



## **ALL CHILDREN READING PHASE 2**

### **Draft Baseline 3**

**BASELINE STUDY REPORT FOR TEN PROGRAM AND TEN NON-PROGRAM SCHOOLS**

**AUGUST 2022**

**VENUE**  
**Suhum – Ayensuano Districts**

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# Chapter 1: Background to the Study

## 1.0 Introduction

The Olinga Foundation's key innovation is its approach to literacy attainment aimed at transforming the instructional practice of teachers and their attitudes towards teaching in the primary classroom. Its methodology for sharpening literacy skills is based on a phonic and syllabic approach using local language literacy across three of Ghana's major local languages, and in this case, we used Akuapem Twi in the target schools. The All Children Reading (ACR) program aims at improving literacy levels and reading of P4, P5 and P6 pupils in the Suhum-Ayensuano Districts. It also aims at reducing absenteeism and increasing time on task for the literacy hour among teachers in target schools, reducing the usage of verbal abuse and physical punishments of the child and thereby creating a child friendly teaching environment through participatory methods of language instruction and alternative disciplinary practices.

A baseline survey was conducted to ascertain the literacy levels of pupils/students a few weeks after the program began in the classroom. The survey was conducted in July 2022 in two districts, the Suhum and Coaltar circuits.

## 1.1 The Objectives of the ACR Program and the Olinga Foundation Targets

The main goal of the All Children Reading Project Phase 2 is to enable the target population to "break through to literacy" within a nine-month period. The second goal of the program is 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.

The specific objectives of the All Children Reading Project are:

- To improve literacy levels and reading abilities of P4, P5 and P6 students after the first and second year cycles.
- To reduce teacher absenteeism and increase time on task at the literacy hour among teachers in target schools
- To reduce the usage of abuse and physical punishment towards the child and create a child friendly teaching environment through participatory methods of language instruction and alternative disciplinary practices in at least 40% of Olinga target schools.
- To increase the level of community participation in the supervision and oversight of their teachers and to ensure the improvement of their time on task.

## Chapter 2: Objectives of the Baseline

The main objective of the baseline 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:

### 2.0 Objectives of the Baseline Test

- To test the reading and comprehension abilities of children
- To understanding the disciplinary practices of teachers
- To assess community involvement in the schools.
- To assess teachers' behaviors – absenteeism, time-on task, and teaching methods.
- To observe whether the teachers appear morally responsible

### 2.1 Context of Learning across the Eastern Region of Ghana

Many diverse factors need to be considered regarding the learning environment across the Eastern Region. The physical environment in most of the districts includes good classroom structures with a few poor ones scattered in rural and remote communities. Often, these classrooms are furnished with simple dual student desks and a table in front for the teacher. A few of the schools lack these dual desks, and pupils are made to sit on the floor. Access to a library and other information resources are difficult to come by. Some of the schools have old computers which are not in use, and, in some cases, no availability of electricity hinders their use. The lack of teachers who are competent and well-trained in information communication technology is another setback against the quality delivery of ICT.

School management structures and leadership are vital elements in determining the quality of teaching and learning in schools. Where good managerial leadership qualities are exhibited by head teachers, a conducive learning environment is created: both teachers and pupils are encouraged to give of their best, and teaching and learning progress uninterrupted. Conversely, where the school climate consists of weak management and laissez-faire attitudes of teachers, students lack the motivation and passion for learning, with the result that their reading abilities do not develop and they perform poorly in their studies. As evidenced in other research studies carried out in Ghana (AfC 2013), strong leadership structures are frequently found in schools that enjoy the additional oversight of a religious mission (e.g. Roman Catholic, Presbyterian). In mission schools like the Presbyterian primary 'A' in Suhum/Ayensuano district in the Eastern Region, the commitment and dedication of head teachers serves as a major inspirational factor in the improvement of pupil performance. With regard to the ACR program, this commitment to fulfilling the aims of the project results in the improvement in pupils' ability to decode and sound out letters and words and read simple sentences with comprehension. Teachers' steadfast attention to the program's goals enables students to progress from being non-literate, to semi-literate, to fully literate.

The community's involvement in the administration of the schools and the sustenance of good rapport between the school and the community are important ingredients in the creation and promotion of a quality learning environment. Frequent visits by the SMC/PTAs to the schools help to identify the schools' problems and attempt to solve them. During these visits SMC/PTA members seek the welfare of both the pupils and teachers, and motivate both parties by socializing with them, boosting their morale, and encouraging them to do better. Such friendly practices contrast with the practice of some SMC/PTAs which, reportedly, only visit when there are problems that require the attention of community members to help solve.

In schools serving rural deprived and remote villages, many challenges impede teaching and learning. Most of such schools are not easily accessible due to poor roads. The difficulties they face such as the lack of electricity and the challenge of providing potable water worsen the plight of teachers. Many, particularly trained teachers from other places, are reluctant to accept posting to such areas. These teachers prefer living in peri-urban communities and commuting daily, which often results in their being late to school, thereby reducing time on task.

