹ Computed based on various statistics available from the Central Bureau of Statistics – Nias Regency.

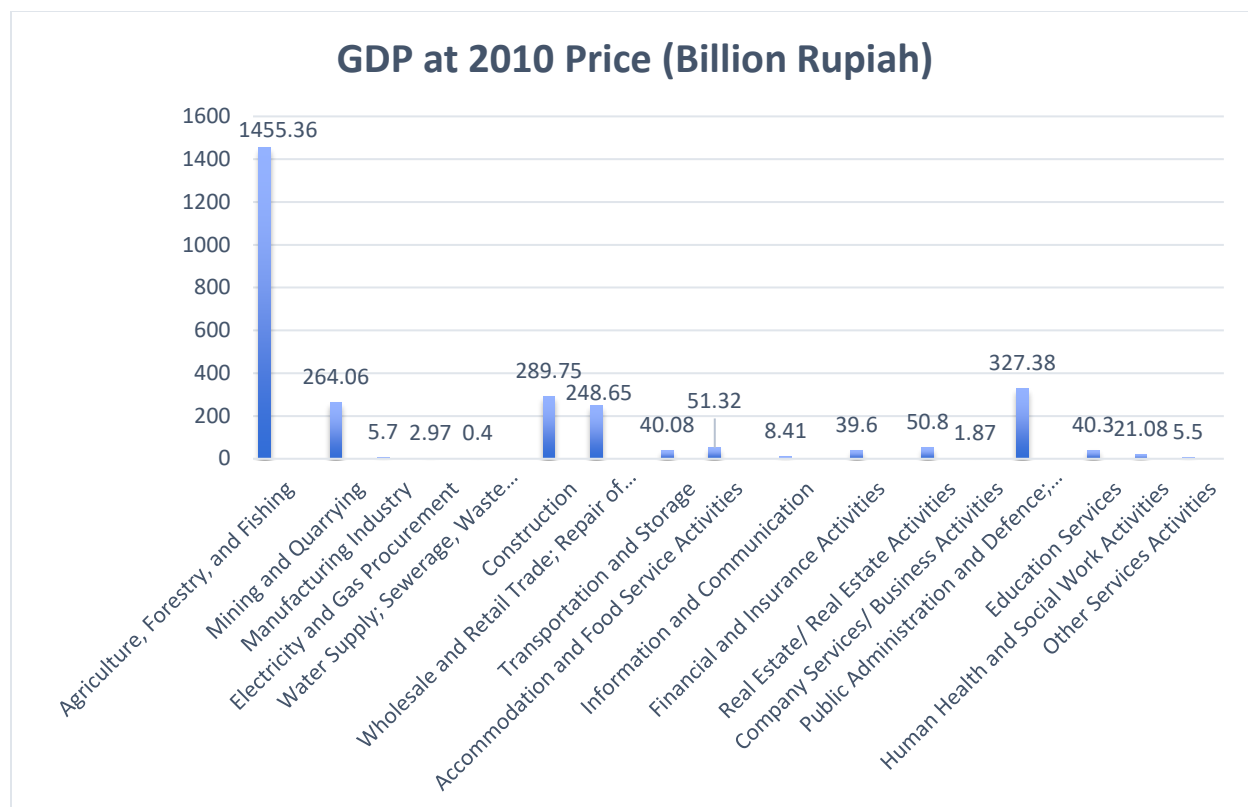


Figure 3: Though comparable in size and population, the GDP of Nias is only 0.20% of that of Delaware in 2024; with over half of it attributed to agriculture and fishing activities²

Nias Island is trapped in a vicious cycle of pervasive poverty that severely restricts residents' access to quality education, healthcare, and economic opportunities. The island's educational attainment is notably low compared to national averages, with literacy rates hovering around 78.94% [1] and significant regional disparities³. The education system is undermined by a **lack of resources and trained educators**, severely impacting instructional quality. Many children, especially those in remote villages, struggle to continue their education beyond primary school. This leads to a critical educational gap: although primary school enrollment is relatively high, transition rates to secondary education are low. Children, especially those in remote villages, struggle to continue due to geographical barriers and a lack of nearby secondary schools⁴. Families often prioritize immediate financial needs over school fees, resulting in high dropout rates as children are required to contribute to household income. This failure to complete formal schooling perpetuates the poverty cycle, limiting economic prospects for many individuals aged 20–40. Furthermore,

² Source: Central Bureau of Statistics – Nias Regency.

³ Analysis of The Effect of Economic Growth, Literacy Rate, Life Expectation and Open Unemployment Rate on Poverty in Nias Islands, June 2023 International Journal of Social Science Education Communication and Economics (SINOMICS JOURNAL) 2(2):193-204

⁴ Indonesia: School construction poses unique challenges on post-quake Nias Island. Format: Other Source (UNICEF). Originally published on 7 Feb 2007.

traditional practices, such as early marriage for girls, and a cultural context that discourages investment in long-term educational goals, intensify these issues.

