



The Olinga Foundation

For Human Development



September 2014

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.*

Activities in Wassa Amenfi District

TEACHER TRAINING WORKSHOP

The Olinga Foundation for Human Development held their teacher-training workshop in the various districts (4districts). The training forms part of the foundation's ongoing work to promote literacy and moral education in primary in rural deprived communities in Ghana.

Over 198 classroom teachers drawn from 200deprived and remote schools, 10 Circuit Supervisors, 8 Officers from the District Education Office. 3 Local Trainer, 3 resource personnel 3 Officers from Olinga Foundation participated in the workshop.

The training emphasized the importance and meritorious nature of teaching and the need for skilled moral teachers to develop the country. Teachers were equipped with professionally developed textbooks for their students and the skills needed to effectively teach basic reading and writing in the Local Ghanaian Language. Classroom management was also introduced to enhance the learning environment of their students.

Inside this issue:

Teacher Training Workshop in 8 Districts

ACR Success Stories

2



In Ghana Innovative Literacy

3

Town Hall Meetings

4

Poetry Corner

5

Where We Are(World Reader)

6

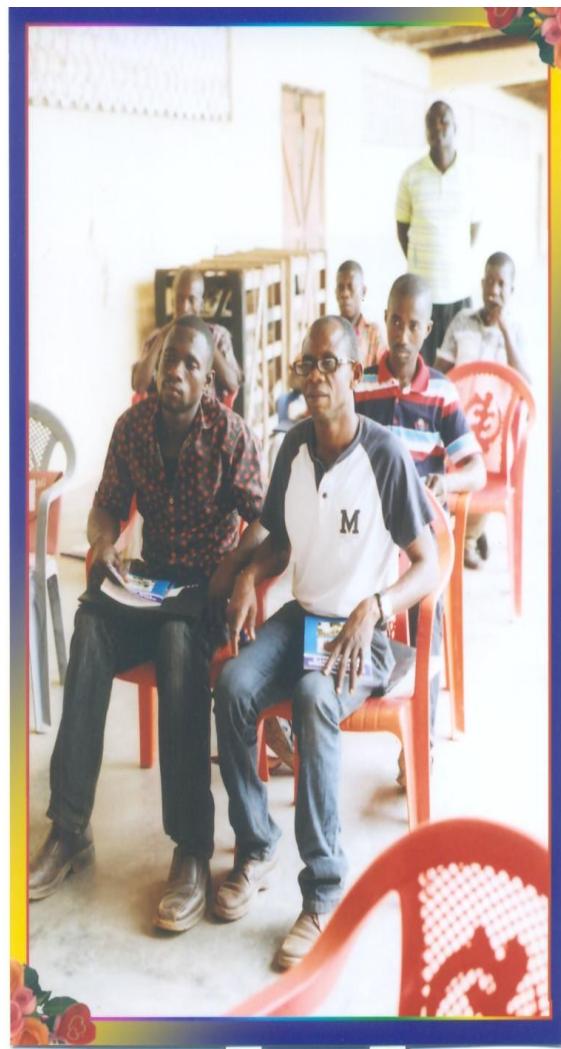
Acknowledgement

7

Calendar of Events for 2015/2016

8

Teacher Training Workshop, 2014



Training Workshop at Moseaso Community Centre

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

ACR Success Stories

The development of children's mother second language development. Ordinary tongue in basic education will facilitate the

Most of the schools we work in are under-ills of poverty which are evident in the dis-infrastructure make it difficult for teachers these difficulties the Foundation managed and has a few success stories to her

Inception of the All Children Reading in some selected schools with-tricts in the Eastern Region, Ghana fruits by sharpening the literacy have benefitted from the program. schools revealed activities of ACR due to the fact that several teachers foundation in skills for basic read- using the appropriate methodologies syllabic approach for instruction. viewed mentioned the Olinga's



tongue is a strong predictor of their logic will tell us that using the mother education and learning of a child.

resourced coupled with the attendant tricts and the eminent lack of school to deliver a sound education. Despite to improve the percentage of learners credit.

