PAMBE GHANA
Partnership for Mother Tongue-based Bilingual Education in Ghana
P. O. Box 47, Gambaga Northern East Region. Ghana

September 2026 LLC Acting Director's Report

The new academic year for 2026/2027 commenced with the official reopening of La'angum Learning Centre on 8 September 2026. The reopening marked the beginning of preparations for teaching and learning activities for the new term.

The initial period of reopening was used for cleaning, classroom organization, staff planning, and other preparatory activities. Teachers were also assigned to their new classrooms as part of the arrangements for the academic year.

KG 1 ENROLLMENT.

The enrollment exercise for KG1 was undertaken during the latter part of the previous term. Parents of prospective pupils were informed in advance of the date scheduled for registration. The exercise took place on 21 and 22 July 2026.

A total of 40 pupils were registered during the exercise. All 40 pupils have duly paid their school fees in full. The successful completion of the enrollment provides the school with a new cohort of pupils entering the early years programme.

Additionally, they were taken through orientation to familiarize themselves with the school's environment and how to use some of the facilities in the school including the

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WASH Project (latrines).



SOME KG 1 STUDENTS WITH THEIR TEACHER MADAM MARY

TRANSFERS OF STUDENTS

Transfers of students from other schools have also been completed. LLC received a total of nine (9) transfer students. Most of these students came from the Bantambari Community, while two were wards of teachers.

Before placement, the students were assessed by the LLC leadership team to determine their respective levels of academic performance. Following the assessment, they were

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allocated to appropriate classrooms to support their continued learning.



SOME BANTAMBARI STUDENTS WITH THEIR PARENTS AT THE HEAD TEACHER'S OFFICE

PREPARATION FOR THE DAY OF SCHOOL RE-OPENING

The first week of school reopening is normally dedicated to cleaning, organization, and planning for the term. On the first day of reopening, 67 pupils out of the total school population of 327 reported to school. This represented approximately 20% of the total student population.

All classroom teachers were present to assist with cleaning and organizing their respective classrooms, with the exception of two (2) teachers who had obtained permission to be absent. Teachers were also allocated to their new classrooms as part of the preparations for the term.

The early preparations were important in ensuring that the school environment was ready to receive students and that teachers could begin the term with appropriate classroom arrangements.

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STUDENTS CLEANING THEIR CLASSROOM ON THE DAY OF RE-OPEN

2 DAY PLANNING SESSION FOR THE TERMS

As part of the preparation for the new term, a two-day planning session was organized for teachers. During the session, classroom teachers made oral presentations on the activities undertaken during the previous term.

The presentations covered students' performance in the previous term's examinations, challenges encountered, and major achievements or success stories recorded in individual

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classes. The discussions provided an opportunity for teachers to reflect on their experiences and identify areas requiring additional attention.

Key Challenges Identified

- ✓ *Student absenteeism.*
- ✓ *Inadequate textbooks and other learning resources.*
- ✓ *Some students experiencing difficulty spelling two- or three-letter words.*
- ✓ *Some special students experiencing difficulty grasping basic learning concepts.*

Teachers were encouraged to develop innovative teaching methods to address these challenges. This was particularly emphasized because LLC operates as a Montessori school and is intended to provide learning approaches that respond to the individual needs of students.

Success Stories and Peer Learning

Teachers also shared success stories from their classrooms. Some reported that students had developed the ability to speak English with greater ease and to read without assistance. Teachers who recorded these positive outcomes were encouraged to explain the strategies they had used to address these challenges in their classrooms.

The teachers who shared successful approaches were commended and encouraged to continue applying and refining the strategies that had contributed to improved student learning.

In addition to the classroom teachers' presentations, the various school committees presented oral reports on activities undertaken during the previous term. Their reports highlighted activities implemented, challenges encountered, and successes recorded.

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Each committee was advised to prepare a programme of activities for the new term. The programme is expected to include timelines and to be submitted to the Head Teacher and the office. This approach is intended to strengthen planning, coordination, monitoring, and accountability for committee activities.





PLANNING SESSION WITH STAFF

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TRANSFER TO UNITY JHS

During the last term, 37 Basic 6 pupils graduated from LLC. Of this number, 30 proceeded to Unity Junior High School, while the remaining seven pupils chose to attend other junior high schools within the Langbinsi Community.