Despite a robust Christian presence, the community faces acute challenges related to moral decline, particularly among youth. The prevalence of teenage and premarital pregnancies is highly concerning, leading to an increasing number of single-parent families. This situation burdens already limited public resources and creates significant challenges for children who lack adequate care and educational stability, feeding a secondary cycle of poverty, delinquency, and social problems.

Addressing these deeply interconnected crises demands a comprehensive and holistic strategy. We believe quality education is the key to empowerment. Specifically, Biblical education provides the essential spiritual guidance, practical skills, and moral framework needed to break the cycles of poverty and sexual impurity. By strategically prioritizing better educational access, confronting moral decline, and actively supporting young families, we can empower individuals and communities to build a more stable and brighter future for Nias Island.

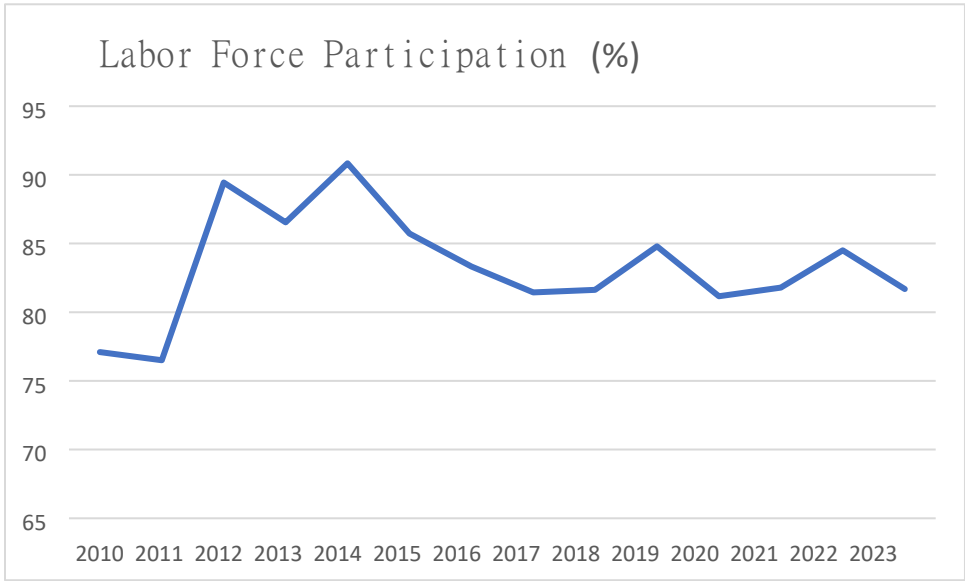


Figure 4: Only 81.68% of Nias’ population participate in the labor force⁵

⁵ Source: Constructed based on data available from the Central Bureau of Statistics – Nias Regency.

Proposed Solution

Our program is designed to tackle the underlying issues of poverty and moral decline through three core pillars:

1. **Comprehensive Youth Education:** We will establish an education center to offer high-quality programs tailored specifically for disadvantaged youth. These programs will integrate basic academic education, practical vocational training, Bible-based character formation, and essential life skills development.
2. **Financial Accessibility:** To guarantee that all eligible students can access our services, we will provide scholarships and financial assistance. This aid will cover tuition, books, and other necessary educational expenses, removing economic barriers to learning.
3. **Needs-Based Community Engagement:** We will foster close partnerships with local communities. Our regular food program for children and their parents will serve as a vital point of engagement, allowing us to accurately assess and respond to immediate community needs beyond education.

Strategic Partnership

To ensure the high likelihood of achieving its goals, the Nias Christian Center (NCC) project is founded on a trusted partnership involving various organizations and Christian churches across the US, Indonesia, and Hong Kong.

The initiative's originator is the US-based mission organization K-PACT, founded by veteran American businessman Peter Trinh. Over the past decade, K-PACT has successfully implemented extensive community transformation projects in Panama and Indonesia by building schools, hospitals, and churches. K-PACT boasts rich experience in education, demonstrated by its successful establishment of Christian Centers in Indonesia, including two centers in Kupang and Batang Tarang that currently provide day and boarding education for approximately 200 students ranging from Grade 7 to 12. K-PACT consistently collaborates with local churches to address the essential needs of the community in food, medical care, and education



Figure 5: Food program jointly offered by K-PACT and EGM

The Nias Christian Center (NCC) project is a trusted joint venture between the US-based organization K-PACT and Evangel Global Missions (EGM). The two organizations signed a Memorandum of Understanding and commenced ground-breaking in April 2024. By June 2024, they solidified their cooperation by establishing “EFC Indonesia”, a government-licensed NGO dedicated to overseeing the NCC's development and future operations. This new entity's management is intentionally composed mainly of Indonesians to ensure the project effectively integrates with local culture and customs.

