

**WORLD VISION
GHANA**



**FACT SHEET
Education**

WORLD VISION CAPACITY STATEMENT

WorldVision Education Programme

WorldVision Ghana has repurposed significant investment to education in three targeted areas; teacher capacity, Community participation and material development. The three thematic areas reflects WV partnership's Basic Education Improvement Plan (BEIP) and enables WV to achieve significant results in literacy, numeracy, and life skills for children, from birth to 18 years of age.

WV education programming cuts across all its Area Development Programmes (ADP). The objective of WV Ghana education project is to contribute to "Improved access and quality of education for 2.6 million school children and their families, leading to improved learning outcomes". The outcomes for the objective include:

Improved access to education in deprived communities.

Children read, write and use numeracy skills

Boys and girls complete basic school

increased capacity of communities to participate in education delivery

Education programs and Outcomes

WV Ghana delivers education interventions through various age-appropriate models in five thematic areas; community engagement, partnering for change, support effective teaching, capacity building of volunteers and localized learning resources.



Community engagement:

Community structures such as School Management Management Committee (SMC) and Parent Teacher Associations (PTA) continue to receive regular training in School Performance Improvement Programme (SPIP) and School Performance Appraisal Meeting (SPAM) to strengthen their capacity to support quality education. To improve parental support for children, parents are receiving training on parenting skills through WV's 'celebrating families' curriculum'. SMCs/PTAs are innovating in quality monitoring using technology to monitor teacher attendance, homework, and class exercise as well as integrating School Report Cards in their

SPAMS. Another WV model for community engagement is the **Citizen Voice and Action (CVA)**. CVA is a social accountability (SA) and rights based practice and processes which seeks to give marginalized citizens, both adults and children, a voice in and to increase accountability for local public services. Initial pilot at Mpohor and GaWest have buttressed the fact that when communities are empowered they are able to remove the cloak of dependency to demand for their rights. Cadres of staff and community leaders have received training in local advocacy techniques using CVA and are deploying their skills to demand for improve education services in their communities. The community score card sessions are a delight to the communities. They feel very much included in the decision making process of their community.

Partnering for change:

WV is leveraging through a shared agenda around EFA strategic goals and Ghana Education Strategic plan, to contribute to efforts with partners such as UNICEF, USAID, DFID, MoE/GES. WV Ghana has for the past five years engaged several unique corporations and corporate foundations to contribute to its programs through cash, and services-in-kind. Notable among them are, Philips, Amway and Samsung. WV Ghana has also received funding for multi-sectoral projects from reputable donors such as the Bill and Melinda Gates Foundation, CIDA, AusAID, KOICA and Kraft Foods.

WV is partnering local organizations to implement interventions in education. Organizations such as Open Learning and Exchange, St Louis College, Ghana Library Authority, Perkins international, and International Child Development Programme (ICDP) are currently facilitating a number of interventions in education across programming districts.

Support for Effective and teaching:

Working through partners, we deliver targeted teacher training modules in literacy and numeracy at consciously planned intervals to reinforced learning. WV teacher capacity modules incorporate phonics and whole-language literacy approaches and leverages on government child literacy programme using mother tongue instruction and learning. Our flagship reading intervention project 'Reading Improvement in Primary Education' (RIPE), comes with highly scripted lesson plans (Teacher's Guides) and Readers for grade 4 to 6. To enhance time on task and reduce transmission losses from training to classroom instruction, District Teacher Support Teams (Literacy Coaches) are supported to visit teachers to provide on-the-spot coaching to increase teacher effectiveness. Early Childhood Education (ECE) programming at the community level for children aged 3 – 6 years is a core component of WV education interventions. Our 'learning roots' and 'Go baby go' models provide the platform for a total approach to ECE which includes; parental commitment and support, congenial school environment and child development-based curriculum. The ECE project is supported locally by the GES scale up quality kindergarten curriculum.

Capacity building of volunteers:

Communities in our projects volunteer to support children learn through after-school and weekend learning events. Regular community literacy events and participation help to push the frontiers of community participation towards community ownership of schools. WV community volunteer concept enables communities to form 'learning support groups' out of which

volunteers donate time to help children with homework and reading. Community volunteers are trained to man the community library boxes. WV community conversations model enable communities to engage in discussions on access to quality education. A training manual developed to provide these volunteers some form of skills also gives community volunteers standard operating procedures for handling child protection and child participation issues in their communities thereby enhancing child wellbeing in programme communities.

Localize learning Resources:

Through effective collaboration with district education directorates, community structures, community members and children, WV is leveraging on its model of **Community Engagement for Localize Materials Creation (CELMC)** to assist communities develop supplementary reading materials in mother tongue (Akuapem Twi, Ashanti Twi, Mfantse, Ga, Ewe, Kasem, and Dagbani) and English to improve children reading. Over 100 new titles of stories are produced yearly.

CELMC brings different community groups (women, children, men) together in a writer's workshop-like forum to discuss community issues around themes and these stories highlight and address community issues. The beauty of this model is that, it allows children to read stories written by their parents and also provide children reading opportunity after school and weekends. The process provides a concrete way for communities to directly engage in their children's learning. Ga West, Mphohor Wassa and Fantekwa districts have successfully piloted the CELMC.

ICT in Education:

The Ghana Reads project was supported initially by the **All Children Reading partners namely; USAID, Australia AID and World Vision International.** The project has made tremendous impact on child literacy in Sekyere East, and Ga West. WVG is collaborating with Open Learning Exchange (OLE) Ghana to scale up the project. Ghana Reads addresses the need for universal literacy for all Ghanaian children by introducing new ways of learning that involve the use of affordable tools that support learning such as low cost android tablets and the Raspberry Pi, small learning teams with students interacting with quality resources found in the Basic eLearning Library (BeLL) and pupils climbing their own personal learning ladders with help from their fellow team members and trained coaches. Currently, 7 districts, 5700 children and 140 teachers have benefitted from the project.

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