



# ABOUT NEW CREATION EDUCATIONAL FOUNDATION



**Making Teaching and Learning Easier For All**

**Registered In**

\*Nigeria (1998/2004)

\*Ghana (2009)

\*The Gambia (2011) \*Republic of Cameroon (2017)

# ACTIVITIES OF NCEF MARCH 1998-DATE

A quick appraisal of developmental problems faced by children particularly in the area of learning, otherwise called *learning difficulties* has been a subject of neglect anytime the issue is brought to the surface. Incidentally academic failure associated with these problems results in fundamental adjustment and adaptive problems that eventually plague



on our society.

We need to respond quickly even when we understand that parents who are direct victims of these problems are reluctant to discuss them because of stigmatisation or other wrong or perceived misunderstanding of the problem.



*The need for articulated remedies or approach to address issues of learning difficulties, poor reading culture, early childhood education, the gifted and talented education, mandatory professional development of teachers, availability of educational materials and resources etc. is the desire of New Creation Educational Foundation aimed at making learning easier for all.*



## **ORIGIN OF THE ORGANIZATION:**

New Creation Educational Foundation (NCEF) originated from Nigeria as New Creation Learning Clinic in March 1998. After fulfilment of certain requirements by the corporate affairs commission, it was transformed into a full-fledged educational foundation under the umbrella name NEW CREATION EDUCATIONAL FOUNDATION (NCEF) registered under COMPANIES AND ALLIED MATTERS DECREE NO.1, 1990 (PART C-INCORPORATED TRUSTEES) with IT/CERT. NO.16,627===

In Nigeria, NCEF is recognized throughout Nigeria for its exemplary activities of helping children with learning difficulties overcome failure.

In recognition of our activities, the federal ministry of education in February 2004, approved the registration and recognition of New Creation Educational Foundation as NGO in partnership with the ministry.

The New Creation Educational Foundation (NCEF) is in partnership with the federal ministry of education, Nigeria, to provide auxiliary educational support services to the education sector (from Early Childhood to Tertiary Education).

**For Emphasis, see the following**



### **“Special Education is a service not a place”**

**Special Education is not simply a place where children go. A special Education programme needs to be responsive to individual students and their family’s needs. In order to do this, we offer a range of flexible highly individualized programmes and services through the following means:**

- ❖ Identification and diagnostic assessment of children in various subjects.
- ❖ School support service for children in mainstream school.
- ❖ Full-time remediation services for children with severe difficulties.
- ❖ After school-hours-service for children in regular schools.

Our Special Need Department is the bedrock of the organization known as New Creation Learning Clinic (NCLC). NCLC performs the function of consultancy, therapeutic functions and educational activities associated with learning disabilities or difficulties. It is however pertinent to state that we do not handle

or deal with cases of mental retardation, but specifically, that of learning difficulties. Although they both have concomitant interrelatedness, learning difficulties here, refers to the problem that impedes learning in children, adolescents and adults, affecting their schooling and adjustment in society. These problems affect the three domains of learning.

- Cognitive
- Affective
- Psychomotor processes

Learning difficulties oftentimes manifest in such areas as oral motor skills (poor speech and language development skills), dyslexia and dysgraphia: resulting in poor reading ability, writing and spelling skills, mathematical calculation and mathematical reasoning failure, poor reasoning and thinking skills, slow learners. Others include poor motor skills, (handwriting) reading comprehension skills, listening and auditory skills, social and emotional difficulties to learning resulting in lack of confidence etc.

All these and other related cases may be classified as learning difficulties and therefore requires a special teacher, equipped with special needs materials and techniques, to correct the child.

The NEW CREATION LEARNING CLINIC cater for a variety of students with special needs including those with autism, stuttering and cluttering, learning disabilities, receptive and expressive language problems, social and emotional disorders, dyslexia and dysgraphia, attention deficit disorders / attention deficit hyperactive disorder (ADD&ADHD), mathematical calculation, mathematical reasoning and varying degrees of intellectual disabilities.

## **NEW CREATION TEACHER EDUCATION INSTITUTE**

The teacher institute is established for continuous capacity development and training of teachers. The programmes of the institute are characterized by intensive practical activities structured to handle teachers who already in the application stage. The teachers' institute help to reengineer and reposition the educational development standards and quality to fill the present development and technological needs for the enhancement of Knowledge in the teaching profession.



## **OBJECTIVES OF THE TEACHER INSTITUTE**

The Institute's objective is to equip career teachers, education officers, administrators, policy makers and owners of schools, with the knowledge of how to administer and identify defective learning skills in children, as well as recommending and applying corrective measures.