The students who proceeded to Unity JHS were accompanied by members of the LLC leadership to their new school to officially hand them over to the schools management . They were warmly received by the teachers and students of Unity JHS. The students were given encouragement and advised to conduct themselves well and serve as good ambassadors of La'angum Learning Centre in their new environment.



MADAM MARY AND GODFRED WITH LLC GRADUATES AT UNITY JHS

PLACEMENT FOR LLC GRADUATES

Placement into Senior High School was still ongoing at the time of reporting. The process was initially expected to end during the previous week, but the Government, through the Minister of Education, extended the deadline to the 18th September, 2026 because of challenges associated with the placement process.

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Following the release of the Basic Education Certificate Examination (BECE) results by the West African Examinations Council (WAEC), students were required to select their preferred schools. Some of the students who graduated from Unity JHS and had previously attended LLC also participated in the BECE and were subsequently placed in Senior High Schools.

As at the time of this report, six (6) of the former LLC students had been placed. The remaining students were expected to present their placement results to their former school as the process continued.

FOOD SUPPLIES

La'angum Learning Centre operates a special school feeding programme that provides a nutritious hot lunch for students every day when school is in session. The programme is sponsored by Rainbow of Hope for Children–Canada.

Due to the low student attendance recorded during the first week of reopening, cooking was temporarily suspended. Cooking resumed during the second week when student attendance improved.

To ensure that the lunch programme operates smoothly, the Lunch Coordinator was tasked with submitting a request for food items ahead of the next market day in Langbinsi. This was intended to ensure that the necessary food items could be purchased in time for cooking to continue the following week.

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CARTING OF FOODSTUFFS AND INGREDIENTS FROM THE MARKET AND STORED AT LLC STOREROOM

The stationery items have been distributed to the various classroom teachers for onward distribution to the students. The provision of these basic learning materials is expected to support classroom activities and reduce difficulties associated with inadequate stationery.

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DISTRIBUTION OF STATIONERY TO CLASSROOM TEACHERS AND STUDENTS

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LACK OF FURNITURE FOR LIBRARY

The school library currently has virtually no functional furniture. There are approximately three tables and a few chairs, most of which are very old, weak, and no longer fit for purpose. The limited number of tables and chairs creates difficulties for students who need to use the library.

The shortage of furniture also affects the ICT laboratory. Students sometimes have to compete for available chairs and tables in both the library and ICT laboratory because there are not enough seats and work surfaces for the number of students using the facilities. The average class enrollment is 40 students.

This challenge becomes particularly significant when an ICT class and a library session are scheduled at the same time. In such circumstances, the inadequate furniture makes it difficult for both groups of students to use the facilities effectively.

The issue of inadequate furniture was highlighted in the most recent proposal submitted for a grant from the Paul Milburn Fund of the OCCF. The proposal presented the need for sponsorship to replace the old and weak furniture in the library and ICT laboratory.

Addressing the furniture shortage would improve the usability of both learning spaces and provide students with more appropriate facilities for reading, research, computer lessons, and other learning activities.

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CURRENT STATE OF FURNITURE IN THE LIBRAY WHILE ICT CLASS IS ONGOING

NOTICE OF RESIGNATION OF HEAD TEACHER

Madam Mary Azure, the Head Teacher of La'angum Learning Centre, has formally given notice of her resignation. She is one of the pioneer teachers of the school and has served PAMBE Ghana and LLC for a considerable period.

Madam Mary is currently the most experienced Montessori teacher and mentor in the school. Her experience has contributed to the delivery of Montessori lessons and to the mentoring and professional development of other teachers.

Her departure is therefore expected to have implications for the delivery of Montessori lessons and the continued mentoring of teachers. The school will need to make

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appropriate preparations to ensure continuity of teaching, learning, leadership, and staff mentorship.

Madam Mary has indicated that she wishes to move on and concentrate on her pastoral duties. According to her resignation letter, she will remain with PAMBE Ghana until the end of the current term, with her resignation taking effect on 25 December 2026.

In view of the effective date of her resignation, preparations should commence early for her replacement. This will allow the school to identify a suitable successor and provide adequate time for transition and orientation before her departure.

Prepared by:
Fidelis Yirdong
(Accountant and Administrative Assistant)

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