



The Olinga Foundation



For Human Development

AUGUST 2024

READING GHANA IN WESTERN REGION –INCEPTION

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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CODE CANADA

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. 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 instructional practices.

The Reading Ghana (Year 1) was initiated in January 2023 with the support of

CODE CANADA. Its literacy program focused on schools in Western Region. The program was implemented in thirty-seven (37) schools (across two district, with the focus on upper and lower primary (Basic 1-6)

The program has impacted approximately three hundred and forty teachers (340) teachers which includes one headteacher per school as well as officers from the district Ghana Education Office. Approximately, Four hundred and thirty-seven students have benefited from this intervention this past year.

The main goal of the Reading Ghana Western Region has been to enable the target population to “break through to literacy” within a twenty-month (20) 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.



to improve literacy levels and reading abilities of P4, P5 and P6 students after the first- and second-year

“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.”

MIDLINE 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;



The Reading Ghana - Western Region (RGWR) Program, an initiative by the Gold Fields Foundation and CODE, aims to improve literacy teaching and learning in the Western Region. Implemented in collaboration with the Olinga Foundation, the program targets schools in Tarkwa-Nsuaem, Prestea-Huni Valley, and Wassa East Municipalities, focusing on 37 schools (23 in Prestea-Huni Valley and 14 in Tarkwa-Nsuaem).

The Reading Ghana program aims to enhance the educational outcomes of primary-level students by improving literacy (reading and writing). It collaborates with families and community members to support these efforts. The program's core focus is on enhancing teacher effectiveness and providing high-quality, engaging books and learning materials. It works closely with the Ministry of Education, parents, and the wider community. Initiated in 2022, the program has impacted approximately 300 teachers, 34 head teachers, and district Ghana Education and Fante. This midline study measures the potential impact on teacher pedagogical knowledge, instructional practices, and classroom management.

This report presents the findings of the midline evaluation involving head teachers, teachers, parents, and students based on the RGWR program's implementation.

The evaluation used a mixed-method approach, incorporating both qualitative and quantitative methodologies. These included Focus Group Discussions (FGDs), Classroom Lesson Observation for P2P3 and P5 classes, Learner Assessments in English

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

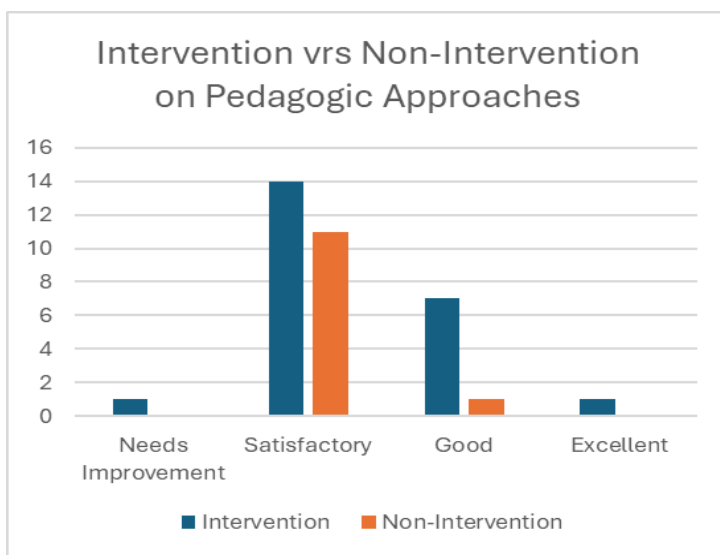
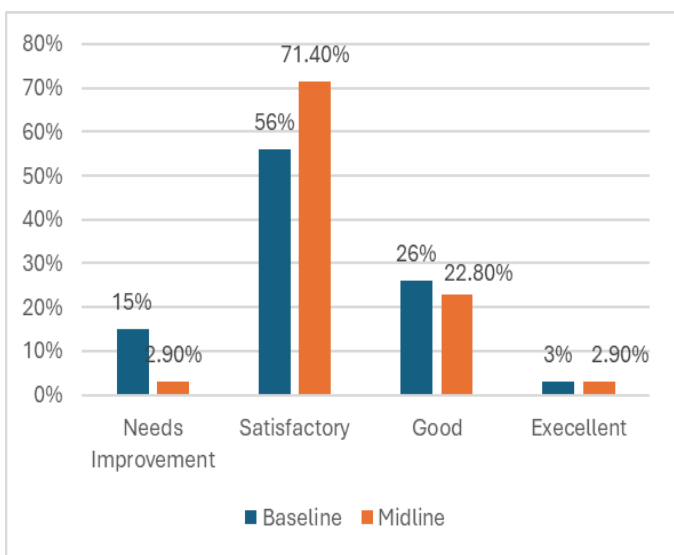
Margaret Mead.

