

**PRESENTATION ON THE IMPACT OF
READING ON GHANA'S EDUCATION.**

阅读对加纳教育的影响

Presented by

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THE YONSO PROJECT

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Introduction to Ghana 加纳简介



- First country in Sub-Saharan Africa to gain independence in 1957
于1957年获得独立, 是第一个撒哈拉以南独立的非洲国家
- Population of 27 million 2700万人口
- Located in West Africa 位于非洲西部
- Currency is Ghana Cedi 货币: 加纳塞地
- First President was Kwame Nkrumah. 第一任总统: 克瓦米·恩克鲁玛
- 275 members of Parliament 议会: 275位议员
- 10 Regions. 46 local dialects. 8 of the languages thought in schools 10个区, 46种方言, 其中8种语言在学校有教授
- Akan is widely used. English as the National Language. 广泛使用阿坎语。官方语言为英语

My Journey 我的人生



- Born out of wedlock 非婚生
- Brought up by my grandparents 由祖父母养大
- Tasted the effects of poverty 曾经
历过贫穷的日子
- Started Yonso Project in 2007 to help empower people out of poverty 于2007年创办Yonso项目， 赋权穷人帮助脱贫
- Our Vision is to empower provide opportunities for more than 50% of the rural poor in the next 10 years in Ghana 我们的
愿景：未来十年在加纳为 50%
以上的农村贫困人口赋权和
提供机会

GHANA' S EDUCATIONAL SYSTEM

加纳教育体系

- 9,634 Pre-schools in Ghana
9634所学前机构
- 15,285 Primary Schools in Ghana
15, 285所小学
- 7,582 Junior High Schools
7, 582所初中
- 510 Senior High Schools
510所高中
- 106 Tertiary institutions including private ones
106所高等教育院校，包括私立院校

Progress in Education 教育的进展

- Pre-school 学前机构 → 702,304 kids 儿童
- Primary School 小学 → 2,586,434 Pupils 学生
- Junior High 初中 → 865,636 Pupils 学生
- BECE 基础教育证书考试
- Senior High 高中 → 249,992 Students 学生
- Tertiary 高等教育 → WASSCE 西非高中证书考试

READING SITUATION IN GHANA

加纳阅读情况



- If you want to hide something from the Ghanaian, then hide it in a book 如果你有什么东西 不想让加纳人知道，就把它 藏在书本里。
- In 2010, a research by the Ghana Education service indicated 64% of pupils cannot read and write 2010年，加纳 教育部研究表明，64%的学 生无法读写。
- This figure went up to staggering 98% in 2014 2014年，该比率上升至惊人的98%

PROBLEMS AFFECTING READING

影响阅读的问题



- Lack of interest from pupils and students as a result of poor general reading culture 由于大众阅读文化不足，学生们缺乏阅读兴趣
- Poor infrastructure and reading environment 差强人意的基础设施和阅读环境
- Lack of adequate and quality reading materials 缺乏合适和高质量的阅读材料
- Teachers punish children who are not able to read 老师惩罚无法阅读的学生
- Lack of innovation in helping kids to learn how to read 针对儿童的阅读教育缺乏创新

WHAT YONSO PROJECT IS OFFERING

Yonso项目提供什么



- We are focused on rural communities where the need is huge 我们关注需求巨大的农村社区
- Provides community libraries for children to have access to quality reading materials 提供社区图书馆，让孩子获得高质量的阅读材料
- Engage school kids in reading activities such as storytelling, picture making, drama, etc to arouse their interest in reading 让学校孩子参加阅读活动，如讲故事，绘画，戏剧等，以激发孩子阅读兴趣



STORY: DEDE'S ACCIDENT

Mansah and Dede are sisters who live in the same house. They do everything together. One morning they decided to fetch water.

Mansah and Dede are fetching water from the tap. Mansah fetched her water first and waited for Dede's turn.

They carried their bucket of water and they were conversing. Dede turned to Mansah to tell her something interesting.

Unfortunately, Dede hit a stone with her left leg and fell down. The water in the bucket flowed on the ground.

When she stood up from the ground, she saw that her bucket is broken. So they took the bucket home.

When they got home they showed the broken bucket to their mother and the mother said, 'don't worry, my...

Support



WHAT WE HAVE DONE

我们做了什么



- Provided 5 community libraries
创建了5家社区图书馆
- Organized reading festivals for schools in three districts
为三个区的学校组织阅读节
- School children created their own reading environment 学校孩子创造他们自己的阅读环境
- Training of teachers and other stakeholders on how best to support kids to read 培训老师和其他利益相关方如何更好地支持孩子阅读

The Impact 影响

- More than 50% of children in supported communities have become interested in reading
受支持的社区中，50%以上的孩子开始对阅读感兴趣
- Schools have devised new ways of helping children to read including storytelling, picture reading, drama etc
学校设计了帮助孩子阅读的新方式包括讲故事, 绘画和戏剧等
- Akrofosso Schools improved from 10% pass rate to 100% pass rate after getting access to a library within 3 years
有了图书馆后，Akrofosso区的学校在三年内，及格率从10%上升到100%
- Sekyere community has improved from 50% to 96% with a period of two years of getting the library
有了图书馆后，Sekyere社区在两年内，及格率从50%上升到了96%

WHAT NEXT?

下一步？

- Create the need for books before creating libraries 建图书馆前，先制造书本的需求
- Bring in additional personnel to make monitoring and evaluation very effective 补充额外人力，让监控和评估更为有效
- Use churches and Religious bodies to start an after school reading program for children in different communities 利用教堂和宗教团体，为不同社区的孩子开始课后阅读项目
- Change pupils and teachers perception on reading. 改变师生对阅读的认知
- Devise new ways to engage children more to become lovers of books 设计新的方式让孩子参与更多，成为爱书之人
- We are planning a story writing competition with the Golden Baobab Prize to get children to start writing story books and best ones Published 我们计划同Golden Baobab Prize开始故事创作大赛，让孩子们开始写小说，最佳者将得到出版的机会
- Develop a simple Application that focuses on storytelling and words identification using local characters 结合当地的人物角色，开发简单的 关注讲故事和识字的app

Why I Am in China 我为什么来中国



- To learn from the reading programs in China to be able to implement same or similar in Ghana 学习中国的阅读项目，以便回加纳实施同样或类似的项目
- Find schools in China to partner schools in Ghana to learn from each other 在中国寻找合作学校，互相学习
- Look at the tools available to teachers and the programs being implemented. 了解教师使用的工具和实施的项目
- At the end of the trip, we should be able to develop a strong program for children in Ghana to help them develop the love for books. 中国之旅结束后，我们能够在加纳开发好项目来帮助孩子培养对书本的热爱

Other Programs by the Yonso Project

Yonso Project的其他项目



- Business development and microfinance for rural women 针对农村妇女的业务发展和小额贷款
- Bamboo bicycles for youth employability 针对青年人就业力的竹制自行车

THANK YOU

谢谢