## Chapter 3: Study Methodology and Sampling Framework

### Introduction

The baseline assessment was conducted shortly after the first training took place. The evaluation took the form of a mixed method approach, which included quantitative data in the form of reading tests as well as qualitative data in the form of interviews with pupils, head teachers, teachers and members of SMC/PTA.

The assessment included a short literacy test in the local language – **Akuapem Twi** – in order that student achievement could be tracked across the life of the project. The test assessed the ability of students to read phonemes of single and double letter phonemes, a selection of longer words and a short passage on which questions were posed to test comprehension. Evaluation teams aimed to test the 20 selected children in each school, 10 girls and 10 boys from upper primary, P5 making a total of approximately 400 students tested. So that a cross section of results could be included in the sample, pupils were also tested in non-beneficiary schools, allowing for a comparison of pupil achievement in the baseline study. Five program schools and five non-program schools were included in each of the two circuits.

### 3.0 Limitations and Replacement Criteria

One of the challenges during the study, was that a number of schools had low enrolment, and in a few instances some students were absent. As a result, students in the selected class level (primary 5) were replaced with other students who were present in upper primary 4 or 6.

### 3.1 Baseline Team for Suhum and Coaltar

The team members that conducted the study included GES officers, Circuit Supervisors and Olinga Staff. This included:

**Table1: Details of the Baseline Team**

<b>CIRCUIT</b>	<b>NAME</b>	<b>ORGANIZATION</b>	<b>DESIGNATION</b>
<b>Coaltar</b>	Leonard Nubuasah	Olinga Foundation	National Coordinator
	Solomon Asiamah	Olinga Foundation	Master Trainer
	Ridvan Danso	Olinga Foundation	Staff
	Anthony Ofosu	Ghana Education Service	Deputy Director for Supervision
	Roland Sarfo	Ghana Education Service	Circuit Supervisor
		Ghana Education Service	Circuit Supervisor
<b>Suhum</b>	William Mankata		Trainer
	Ayeley Foli		Program Officer

	Kojo Oheneba		Staff
	Precious Affum		Staff
	George Darko	Ghana Education Service	Circuit Supervisor
	Mark Darkwa	Ghana Education Service	Circuit Supervisor

### 3.2 Selection of Schools, Sample Size and Sampling Procedures

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.

**Table 2: Sample Size**

<b>Circuit</b>	<b>Number of Schools (Program &amp; Non-Program)</b>	<b>Schooling Level</b>	<b>Number of Girls</b>	<b>Number of Boys</b>	<b>Number of Sampled Students</b>
<b>Suhum</b>	10	P4,P5 & P6	87	89	176
<b>Ayensuano(Coaltar)</b>	10	P4,P5 & P6	66	124	190
<b>Total</b>	<b>20 schools</b>		<b>153</b>	<b>213</b>	<b>366 students</b>

The table above gives a breakdown of the extent to which the teams were able to locate and test those learners who were included in the baseline. As already stated, there was not an adequate number of pupils in P5 when the baseline tests were been carried out, and so the absent students, were substituted by P4 and P6 students.

### 3.3 Testing Methodology

The guidelines on how to carry out the baseline test were strictly followed by the enumerators. Upon the arrival at the school, the team visited the head teacher to discuss the purpose of the visit and the mode of testing. Ten boys and ten girls were randomly selected from the respective classes and informed about the test. The pupils were then registered and asked to wait outside in the shade in an orderly manner waiting for their turn to be called. The pupils were then asked by the enumerators to read (sound out) the vowels, the two letter words, phrases, sentences and a short comprehension passage after which questions were asked regarding the passage. Once a pupil was tested, he/she was asked to go to a different area away from the pupils not yet tested to avoid collaboration.

### 3.4 Grading of Learners

The reading test used with pupils for this evaluation was designed to assess the learner's ability to sound out single letters (vowels and then consonants); two-letter words and short words. The last part of the test took the form of a reading passage which the children were asked to read and then answer questions about in order to test their comprehension of what they had read. The test elements were organized in order of increasing difficulty. After taking the test, pupils were graded and classified as being literate, semi-literate or non-literate.



## Chapter 4: Head Teacher and Teacher Findings on Teacher Transformation, Teacher Absenteeism and Learning Instructions

### 4.0 Characteristics of Teachers

Findings indicated that across the 10 schools in the Suhum district, 60% are males and 40% females are while in the 10 schools of the in Ayensuano (Coaltar), 80% are males and 20% females.

**Table 3: Gender Distribution of Teacher in the Selected Districts**

District	Gender	Number of Teachers	%
Suhum	Male	6	60
	Female	4	40
Ayensuano	Male	8	80
	Female	2	20

### 4.1 Level of Moral Responsibility and Transformation of Primary Teachers

In order to assess the extent to which teachers in both program and non-program schools demonstrate commitment to their role and in particular responsibility based on a moral imperative to provide a nurturing and child-friendly learning environment in their classrooms, in depth interviews were conducted with the teachers, students, head teachers and PTA/SMC representatives. The questions asked focused on the teaching techniques of teachers; the teaching strategies used; means of improving effectiveness in the classroom; the motivational practices used; the performance of the girl child in the classroom; and lastly, their views on the requisite moral qualities of a teacher.