- ✓ Provide induction courses that would help afresh and sharpen professionals
- ✓ Retrain Para-educational personnel, in contemporary methods to problem solving.
- ✓ Create practical forum to express, explain, discuss and exchange experiences as it affects relationships between children, parents, teachers and the community.
- ✓ Create avenue to learn to construct learning materials such as book production, educational games etc.



## **SOLVING READING PROBLEMS IN NIGERIA**



Current researches have proved that the Nigerian child at pre-primary, primary, secondary and even to the tertiary level has reading problems. Nigerian school students are poor readers who have problems in comprehension of what they read. The present happenings in Nigeria and confirmation from researches and individual like Umon (1968) Omojuwa (1985) (Iheanacho 1998) (Don & Augustina Tawo 2005, 2007 & 2008) in the area of reading leads to the following factors which are responsible to the poor reading culture and failure among the vast majority of Nigerian children and youths. These factors are as follows:

- ❑ Instructional factors (inadequate materials/facilities for teaching, reading)
- ❑ Non-availability of teachers training in reading skills.
- ❑ Problem of poor libraries or not at all.
- ❑ Overcrowded classroom.
- ❑ Problem of Adult readers as Models.
- ❑ And many others.



It is possible to have a child who can pronounce words very well, without understanding what he is reading, we say such a child has reading disorder because he is unable to obtain meaning from printed language.



Researches have shown that most children with reading disorder fall into one of the following categories.

- (a) The child recites from the book without recognition or understanding of printed words.
- (b) The child call words from the book with correct pronunciation but without understanding.
- (c) The child can read easy books but not the level of books used in his class.
- (d) The child is in upper primary and has not learnt to read at all.



**Libraries** are the source of information; therefore, information to be obtained through reading is mostly from libraries. We all know that a library plays an important role in providing information.

One very glaring area of neglect in library development in Nigeria is the total absence of children's libraries in many parts of the country especially at the local government level. A children library properly funded and equipped will encourage the child in his life to think for him or herself.

Children's library would provide a lot of exciting materials, printed and audio-visual, to stimulate and inculcate the skills of independent inquiry which could influence them, irrespective of their levels of attainment.

# NEW CREATION PUBLICATIONS

*NCEF Engages in Research and Publications of Fun and Colourful Educational Materials for Problem -Solving Skills.*

*With the help of our partners since inception to date, we have published a number of text and workbooks, worksheets, assessment tools, journals, conference proceedings, catalogues, manuscripts etc.*

*Some of our publications with Trademarks and Copyrights are stated as follows:*

## 100% Reading Success™ (Textbook)



Don O. Tawo  
Augustina Tawo

### 100% Reading Success ™ Textbook

Fortified with essential strategies to improve reading abilities and attitudes of students in all subjects  
Ages: 10-18



**Fortified with essential strategies to improve reading abilities and attitudes of students in all subjects Ages: 10-18**

100% Reading Success is developed to meet the needs of those who want to become better readers or want to help others become better readers. This book improves reading abilities and attitudes in seven major areas. · Getting Ready to Read; · Decoding; · Comprehension; · Content Area Reading; · Reading for Tests; · Reading Reference Materials; · The Reading-Writing Connection. Here's how the book is organized: Overview: Each of the seven sections begins with a brief overview describing the importance of the topic and the expectations for the section. 100% Reading Success Strategies: Following the overview, each section proceeds to a number of practical strategies or ways to help improve your students reading contained in the work book. The strategies are for reading success, targeted at reading difficulties common to many students.