The “exaltation of the word of God, the advancement of the world of being and the uplift of souls” are best achieved through the

The lesson observation looked at teachers’ pedagogic approaches when delivering their lessons. Teachers were rated ‘poor’ when there is no link of learners’ prior knowledge to new lessons, poor classroom management and when the teachers did not support lessons with appropriate learning processes. Teachers were rated “needs improvement” when the lesson was teacher-centered with no clear objective, lesson not systematic with inadequate use of TLRs. However, when teachers demonstrated these two skills, their pedagogic approaches were rated as ‘satisfactory’. Teachers’ pedagogic performance was rated “good” if they were observed demonstrating very good usage of learners’ prior knowledge and activity-based learning that could have high impact on the learners. Finally, those who efficiently linked their learners’ prior knowledge to their lessons in addition to using very high levels of child-centred activities were rated as “excellent”.

The baseline findings on the performance of teachers on the pedagogy indicator reveal that most of teachers (56%) were rated ‘satisfactory’ while 15% were rated as “needs improvement”. Twenty-six percent were rated as “good” with 3% rated as “excellent”.

On the other, the midline findings indicate that 71.4% of the teachers that were observed performed “satisfactorily” while 22.8% of the teachers’ pedagogic approaches were rated as “good”. Teachers who were rated as “excellent” were 2.9% same as teachers who were rated as “needs improvement”. Figure 9 illustrates teachers’ ratings on their use of quality pedagogy in lesson delivery. The analysis indicates that the majority of teachers (71.4%) performed “satisfactorily”, which shows an improvement of 15.4% on the Baseline findings, however, there was no change in the performance of teachers who were rated excellent. There was decline of 3.2% of teachers who were rated as “good”. Teachers who “needs improvement on their pedagogic approaches has reduce drastically from 15% to 2.9% which is an indication of teachers’ improvement on pedagogic approaches.



Comparison of Baseline and Midline study intervention

Comparison of Intervention and non-intervention

The midline that was carried out shows the improvement in the intervention schools compared to the non-intervention schools. The pedagogical chart also represents the percentage of performance in both the baseline and midline which show that they have

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 37 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 20 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 1600 active members, exceeding the initial target of 1000 students.

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

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.



Students of Huniso Methodist having a competition during their reading club festivals



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

BOOK DISTRIBUTION TO SCHOOLS IN THE WESTERN REGION OF GHANA

The partnership between the Olinga Foundation for Human Development, Code Canada 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 with the support from Goldfields distributed Three Thousand Four Hundred (3400) books to (37) primary schools . These books were donated by the **UK Book Aid International** and **Code Canada**. 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 to 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) and Code Canada that made these exercise a reality. 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.”



Pupils at Goldfields reading supplementary books during reading club period



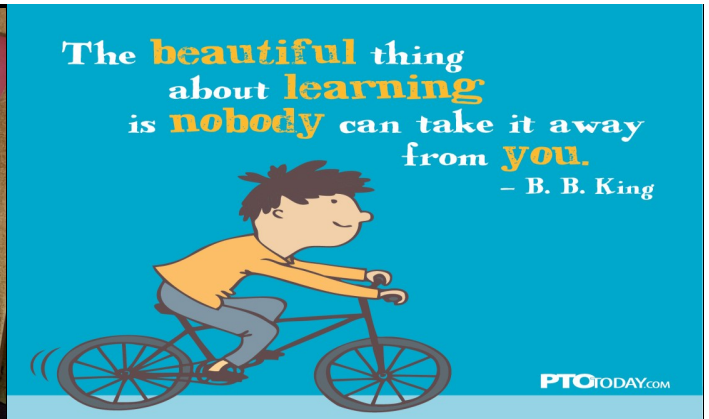
A learner reading during reading club festival



Pupils of Abekoase/Tebe reading during reading club period



Handing over ceremony of books between Goldfield and Olinga foundation





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GREETINGS FROM DR. LESLIE CASLEY-HAYFORD

‘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’.



To:

The Olinga Foundation for Human Development owes profound gratitude to the Western Regional Directors of Education, the District Assemblies and District Education Offices of Tarkwa Nsuaem and Prestea

Huni-Valley 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 CODE Canada and Goldfields Ghana Foundation for their support in improving literacy outcomes in Ghana. P.O. Box 7726

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