One of the core objectives of the *All Children Reading Program Phase 2* is to equip teachers with the appropriate methodologies for child-centered learning that will help pupils breakthrough to literacy. Responses from students in the program schools with regard to teaching and learning quality in the classroom reveal that students enjoy how teachers use the methodology in their classes. They also value receiving extra assignments to be taken home and worked on. In the non-program schools, students were satisfied with the teaching skills demonstrated by their teachers in the classroom.

Spiritual and moral qualities of teachers play a vital role on how they transform as individuals and educators. When asked what qualities are important for a teacher, the teachers most frequently mentioned commitment, love, respect, and physical appearance.

When the study interviewed Olinga trained language teachers across the study areas in the Suhum- Ayensuano district, it brought forth significant information regarding teaching methods, language of instruction, use of teaching and learning materials, disciplinary practices of the

teacher, teachers' demeanor, students' participation in teaching, teachers' attendance, learners' encouragement, challenges faced in providing quality teaching, and the use of mobile phones.

## 4.2 Learning Instruction/ Methodology

In order to further investigate pupils' satisfaction with strategies used by their teachers, they were also asked how well the teachers teach the local language. Pupils were to evaluate how well their teachers taught the local language according to four rankings: excellent, good, not well, and very poor. For both program and non-program schools, most of the responses were "good". The second question, "*How well do teachers enable participation?*" Again resulted in a dominant response of "good" for both program and non-program schools.

Regarding the strategies used by teachers in their classes in order to ensure effective learning, both the teachers and head teachers gave similar answers regardless of whether they were from a program or a non-program school. The strategies mentioned included interactive activities such as dramatization and dialog to facilitate effective participation by pupils, and the usage of TLMs. However, when teachers were prompted to describe their strategies for teaching reading there were clear differences. In many of the program schools, as well as in schools where the head teacher is actively supporting the use of NALAP, teachers describe using teaching strategies that facilitate pupils' ability to understand letter/sound relationships, as well as the sounds of phonemes and the ability to decode longer words using a phonological and syllabic approach. This is in contrast with many teachers' espousal of the 'read and repeat' approach, whereby the teacher models the pronunciation of words and passages and the whole class repeats after each reading.

With regards to how teachers make their classroom environment positive and child-friendly they were asked what strategies they use to motivate students. Many teachers responded that they try and build a strong relationship with their students so that the students are comfortable in their efforts to learn. In addition, teachers praise students and give rewards in order to encourage learners who are less able or struggling.

Generally, the teachers adopt peer group methods, and they group students with different capabilities so that the strong ones can help the weaker ones. Another important strategy is the use of local language to support English so that pupils can understand better. Which describe these strategies. Below are extracts from interviews with head teachers and teachers, describing their strategies.

*Grouping them according to their ability level. Another way is to allow them to role-play certain topics. I believe when this is done the child will remember a greater part of whatever was learnt. Demonstration - this brings out the leadership skills in them.* (Female Teacher, Suhum Abisim M/A Primary, Suhum)

*Through group work. The teacher writes on manila cards so that children see whatever was studied more frequently. Through questions and answers. Learning is continuous so the teacher always gives homework.* (Female Teacher, Tetekasum Primary, Suhum)

*Using the child centered approach where every child is given the opportunity to participate. I sometimes use the role-play where child is the class master topic or the concept the teacher want to put across. Another way to ensure that children learn effectively is to take them out of the classroom on field trip where they get first-hand information. Peer grouping, method. Extra classes for weaker pupils to catch up with the rest of the class. Direct questions to boys and girls equally. Giving special attention to pupils with special needs. (Male Head teacher, Kyekyewere Presby Primary, Coaltar)*

*By blending the local language for better understanding. By using TLMS effectively. By giving learners advice on the importance of learning outside the classroom. Give more exercise to slow learners. Group pupils base on their levels and offer them remedial activities. In a group work, boys and girls could be grouped together. (Male Teacher, Duodukrom D/A Primary, Coaltar)*

Teachers' responses regarding their methods to maintain discipline included common practices such as generating "do" and "don't" lists. They also offer counsel to the children on why discipline is important and how being disciplined allows one to achieve his/her goals. As for disciplinary practices, the following are some of the respondents' comments. According to a male teacher, Kyekyewere Primary, Ayensuano; *"I ask offenders to clean the school compound or write sentences repeatedly."*

Another teacher responded, *"I ask them to clean the urinal or ask them to kneel down. (Male teacher, Amanase Aboabo Presby Primary, Ayensuano.*

## Chapter 5: Findings from Focal Group Discussions with PTA/SMC

### Introduction

In order to elicit the views of the community, Parent and Teacher Association (PTA) or School Management Committee (SMC) representatives were interviewed across all ten program schools in the Suhum and Ayensuano districts in order to better understand the dynamic relationships that exist and the support that they give to the school in terms of infrastructure, ensuring teachers' effective teaching abilities, and children's learning progress within and outside the schools' premises. The interviews also asked what support these community entities could provide to ensure effectiveness of the Olinga Methodology. All persons interviewed had different roles in the community, such as parents of wards, chiefs, and SMC secretaries. An average of three people were interviewed per school across genders.