**Book language**  
English

978-620-4-71809-5

**Published on**

Nov 13, 2021

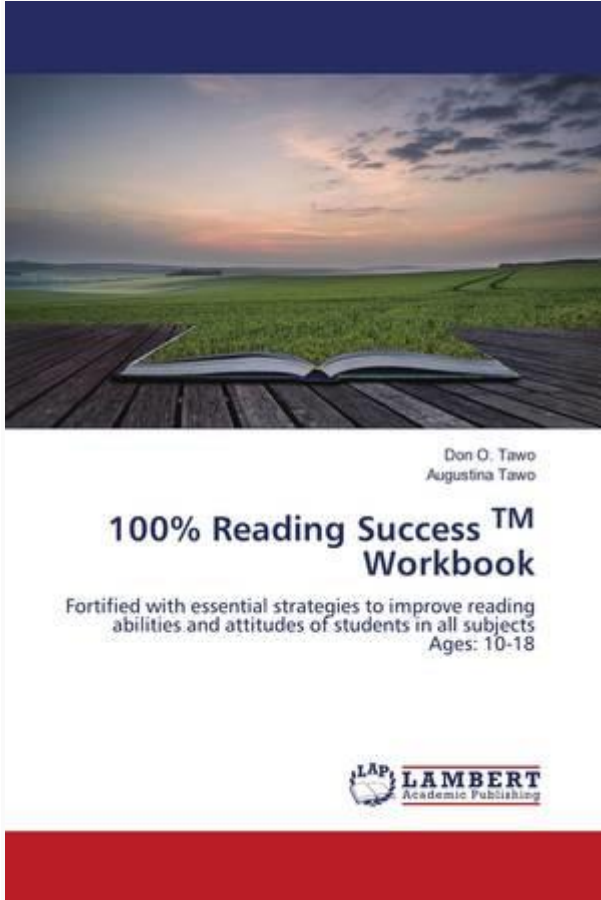
**Partner Publishing house**

[LAP LAMBERT Academic Publishing](#)

**Number of pages**

104

## 100% Reading Success™ (Workbook)



Fortified with essential strategies to improve reading abilities and attitudes of students in all subjects Ages: 10-18

**Activity Work Sheets:** Many strategies already discussed in the text have accompanying activity sheets in this WORKBOOK, so the student can practice specific skills. The activity sheets cover a broad range of reading experiences and interests. We hope they are motivating and easy to use. They are designed to fit a relatively low level of difficulty for secondary school or older students. The focus of the activity sheets is on reading rather than on content (e.g., science, social studies, literature). Students should use the activity sheets and what they have learned from them in real reading situations. (e.g., books, stories, tests).

**Activities To Use:** No two people with reading difficulties are alike. Strategies that work for one person may not be very helpful for another. When you first start out, begin with strategies that fit your students' difficulties. Then progress to other sections because many strategies and activities overlap. Keep in mind that we have done this work primarily for the vast majority of struggling readers. Many students will need someone to read the strategies to them. Some may also need directions and exercises on the activity sheets read aloud.

**Book language**

English

978-620-4-71845-3

**Published on**

Nov 14, 2021

**Partner Publishing house**

[LAP LAMBERT Academic Publishing](http://LAP LAMBERT Academic Publishing)

## Solving Reading Problems in Nigeria



Don Tawo (Ed.)  
Augustina Tawo (Ed.)

### Solving Reading Problems in Nigeria

"The Phonological Awareness Approach"  
To the development of speech, reading and spelling  
skills, ages 3-13



"The Phonological Awareness Approach "To the development of speech, reading and spelling skills, ages 3-13

The Phonological Awareness skill to solving reading problems in Nigeria, is a comprehensive resource of activities and games, designed to improve phonological awareness skills at the word, syllable, and phoneme level. The set targets 12 different phonological awareness skills appropriate for students who are pre-readers to students who have acquired some reading skills, but need additional assistance in the area of phonological awareness. The complete pack of phonological awareness activities is designed so the teacher or therapist can readily begin working with the student at the specific skills and level that is warranted. The specific skills included are: \*Discrimination of Rhyming words; \*Production of Rhyming words; \*Segmentation of words in a sentence; \*Blending of Syllables; \*Segmentation of Syllables; \*Deletion of Syllables; \*Identification of Phonemes; \*Blending of Phonemes; \*Segmentation of Phonemes; \*Deletion of Phonemes; \*Addition of Phonemes; \*Manipulation of Phonemes.

**Book language**

English

978-620-4-71457-8

**Published on**

Oct 28, 2021

**Publishing house**

[LAP LAMBERT Academic Publishing](http://LAP LAMBERT Academic Publishing)

## Screening Checklist



Don O. Tawo (Ed.)

### Screening Checklist

with Therapeutic Intervention Tips on  
Social/ Emotional Difficulties; Communication  
Disorders; Dyslexia; Dysgraphia; Dyscalculia



Most frequently curriculum specialist spends seemingly endless hours in gathering, classifying and organizing information adjudged desirable in inculcating in the learner appropriate knowledge, attitudes and skills.

But the curriculum, no matter how perfect it may seem, cannot replace the teacher.

The teacher is the single most important tool of fostering the frontier of education. He can also be the single most important instrument of destroying creativity in the learners. If the teacher, for example, is poorly prepared, the total process of education would be handicapped.

The end result of teacher education is the training (preparation) of disciplined and competent career teachers for our system of education.

