



International Child
Development Programme

IN COLLABORATION WITH

ANNUAL REPORT
ON THE
ACTIVITIES OF
ICDP GHANA FOR
THE PERIOD
JANUARY-
DECEMBER

2015

THE GHANA EDUCATION SERVICE, WORLD VISION- GHANA
AND PLAN INTERNATIONAL (GHANA)





EXECUTIVE SUMMARY

This annual report captures the activities that International Child Development Programme (ICDP)-Ghana has been involved in for the year 2015.

ICDP-Ghana partnered with organizations such as Plan International (Ghana), World Vision Ghana and Ghana Education Service on diverse projects and received tremendous support from the mother organization, ICDP International (Norway).

The organization has demonstrated keenness, optimism and tenacity in the quest to contribute its quota in the attainment of the Sustainable Development Goal 4 which is to ensure inclusive and quality education for all and promote lifelong learning and promoting the general wellbeing of children.



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ACRONYMS

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| ADP | Area Development Program |
| CS | Circuit Supervisor |
| EC | Electoral Commission |
| ESP | Education Strategic Plan |
| FCUBE | Free Compulsory Universal Basic Education |
| GES | Ghana Education Service |
| GNCRC | Ghana NGO Coalition on the Rights of the Child |
| ICDP | International Child Development Programme |
| KG | Kindergarten |
| KRP | Kids Read Project |
| NCCE | National Commission on Civic Education |
| NGO | Non-Governmental Organization |
| TLMs | Teaching And Learning Materials |
| USAID | United States Agency for International Development |
| WVG | World Vision Ghana |



HIGHLIGHTS OF ACTIVITIES

VISIT TO MAAME DEDE FOR A FOCUS GROUP DISCUSSION ON CHILD ABUSE

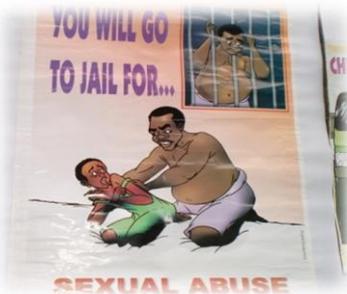


The workshop occurred on November 11, 2015 and saw members of the Ghana NGO Coalition on the Rights of the Child (GNCRC). This coalition is made up of a network of NGOs working in the field of Child Protection of which ICDP-Ghana is part.

ICDP-Ghana was part of the organization of this workshop at Mama Dede, a farming community in the Lower West Akim District of the Eastern Region.

Apart from members of GNCRC, The Director of NCCE (National Commission on Civic Education), Assembly men and traditional Leaders including members from the Muslim community also attended the workshop.

The purpose of this workshop was to hold discussions and educate participants on topics such as *The Child and Childhood, the Role of Parents, The Concept of Empathy in the ICDP Programme, The Child and the Family Welfare System*. There was also a talk on *Child Protection* which sought to reinforce the right of all children to a life free from violence, abuse, exploitation and neglect. It was revealed actors that can promote and propagate child protection include children themselves, the youth, families, communities, government, civil society and private organizations.





INCLUSIVE EDUCATION IN AKWAPEM NORTH AND UPPER MANYA KROBO DISTRICTS



Participants of the Inclusive Education Workshop held in Adawso

To address the general issue of exclusion of certain category of children from attaining the Free Compulsory Universal Basic Education (FCUBE) policy; and to contribute to the realization of the Sustainable Development Goals Number 4, the eastern program unit of Plan International (Ghana) has supported the conception of a second phase of its pilot project on Inclusive Education which began in October, 2015.

ICDP-Ghana is the lead organization spearheading the implementation of this project and it began with a training workshop for teachers. The overall goal of the workshop was to equip teachers with the knowledge and skills needed to support the successful implementation of the Inclusive Education Policy in the Akuapem North and Upper Manya- Krobo Districts of Ghana.