The findings from these interview show how supportive and involved the SMCs and PTAs have been over the years. In Suhum municipality, Anomansa, Densuso, Obuotumpan, Traio, Tei Mensa and Metemano cited how the SMCs and PTAs have financially supported them. Ntunkum and Suhum Abisim said they have been supportive by renovating their school block. The SMCs/PTA at Kukua have also provided furniture as their support, while the SMC/PTA Tetekasum built their Junior High School (JHS) school block. In Ayensuano, Kyekyewere stated that owing to their chieftancy problem they even don't have an active SMC/PTA. However, Amanase Aboabo, and Yakoko have built KG blocks for their schools, and Teacher Mante, Duudukrom and Kwaboanta-Ogoblu have provided financial support to their respective schools. Others also mentioned giving support by providing TLMS, attending PTA meetings and organizing communal labor to benefit the school.

### 5.0 Involvement and Support of PTA/SMC

Responses indicated that the PTA/SMC's meet on a monthly basis within the school premises, and they use these meetings as an opportunity to interact with the head teacher and teachers about the children's progress and needed support. Besides visiting schools on meeting days, they often visit when challenges arise, whether these challenges regard infrastructure, teaching and learning methods or moral education.

They expressed gratitude for the teachers' conduct in terms of their physical appearance, level of discipline (with regards to punctuality, maintaining a serene learning atmosphere, a clean school environment and dedication to teaching) for some of the schools. A comment was made in this regard; *"There is discipline in the school. Teachers are able to reform pupils from their wrongdoing. Teachers are punctual to school."* (PTA, Obuono Nyarko D/A Primary).

Regarding other assistance they give to the school, some examples included raising funds to support extracurricular activities like sports (provide footballs and jerseys to the school) and

cultural festivals, constructing student blocks and a temporary latrine for the children, providing stationery (exercise books, pens and pencils), providing accommodation for some teachers, and renovating some damaged facilities like leaking roofs and broken furniture and doors.

Additionally, they encourage parents to supervise their wards' homework, ensure their physical hygiene and make sure that their children attend school promptly and regularly.

### 5.1 Relationship between Parents and Teachers

In describing a good relationship between parents and teachers, one of the PTA members said, “Our *relationship with the teachers is very cordial and good. Some of the teachers do visit us in the homes. Teachers do share their challenges with us*” (Suhum, Densua primary). Another parent reiterated, “We have a cordial relationship with teachers. “The chief and elders have earmarked a plot for teacher’s bungalow. Any NGO who is willing can support us”. (Suhum, Metemanu D/A Primary

PTA/SMC representatives in our program schools were also asked for their views on what can be done to improve effectiveness in the classroom. The general response was that teachers should be motivated by being provided with some sort of incentive or reward for their hard work. Some examples given include providing materials to be used in the classroom, some land to farm, accommodation in the community, etc. However, non-program schools also stated that the community helps in the maintenance of the classrooms so that their children can learn in a better environment. Thus, it can be said that, in general, communities in the study area are trying to create an enabling environment for both the teachers and students who attend their schools.

Due to established relationships, PTA/SMCs are able to work with the teachers to ensure that the parents supervise reading at home and completion of home assignments. They also ensure that teachers record their pupils' learning progress at the end of a school term and that parents reward children who do well in their final examinations.

## Chapter 6: Findings from Focal Group Discussions with Students

### Introduction

The Olinga Foundation approach to education is child centered. Therefore, to gain a better understanding of the children's interaction with their environment and the relationships between the different parts/components of the school and to gain insight into what influences/promotes learning, the survey also, focused on students' experiences.

Face to face interviews were conducted with at least six male and females in the 20 schools selected for the baseline tests. The students responded to a list of questions that helped the interviewer gain an understanding of the quality of teaching methods, disciplinary measures, teacher's regularity and needs of students.

### 6.0 Teaching and Learning Climate of the School

The students reported that their teachers demonstrate love, kindness, patience and empathy when teaching. A primary 5 female student of Ntumkum M/A Primary, Suhum said *"Teachers teach with understanding. They also exhibit smiling faces during teaching. Teachers don't get angry when we ask them to repeat the previous days' topics."*

Students also reported that teachers incorporate arts (songs, dance, and drama) to give further understanding and review lessons that students previously did not understand. Students also expressed excitement about the extra-curricular activities, such as sports. For the boys, football was reported as their main activity while for the girls it was *"ampe,"* a skilled jumping game. Students also mentioned that teachers interact with them more in their local language, which helps them to understand topics better.