ing Campaign currently run- in the Suhum Ayensuano dis- has started bearing marketable skills of many pupils who Visits to these program were yielding positive results who were trained by Olinga ing and writing were actually by employing the phonics and Majority of teachers inter- methodology which incorpo-

rated child centered learning, classroom management skills and moral leadership approaches had made teaching very convenient and effective for them. They considered the intervention a good one and wished it could be extended to other schools with reason that majority of their pupils could now identify words and sound them correctly without their help. In Amanase Presby B primary, even though it was during the week when the Basic Education Certificate Examination for Junior High pupils was ongoing with head teachers busily invigilating at official exams centers, learning was happening. The school could boast of four teachers who had benefitted from Olinga Foundation's Training for Transformation (TfT) workshop to enable them implement the ACR program. Ms. Agnes Mensah, Assistant head teacher of the school who teaches primary 5 had her class observed for 20 minutes. Both boys and girls were seated in twos on a dual desk. She starts the lesson by breaking ice with a song. After which she refreshes pupils mind on previous lesson by asking questions. Lesson is done in the local language with the help of Olinga's Enlightening the Hearts Learner's Book 1 (EHL). Children are made to form two to four letter words by themselves. And from all indication, it is evident that a lot of progress has been made as they do with no difficulty. According to Ms. Mensah, even though parents are unable to buy reading books for their wards the EHL book was been used as a supplement which surprisingly had built up the literacy

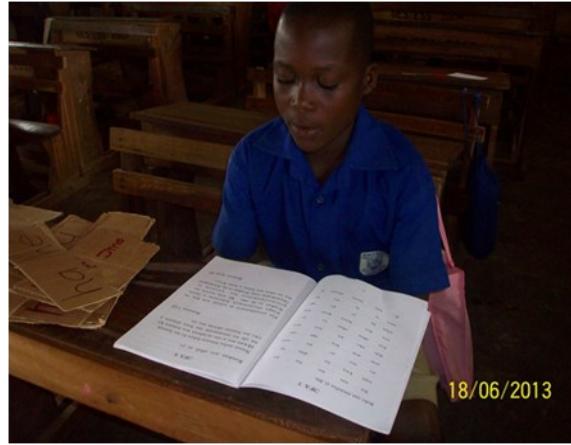


skills of children. Also She mentioned they had been trained during the TfT workshop on how to make flash-cards themselves with cardboards in order to serve as aids when teaching.

She said "*Olinga has helped us and most of the children are able to read Twi now and others are also building up the two to four letter words gradually.*"

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

Schadrack Sarfo, a 13 year old P5 pupil in an interview disclosed that since he started using the EHL book, he can now read Akuapem-Twi fluently which had enabled him make an impression on his parents, especially his mother who makes him read a Twi Bible during family morning devotions. He stated ***“At first I could read only English but now I can read Akuapem-Twi too and I like it because I understand it better.”*** At Amanhyia R/C Primary al-Olinga trained two teachers on its assistant head teacher Mr. Nuer it known that Olinga's methodology really made teaching the Ghanaian people. ***“It is very effective because the Akuapem-Twi was difficult those of us from different ethnic instance I studied Ga-Dangme the Learners book around I am For Mr. Tetteh he had no challenging the Olinga methodology but only books to be published to continuously enhance pupil's literacy skills.***



so in Suhum, where methodology, the Joseph Tetteh made and the EHL has language very sim-
initially teaching especially for background. I for in school but with able to deliver.”
es whatsoever with requested for more



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

In Ghana, innovative literacy program produces dramatic results. The olinga foundation for Human Development has been implementing mother tongue literacy in public basic schools in Ghana through the support of the ACR program in close collaboration with the Ghana Education Service and the District education offices. We are working in four (4) deprived districts two in the Eastern region and the other two in the Western region of Ghana. The program has enrolled over 424 public schools and has trained over 470 Ghanaian language teachers including district education officials, circuit supervisors in language acquisition skills using the syllabic and phonic method of teaching. Over 400 Head teachers were also trained through the support of World Education. This enabled them had insight in the methodology and were able to monitor, organize and supervise their teachers. Due to popular request and appeals from various district Directors of education eg South Dayi district in the Volta region, the foundation plans to expand the program to two more districts in the likely hood that funds can be raised. Our main challenge was the cost of monitoring and the supervision of the program schools. Schools on the island in the Volta lake could not be visited due to the cost and the risk involved in accessing these schools. Teacher retention is also another setback, since they prefer teaching in the urban or peri- urban areas. **(place a picture of a typical rural school).** Many teachers were at first unmotivated and unsure about how to teach children how to read and write, especially using the local language, but the moral education introduced in the program which speak about the importance of education and the station of teachers became a source of motivation.

