



Partner School Literacy Assessment

What the assessment reports found and how GODAN
Foundation will respond

PUBLIC SUMMARY | 2026

READING

SPELLING

PRONUNCIATION

Assessment footprint



What was assessed

Reading fluency and comprehension

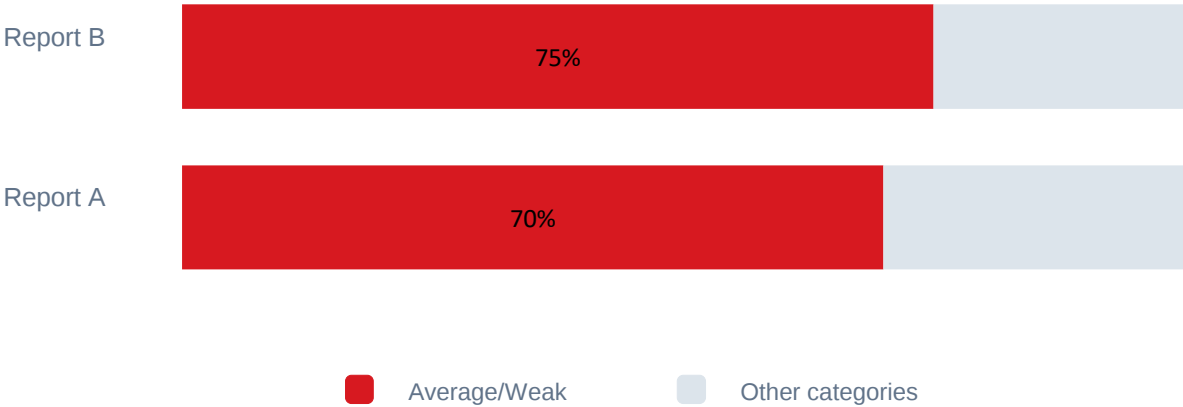
Spelling and phonetic encoding

Pronunciation and phonemic awareness

Most learners sit at the Average/Weak end of the scale

Two reports quantify a high concentration in categories that need additional support.

Reported concentration in Average/Weak categories



Percentages are reported separately and are not a pooled result across all five schools.

What this means

The largest share of learners need structured reinforcement before they can reliably progress.

Priority response

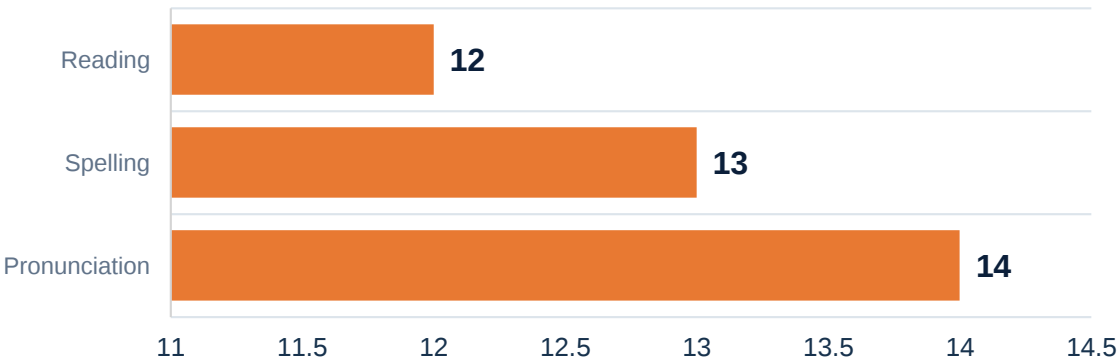
Targeted learner grouping, phonics, guided reading, materials, and continuous tracking.

The same three literacy domains carry the risk

Reported class-level signals show weakness in pronunciation, spelling and reading, not one isolated skill.

Illustrative class-level signal from one report

Learners below average



Counts are examples from individual reports, not a pooled comparison.

Additional signals

26% pupils in one upper-primary class were weak across all three domains.

70% of assessed learners in one upper class were below average in pronunciation.

