



Institute for Educational Planning  
and Administration at University of  
Cape Coast, Ghana.



University of Cape Coast  
Ghana.



Centre  
Under the auspices  
of UNESCO

# IEPA NEWSLETTER

UNESCO CATEGORY II CENTRE OF EXCELLENCE

VOL. #2



WHAT'S INSIDE

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## Editor's Note

It is an honour for me to be the editor of this newsletter. On behalf of our editorial team, I would like to offer a word of thanks to our readers, contributors, authors, and editors for their contributions and efforts to improve on the quality of the newsletter.

This has been a year of rediscovery and progress for IEPA. After the COVID-19 pandemic, IEPA, just as many other educational institutions had to re-strategise, work on their strengths and employ strategies to recover from pandemic-related learning losses. Thanks to the strict protocols and efficient testing and vaccination procedures established by the University of Cape Coast, we were able to continue the academic year seamlessly.

In this year's newsletter we take you on a journey of superb accomplishments and growth. You will read about IEPA's steady progress as a UNESCO Category II Centre of Excellence; the symbolic and brand new IEPA logo; updates on IEPA staff including capacity building spaces and workshops held for academic staff and the IEPA monthly webinar series.

In this edition, you will also read about visiting scholars at the Institute and the appointment of the Director-General of IEPA as the National Convenor for the UN/UNESCO Transforming Education Summit. We hope you will share in our joy even as we aspire to grow as an institution.

Contributors and alumni of IEPA have also included intriguing sections and experiences to the newsletter which should heighten your anticipation.

A huge thank you to all the persons who contributed to writing the wonderful and inspiring articles, without which there wouldn't have been this newsletter issue.

Last but not least, I would like to thank the editorial board for their support throughout the creation of this edition.

*Raymond C. Tangonyire*  
Fr. Dr. Raymond C. Tangonyire, SJ

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## Hello & Welcome

This question often pops up when interacting with students, especially the undergraduates, as to “what is IEPA?”

The question always intrigues me because I know a lot is being done at IEPA by our Communications department to project the mandate of the Institute. However, this question goes to prove that no matter how extensive your publicity is, there are still many who may not really know who you are and what you do.

After 45 years of operations as the Institute for Educational Planning & Administration at the University of Cape Coast, and in its second year as a UNESCO Category II Centre of Excellence for West Africa, one would have expected that IEPA would be well known especially in the academia.

The IEPA exists to generate and disseminate reliable educational information for capacity building and to inform educational policy formulation, planning and implementation. Our vision therefore inspires us to achieve more in the educational sector.

Since our last issue, a lot has happened at the Institute. We have had visiting scholars, collaborated on research, and continue to train the next generations of educational leaders, planners and managers. These happenings have been highlighted in this edition of our newsletter – one of the many avenues to project what we do at IEPA - and I implore you to read to the end to see the progress made so far as an Institute.

Our doors are always wide opened for collaborative engagements and we welcome all aboard to support IEPA and Ghana achieve inclusive and equitable quality education and promote lifelong learning for all.

As Malcom X puts it, “The Future belongs to those who plan for it today” so, let’s plan and build a future together that accelerates our efforts towards building of a robust educational system that allows everyone to enjoy equitable inclusive quality education.

Warm regards,

Michael Boakye-Yiadom  
Director-General (IEPA)

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## IEPA New Logo

In line with implementing the UNESCO General Conference's Resolution, the "Directives Concerning the Use of the Name, Acronym, Logo and Internet Domain Names of UNESCO" (resolution 34C/86) to reflect the new logo guidelines, IEPA redesigned its logo. The new logo has four key elements:

**The IEPA Insignia:** The IEPA name design is crafted using the Adinkra symbol "Nea onnim no sua a, ohu" which translates to mean "he who does not know can know from learning". The use of the Adinkra symbol is inspired by the UCC logo which has the adinkra symbol, "Gye Nyame" - "except God", embedded in it. Also, the use of the Adinkra symbol is encouraged by the fact that UNESCO is a cultural organization and thus African cultural elements must feature significantly in the IEPA name design to attest to the UNESCO Category II status. Invariably, IEPA is superimposed on the Adinkra symbol written in bold Arial font in white colour to promote lifelong learning.