In Ghana, innovative literacy program produces dramatic results.

The development of children's mother tongue is a strong predictor of their second language development. Ordinary logic will tell us that using the mother tongue in basic education will facilitate the education and learning of a child. The ACR grant empowered the foundation to implement mother tongue literacy program in four districts in Ghana.

THE PROGRAM PLACES GREAT EMPHASIS ON REACHING CHILDREN IN DEPRIVED AREA SCHOOLS, WHICH ARE OFTEN OFF THE MAIN ROAD.

Most of the schools we work in are under-resourced coupled with the attendant ills of poverty which are evident in the districts and the eminent lack of school infrastructure make it difficult for teachers to deliver a sound education. Despite these difficulties the Foundation managed to improve the percentage of learners and has a few success stories to her credit.

Reasons for High and Low Performance across Program Schools The following four tables (2.7 to 2.10) show the percentage of pupils in each school that achieved a literate grade at the baseline and the end line; the difference between these – or increase; and what percentage of the tested children speak the same language at home that they were tested in, are read to at home by a family member or friend, or take books home. The analysis of the results of the baseline and end line tests on a school by school basis indicates that there is a range of results experienced across the program schools which were included in these assessments. Schools in Afram Plains/Kwahu North (Table 2.7) range from a final literate rate of between 20% and 100%; schools in Mphor Wassa East (Table 2.8) range from 33% to 94%; in Suhum Ayensuano (Table 2.9), the results range from 20% to 100%; and finally Table 2.10 shows that the results in Wassa Amenfi West range from 25% to 85%. The increase between baseline and end line also varies with an overall average of 40% across the 4 districts. This increase needs, however to be put into perspective with respect to 2 factors. The first is that some schools have a relatively high literacy rate at baseline – particularly in Suhum Ayensuano, Eastern Region (see table 2.9). These relatively high literacy rates at the onset result in an overall average increase across the district of 20%. However, the overall end line literacy rate is relatively high at 62%. Another factor is that there are a number of schools across all 4 districts which perform poorly both with respect to their baseline results and the value added with regard to the end line results.

What is clear from presenting the results in this form is that 60% of the schools (in each table the top 6 or 7 schools) achieve an increase between baseline and end line results that is higher than the overall average (approximately 40%) for program schools across the 4 districts. This percentage is commensurate with findings from head teacher interviews and further investigations during site visits that around 60% of schools which have been involved in the Olinga Program are “active”. That is to say, that there is a teacher or teachers who have been trained in the Olinga methodology, that these teachers are still at post and have organized an Inset activity to disseminate the methodology to other members of staff, and finally, that there is evidence in the school that the Olinga readers are regularly used and that at least one teacher is teaching children to read these using a phonological awareness approach. The average increase in literacy rates across these “top 60%” schools is around 50%. The main contributing factor to whether schools are performing well or not appears therefore, to be the extent to which they have embraced the key aspects of what the Olinga Foundation is espousing. That is to say, the use of mother tongue reading materials and an approach to teaching reading that includes phonological awareness. During the course of the end line tests, pupils were also asked about other aspects of their language and reading habits, which language they speak at home, whether they are read to at home, and whether they can take books home to read. From the results of reported here, there does not appear to be a significant correlation between these factors and literacy rates among pupils.

Table 2.7 Assessment Results school by school – Afram Plains/ Kwahu North Districts

Region	District	Program or Non-program	School	Same Home Lan-guage as LoI	%age Read at home	%age Take books home	Baseline Literate	End Line Literate	Increase between base and end	Schools Ranked by End Line literacy
Eastern	Afram Plains/Kwahu North	program	Agertime R/C Primary	100%	22%	56%	33%	100%	67%	1
Eastern	Afram Plains/Kwahu North	program	Adukrom R/C Primary	36%	36%	27%	0%	82%	82%	2
Eastern	Afram Plains/Kwahu North	program	Samanhyia Presby Pri-mary	58%	63%	79%	42%	74%	32%	3
Eastern	Afram Plains/Kwahu North	program	Mem- chemfre R/C Primary	94%	0%	0%	6%	71%	65%	4
Eastern	Afram Plains/Kwahu North	program	Bebuso R/C Primary	100%	8%	15%	15%	69%	54%	5
Eastern	Afram Plains/Kwahu North	program	Bruben E.P Primary	100%	44%	67%	6%	56%	50%	6
Eastern	Afram Plains/Kwahu North	program	Dedeso R/C Primary	73%	73%	73%	9%	36%	27%	7
Eastern	Afram Plains/Kwahu North	program	Kwesi Fante Primary	43%	50%	57%	7%	36%	29%	8
Eastern	Afram Plains/Kwahu North	program	Kodidi ‘A’ D/A Primary	100%	33%	67%	0%	33%	33%	9
Eastern	Afram Plains/Kwahu North	program	Kayera E.P Primary	100%	31%	44%	0%	25%	25%	10
Eastern	Afram Plains/Kwahu North	program	Odomase Presby Pri-mary	60%	67%	47%	0%	20%	20%	11
Totals					11%	54%	43%			

