

AUGUST 2024

ALL CHILDREN READING PHASE 2 -IN EASTERN REGION

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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PEBBLES TO PEARLS FOUNDATION

The Olinga Foundation for Human Development is a nongovernmental organization which has been working to improve the literacy and moral leadership practices among teachers at primary level for the last 15 years in Ghana. The approach focuses on equipping the teachers both professionally and morally with the attitudes, skills and behaviors to assist primary school children “break through to literacy” in the shortest possible time frame (nine-month period). The main goal of the program is to improve literacy attainment (grade level reading skills) among primary school children and to ensure that teachers are well equipped with the simplest and most relevant in-

structional practices.

The All Children Reading Phase 2 (Year 1) was initiated in 2022 with the support of Pebbles to Pearls (formerly Mona Foundation). Its literacy program focused on schools in Suhum – Ayensuano districts. The program was implemented in forty-five (45) schools (across three circuits, with the focus on upper primary (Basic 4-6)

The program has impacted approximately ninety (90) teachers (at least one Ghanaian language teacher and one headteacher per school) as well as officers from the district Ghana Education Office. Approximately, Four Thousand and Five Hundred (4,500) students have benefited from this intervention this past year.

The main goal of the All Children Reading Project Phase 2 has been to enable the target population to “break through to literacy” within a nine-month (9) period. The second goal of the program has been to improve the motivation of teachers. The Olinga Foundation’s introduction of moral leadership among teachers in the program schools as part of the regular school curriculum is aimed at enhancing the moral transformation of both students and teachers.



Teacher Training for Devi methodology at Anum Apapam

“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.”

ENDLINE REPORT

The main objective of the end line study was to collect data from a cluster sample of participating schools in different deployments that will be utilized to inform changes in desired outcomes of the project for final reporting and to inform recommendations to improve student learning and teacher capacity in basic schools. Specifically, the study sought to achieve the following outcomes:

The specific objectives of the Endline includes the following;

- ♦ Testing the reading and comprehension abilities of the children,
- ♦ Understanding the nature of disciplinary practices of teachers,
- ♦ Observing whether the teachers appear morally responsible,
- ♦ Assessing community involvement in the schools; and



Training session on going at Anum Apapam Presby 'A'

The evaluation of the ACR 2 project in the Eastern Region included 10 program and 10 non-program schools. In instances, where the students that were part of the baseline sample were absent as a result of drop-out, relocation etc., the said student was replaced with another student who was present at baseline but was not sampled for the survey. In instances where the class numbers did not permit this, the team enumerated only the students who were present.

The criteria also included replacing a male absentee with another male and a female absentee with a female. In instances where the gender-informed replacement was not possible, either gender was selected as a replacement.

Some of the teachers and headteachers trained to lead the implementation of the program at the school level had either been transferred or had left the service. This may have contributed to how the ACR was implemented, with a possible effect on the expected level of change in knowledge.

Twenty schools were selected across the two circuits to ensure a rural/urban balance and to match the intervention and non-intervention schools. All of the schools were adequately matched, taking into consideration the urban/rural dynamics, distance from district capitals and access to socio-economic resources.

The table below gives a breakdown of the extent to which the teams were able to locate and test these learners who were included in the end line.

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

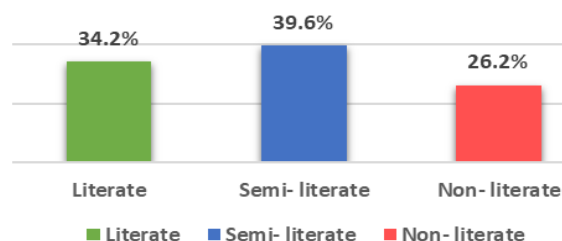
Margaret Mead.

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

Table 4.4: Literacy Results for [Ayensuano \(Coaltar\)](#) - Endline Survey

Literacy Level - Coaltar District	Non-program Schools	Program Schools	Total
Literate	28 (28.3%)	36	64
Semi- literate	44 (44.4%)	30	74
Non- literate	27 (27.3%)	22	49
Total	99	88	187

Figure 2: Literacy Results for Ayensuano (Coaltar) - Endline Survey



Results from the endline evaluation in the Ayensuano (Coaltar) district indicate that over a third of students (34.2%) achieved literacy status when assessed, followed by 39.6% being semi-literate. Literacy rates in program schools versus non-program schools suggest a higher proportion of literate students (40.9%) in the former as compared to the latter (28.3%). In contrast, there were fewer semi-literate (34.1%) and non-literate students (25.0%) in program schools as compared to non-program schools (44.4%) and (27.3%) respectively.