The gaps are learner, classroom and system gaps

The reports point to a connected set of barriers that require a coordinated response.

Learner foundations

- Weak reading, spelling and pronunciation
- Learners moving forward without mastery
- Difficulty decoding academic instructions

Teaching and assessment

- Limited diagnostic tracking
- Need for orientation
- Staffing or instructional-time pressure in some classes

Learning environment

- Shortage of age-appropriate books and phonics materials
- Limited sustained digital access
- Home, volunteer and community support need strengthening

Shared implication: literacy recovery needs materials, teacher support, family engagement and evidence that is checked over time.

GODAN's response model links literacy, career and digital access

The programmes work together around one goal: confident learners with stronger learning outcomes.

Ghana Reading Icon

Core literacy recovery



- Group learners by reading level
- Strengthen phonics and pronunciation
- Use guided and repeated reading
- Build spelling and vocabulary
- Run reading clubs and progress checks

Read for Career

Literacy with future relevance



- Extend reading into wider learning
- Support comprehension and problem-solving
- Build learner confidence and expression
- Connect literacy practice to future pathways

One Child One Device

Digital reading access

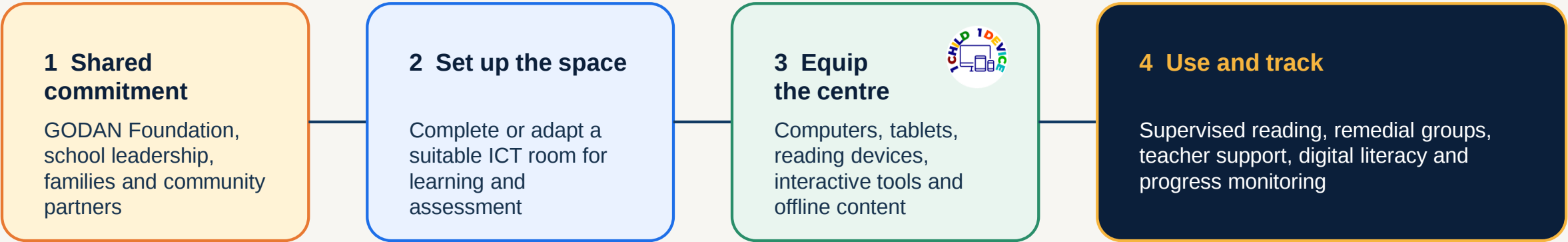


- Provide digital materials
- Add audio-supported digital devices
- Use interactive word practice
- Keep digital learner records
- Assist teachers in digitalization inclusion

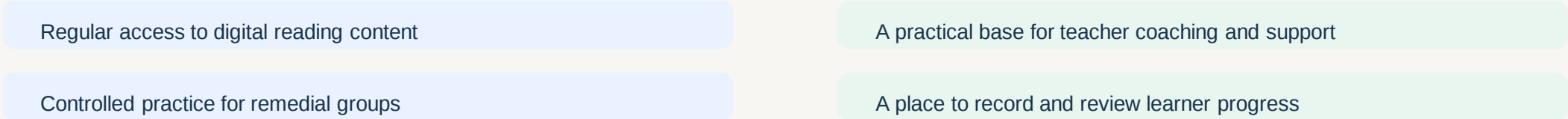
Across all three pillars, the 4Rs remain central: Reading, Writing, Creativity and Arithmetic.

Digital Learning Centres make the model practical

GODAN Foundation intends to combine community participation with infrastructure, devices and supervised use.



What the centre enables



The rollout is phased so progress can be measured

A shared implementation pathway turns assessment findings into sustained school-level action.



Every phase produces evidence for the next: assessment informs support, support informs monitoring, and monitoring informs improvement.

A practical commitment to every learner

Use evidence to target support. Build the learning environment. Keep progress visible.

TARGETED PRACTICE

Learners receive support matched to their reading level.

SUPPORTED TEACHERS

Teachers receive materials, coaching and digital orientation.

TRACKED PROGRESS

Schools and partners can see what changes over time.



Ghana Reading Icon



Read for Career



One Child One Device

Power to Activate Dreams