**The University of Cape Coast Logo:** The UCC logo is the Coat of Arms of the University of Cape Coast and consists of a shield, upon which is emblazoned in Red, an Adinkra symbol signifying God's omnipotence. This symbol is superimposed in the lower half of the

Shield on a background of Wavy Blue and White Lines signifying the Sea, and in the upper half, a Golden Eagle with outstretched Wings, signifying Strength, Determination and Excellence.

**The dividing dotted lines:** The dotted lines separate the IEPA Insignia from the UCC logo. This is to symbolize that IEPA is part of UCC. It is located on the campus of UCC and operates under the statutes governing UCC. However, it is a separate legal entity with functional autonomy (operating within the parameters or definition of Statute 68 of UCC) as a UNESCO Category II Centre of Excellence for West Africa.

**The UNESCO logo:** The UNESCO logo at the far right represents the fact that we are a UNESCO category II Centre under the auspices of UNESCO. The UNESCO logo is the temple emblem. It refers to a Greek temple. More precisely the temple symbol alludes to the Parthenon. As mentioned by Amadou-Mahtar M'Bow, former Director-General of UNESCO (UNESCO Headquarters, November 25th, 1982): '... this House which chose the Parthenon as its emblem. That Greek temple, which Phidias described as possessing

proportions rather than dimensions and which combines strength with grace and ambition with moderation, is a fine symbol of the quest for balance and harmony which sums up one of the primary missions of our organization in regard to relations with nations.



**"Brand identity fuels recognition, amplifies differentiation and makes big ideas and meaning accessible..."**

— Alina Wheeler



Prof. George K.T Oduro

In our last brief, we tried to find an answer to the question: Where do I begin? We identified and explained the following stages of article writing: identification of an area or issue of interest; preliminary search for what other writers have done in the area with the intent of formulating a topic; justifying your choice of topic; brainstorming and turning your ideas into research questions; scanning through articles in journals in your area of interest and paying particular attention to the journal's preferred styles, and preparing an outline to guide the development of your write-up.

In this section, we seek to explore one big question: what kind of paper should I write? This question is critical because journals differ in the type of papers or articles they accept to publish. Here are some examples of types of papers/articles that could inform what you should write about.

1. **Research paper/ article:** this is based on primary and/or secondary research findings. Most often one is reporting on data collected and findings from the field.

2. **Conceptual paper/article:** this does not involve original data, but it presents an original concept. It involves synthesizing knowledge from previous work on a particular topic and presenting it in a new context often for purposes of setting a research agenda. It does not analyze data. It reflects the authors' own views about a phenomenon without necessarily referring to views expressed by others.

3. **Literature review:** This type of paper usually presents a critical analysis or overview of studies within a particular field or research question. It indicates the similarities, differences and gaps between studies examined. The fundamental purpose is to critique other scholars' work



Prof. Rosemary S. Bosu

4. **Technical papers/articles:** These are commissioned research reports that describe the process and results of a scientific research. Information is presented clearly as facts without the authors opinion of the issues. It is usually for a specific purpose and to a specific audience

5. **Books:** these involve the presentation of a thorough explanation and discussion of a subject. Unlike journal articles that are shorter (approx. 15 pages) and related to very specific topics books tend to have more pages normally about 100 pages.

These different types of papers are only the tip of an iceberg; there are many other types of papers. Have you identified your area of interest? What do you intend to write on? Does it fit any of the five examples above. Until our next section, you may make a start with any of the above. Our subsequent briefs will explore the dos and don'ts related to writing papers for publications.



**Workshop for IEPA faculty**

The Academic staff of IEPA went on a retreat to review IEPA's academic programmes to make them align with 21st century skills and new trends in

education. The three-day retreat took place at Windy Bay Guest House, Winneba from the 3rd to the 5th August 2021.

**UNFPA familiarization Visit to IEPA**

A group of about 25 people from UNFPA paid a familiarization visit to IEPA. UNFPA is the United Nations sexual and reproductive health agency. This was part of their touring visits to all UNESCO sites, facilities and partners in the Central Region. They were welcomed and met by the Deputy Director-General - Academic Programmes and Professional Development, the Head of Professional Development and a Principal Administrative Assistant (Mrs. Alberta Williams). Both IEPA and UNFPA exchanged pleasantries as well as explained in brief the core mandate of each organization. The team from UNFPA were happy to learn about the role of a UNESCO Category II Centre.



