



Child Survival Aid Ghana
HELPING NEEDY CHILD ; OUR CONCERN

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PROJECT BY CHILD SURVIVAL AID GHANA

Name of the project: Scaling up of village community library based accelerated reading programme in ten (10) villages of North Tongu District of Republic of Ghana.

This Project Proposal has eight sections:

1. Background of the District
2. Objectives of the project
3. Area of coverage and target population:
4. Components/description of the project:
5. Study design/implementation strategy
6. Outcome variables/performance indicators
7. Time schedule for implementation
8. Social or economic relevance of the project:

Background of the District

North Tongu is a newly created District, with its capital at Battor which retained the name of the old North Tongu –Adidome by Legislative Instrument (L1 2081) lies within latitudes 5 degree 47’N to 6 degree North and longitude 0 degree 5’ East to 0 degree 45’E. It shares boundaries with Sogakope, and Ho Districts of the Volta Region: Asougyaman District of the Eastern Region; Dangme- West and East Districts of the Greater Accra Region. The District’s total land area is 1460 Km² covers about 7.1% of the total land area of the Volta Region. The district was officially inaugurated on the 26th of June, 2012. The total area of the District is 1400km. Square, which is about 7.1% of the Volta Region. The District is mainly accessible by Road, Boat and Launch on the River Volta. The two means of accessibility makes room for smooth transport of goods and people to and from the District.

Population

The population of the District as recorded in the 2010 Ghana Population and Housing Census is 88, 388 giving a growth rate of 2.7% over the 2000 GPHC. Taking cognizance of the population figure and the growth rate, the District population is estimated at 96,613 as of 2012 Source District Water and Sanitation Team, Adidome)

Education

Education plays an integral role in the development of every society by means of providing the human resource base for sustainable socio-economic development. In this view the Child Survival Aid Ghana seeks to provide increased, access and quality educational opportunities to all children of school going age in the District.

Standards of Education

The standard of education is greatly influenced by a great number of factors apart from the infrastructure. The quality of teachers in terms of their educational attainment greatly affects the type of teaching they deliver. The population of the students in a class also affects the teaching and learning activities. Where the teacher-student ratio is high, output in terms of quality education reduces markedly whilst where the ratio is low; students get the needed attention from their teachers thereby producing better results

Primary Schools

There are 125 primary schools in the public sector in the 10 educational circuit areas of the district, with a total population of 21,315. The average teacher / pupil ratio is 1:38, with 77% of teachers being trained, which is quite good given the rural setting of the District and the problems associated with attracting qualified teachers to such areas

Challenges Being Faced In Education

- Poor classroom and furniture condition in the schools
- Inadequate textbooks, reading and teaching / leaning materials, education and sports equipment
- Lack of library and computer lab especially in the remote areas.
- High rate of female dropout after primary level.

Brief about Child Survival Aid Ghana

Child Survival Aid Ghana is a local non-profit organization that is dedicated to assisting underprivileged children in rural communities to achieve their full potential with the assistance and support they need in education. Driven by the belief that education is the basic human right, Child Survival Aid Ghana efforts is to offer underprivileged children in under-served communities' access to quality education.

1. Project Goal.

To improve access to quality education, better learning conditions and increase school enrolment in the target area

1. Objectives of the project:

- a) Impart reading skills / enhance reading ability of every child between 6-14 year old of ten villages in the district;
- b) Involve Village community volunteers for implementation of the programme;

- c) Explore the new curriculum module for child education for their better capacity enhancement in reading, writing and basic arithmetic practices.
- d) Ensure that over a 2 year period the villages will be designated as Villages of reading and learning;
- e) To improve education challenges in the provision of educational stationeries-library center and to support learning institutions, and to create good atmosphere and encourage education services at home for the repatriated people and the people in the area.