*"Teachers make use of local language to explain texts to students'," a female pupil added* (Primary 5, Bepoase Presby Primary, Ayensuano.)

### 6.1 Absenteeism and Punctuality

In the 20 schools sampled, students revealed that teachers attend schools quite regularly unless they are bereaved or are on sick and or maternity leave. The head teachers also revealed that teachers' absenteeism can be attributed to workshops or training sessions, and salary collection

(which necessary and cannot be deemed as willful excuse for absence). In some cases, the teacher’s attendance book was shown as evidence.

The number of days that teachers excused themselves based on these conditions was not more than three days out of the five school days. In some special circumstances, there were about two teachers in both districts who “do not like coming to school” because, as the students expressed *“They live in a community far from the school. That teacher has another occupation. (Primary 5, male student, Obuono Nyarko D/A Primary, Ayensuano).*

With regards to punctuality, many students reported that their teachers usually arrive at school on time. While the school officially begins lessons at 7:30 a.m., most of teachers come to school by 6:30 a.m. according to the students. Some exceptions were made when students were probed further: on market days, the teachers who reside in other communities are late because of difficulty getting transportation.

**Table 4: Teacher’s performance with regards to regularity and punctuality.**

<b>DISTRICT</b>	<b>Number of schools reporting teacher absences for the last week.</b>	<b>Number of schools reporting teacher's lateness for the last week.</b>
<b>Suhum</b>	3	1
<b>Ayensuano</b>	2	2

The table above shows a breakdown of teachers’ absenteeism and lateness during the week prior to the evaluation visit. This was corroborated by the head teachers and students respectively. Out of the ten schools visited for the interview, three schools reported teacher’s absentee in the Suhum district while two schools reported teacher’s absentee in the Ayensuano district.

## 6.2 Approaches to Disciplinary Measures

A central theme in the transformation of teachers training is that teachers are encouraged to use child-centered teaching methodologies as well as to create a child-friendly teaching environment. Teachers are trained by Olinga to create a nurturing and positive climate in the classroom free from harsh or overly punitive disciplinary practices. Disciplinary practices, whether physical or verbal, are adopted in schools with a view to making sure pupils are regular, punctual, respectful, law abiding and, above all, studious. However, many traditional disciplinary measures, such as caning, kneeling down, and collecting stones, create an atmosphere of fear and can lead to pupils absenting themselves or even withdrawing from school altogether.

The Olinga Foundation methodology encourages child centered, child friendly and morally based teaching methods and disciplinary practices to positively change the attitude of teachers and pupils. When this is successful, the child will learn in an atmosphere free of intimidation, abuse, and fear and be more likely to develop his or her full potential.

**Baseline Findings**

The most common disciplinary method was “caning” (hitting the child with a thin stick), while other methods included pinching the children’s cheeks or making them kneel on the ground, do weeding or clean the washrooms. Some students also expressed they are subjected to the use abusive language from teachers.

The reasons given for these forms of punishment included lateness, failure in assignments or exams, noise making in class, quarrels among students, non-payment of classes fee, eating in class, improper dressing and untidiness, disobeying school rules and teachers, irregularity, littering, disrespect of teachers, stealing, and poor academic performance.

The table below show the views of students concerning physical punishment.

**Table 5: shows evidence regarding teacher’s use of physical or verbal punishment and the frequency of punishment meted out.**

DISTRICT	PROGRAM/ NON-PROGRAM	Do you experience verbal or physical abuse in the classroom		How often do children experience verbal and physical abuse?			
		YES	NO	ONCE	TWICE	EVERYDAY	OTHERS
SUHUM	Program	3	2	1	2	0	0
	non-program	2	3	0	0	2	
AYENSUAN O	program	0	5	0	0	0	
	non-program	1	4	5	0	1	

SOURCE: FDG with students, ACR phase 2, 2022



### 6.3 Teachers' Performance

Although students graded the teachers as fairly skilled in their ability to teach the local language and the English language. The results of the reading test suggested that the teachers may not be as skilled as their students think and that there may be other factors which are causing the students' relatively poor performance in reading.

**Table 6: Teacher Performance**

District	How well does teacher teach local language?			How well does teacher teach English?			How well does teacher enable participation?		
	Excellent	Good	Not so well	Excellent	Good	Not so well	Excellent	Good	Not so well
Suhum	2	7	0	1	8	0	2	7	0
Ayensuan	0	4	4	1	4	4	2	4	3

The table above gives a summary of pupils' views regarding how well their teachers teach in the local language and English. It also shows their views on how well the teacher enables pupil participation during teaching. The rankings are 'excellent', 'good' and 'not so well'.