**Innovative Pedagogy Project - 1ST Policy Dialogue**

The Innovative Pedagogy Project (IPP) team of IEPA held a two-days Policy Dialogue with

key stakeholders in education on the project deliverables. The event was in collaboration with the Ministry of Education and the Education Commission and took place from the 13th to 14th April 2022.

**International Day of Education**

The Office of Communications and Public Relations in collaboration with the office of Administration planned the celebrations for the UN International Day of Education which came off on Monday, 24th January 2022. IEPA used the day to sensitize people on the importance of education in transforming lives.



**Leadership Workshop at Ajumako**

The Directorate of Academic Planning and Professional Development organized a two-

day leadership workshop for Heads of schools within the Ajumako district. The training saw over one hundred participants attending. Senior Members of IEPA took turns to make presentation on educational leadership to guide participants going forward. Feedback received from participants indicates that they have acquired new knowledge and know-how to guide their effectiveness on the job.

**Awards**

Two teams from IEPA received awards at the 2021 UCC Research and Grants ceremony. The research



project that won the awards were, "The Teacher Effect Variable" and the "Settling-In Challenges of 'Fresh' Postgraduate Students of the University of Cape Coast". Congratulations to the two teams and to IEPA!



**MOU Signing with IPA**

A three-member team from the Innovations for Poverty Action (IPA) visited IEPA to sign an MOU for collaborations with IEPA in the areas of research and grants. The MOU sets the tone for IEPA and IPA to explore potential research collaborations, collaborate on impact evaluations and research methods training, and provide internship for IEPA Masters and PhD students and Research Dissemination.



**IEPA-ACPEIU Workshop on Global Citizenship Education (GCED)**

The Workshop, organised by IEPA and Asia-Pacific Centre of Education for International Understanding (APCEIU) on Global Citizenship Education (GCED) came off from the 23rd-25th August 2022. The three-day workshop saw participants and experts in the education sector in Ghana come together to discuss the best ways of implementing GCED, already a component of Ghana’s educational curriculum. Invited resource persons by APCEIU from Kenya and Rwanda shared experiences on GCED as implemented in their countries.



The Head of Finance of IEPA, Mrs. Philomena Araba Sam graduated with a PhD in Business Administration from the School of Business, University of Cape Coast. She added the letters “PhD” to her name and going forward, is to be known as “Dr. Mrs. Philomina Araba Sam”. Congratulations!!! Dr. Sam.

**2022 IEPA Colloquium**

The 2022 IEPA Colloquium on the theme “Futures of Education”, came off on Friday, 15th July 2022 in a hybrid format - via Zoom and physically and saw participation both physically and digitally. The Keynote Speaker Mr. Abdourahamane Diallo - Head of UNESCO Ghana Office - delivered his key note address via zoom from Niger. The panel discussion session, which was the highlight of the event, saw the panelist dissect and discuss the futures of education and its foreseeable challenges

**Leadership Training for Heads of Basic Schools in Cape Coast Metropolitan Area**

The Directorate of Academic Programmes and Professional Development (AP&PD) led the leadership training for the Heads of Schools within the Cape Coast Metropolitan area. The training which was knowledge-packed and activity based, saw facilitators from IEPA’s Academic Senior Members, take turns to build the capacity of the Heads of Schools. At the end of the workshop, the feedback from the participants indicated that they have learnt a lot and are going back to their schools to be change agents.

