Lahingos at a training session in Zokuga
Foreword from the Chair

It is my pleasure to share with you this report on our work during 2012. For many reasons, the year 2012 can be described as another productive year in the life of RAINS. Our work within this period continued to keep alive our vision of ‘a just society that is based on equity with equal opportunities for all and respect for diversity’.

In this report you will read about some of our highlights from 2012, as well as some featured programs that illustrate our approach to development. Building on the achievements of 2011, the work carried out in 2012 significantly contributed to the progress being made towards achieving the strategic objectives of RAINS as contained in our Strategic Plan.

The primary beneficiary groups of our interventions this year have been the rural poor and vulnerable people including children and women in the seven in which we worked in. They include Karaga, Gusheigu, West Mamprusi, West Gonja and Mion. The others are Savelugu-Nanton Municipality and Tamale Metropolis. The target groups included the MMDAs, Ghana Education Service, Traditional Rulers and Community trainers. Other beneficiaries include the local change agents who played central roles in advancing the course of RAINS in their communities.

The reporting period marked the beginning of two projects; the Childhood Regained and the Improving Educational Governance and Accountability projects. A lot of effort was put into ensuring the smooth take off of the activities of these projects in the first half of the year. At the same time, it was important not to compromise on the quality of delivery of other ongoing interventions.
Governance continued to be an important consideration for us within the period. Because we know that an important part of planning for the future is clear mechanisms for board renewal and strong board leadership. On that subject, a current Board of Trustees that I Chair was inaugurated to take from where Naa Thomas Tia Sulemana’s led Board of Trustees, whose tenure ended left off. On this note I want to extend a warm gratitude to the out-gone Board of Trustees who spearheaded the affairs of our organization close to a decade for their significant contributions. At the same time, I also want to thank my colleagues Trustees for accepting to serve on the Board of RAINS.

Our staff and volunteers did a lot to meet our targets and objectives. Your efforts are hugely recognized, and I am convinced that you will put in more efforts in 2013.

It is also my pleasure to extend thanks and gratitude to our numerous supporters and partners who ensured that our plans and programmes for the year were successfully carried out. In no particular order I mention Comic Relief, Hope for Children UK, STAR Ghana, Canadian Feed The Children, Goal Ghana and Tzedek.

ALHAJI BAKARI SADIQ NYARI
Vision
A just society that is based on equity with equal opportunity for all and respect for diversity of life.

Mission
Working with all members of local communities including men, women, children and development partners to improve the quality of life of the vulnerable, especially women, children and the disabled by strengthening local structures to take action to promote and ensure fairness.
Strategic Objectives

The 2010-2013 Strategic Plan groups our programmes into five broad thematic objectives:

1. Promoting basic education
2. Reducing child exploitation
3. Improving livelihood options
4. Promoting natural resource management and environmental sustainability
5. Strengthening the capacity of RAINS to deliver the strategy
Projects implemented in 2012

- Childhood Regained Project
- Dema Mini Lebgimsim (Sports and Development)
- Improving Education Governance and Accountability (IEGA)
- Integrated Community Initiative for the Welfare of Women and Children (ICIWC)
- Lebgimsim So Pala (New Pathways to Development)
Where we worked in 2012

1. West Mamprusi District, (Walewale, Daboya no.2, Nayorku, Diibsi and Bulbia)
2. Karaga District, (Tuuyini and Pishigu)
3. Gusheigu District, (Wantugu and Zamanshegu)
4. Mion District, (Sang)
5. West Gonja District, (Bidima)
6. Savelugu-Nanton municipality (Tarikpaa, Savelugu, Kpachelo, Zosali, Kanshegu, Nanton-Kurugu, Zokuga, Langa and Moglaa)
7. Tamale Metro (Kanvilli, Jisonavilli and Gumani)
1. Promoting basic education

Junior High School students from Zokuga use bicycles from ‘bike bank’
**Bicycle banks**
RAINS facilitated the establishment of bicycle banks in Zokuga and Nanton-Kurugu in order to tackle school dropout rates in rural areas due to long distances children have to travel to school. A total of 80 bicycles from a communal pool are available to children only for the purpose of travelling to access education.

- In these two communities, 64 children accessing higher basic education have had their journey reduced from 2 hours to 45 minutes
- Levies are paid by parents of beneficiary children to cover maintenance costs.

Due to the success of this implementation RAINS is planning to look into developing bicycle banks into a micro business in these and other communities in the coming years.

