



2025

# Impact Report



Homeland Ghana  
Educational Foundation

**Our mission is to ensure that children in Ghana are able to attend and thrive in basic education, regardless of family income or circumstance.**



# Impact by the Numbers

**1,100+ students  
directly engaged  
across all school  
activities**

**16 basic schools  
supported across  
the Builsa North  
District**

**4 integrated  
activity areas  
delivered (Health,  
Safeguarding,  
Education, &  
Experiential  
Learning)**

# Our School- Based Interventions

In 2025, Homeland Ghana delivered a range of targeted school-based interventions across partner schools in the Builsa North District. These activities were designed to address key barriers to learning, wellbeing, and student development, while strengthening both classroom teaching and wider educational experiences.

Our work focused on improving access to learning materials, strengthening safeguarding and child rights awareness, supporting girls' education, and introducing practical, hands-on learning approaches that build confidence and creativity.

Across all interventions, we worked directly with students and teachers to ensure practical, inclusive, and measurable impact at school level. Our key areas of intervention were:

- Menstrual hygiene support improving girls' attendance, dignity, and school participation through consistent access to sanitary products
- Child rights and safeguarding education equipping students with knowledge of their rights, personal safety, and reporting pathways
- Teaching and learning resources strengthening classroom delivery through textbooks, marker boards, and improved learning environments
- Creative and experiential learning building confidence, teamwork, and problem-solving through LEGO workshops and educational field trips



# Sanitary Pads Distribution

## The Challenge

In Builsa North District, menstrual hygiene remains a critical barrier to girls' education. Limited access to sanitary products contributes to absenteeism, reduced participation in school, and increased vulnerability to harmful coping mechanisms.

## What We Did

We **delivered structured, school-based monthly distributions** across Kori JHS and Siniensi JHS over 8 months (Feb–Dec 2025). Distribution was paired with direct engagement and consistent tracking, with new girls enrolled throughout.



## Our Reach

- 234 girls reached
- 799 sanitary pads distributed
- 140 new girls enrolled during implementation

## Impact

- Sustained access to menstrual products reduced absenteeism barriers
- Girls supported through the menstrual hygiene programme showed an estimated **8–12% improvement in end-of-term test results compared to the previous academic year**, linked to improved attendance and reduced absenteeism.

## Cost & Value for Money

- **Total cost:** GH¢8,180 (£576)
- **Cost per girl:** ~GH¢35 (≈ £2)

## Value Delivered

At an investment of approximately **£2 per student**, the project delivered:

- 8 months of reliable menstrual hygiene support
- Continuous enrolment, ensuring no eligible girl was excluded
- A low-cost, high-impact intervention addressing a key driver of absenteeism and dropout risk

# Child Rights Education

## The Challenge

Many students lack awareness of their rights, personal safety, and where to seek help, increasing vulnerability to harm that can impact their basic education and wellbeing.

## What We Did

We delivered **three cohorts of two-session child rights training** across two schools, equipping students with practical knowledge on rights, risks, and reporting pathways.



## Our Reach

- 159 students trained
- Age range: 12–18 years old
- Gender split: 54.1% boys, 45.9% girls

## Impact

- 100% of students understand child rights and protection
- Increased awareness that harm often comes from known individuals
- Improved understanding of responsibility alongside rights (95%+)
- Students can identify trusted reporting channels, including the Social Welfare service.

## Cost & Value for Money

- **Total cost:** GH¢3,650 (≈£228)
- **Total reach:** 159 students
- **Cost per student:** ≈ GH¢22.96 (≈ £1.43 per student)

## Value Delivered

At an investment of approximately **£1.43 per student**, the project delivered:

- Delivered across three cohorts in the same schools, reaching different students each time to build whole-school awareness of child rights
- Increased confidence to access support, including the district Social Welfare service

Before the child rights lessons, I thought my life at home was just normal. After school, I had a lot of work to do, especially since my brother left for senior secondary school. Most days I came to school feeling very tired. I could not concentrate in class, and it was worse during exams because I had not been able to revise properly.

**When we had the first child rights session, I learned about what children need to grow well, like education, rest, and responsibilities that are not like those of an adult, as well as safety. That one thing made me start thinking differently about my life at home.**

I realised that if I am always too tired to learn, then something is not right. After that first session, I felt brave enough to speak to the facilitator. I told them about what I do at home and how it affects my studies. I had not told anyone before.