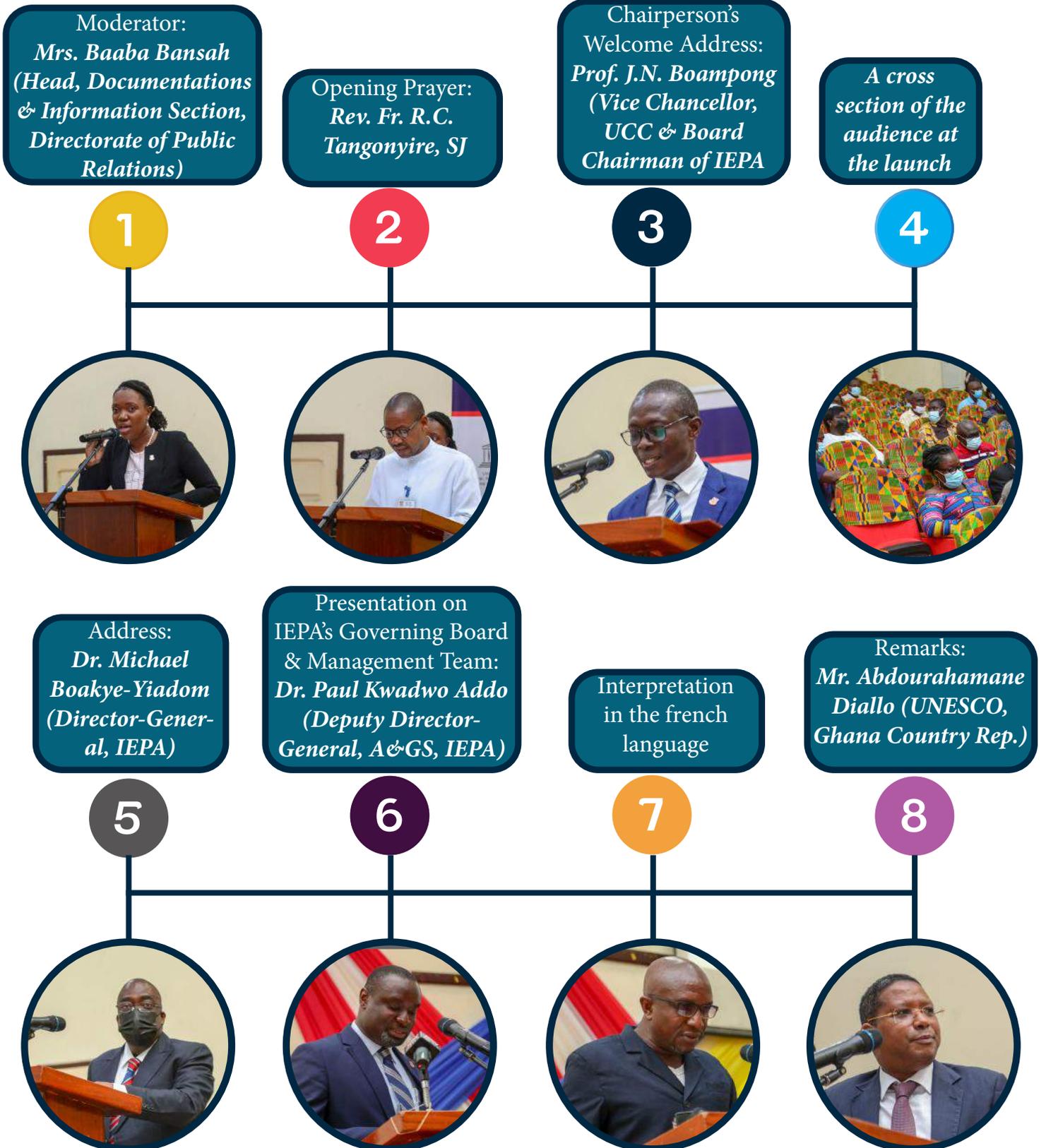
**Attendance and Participation of the Director-General (D-G) of the 41st Session of UNESCO General Conference**

The D-G was invited as a government nominee to attend the 41st Session of UNESCO General Conference held in Paris from the 9th to 24th November 2021. The Conference was held to take several important decisions from the 193 Member States of UNESCO on contemporary issues related to the preservation, heritage, environment and education.

**Innovative Pedagogy Project - 2nd Policy Dialogue**

The Innovative Pedagogy Project (IPP) team held a 2nd Policy Dialogue with key stakeholders in education. The two-day 2nd Policy Dialogue was held from 5th to 6th July 2022 to communicate the progress made on the project and to present the research findings from the rapid research. Participants made inputs into the findings of the rapid research and also developed an action plan for implementation. Participants worked in groups to develop actions for the Leaders, School and Community level implementation.

