



BIBIR-GHANA ANNUAL REPORT 2012

PROJECT LIBRARY
AREAS
OF 2012

ICT

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YEAR SUMMARY

BIBIR GHANA considered the year 2012 as a year of restructuring and reformation; this was deemed necessary after the challenges of 2011 unfolded in the early part of this 2012 which led to a budget cut and projects termination. As a result, many structures had to be put in place to enable BIBIR GHANA function effectively, efficiently and with transparency. As part of the restructuring, permanent staff was reduced to 4, whilst others were asked to go home with the essential staff taking on as part-timers.

BIBIR GHANA spent the time and resources in 2012 to research and to design an intervention package to improve upon the quality of basic education in some selected poor performing schools in Savelugu/Nanton District. The project designed to be undertaken in 2013 with funds from INTERVIDA is intended to reduce the barriers that bring about poor quality of education, low enrolment and high school dropout rates in the Northern Region-Tamale. Our intervention is expected to provide the opportunity to children to develop their potentials to become responsible citizenry who contribute to the socio-economic development of their communities. The focus of the new project is on improving quality of basic education, enrolment and retention pupils in education rural areas of Savelugu/Nanton District.

LIBRARY PROJECT

The library is an integral part of Bibir role in promoting quality education in the Northern Region-Tamale to give equal opportunity to children to develop their potentials to become responsible citizenry who in future will contribute to the socio-economic development of their communities. In 2012, the mobile library and remedial (extra) classes' projects were discontinued to concentrate on only the main library which serves as supplementary source of reading and learning materials for most of people in the local community and beyond.

Orientation and Awareness Creation

All newly registered library users must undertake orientation to make them aware of the rules and regulations of the Library as well as the environment. This year the awareness creation was done mostly through the other library users and ICT students during their orientation. Individuals were encouraged to disseminate information on the existence of our Library facilities and ICT to their community members, friends and schoolmates. This approach did not have negative impact on the number of people who used our library facility as evidenced by the implementation of the registration of all new users in August 2012 to monitor and track the effects of this new approach of awareness creation. The library recorded three hundred and seventy (370) new users between August and December 2012 who received orientation on how to make the best use our facilities.

Library registration and usage

Bibir library by virtue of its location in the heart of the Town provides access to variety of reading and learning materials that promote the quality of education in the metropolis and also serves as a way of developing and sustaining the habit of learning and reading in the youth for better academic performance and literacy development. We ensure equal access to our internet facility for research and information to improve users' academic and professional development. The general management of the library worked towards ensuring that the rules and regulations governing the library are strictly adhered to by all users. The librarian ensures that books are kept in the appropriate shelves before and after use, borrowed reading materials are returned on time and checked to make sure that they are not damaged, the Internet facility is used for the right purpose and study rooms are cleaned and conducive for use. The table below (table 1.1) shows in details the number of people who use our library, borrow books and the number of new registrations on monthly basis, it also specifies their gender. The new user registration was introduced in August 2012 to track the number of new users to help in our yearly budget and planning purposes.

Table 1.1

Library Statistics 2012	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
Attendance for the year	714	331	424	875	755	784	1126	784	786	139	162	205	7,085
Female	86	123	146	131	168	190	114	196	340	69	80	99	1,742
Male	628	208	278	744	587	594	1012	588	446	70	82	106	5,343
New users registration	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	204	31	28	44	370
Female								16	80	12	11	17	136
Male								47	124	19	17	27	234
New registrants to borrow books	1	13	9	6	4	7	4	4	0	4	1	0	53
Female	1	3	5	4	2	4	2	3	0	1	1	0	26
Male	0	10	4	2	2	3	2	1	0	3	0	0	27

Library books as at the end of December 2012

Bibir library provides internet facility, textbooks for pupils at all stages of elementary and junior high schools, novels, storybooks and other reading materials such newspapers for any person who wants to study, research or read in the library. These are the stock of books in our library currently as shown on table 1.2.

Table 1.2

Text books	Category	number
Mathematics	Elective math books	13
"	Core math books	27
"	Basic math books	21
Total		61
Science	Integrated Science SHS	46
"	Integrated Science JHS	51
"	Physics	24
"	biology	17
"	Chemistry	13
Total		151
Social studies	JHS	15
"	SHS	18
Total		33
Eng. Language	JHS	28

"	SHS	47
"	literature	42
Total		117
Economics	SHS	20
Total		20
Agriculture	SHS	10
"	JHS	15
Total		25
Accounting	SHS	24
Total		24
History	history	9
total		9
Geography	SHS	3
Total		3
Government	SHS	9
Total		9
Atlas	atlas	4
Total		4
Business Management	SHS	19
Total		19

