



The Olinga Foundation

For Human Development



November 2022

Objectives of the Foundation:

- To release human potential through the promotion of universal education, especially for school leavers, women and girls.
- To build the capacity of community-based organisations for achieving ever higher degrees of human development.
- To assist individuals and organisations to investigate, identify and overcome socio-cultural barriers to development.
- To assist communities to apply moral principles for the solution of socio-economic problems through a process of consultation, action and reflection.

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READING GHANA IN WESTERN REGION –INCEPTION

CODE an International Canadian Non-Governmental Organization with Olinga Foundation for Human Development entered into a mutual agreement to support improved literacy skills of students in Ghana, Western Region. The project intends to reach it's goals through three (3) intervention areas: 1. Improving the use of gender-responsive, learner centered pedagogy (by teachers), 2. Improving the use of gender-responsive, appropriate and engaging reading materials, and 3. Improving school management (through extra-curricular clubs, communication and activities with and communities, and involving the Ghana Education Service in project activities).

The project will directly, benefit primary students and teachers in 37 schools in Tarkwa-Nsueam and Preastea-Huni Valley municipalities of the Western Region of Ghana where teenage pregnancies and school drop outs are on the ascendancy. Mining/Illegal mining is the source of income for the inhabitants/natives.

PARTNERS:- The key partners are CODE, Goldfields Ghana, Olinga Foundation for Human Development and Ghana Education Service. As an inception strategy Olinga Foundation for Human Development has initial in-person meeting with local Gold-

fields' representatives and Ghana Education Service officers in the selected municipalities. Olinga Foundation for Human Development conducted a successful learning environmental assessment in sample schools in collaboration with Gold Fields and District Ghana Education Service Officers.

TEACHER TRAINING WORKSHOP

For the progress and advancement of the goals and objectives of the Olinga Foundation for Human Development the MONA Foundation now Pebbles to Pearls Foundation which shares same/similar vision is collaborating with Olinga to implement the All Children Reading (ACR) phase 2 program in Suhum Municipality and Ayensua-no District both in the Eastern Region of Ghana. In accordance with the scope of project, teacher training workshops were organized for 45 classroom teachers and 45 headteachers including some Ghana Education Service districts officials between May 31st to June 15th 2022. The workshop was organized for upper primary P4, P5, P6 and JHS 1 & JHS 2 teachers of Ghana Languages. The teachers were taken through the skills needed to effectively teach basic reading and writing in the local language.



The best of all ways to worship Him is to educate the children and train them in all the perfections of humankind, and no nobler deed than this can be imagined.

“As to the children; from the age of five their formal education must begin. That is, during the daytime they should be looked after in a place where there are teachers, and should learn good conduct. ”

.....Bahá'í Holy Writings” Bahá'í Holy Writings

BASELINE REPORT

A baseline survey was conducted by the education officials, GES and Olinga, to ascertain literacy levels of pupils/students a few weeks after the program began in the classrooms. The main objective of the survey was to collect data from a cluster sample of participating schools in different deployment that will be utilized to inform changes in desired outcomes of the project for final reporting and inform recommendations to improve pupils/students learning and teacher capacity in the basic schools. Specifically, the study sought out to achieve the following outcomes;

- ♦ Testing the reading and comprehension abilities of pupils/students.
- ♦ Understanding the level of disciplinary practice of teachers.
- ♦ Assess community involvement in the schools.
- ♦ Assess teachers behaviours such as absenteeism, time-on task and teaching method.

The team randomly selected 20 schools which includes intervention and non-intervention schools

(10 intervention and 10 non-intervention schools). Using a standard academic testing format, the team tested approximately 20 pupils in P5 and P4,P6(where enrolment is low) in each school, 10 boys and 10 girls were tested in reading and comprehension in the local language . A total of 363 pupils/students were tested across the 20 schools.

The result showed that only 35% of pupils tested were literate in their mother tongue Twi. 129 pupils were literate out of the total number of 363 pupils. These pupils were able to read 3-4 letter words and simple sentences. 15.4% or 56 out of 363 pupils were semi-literate, they read only 2 letter words and 49% or 178 pupils out of 363 pupils were non- literate . These statistics clearly reveal a great difference between the literate 35.5% and 49% non-literate.

Table 1. literacy results of pupils/students in both district).