**Child clubs**
As part of the Childhood Regained Project, child clubs were set up to secure a safe space in which both vulnerable in-school and out-of-school children could meet. Clubs were facilitated in Nanton-Kuruga and Zokuga (Savelugu-Nanton), Daboya no.2 and Nayorku (West Mamprusi). The activities of the clubs have been shaped by the children themselves and they have used the clubs as a platform to engage with the wider community. 1,622 children in the four communities were enrolled into child clubs. As a result:

- School attendance in the harvesting season increased from 50% in 2011 to 70% in 2012.
- Children’s confidence levels have improved. For example, Amina Iddrisu, a school girl aged around 14, who previously could not speak in the presence of her colleagues, can now lead a group in her club to perform a drama activity. She said, "I am so happy that I can now speak in class, I can ask questions in class and interact with my colleagues."

1. Promoting basic education
Case study: How cycling reduces the cycle of drop-outs - Ayisha Musah

In many communities in the Northern Region of Ghana, children have to trek for several kilometres to get to and from school. This is a significant factor contributing to drop-out rates of school children, and especially girls.

As part of the ‘Childhood Regained Project,’ RAINS have established bicycle banks in Zokuga and Nanton Kurugu, each containing 40 bicycles.

Ayisha Musah is a thirteen year old girl from Zokuga and one of the few females in her community who have progressed into Junior High School (JHS). Ayisha’s attendance at school has significantly increased since the bicycle bank was introduced in her community. She says,

“*In my first year in JHS, I was so tired of walking that at some point I completely lost interest in going to school. This term, I have not missed a single day at school. My attendance has been 100% because of the ready availability of a bicycle in the bank that we access each day to go to school. You simply have to prepare and walk to the bicycle bank, sign up and pick a bicycle. This has made going to school easier and faster*."

Parents of children who access this facility pay a minimal fee so that the bike bank can be sustainable and needed repairs or maintenance can be carried out.
School Infrastructure

In Sang, a dilapidated school building which had become a hazard to children was renovated to provide a safe learning space for 156 children. Community participation in construction work ensured that the construction work was completed within schedule and promoted transfer of renovation and maintenance skills to locals.

Provision of school furniture

100 dual desks have been provided for two schools, Sang Al Zakaria Primary school and Zoosali Primary School, thus providing new seating places for 200 pupils.

Teaching and learning materials

Teaching and learning materials were provided to children in eight communities. Supplies included school uniforms, exercise books, teaching guides, pens, pencils, school bags and blackboards. 1,663 children received supplies, of which 721 were female and 942 male.
1. Promoting basic education

**Strengthening teacher capacity**
The quality of teachers available in a school significantly contributes to the quality of education offered to the schoolchildren. In collaboration with the Ghana Education Service, RAINS undertook actions to increase the capacity of teachers to deliver quality teaching to the children. RAINS developed teaching techniques of 19 teachers from Sang, Bidima, Zosali and Kpachelo by implementing training in the preparation of lesson notes, basic skills in delivery and presentation of lessons and introducing pupils to reading and comprehension.

**Strengthening PTA and SMC capacity**
School Management Committees (SMCs) and Parent Teacher Associations (PTAs) are two important community educational structures in the management and governance of schools. RAINS worked with the Ghana Education Service to provide capacity building training throughout the year for individuals from these key community structures in 12 communities. 315 members of both the SMC and PTA benefited from the organized training sessions.

**District Education Platforms**
As part of the IEGA project, RAINS worked to promote mechanisms for accountability in education management in four districts - West Mamprusi, Gusheigu, Karaga and Savelugu-Nanton. This was accomplished by facilitating District Education Stakeholder platforms, through which stakeholders in education can systematically review progress. A total of 12 platforms were facilitated in the 4 districts.

**CSO coalitions on Education**
In 2012 RAINS facilitated Civil Society Coalitions (CSOs) in the Karaga, West Mamprusi, Gusheigu districts and the Savelugu-Nanton municipality. The membership to the coalition is drawn from community level structures such as PTAs, as well as non-state actors with interest in education, including NGOs, FBOs and relevant interest groups. The purpose of the CSOs is to provide a platform for community level education challenges to be discussed.
2. Reducing child exploitation

Male Eagles Club members get ready to battle with the Stars in Daboya No. 2
Identifying at risk children
In 2012, RAINS identified 702 out-of-school children from Daboya, Nayorku, Nanton-Kurugu and Zokuga who were engaged in hazardous work. All these children were enrolled into the Eagles clubs. Club activities included awareness raising on child rights, malaria, HIV and AIDS, recreational and socialisation activities, and inter-club events. These clubs are also a platform for further development. Attendance to club activities is on the increase as revealed by the attendance registers. Already, 132 children have been enrolled into formal schools.

Transitional education
There are still significant numbers of children in our intervention areas who are out of school. These children are actively contributing to the incomes of their families by taking up work responsibilities such as herding animals and farming. RAINS is provide a mother-tongue driven transitional education to all the 702 out of school children.