Special Education is that profession concerned with the arrangement of educational variables leading to the prevention, reduction or outright elimination of those conditions that produce significant defects in learning academic work, communicative, locomotors or adjustive functioning of children.

#### Book language

English

**978-620-4-71648-0**

#### Published on

Nov 4, 2021

#### Partner Publishing house

[LAP LAMBERT Academic Publishing](http://LAP LAMBERT Academic Publishing)

#### Number of pages

## Early Literacy Activity Worksheets



Don O. Tawo  
Augustina Tawo

### Early Literacy Activity Worksheets

Pre-Assessment Reading  
Post-Assessment Reading  
Making the Mini-Books  
Flash Cards  
Word Spinners  
Write and Learn



Pre-Assessment Reading. Post-Assessment Reading. Making the Mini-Books.  
Flash Cards. Word Spinners. Write and Learn

“Early Literacy Activity Worksheets” for pre-school children and children with reading difficulties brings together a well-researched work from respected practitioners on emergent literacy development skills. Another purpose is to provide practitioners with the required techniques to facilitate early reading and writing development in young children. High-Frequency Words; Knowledge of High-Frequency words is necessary in reading. Although many high-frequency words carry little meaning, they affect the flow and coherence of text. “Early Literacy Activity Worksheets” contains 200 of the most commonly used words in English; some are regular, others are irregular. All are critical to reading success. Research shows that readers store “irregular” words in their memory in the same way as they store so-called “regular” words. Children don’t learn “irregular” words as easily or quickly as they do “regular” words. Early readers commonly confuse the high-frequency words of, for, and from: the reversible words on/ no and was/ saw; and words with “th” and “wh” such as there, them, what, were, their, then, where, this, these, went, will, that, when, and with.

#### **Book language**

English

978-620-4-71936-8

#### **Published on**

Nov 17, 2021

#### **Partner Publishing house**

[LAP LAMBERT Academic Publishing](http://www.lap-publishing.com)

#### **Number of pages**

176

# Early Learning Kit™

## Basic Language Concepts



Don O. Tawo  
Augustina Tawo

### Early Learning Kit™ Basic Language Concepts



Basic Language Concept presents a systematic way to teach basic concepts of language, listening and reasoning skills. It is for children in play group, kindergarten and up to grade three class and for pupils with receptive and expressive language difficulties in their concept knowledge. How to use the book Teach the concepts in pairs. Each pair has a sheet with four reproducible pictures. Use these cards to teach the concepts. Please consider this work a starting point from which you can extend and generate additional activities as you and your pupils interact with these wonderful instructional programs. We hope that you and your pupils enjoy these activities as much as we do with ours. Have fun!

#### **Book language**

English

978-620-4-71852-1

#### **Published on**

Nov 15, 2021

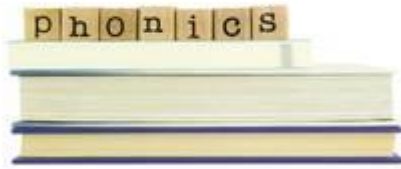
#### **Partner Publishing house**

[LAP LAMBERT Academic Publishing](http://LAP LAMBERT Academic Publishing)

#### **Number of pages**

192

# "Say and Do" Accelerated Reading™ Vol. I, (Nursery & Lower Primary)



Don Tawo  
Augustina Tawo

## "Say and Do" Accelerated Reading™ Vol. I, Nursery & Lower Primary

Over 120 pages of Phonological Awareness Activity Worksheets on: Discrimination of Rhyming Words. Production of Rhyming Words. Segmentation of words in Sentences. Segmentation of Syllables.



Over 120 pages of Phonological Awareness Activity Worksheets on: Discrimination of Rhyming Words. Production of Rhyming Words. Segmentation of words in Sentences. Segmentation of Syllables.

Learning to read and write the English Language is a complicated process. Although professionals don't agree on the best method of instruction, one piece of the puzzle continues to emerge from the research as essential-phonological awareness. The importance of Phonological Awareness to the development of early literacy skills, particularly to reading and spelling is clear. By definition, Phonological awareness is the knowledge of sounds, or phonemes, in our language and how those sounds blend together to form words, phrases, and sentences. In other words, Phonological awareness refers to the ability to think about, talk about and manipulate speech sounds in words. Signs of weakness in phonological processing may result in difficulty: -recognizing and producing rhyming words or patterns of alliteration; -orally breaking words into syllables or sounds; -identifying whether a specific sound occurs in the beginning, end, or middle of a word; -identifying the number of sounds in a word; -blending sounds to make a word with rapid naming tasks; -repeating multisyllabic words. The purpose of this book is to help the student read, understand and master spelling skills by the use of sounds.