Variables	Percentage	Number of student
Literate	35.5%	129
Semi-literate	15.4%	56
Non-literate	49%	178



Children must be taught HOW TO THINK, not what to think.”

Margaret Mead.

The “exaltation of the word of God, the advancement of the world of being and the uplift of souls” are best achieved through the education of the child *-Abdu'l-Bahá*

PEBBLES TO PEALS FOUNDATION—(FORMERLY MONDA FOUNDATION)

Pebbles to Pearl Foundation Canada (MONA) partnered with the Olinga Foundation for Human Development (Ghana) to improve literacy levels and reading abilities of P4, P5 and P6 after the first and second year cycle; (Indicators; Ministry of Education, NEA and SEA results in district and targeted schools; impact assessment from Olinga annual tests at the end of the year). Increasing the level of community participation in the supervision and oversight of their teachers and ensure time on task is improved.

Girls empowerment is also another objective.

Olinga and Pebbles to Pearls Foundation has a goal of improving educational outcomes for all children as central to the nation's social and economic prosperity and will position them to live fulfilling, productive and responsible lives.

Further more, it acknowledges that successful life long learners have essential skills in literacy as the foundation for learning. Both NGO's ensures that every child no matter where they live, can learn from well-trained teachers who has confidence and know-how-and the assess to quality, and relevant reading and learning materials they –need-to deliver the learning outcomes of all children who deserves it. To ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. To also improve student learning and teachers' instructional practice must improve also.

Pebbles to Pearls (MONA) Foundation is funding program activities in the Suhum municipality and rural, deprived Ayensuano district both in the Eastern Region of Ghana. A baseline survey was conducted after the teacher training workshops to ascertain the level of literacy rates amongst the students before the program is implemented for evaluation analysis.

New reading clubs were established and old ones were strengthened to inculcate reading culture in the students.

A refresher teacher training workshop will be organized early 2023 and an end line evaluation assessment would be conducted. Town hall meetings will be held for the dissemination of baseline results. Over 45 language teachers and headteachers and some Ghana Education Service (GES) officials were trained in the Olinga methodology, using the phonics and syllabic approach to improve reading.



Extend every effort to educate the children, so that from infancy they will be trained..... — Baha'i Holy

GENTLENESS: A TEACHER'S GUIDE

Once Mr. Yaree Ye Ya, a school headmaster in a small village in the region of Papa ye, in the Southern part of Ghana, respected because of his dedication to work, asked his pupils/ students what is gentleness? (with the intention of inculcating the virtue of gentleness in the children). After warm and interesting deliberations, the class agreed that gentleness is acting and speaking in a way, which is considerate and kind to others.

“Speak ye to him with gentle speech” Adul’-Baha. It is using self control in order not to hurt or offend anyone. Being gentle means to be very careful. You can be gentle with people and animals in the way you touch them and the way you speak to them. Being gentle with people means not hurting one another in anyway.

Teachers, let's be gentle towards our students, they are as equal human beings. Regard them as a mine, rich in gems. Gentleness is moving wisely, touching softly, holding carefully, speaking quietly, and thinking kindly.

When people are gently with each other, feelings are protected and no one is hurt. When you handle thoughts, it makes the world a gentle place to live in. to be gentle, you have to think about being gentle otherwise it would be easy to become to rough.

People who are rough scare and hurt other people. When you play with your pupils/students, you make sure you are not hurting them. When you say something, you say it in a way that would not hurt the listener's feelings. When you feel mad or hurt, instead of blowing up and hurting someone else, you use your voice to talk peacefully. You control yourself so that you don't hurt other people even when you feel angry.

Concentrate your thought on the love and kindness and people will see the gentleness and our classrooms will be very conducive to learning and a happy, friendly climate will be created between you and the children. Don't forget, it pays to be gentle.

“under no circumstance whatsoever should we assume any attitude except that of gentleness and humility”. “Abdu'l-Baha”.



One of the most important of undertaking is the education of children, for success and prosperity depend upon service to and worship of God, the Holy, the All – Glorified. – Bahá'í Holy Writings

BOOK DISTRIBUTION TO SCHOOLS IN THE EASTERN AND WESTERN REGION OF GHANA—(UK BOOK AID BOOKS)

The partnership between the Olinga Foundation for Human Development and BookAid International is really helping to eradicate the high rate of illiteracy within the schools since we are providing direct access to a wide range of readers which are at their grade level. We often overlook the importance of books and how much of a difference they can make especially in the lives of the children. Books from Book Aid International, has helped our schools that we provide literacy training to ensure that they have access to a wide collection of reading materials for the children.