“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 Holy Writings

Table 2.8 Assessment Results school by school – Mpohor Wassa East District

Region	District	Program or Non-program	School	Same Home Language as LoI	%age Read to at home	%age Take books home	Baseline Literate	End Line Literate	Increase between base and end	Schools Ranked by End Line literacy
Western	Mpohor Wassa East	program	Angu Anglican	65%	47%	71%	29%	94%	65%	1
Western	Mpohor Wassa East	program	Angu Catholic	71%	50%	29%	7%	93%	86%	2
Western	Mpohor Wassa East	program	Manso Anglican	15%	38%	8%	38%	92%	54%	3
Western	Mpohor Wassa East	program	Manso Methodist	29%	79%	36%	0%	86%	86%	4
Western	Mpohor Wassa East	program	Krofotrom D/A Primary	92%	31%	54%	31%	85%	54%	5
Western	Mpohor Wassa East	program	Dominase Methodist	47%	37%	0%	16%	63%	47%	6
Western	Mpohor Wassa East	program	Sekyere Aboboaso Primary	100%	20%	0%	7%	60%	53%	7
Western	Mpohor Wassa East	program	Kwaaba T.I Ahamediyia	100%	46%	77%	15%	46%	31%	8
Western	Mpohor Wassa East	program	Dominase St James Anglican	15%	15%	0%	0%	38%	38%	9
Western	Mpohor Wassa East	program	Dompim D/A Primary	83%	39%	33%	6%	33%	28%	10
Totals							15%	68%	54%	

Table 2.9 Assessment Results school by school – Suhum Ayensuano Districts

Region	District	Program or Non-program	School	Same Home Language as LoI	%age Read to at home	%age Take books home	Baseline Literate	End Line Literate	Increase between base and end	Schools Ranked by End Line literacy
Eastern	Suhum-Ayensuano	program	Anum Apapam Presby 'A'	93%	53%	0%	87%	100%	13%	1
Eastern	Suhum-Ayensuano	program	Nankese United Primary	46%	54%	23%	69%	92%	23%	2
Eastern	Suhum-Ayensuano	program	Anum Apapam R/C	80%	40%	0%	40%	80%	40%	3
Eastern	Suhum-Ayensuano	program	Anum Apapam Presby	100%	30%	20%	70%	80%	10%	3
Eastern	Suhum-Ayensuano	program	Mfranor Presby Primary	75%	42%	50%	50%	67%	17%	5
Eastern	Suhum-Ayensuano	program	Anum Apapam Islamic	64%	0%	14%	21%	64%	43%	6
Eastern	Suhum-Ayensuano	program	Teacher Mante Presby 'A'	63%	31%	100%	25%	50%	25%	7
Eastern	Suhum-Ayensuano	program	Asuboi D/A Primary	57%	29%	0%	29%	43%	14%	8
Eastern	Suhum-Ayensuano	program	Asuboi Presby Primary	69%	50%	19%	19%	38%	19%	9
Eastern	Suhum-Ayensuano	program	Teacher Mante Presby 'B'	65%	6%	65%	24%	29%	6%	10
Totals							42%	62%	20%	

