



NEWSLETTER

AMO PROGRAMME NEWSLETTER 4 - APRIL 2026



Legacy of 30 years in Active Learning
• Engaging - Elevating - Envisioning •

▼ KEY HIGHLIGHTS

1. **Launching of 30 years Anniversary.**
2. **The AMO Programme story.**
3. **ALM's Promote critical thinking and creativity**
4. **GES applauds AMO Programme's innovation.**



LAUNCHING OF 30 YEARS ANNIVERSARY

AMO Programme officially launched its 30th anniversary celebration with a renewed commitment to transforming and improving early childhood education in Ghana through practical, activity-based learning approaches. The celebration served not only as a moment of reflection but also as an opportunity to recognize the organization's contribution to strengthening foundational learning across schools and communities over the past three decades.

The event brought together education stakeholders, teachers, school proprietors, development partners, traditional leaders, and representatives from educational institutions who collectively acknowledged the role AMO Programme has played in reshaping classroom teaching and learning in Ghana.

The anniversary launch created a platform for stakeholders to discuss the importance of practical learning methods in helping children better understand concepts, develop problem-solving abilities, and actively participate in lessons. Speakers consistently emphasized that quality foundational learning remains critical to national development and that innovative learning approaches such as those championed by AMO Programme continue to be relevant in today's education system. [Read more on www.amoprogramme.org](http://www.amoprogramme.org)



THE STORY BEHIND AMO PROGRAMME'S VISION

Former Coordinator for AMO Programme's foundation, Rev. (Rtd.) Osafo Boateng shared the inspiring story behind the establishment of AMO Programme. According to him, the initiative was born out of a personal experience in Abetifi when Henk and Joa realized that their son was struggling academically because classroom teaching lacked practical and visual support systems.

They observed that children often found it difficult to fully understand abstract concepts when teaching relied mainly on memorization and verbal instruction. This realization inspired the development of learning materials that would allow children to touch, manipulate, and interact with objects while learning.

What began as a response to one child's learning difficulty gradually evolved into a broader educational movement aimed at helping children learn through exploration and participation. Over the years, AMO Programme expanded its reach by producing child-friendly teaching and learning materials that support teachers and improve classroom engagement.

Rev. Boateng explained that the organization's philosophy has always centred on the belief that every child learns better when education becomes practical, enjoyable, and interactive. [Read more on www.amoprogramme.org](http://www.amoprogramme.org)



AMO LEARNING MATERIALS PROMOTES CRITICAL THINKING AND CREATIVITY NATIONWIDE

Mrs. Theodosia Wilhemina Jackson, the chairperson for AMO Programme elaborated on the unique value of AMO Learning Materials in improving early childhood education outcomes.

In an interview with Vice Versa Media Ghana, she explained that unlike traditional teaching methods that often emphasize memorization, AMO's materials encourage children to think independently, ask questions, and discover concepts for themselves. According to her, the learning materials are carefully designed to stimulate creativity, curiosity, and active participation among young learners.

Mrs. Jackson highlighted that the materials help children build confidence because they are directly involved in the learning process rather than passively receiving information. She noted that learners become more willing to participate in classroom discussions and activities when they can physically engage with educational resources.

She further observed that AMO Programme's impact has become increasingly visible as similar educational materials are now appearing in public spaces and markets. Many of these products, she explained, closely resemble AMO's original learning resources.

Rather than viewing this replication negatively, Mrs. Jackson described it as evidence that AMO's educational model is influencing broader teaching practices and gaining national recognition. According to her, the widespread imitation of the materials demonstrates that practical and child-centred education is increasingly being appreciated across different educational settings.



GHANA EDUCATION SERVICE APPLAUDS AMO PROGRAMMES INNOVATION.

Mrs. Adisa Tassa, Director for early childhood education at the ministry of education praised AMO Programme for promoting a learning approach that allows children to interact directly with educational materials. She noted that the methodology supports deeper understanding because children are encouraged to explore concepts practically instead of relying solely on theory.

According to her, this teaching style has contributed significantly to improving classroom participation, concentration, and retention among learners. She added that children tend to remember lessons better when they actively engage in activities during the teaching and learning process.

Mrs. Tassa further stressed the importance of strengthening collaboration between educational organizations and government institutions to improve foundational learning outcomes nationwide. She encouraged schools and teachers to adopt more child-centred approaches that make learning enjoyable and meaningful for children.

Similarly, Mrs. Ivy Asantewaa Owusu acknowledged the increasing impact of AMO Programme in schools across the Eastern Region.

She explained that classrooms using AMO Learning Materials have become more lively and interactive, with pupils showing greater enthusiasm toward learning activities. Teachers, according to her, are also becoming more innovative and confident in lesson delivery because the materials make teaching easier and more engaging.

Mrs. Owusu noted that schools implementing AMO methodologies are witnessing improvements in learner participation and classroom management, reinforcing the value of practical learning tools in early childhood education.



THE IMPACT OF AMO LEARNING MATERIALS ON STUDENTS IN ABEPOTIA

Teachers and school leaders who have implemented AMO Learning Materials in their classrooms shared testimonies about the positive changes they have observed among learners.

Madam Joselyn Ofori Okai explained that the materials have transformed classroom teaching from a teacher-centred process into a learner-centred experience where children actively discover knowledge on their own. She stated that lessons have become more interactive and enjoyable, resulting in improved learner participation and understanding.

According to her, children who previously struggled to stay attentive during lessons are now more engaged because the learning activities encourage participation and exploration.

Regina Kroteng, Headmistress of Abepotia Presbyterian Primary School, also shared that learners in her school have become more confident, curious, and eager to attend classes since the introduction of AMO Learning Materials.

She noted that parents have increasingly shown interest in schools using AMO methodologies because they can visibly observe improvements in their children's confidence, communication skills, and academic performance. These testimonies highlighted the growing trust and appreciation for practical learning approaches among teachers, parents, and school administrators.

VICE VERSA MEDIA GHANA SHOWCASES AMO PROGRAMME'S DOCUMENTARY DURING ANNIVERSARY LAUNCH

As part of the anniversary activities, Vice Versa Media Ghana premiered a documentary showcasing AMO Programme's impact in schools across different regions of Ghana.

The documentary captured stories from teachers, learners, and school leaders who have benefited from AMO's interventions over the years. It also highlighted the organization's partnerships with educational institutions and development organizations that have contributed to expanding access to quality learning resources.

The documentary served as both a celebration of past achievements and a reminder of the ongoing need to invest in foundational learning and teacher support systems across the country.

The event was attended by AMO Programme Board Members and staff alongside partner organizations such as GNECC, Sabre Education, and Lively Minds, among others.