The Olinga Foundation for Human Development distributed Two Thousand Two Hundred and Fifty-One (2251) books to nineteen (19) primary and seven (7) junior high schools in April 2022 in the eastern region of Ghana . These books were donated by the UK Book Aid International . Our approach to building literacy focuses on two inter-related activities, improving teaching effectiveness through teacher training in literacy, creating a culture of reading and support for the distribution of high quality reading materials from donors. The beneficiary schools are in the rural, remote and deprived communities that struggle to get supplementary reading materials benefitted from this exercise. The books promote a culture of reading within the schools and community to mention providing access to children that helps them to develop the full potential and capacity by helping them develop thinking skills and their point of view, it gives the children endless knowledge on various topics and broadens their horizons. These books are helping the children develop basic language skills and profoundly expand their vocabulary and interest in reading. We appreciate the kindness of the donor Book Aid International (UK) that made these exercise a reality.



Between September and October 2022, Two Thousand and Eighty-One (2081) Books from UK Book Aid were distributed to nine (9) primary schools and eight(8) senior high schools in both Greater Accra, Eastern and Western Regions . A school from the Southern Volta also benefitted in the donation.



Reading these books helps the children find solutions to their problems and see that they are not alone. For the less fortunate in the areas where we work, they do not have books at home and these books are considered a “luxury” since they simply cannot afford them.

Staff of the Olinga Foundation for Human Development have had the opportunity to ask both teachers and student and the beneficiary schools about the values of the donated books . Here are some of the responses to the interview made; 1.“ The greatest impact on the children /students is that they have developed the culture of reading” said by basic five teacher Mr. Joseph in a primary school in the Eastern region of Ghana.

2. A pupil from Teacher Mantey Presbyterian primary school said , “I love flashy books, and I’m eager to read them, even if I read with difficulties, I will persevere to continue reading. 3. Gladys, a student from Suhum secondary technical school said, “I have opened a new chapter in my life, books are now my best friends.

"The education of each child is compulsory.... In addition to this wide – spread education each child must be taught a profession, art or trade, so that every member of the community will be enabled to earn his own livelihood. Work done in the spirit of service is the highest form of worship." — Bahá'í

READING CLUBS

To continue with the momentum gained, the team initiated a Reading club program in 5 of the

program school in Suhum during the schools' vacation as a pilot. This was supported the by Ghana Education Service (GES) and the PTA/SMC.

The clubs focused on helping children learn to read. These clubs are designed to arouse the interest of

students in reading/ literacy. The clubs use reading materials which have creative and fun-based approaches such as engaging children with compelling pictures and illustrations, drama / sketches, skits, poems, puzzles, debates, games, fun facts, mental games, questions and answer sessions, etc. The core reading books will include local literacy books provided by the Olinga Foundation and as well as English books provided by the organization along with library books available locally.

The students would be using the supplementary books provided by UK Book Aid.

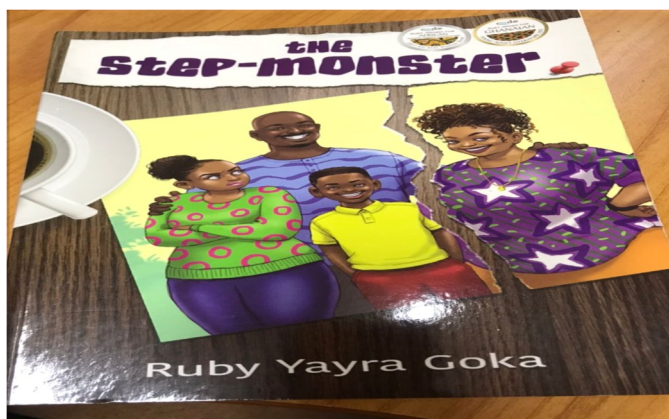
□ Before school vacated the team visited the 5 selected schools and consulted with the head teacher on the venue, day and time for the club meetings.

□ Supplementary Readers were given to all 45 program schools however an additional top up was provided to schools that were starting up the Reading clubs. (20 schools)

□ Subsequently, when schools reopened the reading clubs were transitioned into school Hours and the number of schools increased to 10 clubs.