# Launch of IEPA in Pictures



# es and Highlights of Events

Introduction of  
Special Guest of Honor:  
*Dr. Alfred Ampah-  
Mensah (Deputy  
Director-General,  
AP&PD, IEPA)*

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Music  
Performance:  
*Solo by University of  
Cape Coast Choir*

10



Special Guest  
Address & Launch:  
*Hon. Dr. Yaw Osei  
Adutwum (Minister of  
Education and MP for  
Bosomtwe)*

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Launching  
& Unveiling of  
*IEPA as UNESCO  
CATEGORY II,  
Centre of Excellence*

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Vote of thanks:  
*Prof. Rosemary  
Bosu (Former  
Director, IEPA)*

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Closing Prayer:  
*Prof. Yaw Afari  
Ankomah (Former  
Director, IEPA)*

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# Alumni Corner



**Dr. Mrs Gloria Nyame**  
**IEPA-UCC**

**Lecturer in Educational Leadership & Management**



**Dr. Barnett Quaicoo**  
**Cocoa Marketing Company, Ghana**  
**Head, Special Services**

“As an educator, the IEPA programme contributed immensely to my career development as it broadened the horizon of my knowledge on why actors in the field of education behave in certain ways. Actions or behaviours that educational managers/ leaders put up have their underpinning philosophies. For instance, a practitioner, who is management oriented tends to defend the status quo whereas those of leadership orientation, challenge the status quo to bring something new and better on board.

Reflecting on some of the numerous benefits of the programme to my career as a lecturer at IEPA (and an Educationist in general), I have been equipped with leadership skills, communication skills, team work and identification of individual differences. Generally, the IEPA programme served as a spring board for me to pursue a PhD in Educational leadership and management at the University of Leicester, in the United Kingdom.”

**MPhil - Administration in Higher Education (2010)**

“My MPhil Programme at IEPA was a world of exploration and discovery. The programme equipped me with the skills essential for planning to become efficient at administration and operations. It was an essential ingredient towards my appointment as the Head of Ghana Cocoa Marketing Company (CMC) United Kingdom (UK) Ltd in July 2016; a position I served diligently until September 2021. Being the Head of CMC-UK demanded a mixture of skills including planning, critical thinking, team work, among others, which were essential parts of my MPhil programme.

The IEPA programme also served as the solid foundation for me to pursue a Doctor of Business Administration from the University of Wales Trinity Saint David (UWTSD) in the UK. Coming back home to Ghana (Cocoa Marketing Company) to take up the position as Head of Special Services, I am a well-rounded career person poised to deliver excellently, all thanks to the good foundation I receive at IEPA. A big thank you to all my lecturers and supervisors who ensured that I gave off my best. All your ‘grilling’ has contributed to make me who I am today, thank you.”

**MPhil - Educational Planning (2006)**

# Visiting Scholars



**Prof. Martins Fabunmi**

In July 2021, IEPA welcomed Professor Martins Fabunmi on a two-year Sabbatical from Nigeria. Prof. Fabunmi is from the Department of Physical Sciences Education, Modibbo Adama University of Technology, Yola, Nigeria. He holds a PhD in Educational Management and an M.Ed in Educational Management from the University of Ibadan, Nigeria, and LLB Law from the City University, London and a BL law from the Nigerian Law School, Abuja. His expertise in education and law is enriching IEPA's Academic programmes delivery.



**Prof. Candace Moore**

In August 2021, Prof. Candice Moore joined IEPA as a USA Fulbright Scholar. Prof. Moore is an Associate Clinical Professor - Higher Education, Student Affairs, and International Education Policy (HESI) Program, the Director and Affiliate Faculty at the Center for Diversity and Inclusion in Higher Education (CDIHE) and a Faculty Director - Higher Education in the Ghanaian Context (HEGC) Study Abroad Program University of Maryland, College Park, MD, USA. Whilst of IEPA, Prof. Moore was part of faculty and also conducted research as part of her project: "Culturally Conscious Pedagogy and Practice: Collaborating to Inform Ghanaian Higher Education COVID-19 Response." Dr. Moore's Fulbright project focused on Ghanaian higher education practices as she explores promising ways to enhance African student affairs and higher education. She completed her Fulbright programme and returned to the USA in August 2022.