Management in living	SHS	6
Total		6
Food & nutrition	SHS	3
Total		3
Costing	SHS	23
Total		23
Computer	Computer	9
Total		9
Engineering math book	Engineering math's	4
Total		4
Pre-tech	Pre-tech	20
Total		20
Gourd & calabash	Gourd & calabash	6
total		6
Brick work	Brick work	1
Total		1
Victory catering	Victory catering	5
Total		5
Principle of law	Principle of law	2
Total		2

Dictionary	Dictionary	5
Total		5
Reference books	Reference books	25
Total		25
Story books	Story books	440
Total		440
Novels	Novels	175
Total		175
French	French	11
Total		11
Electrical	Electrical	21
Total		21
Inspirational	Inspirational	15
Total		15
Grand Total of books		1246

Challenges and Plans

There were and are still some challenges facing the operation of the library, these include; inadequate space available to accommodate all the users at peak hours, extremely warm temperatures in the study rooms especially during the dry season which is not conducive for learning and poor handling of books are at the top of these challenges. The librarian needs to meet the new challenges through creative approaches in order to deal with user behaviours and expectations. BIBIR GHANA planned to meet the expectation of users on the demand of enough current books, reference material convenient reading hours and easy self-service.

ICT PROJECT

Bibir ICT school also plays an important role in training children and the youth in ICT skills which has become indispensable in our daily lives today, In 2012, the ICT department had to be restructured due to limited funding budget, the Hardware programme was taken off as full a time programme because of the necessary redundancy of some personnel. We maintained the Software training package as this programme is certainly the most patronised programme for the youth.

Orientation and Awareness Creation

All students, before undertaking our ICT course received induction to familiarise themselves with the training environment, rules and regulation of the institution. As stated earlier on, much of the awareness creation in 2012 was done mostly through the students who undertook our ICT course and users of our library facility during their orientation. Individuals were encourage to disseminate information on the existence of ICT and Library facilities to their community members, this proved to be effective as we had a good patronage of ICT at a lesser cost of awareness creation.

Course Content and Training

In the software training, we have the capacity to enrol eighty- eight (88) students who undertake lectures in four (4) different batches for a period of two (2) months two (2) weeks (10 weeks) before another set of batch is admitted for the same duration.

The training programme or course content is as follows:

Package One: Introduction to Computer, Windows, Microsoft Word Basic, Microsoft Word Excel and Microsoft Word Access.

Package two: MS Word Advanced, MS Power Point, MS Publisher, Corel Draw, Photo Impression 4, Visual Business Card 4 and Introduction to Internet use. Twenty-two (22) students per each class take lectures in batches as follows: Package One students,

8.30am – 10.30 am, 10.30am – 12.30p.m, 2.00p.m – 4.00p.m and Package two students 4.00p.m – 6.00p.m. There are twenty-three (23) computers for students enrolled to use for their training and practice.

Table 1.3 and 1.4 respectively show details of the intake in quarters.

Table 1.3

FIRST PACKAGE RECORDS FOR ICT 2011/2012													
Duration	Nov 12	Dec 12	Jan 13	Feb 12	Mar 12	Apr 12	May 12	Jun 12	July 12	Aug 12	Sep 12	Oct 12	
Female			34			28			47			54	163
Male			34			24			52			50	160
Total			68			52			99			94	313

Table 1.4

SECOND PACKAGE RECORDS FOR 2011/2012												
Duration	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov
Female	PROJECT WORK	3			3			PROJECT WORK	1			PROJECT WORK
Male		12			6				6			
total		15			9				7			

End of course exams / project work

An end of training examination is conducted to ensure that only students who passed our exams are given certificates. In addition, each student worked on a marked project as partial fulfilment of the qualification gained. This is a quality check to ensure the highest standard of quality is met in the provision of our ICT training. Table 1.5 shows summary of the end of year data and category of students who completed our ICT School.



Table 1.5

Total number of students enrolled	Total number of students completed	Number of students issued with certificates	Number of students in employment	Number of students in school or seeking jobs
344	252	252	25	227

Hardware training

The hardware training has been phased out due to low enrolment levels and also as a result of the restructuring that was made in March last year. However, depending on the number of students that show interest in pursuing it, a part time tutor is arranged to take them through.

Follow up / monitoring and evaluation

Individuals who completed our ICT course are supported to find practical attachment to further develop their skills for the employment market. This involved arranging for placement for these students in local organisations and firms. There have been challenges this year regarding the above stated aspect due to insufficient funds. However, individuals were given letters of recommendation to enable find placement with other organisations and firms. Bibir Ghana also took on two of these students to help in the library and ICT departments. Follow up was done by way of collecting information on the progress of these students when they came back to fetch their certificates.