### **Book language**

English

978-620-4-21308-8

### **Published on**

Oct 21, 2021

### **Partner Publishing house**

[LAP LAMBERT Academic Publishing](http://LAP LAMBERT Academic Publishing)

### **Number of pages**



## "Say and Do" Accelerated Reading™ Vol. II,( Upper Primary)



Don Tawo  
Augustina Tawo

### "Say and Do" Accelerated Reading™ Vol. II, Upper Primary

Over 110 pages of Phonological Awareness Activity Worksheets on: Identification of Phonemes, Blending Phonemes, Segmentation of Phonemes, Deletion of Phonemes, Addition of Phonemes, Manipulation of Phonemes



*Over 110 pages of Phonological Awareness Activity Worksheets on: Identification of Phonemes, Blending Phonemes, Segmentation of Phonemes, Deletion of Phonemes, Addition of Phonemes, Manipulation of Phonemes*

Learning to read and write the English Language is a complicated process. Although professionals don't agree on the best method of instruction, one piece of the puzzle continues to emerge from the research as essential-phonological awareness. The importance of Phonological Awareness to the development of early literacy skills, particularly to reading and spelling is clear. By definition, Phonological awareness is the knowledge of sounds, or phonemes, in our language and how those sounds blend together to form words, phrases, and sentences. In other words, Phonological awareness refers to the ability to think about, talk about and manipulate speech sounds in words. Signs of weakness in phonological processing may result in difficulty: -recognizing and producing rhyming words or patterns of alliteration; -orally breaking words into syllables or sounds; -identifying whether a specific sound occurs in the beginning, end, or middle of a word; -identifying the number of sounds in a word; -blending sounds to make a word with rapid naming tasks; -repeating multisyllabic words. The purpose of this book is to help the student read, understand and master spelling skills by the use of sounds.

#### **Book language**

English

978-620-4-21368-2

#### **Published on**

Oct 25, 2021

#### **Partner Publishing house**

[LAP LAMBERT Academic Publishing](http://LAP LAMBERT Academic Publishing)

**Number of pages**

136

## PHART™ Phonological Awareness Reading Test™ Stages 1-12



Don Tawo  
Augustina Tawo

### PHART™ Phonological Awareness Reading Test™ Stages 1-12



Research shows that most people who experience difficulty with reading and spelling lack foundational phonological awareness skills. Phonological awareness training develops the ability to recognise that words are comprised of individual sounds and that these sounds can be manipulated to form other words. As a convenience for the teacher or SLP, the Phonological Awareness Reading Test (PHART) provide a quick assessment of skills that allows the teacher to easily identify the strengths and weaknesses of a student and begin working with the student at the specific skill and level that is warranted. Furthermore, these quick assessments: - Provide a benchmark for each student; -Make it easy to identify the specific level or skill in which a student needs; -Clearly identify the objective of each level for each skill;-Identify emerging skills;-Provide documentation of mastery of skills.

**Book language**

English

978-620-4-71530-8

**Published on**

Oct 30, 2021

**Partner Publishing house**

[LAP LAMBERT Academic Publishing](#)

**Number of pages**

56

## Educational Conferences, Trainings and Meetings



Conference planning, has been one of New Creation Educational Foundation's core services for many years.

Our success in devising and coordinating high-level conferences, seminars and workshops at the national, regional and international levels is essentially based on a concrete understanding of our role as professional educators and conference organizers.

Decades of experience as a group have taught us a valuable lesson - event planning and conference organizing require having a flexible long-term vision. Conferences and events must address evolving academic needs and those needs expand over time. Therefore, our conference organizing services always reflect the current environment.

We have had nationwide trainings and conferences in special education, reading, early childhood development education practices, identification and assessment practices, the Learning Management Systems (LMS) and many others since 1998 to date.



**For Further Enquiry, Contact Us.**

### **Information Department**

**West & Central Africa Office:**

9<sup>th</sup> Floor, Emporium Building, Movenpick, Accra, Ghana.

Email: [ncefghana@gmail.com](mailto:ncefghana@gmail.com), Tel: +233 55 150 5159

**Nigeria information Centre**

B6, Ocean Garden Estate, Eko Akete, Abidjo Lagos, Nigeria.

Email: [newcreation33@yahoo.com](mailto:newcreation33@yahoo.com), [ncef@cbsedu.biz](mailto:ncef@cbsedu.biz), Tel: 07059852932 Website: <https://www.cbsedu.biz/about-ncef>