From October 6 – 9, 2015, ICDP-Ghana with the support of the Kwamoso Community Development Committee (CDC) working with Plan Ghana organized a 4 – day training workshop for teachers from 20 selected communities of the Akuapem North Municipality. The theme of the workshop was “Quality Inclusive Education to End Exclusion”. Segregated into 11 males and 9 females, the 20 participants were drawn from Old Mangoase, Timber Nkwanta, Baware, Kwamoso, Bolo Kofi, Aboabo, New Asuoyaa and Addo Nkwanta. 5 officials (all males) from the District Education Directorate (Circuit Supervisors - CSs) also took part in the workshop so that they could assist in monitoring the participants back in their respective schools. The venue for the training was the Presbyterian chapel at Adawso.



The facilitators were Mrs. Joyce Larnyoh; the Country Director (ICDP- Ghana) and Mr. Nathan Pecku; the National Coordinator for Deaf Education and Head of Hearing at the Special Education Unit of Ghana Education Service (GES) Head Office

The objectives of the workshop were to:

- a) Inculcate into the participants the sense of empathy needed to interact and give adequate care to children during the teaching /learning process.
- b) Help teachers to appreciate the usefulness of the Inclusive Education Policy.
- c) Equip participants with the knowledge and skills needed to identify and support all children, including the impaired in class/school.
- d) To equip teachers with the skills on how to manage children with special education needs and include them in the teaching and learning process.
- e) Prepare participants to support baseline data collection for assessment and reporting on the project.

The project is still underway and teachers and pupils will be monitored and evaluated to assess improvement in the manner in which teachers interact and handle children with special education needs.



The Inclusive Education Project in partnership with Plan Ghana has created the platform for ICDP- Ghana to train teachers on how to identify, interact with and make provisions for children with special needs in their classrooms so that have equal opportunities like the regular children to be successful individuals.

THE KIDS READ PROJECT



In response to a growing body of evidence about the importance of Early Childhood Education; and in line with the 'Education Strategic Plan' (ESP, 2010 – 2020) of the Ministry of Education, ICDP-Ghana, in collaboration with World Vision-Ghana (WVG) developed the Kids Read Project (KRP) with support from Ghana Education Service (GES).

KRP sought to improve reading among KG children by embracing the language policy and proficiency of the children to help them learn to read in the dominant local language; L1 (mother tongue) alongside the L2 (English language). This was achieved through the use of phonics in the L1 first, which would make it easier for children to analyze and decode in the L2 (English language). The duration of the project was from February- July, 2015 and occurred in 4 Area Development Program (ADPs) namely: - Kadjebi, Nkwanta, Krachi East and Krachi West; all in the northern part of the Volta Region.

The project began with inception meeting and community entry. This provided the platform to introduce the project and appeal to stakeholders in the 4 ADPs to embrace and support it.

A baseline study was conducted prior to the intervention, to assess the existing situation on the ground which will serve as a benchmark for measuring any form of change or progress as well as determine the level or degree of intervention required. These baseline findings were obtained through inventory of Teaching and Learning Materials (TLMs), gathering of information on teachers' profiles and assessment of KG 2 children and their teachers.

After obtaining the information on the availability of TLMs, teachers' profiles and assessments of both teachers and children, there was the need to share the findings with teachers and stakeholders in education like the District Education, The District Assembly and other members of the community through a Dissemination and Sensitization Workshop.

Dissemination and Sensitization Workshops were held in all the 4 ADPs and this saw an attendance of 45 members for Kadjebi ADP, 100 for Krachi East, 51 for Krachi West and 108 for Nkwanta ADP.

A 4-day teacher training workshop was organized in each of the 4 ADPs to build the capacities of KG teachers on the standards in teaching reading and developing TLMs by themselves with simple materials within their reach. The training centered mainly on the knowledge of;

- Standards and milestones of literacy delving into standards and milestones of print concept
- Psychosocial skills
- Learning styles
- Sounds and dual language approach
- KG Sitting arrangements and learning corners
- Strategies for teaching reading
- Use of appropriate TLMs
- Lessons presentation



Some participants of the KRP

Lesson plans and training manuals were made available to the participants. The teacher training workshops saw an active participation of 56 KG teachers and officials for Kadjebi ADP, 88 for Krachi East, 43 for Krachi West and 74 for Nkwanta ADP.