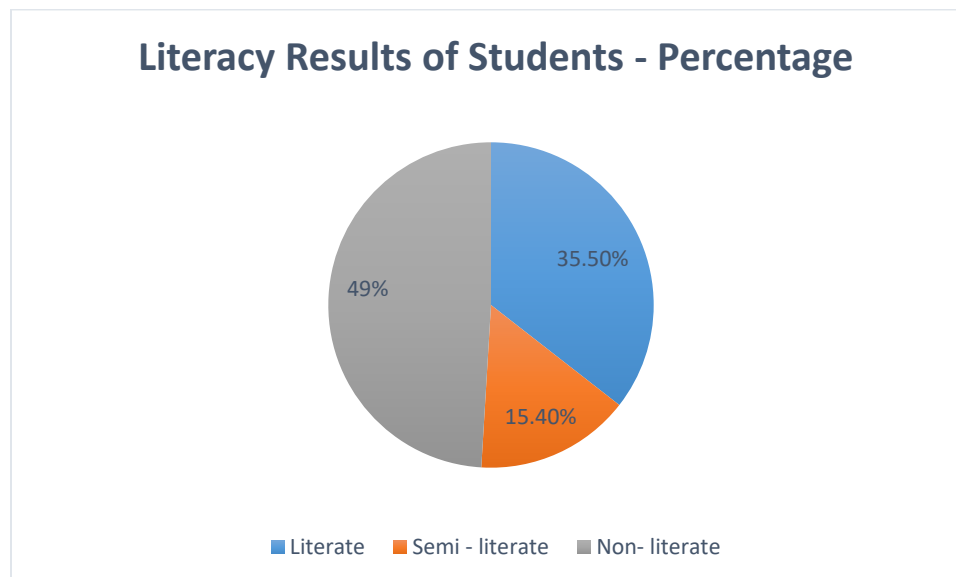
## Chapter 7: Literacy Results: Reading and Comprehension Abilities of the Learners’.

In order to assess the reading and comprehension abilities of pupils across the two circuits, they were tested on their ability to read single and double phonemes, a selection of longer words, and finally a short passage on which questions were posed to test comprehension. For the purposes of comparison and to track progress, pupils selected for this test were drawn from both program and non-program schools. (The program schools have teachers trained in the Olinga methodology and equipped with reading books written in the appropriate Ghanaian language) Three hundred sixty-three students were tested across the 20 schools. The table below shows the achievement of the learners and how they were graded.

**Table 7: Literacy Results of Students**

Variable	Percentage	Number of Students
Literate	35.5%	129
Semi - literate	15.4%	56
Non- literate	49%	178

**Figure 1: Literacy Results of Students**

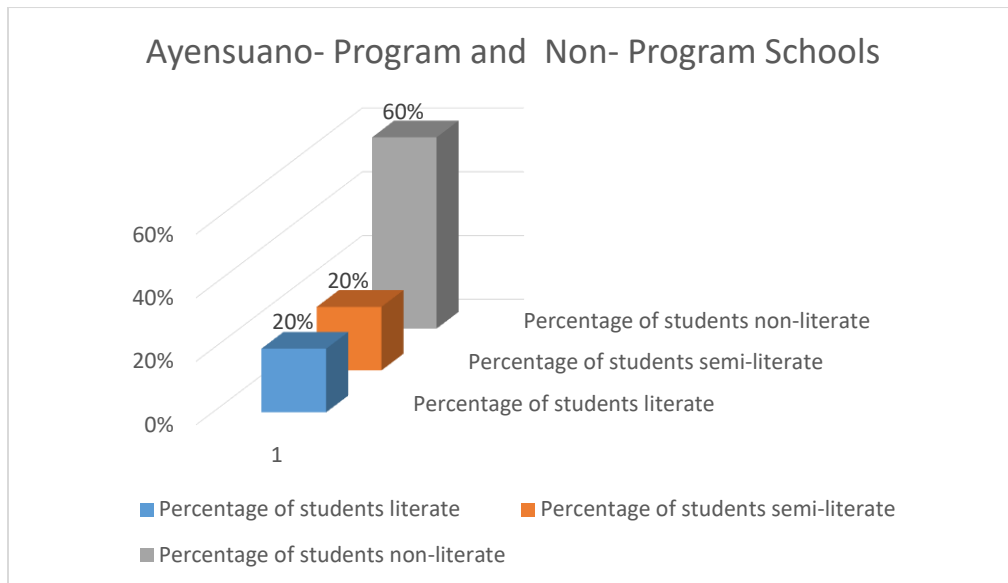


## 7.0 Literacy Results Disaggregated by Circuit

### Literacy Baseline Results

#### Ayensuano (Coaltar) (Program Schools & Non- Program Schools)

Number of schools	10
Number of students tested	189
Percentage of students literate	20% (37)
Percentage of students semi-literate	20% (38)
Percentage of students non-literate	60% (114)



#### Ayensuano (Coaltar) Results (Program Schools)

Number of schools	5
Number of students tested	91
Percentage of students literate	23% (21)
Percentage of students semi-literate	18% (16)
Percentage of students non-literate	59% (54)