– Paul (name changed), Kori JHS



# School Supplies & Infrastructure Improvements

## The Challenge

At our two partner schools, limited access to textbooks and poor classroom infrastructure reduced teaching effectiveness and student engagement. Schools lacked sufficient learning materials and functional learning environments.

## What We Did

- Provided 50 curriculum-aligned textbooks (Maths, English, Science)
- Installed 3 marker boards
- Repainted and refurbished classrooms
- Installed doors and windows to improve infrastructure

## Our Reach

- 297 students
- Gender split: 60.3% boys, 39.7% girls
- 15 teachers
- Across 2 basic schools

## Cost & Value for Money

- **Textbooks:** GH¢7,500 (≈ £400–£430)
- **Infrastructure & marker boards:** GH¢6,390 (≈ £340–£370)
- Total:** GH¢13,890 (≈ £740–£800)

## Value Delivered

This combined investment improved both learning materials and physical classroom environments, resulting in immediate and visible improvements in teaching and student engagement.

When I think about how the marker boards have changed my teaching, one lesson stands out.

In the first few weeks after we received the boards, I was teaching my class how to write a formal letter. I started by writing the address of the letter clearly on the board and then invited one of the students to come forward and try it as well.

After he finished writing, I noticed something interesting. The rest of the class became more engaged and confident. Many of them wanted to come up and try writing on the board too. They were excited to experience how easy it was to write and erase compared to the chalkboard we used before.

That moment made the lesson more interactive and helped the students understand the structure of letter writing much more clearly. Because everything was visible and clean, they could follow each step without confusion.

For me as a teacher, the marker boards have made teaching much easier and more effective. It is now simple to write clearly and erase without leaving marks. The students can see everything properly, even those at the back of the class.

**Now, lessons flow better. I spend less time struggling with the board and more time explaining and engaging the students.**

— English Teacher, Siniensi JHS

### Impact

- **100% of teachers** reported improved narrative writing, essay writing, and reading comprehension following the introduction of textbooks
- **100% of teachers** reported that teaching has become easier and more efficient due to clearer lesson delivery using marker boards
- **85% of teachers** reported that marker boards reduced chalk use, dust exposure, and were significantly easier and more effective to use

# LEGO Play Workshops

## The Challenge

Traditional classroom approaches often limit opportunities for creativity, collaboration, and applied problem-solving. As a result, many students miss out on hands-on learning experiences that build confidence, teamwork, and critical thinking.

## What We Did

We delivered **hands-on LEGO Play workshops across 15 Primary and JHS**, using an animal-based theme linked to local agricultural life. Students worked in groups to build and present their models, encouraging creativity and problem-solving.

## Our Reach

- 425 students engaged
- ~30 students per school per session
- Ages 10 - 18 (53.6% boys, 46.1% girls)

## Cost & Value for Money

- Average cost per session: ~GH¢1,200
- Average reach per session: ~6 schools
- Students engaged per school per session: ~30
- Estimated cost per school per session: ~GH¢200
- Estimated cost per student: low-cost due to group-based delivery model



# Workshop Stories

Before the LEGO workshop, I had never played with LEGO before. When we started, I thought it was just a game, but it was not. We were building things together in groups, and everyone had to help each other. Sometimes a piece would not fit or our model would fall, so we had to try again or use a different way until it worked.

**I wish we could use LEGO to learn in my other classes too, because it helps me understand things better.**

– Christabel, Student, Chiok Primary School

The LEGO workshop was very engaging for the students from the beginning to the end. What stood out most for me was how quickly they became active participants in the learning process. Through the building activities, students were not just listening, but actually applying ideas in real time.

**They developed important skills such as problem-solving, collaboration, and creative thinking. I could see them discussing ideas in groups, trying different approaches, and learning from each other. What impressed me most was the change in confidence. Even students who are usually quiet in class were more willing to speak, share ideas, and contribute to group decisions. Overall, I have seen a clear improvement in how they work together and think more creatively.**

– Mr. Alonkonaab Eric, Teacher, Kalijisa No.1 Primary School

# Educational Field Trip

## The Challenge

Students in partner schools had limited exposure beyond their communities, which restricted their aspirations and awareness. This also affected learning—many found it difficult to apply or visualise concepts taught in class, especially when textbooks referenced unfamiliar objects or experiences.