2. Area of coverage and target population:

The project will cover ten (10) villages of North Tongu and introduce Village Community Library Based Accelerated Reading Programme. Five (5) Villages each from Two (2) North Tongu named 'Battor' and 'Mape' will be covered in this project. Primary target population of the project will be children from 6 to 14 years of those villages, whereas Secondary target population will be youth club, village education committees for school teachers, and Faith Based Organizations and community members among others. At least 50 children each from the primary targeted population will be included in the project, which brings the total to 500 approximately.

3. Components/description of the project:

The proposed project is based on Education Sector Performance Report (ESPR) 2017, which has been facilitated by Ghana National Education Campaign Coalition (GNECC). The implementing organization Child Survival Aid Ghana was one of the partners in the ESPR study in District and covered two districts and explored the ground realities of accessibility and adaptability of primary education among the children from reading, writing and basic arithmetic skill level along with stakeholders level participation in ensuring quality primary education for all children from 6 to 14 years age group.

A small glimpse of Education Sector Performance Report 2016 – North Tongu District is given for justifying the importance of this project as the call of hour –

- Out of 19 schools in North Tongu district, primary school constitutes the majority;
- CSAG has visited Five (5) Primary Schools during ESPR Survey 2017 and met
- approximately 40 school going and non-school going children along with their parents, school teachers and villages community members;
- CSAG found that 25.2% children were unable to read small paragraph with short sentences at Class II to V level;
- CSAG found that 59.2% children were unable to read a 'Story' text with some long Sentences at Class II to V level.
- CSAG found that 26.1% children were unable to calculate 2 digit subtractions with borrowing at Class II to V level.
- GNECC found that 75.2% children were unable to calculate 3 digits divided by 1 digit at Class II to V level.

In view of the above facts and figures, a library based accelerated reading project introduced for two years duration mainly for children of 6 to 14 years age group in North Tongu District will be helpful.

The proposed project is indented to set up ten (10) community owned children Libraries in ten (10) villages for scaling up two (2) Reading Classes per village for 30 children every day. The Reading Classes will be either 'Ghana Education Service' or Learning to Read (Learning to Read) classes or one of each depending on the local needs. These will be started to impart / enhance reading skills for beginners/under-performing children.

The project also plans to involve community-based organizations, school teachers, village education committees, parents and other important stakeholders in the programme for children who have the serious difficulties in access to quality primary education. The multi-stakeholder approach will ensure a combined sustainable effort for making complete reading villages.

In each village, a community mobilization meeting will be held by CSAG team members with the village community members, and all village elders, where children will also be invited, the issue of primary education will be discussed, and CSAG will impress upon the village elders on the virtues of primary education for all round community progress. At the meeting the location of the village library will be decided. This will be done in full collaboration with important stakeholders in the community. The location of the library could be in a Local Youth Club, Local Village School or any other public place of attraction where patronage will not be jeopardized.

To embark on the project, two (2) village volunteers per village will be selected in consultation with the village elders, who will be subsequently trained to run all afore- mentioned learning to Read modules including Library. The training will be Village Level training where all volunteers will be present. The modalities will be worked out at a later date.

The Village Libraries will be the first priority. Prior to the launch of the project, a village survey will be conducted and all children will be assessed on their reading ability which will form the Baseline Test. Depending on the local requirement any or all the Learning to Read modules will be introduced, after 1 month of the launch of the village library.

The proposed programme will be community based both in and out of school with children. Both the library and the classes will run according to their convenience. All classes, apart from the libraries, will have one (1) volunteer teaching 25 children, maximum.

Mid-Term and Final Test will be conducted at different times with the same set of children, depending on the module they are in.