Table 2.10 Assessment Results school by school – Wassa Amenfi West District

Region	District	Program or Non-program	School	Same Home Language as LoI	%age Read at home	%age Take books home	Baseline Literate	End Line Literate	Increase between base and end	Schools Ranked by End Line literacy
Eastern	Wassa Amenfi West	program	Asankrang Breman D/A Primary	31%	46%	31%	38%	85%	46%	1
Western	Wassa Amenfi West	program	Achichere R/C	89%	22%	44%	33%	78%	44%	2
Western	Wassa Amenfi West	program	Kwamang R/C	75%	42%	92%	0%	67%	67%	3
Western	Wassa Amenfi West	program	Wasa Dunkwa D/A Primary	55%	45%	5%	0%	65%	65%	4
Western	Wassa Amenfi West	program	Pensanom D/A Primary	43%	57%	43%	0%	57%	57%	5
Western	Wassa Amenfi West	program	Amoama D/A Primary	8%	17%	0%	0%	42%	42%	6
Western	Wassa Amenfi West	program	Asankrang Breman R/C Primary	36%	64%	0%	0%	36%	36%	7
Western	Wassa Amenfi West	program	Asankrang Moseaso	92%	33%	42%	17%	33%	17%	8
Western	Wassa Amenfi West	program	Sureso D/A Primary	63%	63%	6%	0%	25%	25%	9
Western	Wassa Amenfi West	program	Obeng Methodist Primary	63%	31%	38%	6%	25%	19%	9
Totals							8%	50%	42%	

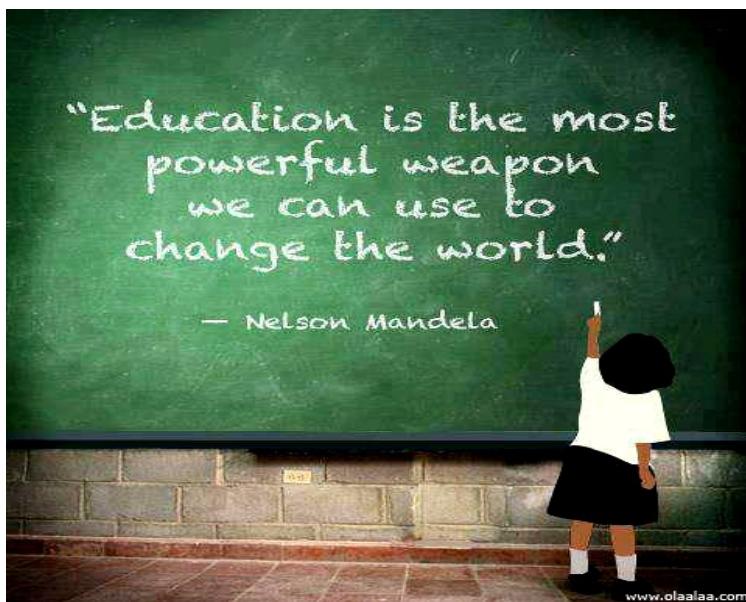
Conclusion – Outcomes

The key findings from the evaluation data gathered is that overall pupils at schools that were included in the first phase of training by Olinga (January 2013) perform better than those pupils at the schools who were included in the baseline evaluation as a random control group. Variations across these results arise because of the presence of various factors. In the first instance, there is a relatively small differential between end line results from schools that are categorized as “program” because they were included in the training for the first year of the ACR Project and those designated as “non-program” because they were included in the baseline evaluation exercise as a random control sample. There are various factors that affect literacy levels among pupils, not least the general quality of teaching at the school regardless of whatever other inputs there may be. By all accounts the Training for transformation Enlightening the Hearts is highly successful, helping to triple the literacy rates among participants and winning praise from students, parents, teachers, and government education officials. “The methodology makes it so simple to acquire language skills,” said Samson Boakye, a teacher at the Anyinabrim primary school. “The syllabic approach is excellent. Then there is transfer of knowledge from the Ghanaian language to the English language. Children are therefore reading the local language fluently.” (a picture of a student reading the local language in the classroom) Along with its distinctive method for teaching literacy, the program also incorporates element of moral education by emphasizing virtues drawn from religious scriptures—another feature that has drawn praise. “Why I like this program mostly is the moral aspect of the book which will no doubt help children to become good citizens in the future,” said Ayyub Yaku Aidoo, a teacher at the Samreboi primary school. During a recent town Hall meeting organized by Olinga Foundation for Human Development and the District Education office on issues of engaging parents around the learning needs of their children, with members of the Parent Teacher Associations, school management committee members, District assembly men and women, Opinion leaders, religious leaders and traditional elders and chiefs in a Adukrom village in Kwahu North Afram Plains district where a spectacular event happened. Mrs Alice Kakrabah Quashie was highly excited and happy that the daughter in primary six (6) can now read fluently the TWI Holy Bible and has been made the second reader of Bible verses in the Roman Catholic Church at the village. The Head Christian not only confirm this but also appealed for the program to be introduced in the Junior high schools for the benefit of the students, since his son in JHS2 can;t read the local language. District education officials say the progam;s success extends beyond the simple promotion of literacy “Our students have had problems with reading” said Kenneth Asuoh a circuit supervisor of GES Kwahu North Afram plains district. When Olinga started, we saw improvements in the places that they were working. We also saw that people started talking about values and we were impressed. “Also the teachers have now become excited by the training. I think this is another key to the foundations success.” Another key to the program’s effectiveness is the motivational impulse generated by the emphasis on moral education.