After approximately one year of construction, the First Phase of the NCC was successfully completed and inaugurated on June 27, 2025. The opening ceremony, attended by EGM's General Secretary Pastor Ka Ki Lau, Director Mr. Dave Leung, and Board Chairperson Reverend Susanna Kong, was a blend of a simple yet solemn ceremony and vibrant folk song and dance performances.

The Center is already active, bringing joy and meaning to the community with regular worship services and a vibrant children’s ministry underway. Looking ahead, the focus is on the next major milestone: welcoming students for formal education next June, once the dormitories are completed.



Figure 6: EFCI – Nias Christian Center’s Grand Opening on 2025/6/27

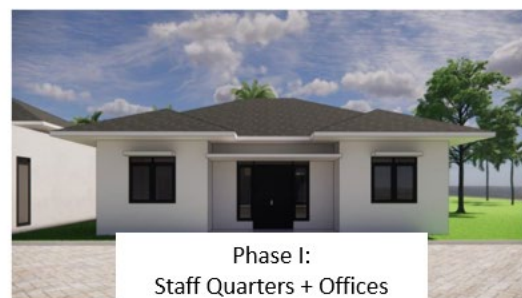


Figure 7: Project NCC: Computer-generated visualization



Figure 8: NCC: Assembly Hall



Figure 9: NCC: Staff Quarters and Offices

Figure 10: NCC: 3 Classrooms

Budget

(Please refer to the Appendix for details)

Monitoring, Evaluation, and Learning (MEL)

We will implement a robust evaluation and monitoring framework to assess the effectiveness of our program. This involves collecting data on program participation, educational outcomes, employment rates, and societal changes. The evaluation findings will be applied to inform program improvements and ensure that we are achieving our desired outcomes.

The goals of this project are to enhance educational outcomes for underserved students in Nias and alleviate societal problems associated with teenage and premarital pregnancies. To achieve these goals, we have established several objectives:

First, we aim to increase high school graduation rates by 10% within five years⁶. Second, we seek to improve standardized test scores by 20% within three years. Third, we intend to increase access to higher education by 50% within seven years. Finally, we aim to lower teenage and premarital pregnancy rates by 50%⁷ within ten years.

⁶ Compared to students who attend other local schools in South Nias. The same baseline is applied to other percentage changes unless stated otherwise.

⁷ Compared to that before the implementation of the project.

We will utilize both quantitative and qualitative indicators to measure progress and outcomes. Quantitative indicators include graduation rates, standardized test scores, college enrollment rates, attendance rates, teacher and student satisfaction, and teenage and premarital pregnancy rates. Qualitative indicators encompass student engagement and participation, teacher effectiveness, school climate, and community surveys.

Data collection methods will involve gathering student data through standardized test scores, attendance records, graduation rates, and surveys. Teacher data will be collected through surveys, observations, and interviews. School data will be obtained from school records, attendance data, and financial information. Community data will be gathered through teenage and premarital pregnancy rates, the number of single-parent families, surveys, focus groups, and interviews.

A monitoring plan has been established to ensure regular evaluation of project progress. Monitoring activities will be conducted biannually, with specific roles and responsibilities assigned for data collection and analysis. Appropriate statistical methods will be used to analyze the collected data.

An evaluation framework has been developed to assess project progress and impact. A baseline assessment will be conducted to establish a benchmark for measuring progress. A mid-term evaluation will be conducted after two years to evaluate the project's progress. Finally, an end-line evaluation will be conducted at the end of the project to assess the overall impact. To gain a comprehensive understanding of project outcomes, both quantitative and qualitative data will be utilized.

The project will also emphasize learning and adaptation. Evaluation data will be analyzed to identify strengths, weaknesses, and areas for improvement. Necessary adjustments will be made to the project based on the evaluation findings, with changes documented and rationale provided.

Regular reporting will be provided to stakeholders on project progress. A comprehensive final report will be prepared after the project, summarizing outcomes, lessons learned, and recommendations.

By following this MEL framework, donors can ensure that the project is making a meaningful impact and is adaptable to changing circumstances.

Sustainability

To ensure the sustainability of our program, we will explore opportunities for long-term funding and partnerships with government agencies, corporations, and philanthropic organizations. We will also develop a sustainable business model. For example, in line with the government's initiative to promote tourism, we will offer corresponding service-oriented training to generate revenue.

Call to Action

In the current stage of our project, we aim to raise HKD2.5 million to support the building of phase 2 infrastructure, which includes primarily 4 dormitories that house 150 students. The school is expected to be formally open by mid-2026. Further, with HKD25 a day, you can sponsor a child to finish high school and start changing the fate of a family. For roughly the cost of a gourmet coffee per day, you can send a child through college and bring about even more significant changes that break intergenerational poverty.