CROP FARMING

In the northern region, most of the poor people are living in rural areas depending on only peasant farming for their survival; therefore any assistance to the agricultural sector is fundamental for reducing poverty and increasing growth. This peasant farming is the only source of food, income and employment to the rural folks. The crop farming project was designed to give assistance to poor rural farmers to be able to look after their children in education. In 2012 BIBIR GHANA assisted one hundred and sixty two farmers (162) with microcredit loan to pay for two acres ploughing for each individual farmer. In all three hundred and twenty-eight (328) acres were ploughed for 162 farmers at a cost of Ghc. 9,720.00, though many communities and groups who put in their requests for our assistance did not receive our support due to insufficient funds available for all our projects. BIBIR hopes to maintain or even extend these useful services to the needy communities requiring our support for them to be able to help their children in education. Table 1.6 shows details of the communities and the kind of assistance given.

Table 1.6

Assistance To Crop Farmers In 2012

No.	Communities	No. Of Persons	Amountper Person	No. Of Acres	Assistance Given To Entire Group
1	Kulaa Women	22	60.00	44	1,320.00
2	Kpaligini	20	60.00	44	1,200.00
7	Y. Dakpemayili	25	60.00	50	1,500.00
8	Cheshegu	30	60.00	60	1,800.00

9	Bogunaayili .Lr	14	60.00	28	840.00
10	Gingina	20	60.00	40	1,200.00
11	Gupanarigu	11	60.00	22	660.00
12	Bogunaayili Upp.	20	60.00	40	1,200.00
Grand Totals		162		328	9,720.00



**Meeting with
Farmers**

LIVESTOCK FARMING

Sheep

The livestock project has been misreported since 2008, a full investigation was carried out to ascertain the facts , it revealed that Mbanaayili first group (10 men), received twenty (20) in 2008, however when the return date was due for the transfer of these sheep to another beneficiary community in 2010, the fieldworker never turned up to fetch these sheep. The beneficiaries claimed that most of these sheep died because they had not prepared structures to cater for these sheep return.

Mbanaayili second group (10 men) also said that they were given seventeen (17) sheep instead of twenty (20) in 2009, with three beneficiaries receiving one sheep each, instead of the two sheep per beneficiary. In terms of how many animals they were to return, the farmers were unclear about this, with some claiming that two sheep return agreement was signed and others saying four sheep. Existing documentation on the livestock that was available in the file did not represent the true situation on the grounds.

Gupanarigu first group also claimed that twelve (12) sheep were given to six men instead of twenty (20) sheep to ten (10) men which new return agreement is made to in April 2013.

Bogunaayili lower and Gbullung did not receive any livestock this activity was wrongly reported as executed but in actual fact had not been executed, therefore the money allocated to it was duly returned to the appropriate account. On the 1st of August 2013, Mbanaayili first and second groups returned some sheep, which BIBIR decided that due to the complex nature of arranging the sheep returns from one beneficiary to the other we will sell off returns to reinvest in microcredit or crop farming.

Table 1.7 gives further information on the number of sheep returned by Mbanaayili first and second groups on the 01-08-2012.

Table 1.7

Details of Sheep Returns

Mbanaayili Group 1	No. Of Sheep Given	No. Returned	Remaining
1. Alhadji Issaku Imoro	2	2	Nil
2. Alhadji Abdulai Mahama	2	2	Nil
3. Mumuni Musah	2	1	1
4. Yahaya Yakubu	2	2	Nil
5. Abukari Iddrisu	2	2	Nil
6. Hamza Alhassan	2	1	1
7. Mohammed Fuseini	2	Nil	2
8. Zakaria Yakubu	2	Nil	2
9. Huruna Alhassan	2	Nil	2
10. Sulemana Dokurugu	2	Nil	2
Total=	20 Sheep	10 Sheep	10 Sheep
Group 2	No. Of Sheep Given	Returned	Remaining
1. Seidu Salifu	2	1	1

2. Mohammed Iddi	2	1	1
3. Hamza Yussif	2	1	1
4. Abukari Abdul-Kahaman	2	1	1
5.Sulemana Abu	2	Nil	2
6. Alhassan Yakubu	2	Nil	2
7. Huruna Abukari	2	Nil	2
8. Abukari Ibrahim	2	Nil	2
9. Ibrahim Salifu	2	Nil	2
10. Mohammed Mahama	2	Nil	2
Total =	20 Sheep	4 Sheep	16 Sheep
Total Of Returns		14 SHEEP	Nil
Number Of Sheep Sold		8	Nil
Sheep Given To Bogunaayili Lower		4	Nil
Sheep Rejected To Due To Ill-Health		2	Nil

Pigs

Documentation on pigs given to Young-Dakpemyili was unclear, however it understood that money was given to nine (9) livestock farmers to repay with interest later. The fieldworker at the time included himself as the ninth individual (with a ghost name) and also received all repayment which has been recovered from him through a legal process.

Three (3) men were given two (2) pigs each among Dagomba youth for a return of four (4) pigs or equivalent of cash repayment in 2012, all repayment has been recovered in cash.