□ Some clubs meet on Wednesday & Friday afternoon after schools hours (led by the school prefect and teachers). They range in between 15-35 in number (mostly upper primary & JHS) and they are mixed clubs (boys & girls) at the moment.

As at now there are 15 functioning Reading clubs. 10 clubs in Shum and 5 clubs in Anum Apampam. A School Club Manual has been developed and the team will be providing Akuapem Twi books.

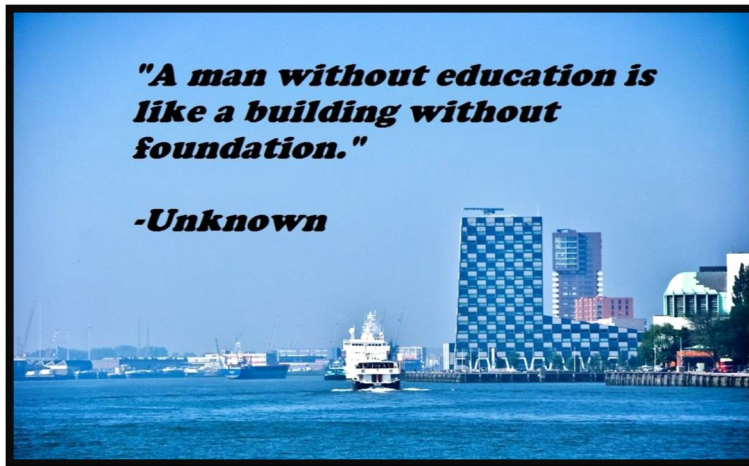


"Beautify your tongues, O people, with truthfulness, and adorn your souls with the ornament of honesty.

Boost not thyself of tomorrow; for thou knowest not what a day may bring forth.

Proverbs 27:1



**BEST TRY**

If you always try your best
 Then you will never have to wonder
 About what you would have done
 If you'd summoned all your thunder
 If your best was not as good as you hope,
 You still would say, "I gave today all that I had in me".

Greetings from the Director (Dr.
Leslie Casely- Hayford)

POEM CORNER**BEST TRY**

*Like every brave soul,
 You too may not always succeed,
 But never cease your crusades to earn it
 like every beautiful star,
 You too may not dazzle eternal,
 But when you do shine like you mean it,
 Like most wonderful souls out there
 You would also pump till peace
 So leave every moment like you mean it.
 But unlike others no matter what hap-
 pens tomorrow, always smile and smile
 like you mean it,*

(Octet by: Catherine Adio)

YOU CAN

If you think you're beaten, you are...
 If you think you dare not, you dare....
 If like to win and you think you cannot, you can't...
 It is almost a cinch, you wont...
 If you think you will lose, you're lost...
 For out in the world you will find...
 Success begins with a fellow's will...
 It is all in a state of mind...
 If you think toy are outclassed you are...
 You've got to think high to rise...
 You've got to be sure of yourself before you can ever
 win a prize...
 Life's battle don't always go to the strongest or the
 fastest...
 But sooner or later the one who wins the one who
 thinks He Can...

(Octet by: Catherine Adio)



To:

The Olinga Foundation for Human Development owes profound gratitude to the Western and Eastern Regional Directors of Education, the District Assemblies and District Education Offices of Wasa Amenfi West and Kwawu North, the District Director's of Education, the District Education Officers, the Circuit Supervisors and Teachers who actively participate and support the programme. We would like to thank USAID, Australia Aid and World Vision for their support under the All Children Reading Campaign. We would also like to thank the Office of Social and Economic Development for supporting project activities over the past ten years.

We would also like to thank the Director General of the Ghana Education Service for recommending the programme to all Districts and Private sector organizations involved in social responsibility in Ghana. For further Information please contact:

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Training workshop for teachers in Afram Plains.

CALENDAR OF EVENTS FOR 2013/2014

Planning meeting with the District Education Offices in the four existing districts

Afram Plains/Kwahu North, Suhum/Ayensuano; Wassa Mpohor East and Wassa Amenfi

West.....September 2013

Teacher Training Workshops in 4 districtsOctober 2013

Baseline Survey.....November 2013

Evaluation for 2012.....December 2013

Monitoring/on-site Supervision and School Support.....Jan-June 2014

Production Newsletter.....April/May 2014

Refresher Training Workshops for Teachers.....Feb. 2014

Programme Evaluation.....July 2014

Preparation for the 2014/2015 program.....August/Sept. 2014