Conclusion

Nias is a place with unique challenges and opportunities. On one hand, the society suffers from poverty and lack of public resources; while on the other, there are 85% of Christians in Nias and it is located only 1 hour away from Sumatra, thus offering exciting potential to spread the Gospel to the world's largest unevangelized island. Project NCC aims to alleviate the challenges that Nias faces; our program will provide the necessary tools and support to empower individuals to improve their lives, break the cycle of poverty, and create a brighter future for disadvantaged individuals in Nias. This project also capitalizes on the opportunity by preparing future local missionaries; thus bringing about positive changes to both the earthly society and the Kingdom of God.

We see Project NCC as one of the first seeds that tests the viability of the missionary approach that, in contrast with traditional missionary-centered strategy, forms a base of local missionaries by establishing a support center; that serves both as a cradle for missionaries and a force that brings about positive changes to the local community. The success of this project has significant implications for future missionary models. For example, the reliance on foreign missionaries may be replaced by nourishing and training local missionaries instead; the latter approach saves cost and also reduces the complexity associated with relocation, adapting to a different culture, and learning a new language. Local missionaries also enjoy the advantage of being more readily accepted by the local communities, hence substantially increasing the efficiency of Gospel-sharing.

Appendix: Budgetary Review Statement

Promoter: Evangel Global Missions (EGM)

Sponsored Project: Nias Christian Center, Indonesia (Project NCC)

		<i>Budget (HKD)</i>				
		Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029
		HK\$	HK\$	HK\$	HK\$	HK\$
<u>OPERATING PORTION</u>						
<i>(1) Operating Expenses</i>						
(a)	Staff costs x targeted headcount to Year 5	18,792	112,752	112,752	112,752	112,752
	Admin Officer	18,792	37,584	37,584	37,584	37,584
	Teachers	-	75,168	75,168	75,168	75,168
(b)	Utilities					
	Children Home (4-dormitories)	-	18,792	28,188	37,584	37,584
	School (2-floor, 5 classrooms)	-	14,100	14,100	14,100	14,100
(c)	Sundry expenses					
	Children Home (4-dormitories)	-	11,280	22,560	22,560	22,560

	School (2-floor, 5 classrooms)	-	8,460	8,460	8,460	8,460	33,840
(d)	Board		141,120	423,360	611,520	705,600	1,881,600
Operating Expenses		18,792	306,504	609,420	806,976	901,056	2,642,748

(2) Program Expenses

(e)	Education materials	-	28,188	84,564	122,148	140,940	375,840
(f)	Evaluation activities (materials + labor)		78,300			78,300	156,600
							-

TOTAL OPERATING COSTS

18,792	412,992	693,984	929,124	1,120,296	3,175,188
---------------	----------------	----------------	----------------	------------------	------------------

CAPITAL PORTION

SCHEDULE OF CAPITAL EXPENDITURE

Land

Initial - 2 hectares	508,950	-	-	-	-	508,950
Additional - 2 hectares	-	532,440	-	-	-	532,440

Buildings

Children's Home: 4-Dormitories (150 Children)	1,252,800					1,252,800
---	-----------	--	--	--	--	------------------

School: 2-floor, 5 classrooms (150 students)	1,213,650	-					1,213,650
Staff Quarters (4 houses)	583,000						583,000
Groundwork & Landscaping	212,550	287,450					500,000
<i>Equipment & Supplies</i>							
Office equipment	-	161,200	-	-	-		161,200
Furniture & fixtures - 4-Dormitories	-	62,640	-	-	-		62,640
- 5 classrooms	7,047	28,188	-	-	-		35,235
<i>Software or System development</i>							
Software	5,000	5,000	5,000	5,000	5,000		25,000
							-
							-
<i>TOTAL CAPITAL EXPENDITURE</i>	2,530,197	2,329,718	5,000	5,000	5,000		4,874,915

SUMMARY

Total budgeted spending:

Operating Costs	18,792	412,992	693,984	929,124	1,120,296	3,175,188
Capital Expenditure	2,530,197	2,329,718	5,000	5,000	5,000	4,874,915
	<u>2,548,989</u>	<u>2,742,710</u>	<u>698,984</u>	<u>934,124</u>	<u>1,125,296</u>	<u>8,050,103</u>

Funds to raise:

Capital Investment	2,530,197	2,329,718	5,000	5,000	5,000	4,874,915
US\$100 sponsors a child to School	0	187,920	281,880	469,800	751,680	1,691,280
No. of children	0	20	30	50	80	
US\$200 sponsors a child to College	0	0	187,920	375,840	939,600	1,503,360
No. of children	0	0	10	20	50	
	-	187,920	469,800	845,640	1,691,280	<u>8,069,555</u>