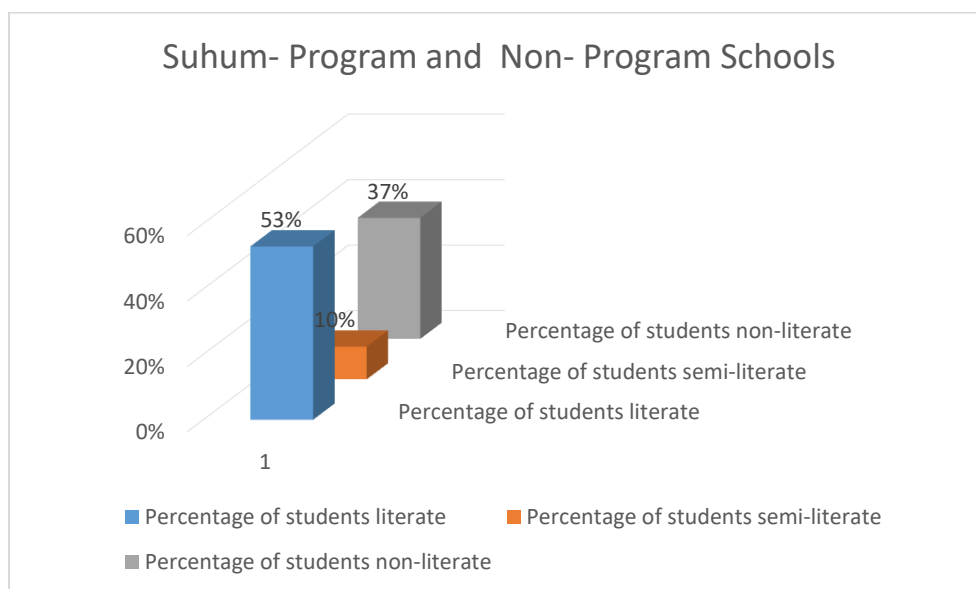
#### Ayensuano (Coaltar) Results (Non Program Schools)

Number of schools	5
Number of students tested	98
Percentage of students literate	16% (16)
Percentage of students semi-literate	23% (22)

Percentage of students non-literate	61% (60)
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### Suhum (Program Schools & Non- Program Schools)

Number of schools	10
Number of students tested	174
Percentage of students literate	(53%) 92
Percentage of students semi-literate	(10%) 18
Percentage of students non-literate	(37%) 64



### Suhum Results (Program Schools)

Number of schools	5
Number of students tested	84
Percentage of students literate	62% (52)
Percentage of students semi-literate	12% (10)
Percentage of students non-literate	26% (22)

### Suhum Results (Non Program Schools)

Number of schools	5
Number of students tested	90
Percentage of students literate	44% (40)
Percentage of students semi-literate	9% (8)
Percentage of students non-literate	47% (42)

## **Chapter 8: Conclusion**

Conclusions with regard to the baseline evaluation of the All Children Reading Program– Phase Two, fall under the five categories outlined by the objectives of this project:

### **Reading and comprehension abilities of children**

With respect to the reading and comprehension abilities of the children tested as part of this baseline evaluation, results for the Olinga schools indicate a marginally higher number of children falling into the literate bracket than those of the non-program schools. However, the overall evaluation shows that most of the children have yet to achieve proficiency. The aim of the project is to overcome this deficit; thus, the endline evaluation will target the same children to assess to what extent they have made progress during the span of the program.

### **Level of disciplinary practices of teachers**

Evidence from interviews with teachers and pupils indicates that teachers still use caning, “kneeling” and manual labor, such as weeding, as a significant part of their disciplinary practices. Pupils at the sampled schools confirm that caning is used, but, interestingly, those interviewed in the Olinga-supported schools did not describe caning as one of the things that they dislike about the school or classroom, and when asked about which misdemeanours they would be punished for cited examples such as lateness, disrespect of teachers, stealing, etc. and not (as was the case in other interviews) poor academic performance.

### **Community involvement in the schools**

The extent to which communities are involved in school life is difficult to assess based on the available evidence as evaluators were unable to interview members of PTA or SMC groups in most of the sites visited. Those who were available for interview generally described relationship between the school and community as at least cordial and stated that they visit the school and check children’s work in an attempt to ensure that teachers are performing as they should be.

Community support and participation in the work of the school is an important aspect of school development; however, further work is needed to support head teachers in their endeavours to ensure that community groups are encouraged to visit the school regularly and maintain a dialog with school management.

## **Teachers' behaviors: absenteeism, time-on task and teaching methods**

Much of the evidence from head teachers and teachers shows that teachers in Olinga-supported schools are making a concerted effort to integrate not just the methodology outlined at Olinga training events but also the NALAP resources. The use of L1 in the lower primary classes supports these methodologies, and it is reassuring to see that schools appear to be implementing this policy. Interviews with pupils indicate that they feel that teachers are performing well with respect to using participatory methods, and in response to the question of what they like in their classroom, generally, all the groups of pupils in Olinga-supported schools said they think they are being taught well.