The intervention schools in all the 4 ADPs were also supplied with teaching and learning materials as part of the project. These included 792 phonic charts, 147 alphabet cards, and 585 conversational posters.

There was a monitoring component of the project to ensure the transfer of knowledge by teachers who attended the teacher training workshops and the issues raised during the various monitoring visits in the 4 ADPs informed the organization of Review/Refresher Training Workshops for KG teachers. These workshops sought to review, reinforce and upgrade participants' existing knowledge and skills on teaching reading in the KG. The workshops saw an active participation of 52 members for Kadjebi ADP, 73 for Krachi East, 33 for Krachi West and 72 for Nkwanta ADP.



Country Director, Mrs. Joyce Larnyoh, distributing and educating teachers on how to use the TLMs in their teaching process.

An end line survey was carried out in the intervention and control schools to measure and record changes that had occurred in the period of the implementation of the project and the results of the survey, together with baseline and progress monitoring reports form the basis of the comparisons and conclusions drawn from the implementation of the Kids Read Project. Key ones among the findings are:

- All the teachers in the intervention schools in the 4 ADPs demonstrated high level of knowledge in the standards and milestones of KG literacy after the project as against 30% before the project.
- An average of 97% of KG pupils in the intervention schools in the 4 ADPs were successful in tests conducted on the concept of book after the project as against 62% before the project. This increase is 15 percentage points higher than the change in the control group which moved from 69% success before the project to 88% success after the project.

- Tests on the concept of direction saw the intervention group move from 54% success to 89% success while the control group moved from 53% to 60%.
- With respect to concept of Letter Word Orientation, the success rates of pupils who were tested before and after the project moved from 22% to 85% for the intervention group while the control group saw an increase from 37% to 46%.
- With respect to the knowledge of sounds (phonics), tests conducted for KG pupils saw an increase in success rates from 18% to 61% for the intervention schools while the control schools dropped from 38% to 27%.
- Similar tests conducted for KG pupils on the concept of digraphs showed success rates before and after the project increase from 1% to 19% in the intervention schools while the control schools moved from 4% to only 6%.

Significance tests for these results proved valid, showing that the project actually had an impact on the performance of KG pupils and that despite the challenges identified in the monitoring stages, the project can largely be described as successful with individual testimonies from teachers and pupils attesting to this fact.



A KG pupil being assessed on his reading ability

The KRP brought an improvement in the reading skills of children as a result of the training provided to KG teachers, equipping of their classrooms with requisite TLMs for teaching reading, constant monitoring and supervision.



Through the ICDP programme embedded in the Kids Read Project, KG teachers in the rural communities (both male and females) now know how to handle and interact with children and successfully deliver their lessons to meet the educational standards of KG, preparing the grounds for these poor rural children to compete with children from urban areas.



WORKSHOP ON ENHANCING PARTICIPATION OF MAGINALIZED GROUPS IN ELECTIONS

ICDP-Ghana attended a workshop organized by the Electoral Commission (EC), Ghana in collaboration with the United States Agency for International Development (USAID) on 24th February, 2015 at the Kingsby Hotel in Achimota, Greater Accra.

The purpose of the workshop was to educate and encourage participation of marginalized groups such as women, youth and persons with disability to stand or vote for such persons during elections especially at the District Assembly and Unit Committee levels.

The keynote personalities present were the Regional and Deputy Regional directors for Greater Accra and members of the EC. In attendance apart from ICDP-Ghana, were representatives of various organizations like the Centre for Gender Studies and Advocacy (CEGENSA), Mothers' Club (Nima-Maamobi), National Commission for Civic Education (NCCE), Government and Textiles Cluster Initiative, Kpobiman Women Association, Unit Committee Members and Assemblymen, Young Women Against Stigma Foundation, Women in Law and Development in Africa (WiLDAF), Women Action Group and West Africa Network for Peace building (WANEP).

The workshop shed insights on the operations of the Electoral Commission, the requirements for standing for office, 'dos' and 'don'ts' of elections and the need for women, youth, persons with disability and other marginalized groups to be involved in the electoral process.