MICRO CREDIT

BIBIR GHANA poverty alleviation role in the region continues to be felt by the local communities in and around Tamale, in 2012, we provided funds in a form of microcredit, information on micro finance management and project services to four women groups in three communities with no income or work opportunities. The objective of our microcredit assistance is to support the local women in their small scale businesses for them to be able to cater for their children in school. A small amount of money with reasonable interest rates is given to each individual in the group for a flexible repayment plan and once the entire group have finished paying for their loan they could reapply for another loan to keeping their businesses running till such a time that that they can do without our support. As attested to by our beneficiaries, this small amount of money given has contributed significantly to poverty alleviation in the lives beyond the direct beneficiaries especially women in rural communities. In 2012, we implemented changes and control systems to overcome the problems incurred in the previous years, participating groups were registered with serial numbers and passport photos as well as with guarantors before the receipt of any microcredit loan. We established strong mixture of formal and informal relationship where necessary with beneficiaries in order to understand their strengths and weaknesses so that we can provide a tailored support to them. The group formation provides social responsibility, therefore, serves as “collateral”, that guarantees repayment and sustainability. The introduction of these procedures combined with our flexible repayment plan led to a one hundred per cent (100%) recovery rate on all the loans given in 2012.

In the year 2012, the first and second microcredit assistance was given for a period of four months to seventy-four (74) and seven-one (71) individuals respectively in four different groups. Table 1.8 and 1.9 shows the details of the assistance given in 2012.



Meeting with beneficiary women

Table 1.8

First Assistance To Micro Credit Women For 2012

No.	Communities	No. Of Persons	Amount Per Person	Assistance Given To Entire Group	Duration
1	Fou Women Group	20	100.00	2,000.00	4/5/2012-24/8/2012
2	Yapala Women Grp.	26	100.00	2,600.00	4/5/2012-24/8/2012
3	Tuutingli Group 1	14	100.00	1,400.00	4/5/2012-24/8/2012
4	Tuutingli Group 2	14	100.00	1,400.00	4/5/2012-24/8/2012
Grand Total		74		7,400.00	

Table 1.9

Second Assistance To Micro Credit Women Group For 2012

No.	Communities	No. Of Persons	Amount Per Person	Assistance Given To Entire Group	Duration
1	Fou Women Group	30	100.00	3,000.00	3/9/2012-21/2012
2	Yapala Women Grp.	11	100.00	1,100.00	3/9/2012-21/2012
3	Tuutingli Group 1	15	100.00	1,500.00	3/9/2012-21/2012
4	Tuutingli Group 2	15	100.00	1,500.00	3/9/2012-21/2012
Grand Total		71		7,100.00	3/9/2012-21/2012

BATIK TIE AND DYE

The Batik Tie and Dye Skill Training introduced in 2012 was skill training for drop-out girls, especially from the rural communities. It was to offer an alternative to ICT training. Our feasibility showed more girls from the rural communities were ready to undertake the training to make them employable. They also did not have the funds to pay for the subsidy given to them by BIBIR. They complained of poor homes making them deficient to pay. They wanted a package like what is being offered to the Kayaaye where individuals have contributed to pay for their training fees, materials etc.

Their training facility was therefore introduced to seamstresses or dressmakers as a pilot so that with time these girls from the rural areas could be enrolled. We started well with the qualified dressmakers who were given a lot of pattern designs etc. (see below some products). These products were produced by the trainees and were later sold in the market. Unfortunately, we had some challenges with the trainer after 4 months of training. We had therefore suspended the training and are in negotiation to see how it can be continued.



Batik training



Finished product

KAYAAYEI PROJECT

Our Kayaaye girls from Nanthon Zuo, Yapaala, Kpanvo, and Kulaa are in their finishing stages. We assisted these girls to register to undertake their finals in dressmaking. They are currently waiting for their results which will pave way for their mistresses to further pass them out. Forty two (42) kayaayei trainees are expected to graduate with certificates from the Tamale Vocational Training Center(TVTC) on dressmaking in April 2013. Bibir hopes to support all those who will graduate with starter packs to enable the smooth start of their tailoring facilities.

BIBIR still has 24 girls from Gbalahi still in their early stages of training.

Challenges: BIBIR, lacks funds to sustain these 24 girls in their training. We hope to get philanthropists to come to our aid to help take these girls in their training.

Also, it was detected during our monitoring that two or three girls had gone back to continue with their Kayaaye. Our investigations showed that they were pushed to go back by their mothers. Again, we detected that assisting the girls in this training is not enough if their parents also do not have anything to do that will generate income for the family to support the girl child in her feeding and other needs.

In conclusion, with a comprehensive package to settle Kayaaye returnees, I am hopeful they will never go out there again. Some weep when they narrate their stories of how they were maltreated by males in the big cities.