16 animators were selected to facilitate the teaching and learning of the children. The animators underwent a week-long training programme to equip them with the requisite knowledge and skills to facilitate a nine month transitional education scheme. Over 700 children are expected to benefit from the scheme, which will be carried until the beginning of the next academic year, at which point some of the children will be mainstreamed into various levels of formal schools.
Case study: Enabling school enrolment - Mahama Wuniche

Mahama Wuniche, an 11 year old from Zokuga, had never been to school before when he started attending the Eagle Club for children who are out of school.

Participating in the Eagle Club gave Wuniche the confidence to ask his father if he could enrol in school. He said “I never knew that I could have the courage to express my interest in education to my father because my father’s major concern is how well the herd is fed on a daily basis and not whether I have been to school.”

He then faced another hurdle as he, like many other children in his community, did not have a birth certificate, because his parents had never registered his birth. In recent years, birth certificates have been a requirement to enrol children into schools.

However, as a result of lobbying and campaigning as part of our Childhood Regained Project, the school authorities are now accepting other documents such as health cards in the place of birth certificates to enrol children, which means that Wuniche has finally succeeded in enrolling in the Zokuga Primary School.
2. Reducing child exploitation

Change makers showcase their bikes in Daboya No. 2
3. Improving livelihood options

A training session for women in Nayorku
Tackling child labour through farming support

440 women have increased their farming activities this year through the use of mechanised farming, including the provision of tractor services at a subsidized cost and other agricultural extension services by the Childhood Regained and the ICIW Projects. The effects of these interventions have been increased yields and family income in the project communities, thus improving food security. Child exploitation and child labour have also been reducing – many of the women indicated that their children were no longer taking part in major farm activities, especially during school hours.

Empowering women with microcredit

359 women in 12 communities were empowered through microcredit within the reporting period. This credit was given to enhance their ability to expand and improve their businesses so that they could support the needs of their children.

Borimanga and Banmerigu Rural Banks in the Savelugu-Nanton and West Mamprusi districts played important roles in supporting the disbursement and recovery of the credit. At the end of the year, credit recovery was at 98%.

Using grinding mills to increase income

Four communities have been provided with community grinding mills to enhance the women’s income-generating activities. The provision of these grinding mills has reduced the burden of having to travel for long distances to other communities for grinding mill services.
4. Promoting natural resource management and environmental sustainability

Pupils in Bidima planting the trees supplied by RAINS
4. Promoting natural resource management and environmental sustainability

**Tree planting support**
RAINS partnered with the Environmental Protection Agency (EPA) to provide 700 tree seedlings to environmental clubs in four communities. The main purpose of this intervention was to work through The environmental clubs create a conducive atmosphere for teaching and learning in schools, expose school students to good environmental practices and beautify the physical look of the schools.

Environmental training was successfully delivered to school environment clubs in four communities about the importance of the environment to healthy living, the role of school environmental clubs in promoting good environmental practices and protecting the environment.

**Facilitating clean community environments**
RAINS helped facilitate local sanitation committees in four communities with the purpose of maintaining clean environments and implementing clean up campaigns that involved collective clean-ups of residents’ homes and awareness-raising around environmental health issues. 16 clean up campaigns were held in total by the sanitation committees and all participants pledged to continue with campaigns in order to keep their environments clean.

**School gardens**
In 2012, RAINS supported four partner schools (Zosali, Sang, Kpachelo and Bidima) to develop school gardens. A total of 368 children were given hands on experience of food production, ecology and natural resource management, and increased knowledge of nutrition. The school garden programme helps to integrate the teaching of academic and practical subjects, enhances the income of schools through the sale of produce, and supplements the School Feeding Programme with fresh food from the school garden.
Partners

Hope for Children
Comic Relief
Canadian Feed the Children
GOAL Ghana
Tzedek
STAR Ghana

Collaborators

Environmental Protection Agency
School for Life
Right to Play
Ghana Education Service
Savelugu-Nanton Municipal Assembly
West Mamprusi District Assembly
Karega District Assembly
Gushegu District Assembly
Income and Expenditure

To be extracted from Audit report. Endorsed copies expected from Auditors on Friday.
<table>
<thead>
<tr>
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<tr>
<td>Chairman</td>
<td>Alhaji Bakari Nyari Sadiq</td>
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<td>Treasurer</td>
<td>Mr Alhassan Musah</td>
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<tr>
<td>Mr Fusheini Seidu</td>
<td>Ms Khadijah Saani</td>
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<td>Ms Ruhaima Salisu</td>
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<td>Prof Awudu Abdulai</td>
<td>Mrs Justina Anglaare</td>
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<td>Dr Sulemana Abdulai,</td>
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<td>Vice</td>
<td>Mrs Saratu Mahama</td>
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<td>Mrs Joana Akonsi Teviu</td>
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