4. Study design/implementation strategy and the machinery for execution of the project

The proposed Village Community Based Accelerated Project has been designed to reach a specific goal that every child in preschool and above will achieve the highest possible capacity to read, write and solve basic arithmetic problems. The project plans for two-year duration and some specific implementation strategies will be adopted –

- a) **Target children:**
Every child between the ages of 6-14 years of ten (10) villages in communities including children at risk i.e. child labourers.
- b) **Assessment:**
Each child will be tested one-on-one using simple tools in reading and arithmetic at the beginning, which will be the Baseline Test and shared with all stakeholders in the village, including Ghana Education Service (GES) and . Mid-test and final test results will be maintained in the same format and will be available again to all stakeholders.
- c) **Teaching-learning methodology:**
The teaching-learning methodology to be followed with the target children is modules developed and implemented successfully by Ghana Education Service in urban towns. CSAG will access all necessary technical support from Ghana Education Service- North Tongu District.
- d) **Library:**
It will be the focal point of starting all the reading modules. About 100 titles of interesting supplementary story books, in multiple copies, mostly Bengali will be stored in every village. 2 community volunteers will be chosen from the village to run the library. A village library register will be maintained, where detailed record of all 6-14 year olds will be entered.
- The library will not only be a place to lend books but also an activity place, where children will be engaged in storytelling, writing, drawing, quiz, games, cultural activities, all geared towards making Reading a pleasure and interesting activity.
- e) **Learning to Read (Learning to Read):**
As CSAG is one of the partners of Ghana Education service in District working in the mission of Ministry of Education Ghana, CSAG will be able to adopt an innovative and tested accelerated reading technique that combines several activities to build reading skills. The daily activities include pointing to words and reading aloud, using the phonetic chart in a variety of ways, written and oral word games and daily writing tasks.
- f) **Follow Up Measures:**
The project will involve school inspectors, school teachers, community bodies and Government authorities for justifying the progress of the targeted children within a short span of time and ensure further wide replication of learning to read method of primary education in all villages of North Tongu as well as in entire district within 2018. The concern district education department officials will be encouraged to visit the villages and assess children's progress. They will provide their own feedback to the District Education Director. The focus of their village visits will be to encourage children's learning.

In a period of two (2) years, it is anticipated that there would be a substantial improvement in basic learning levels in primary schools across the District in the similar process. The focus will be on children who are lagging behind academically and therefore are at a risk of “dropping out”. It is hoped that the programmes will help strengthen these children’s basic learning levels and enable them to build a stronger foundation for future learning. At the end of five years it is expected that the entire North Tongu can be designated a Reading centre and each village will own up this programme with the aid of either further Ministry of Education funds or local funds for future children generation. The models are of very low cost and can be run with village household contributions.

g) **Sustainability Measures:**

At the time of our withdrawal all books will be handed over to a responsible person in each village.

The villages will also have trained volunteers who will not only run libraries and reading classes but also train new set of volunteers.

Foremost, the children will be better readers and are less likely to drop out of the school system.

5. Outcome variables/performance indicators:

Over 2 years duration it is expected that learning to Read programme will achieve the following outcomes –

h) **Reading:**

- a) The “new school” goers in the age group will be taught all the alphabets, so that they are well prepared in the class.
- b) The “out of school” children will be imparted reading skills to prepare them for formal school system.
- c) For the underperforming “in school” children the focus will be to enhance their reading ability so that they remain within the school system.
- d) The “fluent readers” will have interesting and colourful books to supplement their knowledge.

ii) **Arithmetic:**

- a) The “new-school” goers will be taught numbers from 1 to 10.
- b) All other children will be taught basic math, 2 digit addition, subtraction, multiplication and division.

iii) **Writing:**

- a) The “neo-school” goers will be taught to write alphabets.
- b) The “paragraph readers” will be taught to write simple sentences.

6. Time schedule for implementation giving a realistic chart of completion of each activity/phase so that firm indicators are available for evaluating the project