Table 4.5: Literacy Results for Suhum - Endline Survey

Literacy Level – Suhum District	Non-program Schools	Program Schools	Total
Literate	48 (52.2%)	62 (65.3%)	110 (58.8%)
Semi- lit-	21 (22.8%)	27	48 (25.7%)
Non- lit- erate	23 (25.0%)	6 (6.3%)	29 (15.5%)
Total	92	95	187

According to the endline evaluation results in the Suhum district, overall, most of the students (58.8%) had achieved literacy status when assessed, with approximately a quarter (25.7%) being semi-literate, and the outstanding 15.5% still non-literate. Comparatively, there were more literate students in program schools (65.3%) than in non-program schools (52.2%). Similarly there was a greater proportion of semi-literate students in program schools (28.4%) as

compared to non-program schools (22.8%). In contrast, non-literate students in program schools (6.3%) were fewer than in non-program schools (25.0%).

Extend every effort to educate the children, so that from infancy they will be trained...

READING CLUBS

One of the program's significant achievements has been fostering a deep understanding among headteachers of the importance of developing a high-performing reading culture. Many headteachers have utilized the project's reading standards to guide their work in improving a love for reading (*allocation of one hour daily for reading*).

School Reading Clubs have been established in 42 schools. These clubs have provided a platform for pupils to engage in activities that promote reading, boosting their confidence and fostering a love for reading. The clubs also serve as a medium to support struggling pupils.

The reading club support the pupils in diverse ways like by cultivating the habit of reading, basic manners, and also their fluency in English

The reading club has been a beacon of knowledge and community engagement, surpassing expectations and making a significant impact on the lives of the reading club students. Since its inception 16 months ago, the club has consistently demonstrated remarkable performance, achieving its goals and fostering a love for reading among students.

Key Findings

There has been membership growth. The club has seen a steady increase in membership, with 50 active members, exceeding the initial target of 30.

Attendance and Participation. Regular meetings have an average attendance of 80%, with members actively engaging in discussions, debates, and reading challenges.

Diverse Reading Material. The club has explored a wide range of genres, including fiction, non-fiction, classics, and contemporary works, catering to diverse tastes and interests.

The reading club has demonstrated exceptional performance, fostering a love for reading, improving literacy and building a sense of community. With continued support, resources, and innovative strategies, the club is poised to make an even greater impact, empowering pupils and promoting a culture of lifelong learning.

Scrabble Games with the Reading Club students



Reading Club Pupils playing scrabble games during their meeting.



Reading club reading some of their story books during their meeting

One of the most important of undertaking is the education of children, for success and prosperity depend upon services

BOOK DISTRIBUTION TO SCHOOLS IN THE EASTERN (UK BOOK AID BOOKS)

The partnership between the Olinga Foundation for Human Development and Book Aid 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.

1. Improved access to education and literacy resources
2. Increased reading habits and academic performance among students.
3. Enhance community engagement and social cohesion.
4. Reading builds and foster the sense of community, encouraging social interaction and discussion around shared reading experience.

The Olinga Foundation for Human Development distributed Three Thousand (3000) books to nineteen (15) primary and seven (3) junior high schools in July 2024 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. A school from the Southern Volta also benefitted from 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.

"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."



Book distribution in Shs in the volta region of Ghana

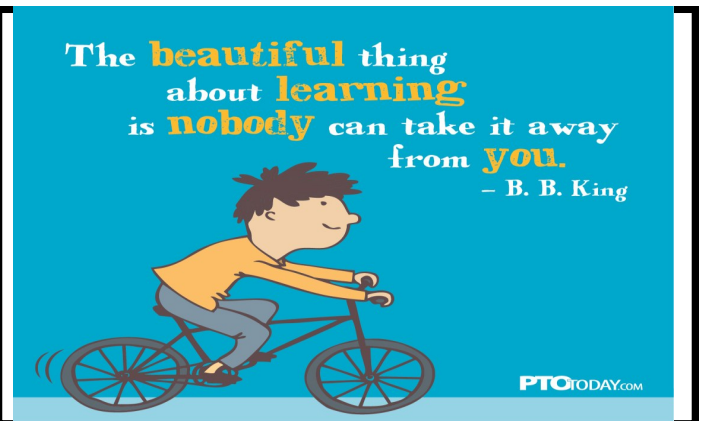


Book Distribution at Anum Apapam 'B'

Book distribution in the Ayensuano District



Book distribution at Tetekasum Basic School





The Olinga Foundation

For Human Development

‘The education and training of children is among the most meritorious act of humankind and draweth down the grace and favor of All– Merciful, for education is the indispensable foundation of all human excellence and allowed man to work his way to the heights of abiding glory. If a child be trained from his infancy, he will, through the loving care of the Holy Gardener, drink in the crystal waters of the spirit and of knowledge, like a young tree amid the rolling brooks. And certainly he will gather to himself the bright rays of the Sun of truth , and through its light and heat will grow ever fresh and fair in the garden of life’.

*Greetings from the Director (
Dr. Leslie Pasely- Hayford)*



To:

The Olinga Foundation for Human Development owes profound gratitude to the Eastern Regional Directors of Education, the District Assemblies and District Education Offices of Ayensuano and Suhum municipal, the District Director's of Education, the District Education Officers, the Circuit Supervisors and Teachers who actively participated and supported the program.

We would also like to thank Pebbles to Pearls Canada for their support in improving literacy outcomes in Ghana. P.O. Box 7726

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