TOWN HALL MEETINGS

Town Hall Meetings were held at two Circuit centres in each of the four program districts between 28th April and 1st May 2014 to interact with community members, chiefs and traditional elders, opinion leaders, religious leaders, the youth and sundry on the ACR Project, explain the importance of pupils learning the Local Language before transitioning to the second language. The aims and objectives of the ACR Project were also discussed. There were interesting interaction on why children should learn their mother tongue(L1), both the baseline test which was conducted to ascertain the literacy rates of the children before the program began in the schools and the endline test conducted in February were discussed and the results compared with each other. They realized the positive impact the program has had in their community.

The participants were also empowered to have frequent visits to the schools to be abreast with school issues, monitor pupil and teacher attendance and discuss the welfare of both pupils and teachers. Participants requested that such Town Hall Meetings be organized termly to get them involve in school activities in their respective communities. In attendance were two Deputy Directors of Education and some Assembly Members from the District Assemblies.



Thoughts for the month

"God is our refuge and strength, a very present help in trouble. Therefore will not we fear, though the earth be removed, and the mountains be carried into the midst of the sea; Though the waters roar and be troubled, be still and know that I am the Lord. The God of Jacob is our refuge. Saleh. **-Psalm 46**

".... If thou wouldst hearken to my words, release thyself from the fetters of whatsoever cometh to pass. Nay rather, under all conditions thank thou thy loving Lord, and yield up thine affairs unto His will that worketh as He pleaseth. This verily is better for thee than all else, in either world..." -

Baha'I' Holy writing

"He who finds the right path does so for himself; and he who goes astray does so to his own loss; and no one who carries a burden bears another's load."

-Al-Qur'an 17:15

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

POETRY CORNER

We are always clutched together like a bunch of berries,
With our joyful hearts we make merry,
Finding ourselves sailing in a love, bound ferry,
For that is what unites us completely,
And are determined never to live separately,
Bearing in mind we are one family.
This is how God created you and I,
So that we can we can be pleasing in His eyes.

(Octet by: Marian Owusu Afriyie.)

Where We Are (World reader)

World Reader as part of its core mandate to improve literacy skills among Ghanaian public schools provided a wide range of teaching and learning materials through e-reader technology to pupils in P1, P2 and P3 grades in Olinga's four operational districts at the beginning of this year.

The e-reader which is an inexpensive, easy-to-use device has the capacity to download and store well over 3,500 books, also has a built-in dictionary, educational word games and features like read aloud in English since its introduction has helped to improve teaching and learning in the lower and upper primaries of programme schools.

Moreover, electronic copies of the *Enlightening the Hearts* students' and teachers' manuals were digitized and downloaded onto the e-reader as well as a soft copy of the edited version of the EHL book 1&2, 2013 in Akuapem Twi. Trained teachers have also been provided with the early grade training manual which outlines the approach to be followed in instructing children from P1 to P3.

Teachers have also been provided with posters and other ancillary materials such as Manila cards, A4 sheets, scissors and markers which have equipped them to prepare teaching and learning materials like flash cards and simple small books to be used by the children.



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 Kwahu 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 2014/2015

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

Afram Plains/Kwahu North, Afram Plains/Kwahu South, Suhum Municipal, Ayensuano District, Wassa East, Mphohor District Wassa Amenfi West and Wassa Amenfi Central..... Sept/Oct. 2014

Teacher Training Workshops in 8 districtsOctober 2014

Baseline Survey.....November 2014

Monitoring of ACR Year 2 schools.....Nov/Dec.2014

Monitoring/on-site Supervision and School Support.....Jan-June 2015

Refresher Training Workshops for Teachers.....Feb. 2015

Production of Newsletter.....April/May 2015

Town Hall Meetings.....June 2015

Preparation for the 2015/2016 Programme.....Aug/Sept. 2015