In terms of teacher absenteeism, the evidence suggests that for the period under study (one week prior to the evaluation), rates of absenteeism were relatively low. Evidence from the head teachers' interviews with regard to the number of absences is corroborated by pupils. However, descriptions by head teachers of why teachers are absent indicate that at different times of the month or year, rates of absenteeism will be higher. Thus, it is understood that certain activities that cause absence will occur on a regular basis, especially instances when teachers take time off to collect their salaries at a bank, and to travel to take part in required distance learning programs.

## **Whether the teachers appear morally responsible**

Moral responsibility is difficult to gauge. However, there are various indicators in the evidence gathered for this baseline evaluation that can be used to assess the extent to which teachers appear to take responsibility for their roles as educators and role models for their pupils, colleagues, communities. With respect to teachers' assessment of their motivation to join the profession, almost all respondents indicated that they felt a desire to improve the lives of children through education. Only one teacher of all those interviewed admitted that s/he became a teacher because there was no alternative employment available. Furthermore, when teachers were asked about the requisite spiritual and moral qualities of a teacher, all but one group referred to the need for teachers to show love, respect, and dedication to the pupils in their care.

Other evidence of moral responsibility can be drawn from teachers' behavior. Evidence from a range of interviews indicates that teachers who have taken part in the Olinga training have made efforts to integrate appropriate methodologies in their teaching and have expressed a desire to improve practice by requesting advice in response to the text messages they receive. Furthermore, while caning and other physical punishments are still being used, there appears to be a commitment to considering alternative forms of punishment. Finally, for the period under study, there were relatively low rates of absenteeism.



## AYENSUANO

Name of School	Total # of Students	Class	Literate		Semi-Literate		Non-Literate		Number of Male	Number of Female	Literate # of Male	Literate # of Female	Semi-Literate # of Male	Semi-Literate # of Female	Non-Literate # of Male	Non-Literate # of Female
			#	%	#	%	#	%								
Obuaho Nyarko D/A Primary	18	P5	3	17 %	4	22 %	11	61 %	9	9	0	3	3	1	6	5
Duodukrom D/A Basic	20	P5 & P6	7	35 %	3	15 %	10	50 %	10	10	3	4	0	3	7	3
Kyekyewere Presby Primary	18	P5	2	11 %	6	33 %	10	56 %	10	8	1	1	5	1	4	6
Yakoko Presby Primary	21	P5 & P6	0	0%	3	14 %	18	86 %	9	12	0	0	0	3	9	9
Teacher Mantey Presby Primary B	19	P5	5	26 %	5	26 %	9	48 %	2	17	1	4	1	3	3	10
Paulkrom AME Zion	20	P4,5 & 6	3	15 %	6	30 %	11	55 %	2	18	1	2	0	6	9	9
Ntowkrom D/A Basic	20	P5 & P6	2	10 %	2	10 %	16	80 %	20	-	2	0	2	0	16	-
Kwaboanta Ogbolu Meth.	14	P6	6	43 %	3	21 %	5	36 %	8	6	3	3	3	0	2	3



Amansie Aboabo D/A Basic	19	P5 & P6	3	16 %	4	21 %	12	63 %	17	2	3	0	4	0	10	2
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## SUHUM MUNICIPAL

Name of School	Total # of Students	Class	Literate		Semi-Literate		Non-Literate		Number of Male	Number of Female	Literate # of Male	Literate # of Female	Semi-Literate # of Male	Semi-Literate # of Female	Non-Literate # of Male	Non-Literate # of Female
			#	%	#	%	#	%								
Tei Mensah M/A Primary	20	P4, P5 & P6	11	55%	1	5%	8	40%	14	6	5	6	1	0	8	0
Obuotumpam Primary School	19	P5	12	63%	1	5%	6	32%	10	9	8	4	0	2	2	3
Densuso M/A Primary	19	P4&P5	15	79%	2	10%	2	11.5%	6	13	4	12	2	0	0	1
Ntukum M/A Primary	18	P4 & P5	9	50%	3	17%	6	33%	10	8	4	3	3	0	3	5
Kukua R/C Primary B	16	P5 & P6	10	63%	1	6%	5	31%	7	7	5	3	0	1	2	3
Suhum Abisim M/A Presby	14	P4, P5 & P6	10	71%	2	14.5%	2	14.5%	5	9	4	6	0	2	1	1
Anomansa KG M/A	13	P5	8	62%	1	8%	4	30%	9	4	6	3	1	0	2	1
Tetekasum M/A Primary	18	P5	8	45%	4	22%	6	33%	8	10	3	5	3	1	2	4

Metemanu D/A Primary	20	P5	1	5%	1	5%	18	90 %	10	10	1	0	0	1	9	9
Trio Presby Primary	17	P4 & P5	8	47 %	2	12 %	7	41 %	9	6	3	3	2	1	5	3