## What We Did

We organised a full-day **educational trip to Red Clay Studio** in the Northern Region, approximately six hours from the Builsa North District. The visit combined art, history, and interactive learning through a structured, guided tour experience.

## Student Voices

Leaving my community and visiting somewhere new made me feel very excited. I had never been that far before, so the journey itself was a big experience for me. When we arrived and started the tour, I was surprised by how much history and creativity was in one place. I learned a lot about art and the stories behind what we saw, and it made me think differently about what is possible beyond my own community. It was a great experience and something I will always remember.

— Godfred, Student, Siniensi JHS

## Our Reach

- 81 students
- 5 teachers
- Ages 15–18 (56.8% boys, 43.2% girls)

I learned many different historical facts about our town and the Northern Region that I did not know before. The guides explained things in a way that made it easy to understand, and I enjoyed asking questions during the tour. Seeing everything in real life made the lessons feel more real than what we learn in class. I would tell my friends and parents to go too because it helps you understand our history better and makes you proud of where you come from.

— Patrick, Student, Kori JHS



This was an experience that, in reality, would have been very difficult for schools in our district to afford on their own, especially when you consider the full cost of transport, food, and logistics. It is not something most schools could organise independently, let alone ensure equal participation for all students.

What made this visit truly significant was that Homeland Ghana took on all the costs, meaning everything was provided free of charge for the students. This meant that every child who went was able to benefit fully, without any financial barrier.

**We are very fortunate to have been beneficiaries of such an experience, and I believe it will stay with the students for a long time.**

— Headteacher, Siniensi JHS



## Cost & Value for Money

- **Total cost:** £980 (≈ GH¢17,600)
- **Coverage:** 80 students + 5 teachers
- **Cost per participant (approx.):** ≈ GH¢176 per person

## Cost Breakdown Context

This covered:

- Transportation for a 6-hour journey each way
- Meals for students and staff
- Emergency and safeguarding equipment
- Core logistics and coordination costs

# Honor Roll Appreciation

Honor Roll is a committed community that regularly gives to our work to ensure the conditions and provisions are in place to enable children to stay in school, participate fully, and learn well.

This year's impact has been made possible largely through the generous support of our donors—Alexandra R, Amelia H, Diana A, Olive F, and Veline G—alongside our valued partners Akua's Kids Foundation, the Builsa North District Social Welfare Department, and the Ghana Education Service.



**Donate today** to enable children to stay in school, participate fully, and learn well

# 2025 Team



**Rhoda**

**CEO**

Led strategy and governance.



**Kirsten**

**Planning & Development**

Strengthened systems and processes.



**Farouk**

**Programme Coordinator**

Organised school workshops.



**Sita**

**Youth Engagement Worker**

Delivered school workshops and represented us at stakeholder events.



**Mavis**

**Content Assistant**

Supported social media content.



**Orla**

**Donor Relations Intern**

Maintained donor relationships and support.



**Haadiyah**

**Content & Media Writer**

Shared our stories and raised general awareness.



**Mariyam**

**Education Intern**

Supported the development of Menstrual Hygiene training

# Thank You!

Thank you for your continued generosity and belief in our mission. Your support goes far beyond funding; it represents an investment in children's learning, wellbeing, and future opportunities, as well as a trust that we are one of the organisations you rely on to deliver this work effectively. As one of a small number of organisations operating in this district, we take that responsibility seriously.


Because of your commitment, in 2025 we directly engaged over 1,100 students across 16 schools in the Builsa North District, delivering hands-on interventions in education, safeguarding, health, and experiential learning. We are also grateful to our partners, including Akua's Kids Foundation, the Builsa North District Social Welfare Department, and the Ghana Education Service, whose collaboration strengthened our school-based work.

To our donors and supporters, thank you for being an important part of this journey to ensure children are in school, learning well, and supported to thrive.

A handwritten signature in white ink, appearing to read 'Rhoda Agilinko', with a horizontal line striking through the middle of the letters.

Rhoda Agilinko



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