Project Year	1 st Year (Quarters)				2 nd Year (Quarters)			
	I	II	III	IV	I	II	III	IV
Milestone								
Community Mobilization Meetings	X	X	X					
Setting Up Community Owned Libraries with Book materials	X							
Further Book Collection and Fund Raising	X	X	X	X	X	X	X	X
Preliminary Assessment of the Children i.e. Reading, Writing and basic Arithmetic ability	X							
Selection of Village youth volunteers	X							
Training of Village youth volunteers		X	X		X	X		
Capacity Building on L2R module to School Teachers.			X		X		X	
Learn to read classes for the children	X	X	X	X	X	X	X	X
Village level meetings on progress monitoring of primary education with different stakeholders		X		X		X		X
Quarterly Test of the Children	X	X	X	X	X	X	X	X
Formation of Parents Teacher Associations (PTA)		X						
Capacity Building of PTAs			X		X		X	
Children's and Stakeholders level Convention on the Success of 'Ministry of Education' in light of educational rights		X			X			X
Final Term Test of the children				X				X

7. Details of the budget estimates (separately for recurring and non-recurring and separately for each head) along with justification for each item of expenditure:

No.	Description	Amount (\$)	Total (\$)
A.	Program Support Staff:		
A.1	Project Advisor (Part Time) @ \$. 100 p.m. x24	2,400	
A.2	Stipend to Village Youth Volunteers @ \$ 50 p.m. x 4 x 24	4,800	
	Sub Total:		7,200
B.	Programme Cost:		

B.1.	Community Mobilization Meetings-@ \$.200 x 30 meetings	6,000	
B.2	Training programme to Village Youth Volunteers @ \$.300 x 4nos. (20 Participants for 3 days)	900	
B.3	Capacity Building on L2R module to School Teachers and Village Education Committee Members (VEC) - @ \$ 500 x 3 nos. (30 participants for 3 days)	1,500	
B.4	Village level meetings on progress monitoring of primary education with different stakeholders - @ \$ 200 x 10 meetings	2,000	
B.5	Formation of Parents Teacher Associations (PTA) - @ \$.200 x 30 meetings	6,000	
B.6	Children's and Stakeholders level Convention on 'Ministry of Education' - @ \$ 500 x 3 nos.	1,500	
	Sub Total:		17,900
A.	Library Costs: Pending Grant for new building existing space will be utilized.		
A.1	Library Room – 10 nos. (15' x 15' size)@ \$16,500 x10	165,000	
A.2	Cost of Library Books - @ \$ 7 per book x 600 books x10 libraries	42,000	
A.3	Library Materials shelves, tables and chairs	25,000.	
	Grand Total:		257,100

8. Social or economic relevance of the project:

- The propose learning to read project is based on the broad vision of quality education for all children under Ministry of Education Ghana.
- This project will strengthen education standard of first generation learners mainly in communities.
- This project has its own significance for scaling up a library accelerated child education program, which will provide a sustainable environment of education in the rural communities.
- This project will ensure participatory and multi – stakeholders involvement for creating importance of education for the children to validate their inherent potentials and value system.
- This project has been designed as a model of success in accessibility, availability and adaptability of quality pre-primary and primary education for all children under 4 to 14 years age group.

9. Audited Accounts

Proper books of accounts shall be kept on the project. The donor could regularly check the accounts to ensure that they are being presented according to project guidelines and that CSAG is keeping to the approved budget. The external auditors of the donor could also undertake financial audit of the project. In the event that such an audit is requested,

additional terms of reference governing the audit would be agreed upon by the donor and CSAG and project funds would be set aside to meet the cost of the audit.

CSAG will adopt the policy of corporate good governance throughout the implementation process of this project. This will ensure accountability and transparency in the management of resources.

We are currently seeking \$ **257,100** for this project and would be very grateful for any contribution that you are able to make towards this work.

With your assistance we can continue to make significant changes in the lives of the children in villages and communities of North Tongu of the Republic of Ghana by providing them with educational facilities, better teachers and a brighter educational future. On behalf of all these children we would like to thank you for considering this proposal.

ACCOUNT INFORMATION

The organization maintains only one account in Guaranty Trust Bank (Ghana) Ltd with three (3) Executive members as signatory as directed by the constitution.

Bank Account

Bank Name:	Guaranty Trust Bank (Ghana) Ltd
Account Name:	Child Survival Aid Ghana
Account No.	2081019199430
Swift Code:	GTBIGHAC