**Dr. Jillian Martin**

In October 2021, Dr. Martin joined IEPA as a USA Fulbright Scholar. She is the Assistant Director for Strategy and Evaluation with the Gephardt Institute for Civic and Community Engagement, Washington University in St Louis, Missouri, USA. Dr. Martin leads the evaluation, assessment, strategic development, and organizational learning activities for the Gephardt institute. She also supervises Master Research Fellows in conducting literature reviews, evaluation-assessment instrument development, data analysis, data tracking, and reporting. Whilst at IEPA, she has been teaching and supporting ongoing research at the Institute, as well as conducting research on her Fulbright project.



**Dr. Corrinne Brion**

In June 2022, Dr. Corrinne Brion joined IEPA on a forty-day USA Fulbright Specialist Programme. Dr. Brion is currently an Assistant professor in the department of Educational Administration at the University of Dayton, Ohio. The framework for her research is cultural proficiency and the Sustainable Development Goals (SDGs), and her lines of inquiries focus on learning transfer and women and girls' empowerment. Dr. Brion is passionate about educating all children, and she points out that each girl who drops out of school impacts the whole community. She quotes a World Bank spokesperson who discovered that "educating girls may be the investment for developing countries with the highest return....". When girls are educated, a community's economy grows, and mortality rates for mothers and children drop. Child marriages occur less frequently, families are smaller, and better hygiene reduces disease. With this shift, women assume a greater leadership role, and all children are healthier and better educated. Dr. Brion has completed her programme and has since returned to the USA.

# Collaborative Projects: IEPA and Others

## **IEPA-Oxford-University of Toronto DeliverEd Ghana Project**

The DeliverEd Ghana Study is a collaboration between the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast, the University of Oxford, and the University of Toronto that seeks to study the effect that delivery approaches, as introduced through the National Education Reform Secretariat and aspects of the Ghana Accountability for Learning Outcomes Project (GALOP), have on the prioritization and implementation of policy.

The Delivery approaches policy typically introduces some combination of the following five management practices or delivery approach functions: prioritization and target-setting; measurement, monitoring and use of data; accountability and incentives; problem-solving and adaptation; and leveraging political sponsorship. The research seeks to investigate how subnational management practices can support policy implementation that is how these national policy practices cascade down the bureaucratic layers to influence quality educational practices at the regional, district and school levels. Thus, the research focuses on national and subnational levels and involves three different components.

Firstly, a national-level study that aims to trace the origin and impacts of the Reform Secretariat has been done.

Secondly, a qualitative study, based on in-depth interviews in 3 regional and 5 district offices that seeks to understand how delivery approaches are being used at subnational level has also been done.

Thirdly, a quantitative study, based on a nationally-representative survey that aims to document the use of delivery approaches across 154 districts is ongoing.

Preliminary results of the first phase provided insights that enabled the research team to revisit the above-stated research sites where a follow-up qualitative data was collected.

Hopefully, the project will be completed by September 2023.

## **IEPA-Education Commission Innovative Pedagogies Project (IPP)**

The IPP seeks to make education inclusive, engaging, and adaptive as outlined in Save Our Future (SOF) White Paper. The SOF White Paper proposed adaptive education systems characterized by inclusive and engaging teaching, which builds the skills children need to flourish. According to the Paper, many children are not learning because the teaching they receive is neither engaging nor aligned to their level. The Paper, thus, proposes an urgent action in the immediate post-pandemic recovery period to systematically measure student learning as children return to school and "meet them where they are" by providing engaging, differentiated teaching matched to their learning levels. This will be vital in both the short-term and long-term impacts, especially if aligning education systems with learning becomes the new normal.

After validation of the IPP framework, the IEPA research team organized a first policy dialogue with key stakeholders of education in April 2022 in Accra to review and contextualize the framework to assess progress on innovative pedagogies within Ghana. This was followed by a Rapid Research at the school/community and classroom level in 6 Regions, 12 Districts and 36 schools. The aim was to understand the extent to which innovative pedagogies are happening in classrooms, explore bright spots and the barriers to implementation, and develop an innovative pedagogies improvement plan. The IEPA research team has prepared a country brief which embeds summarized findings that provide a focus for a second policy dialogue, which engendered discussion on the country brief and co-creation of an action plan to address any gaps. The outcome of the dialogue enabled key stakeholders of the project to undertake targeted advocacy activities as needed and then, a final policy dialogue that facilitated cross-country learning especially about the lessons learnt.

## **The Institute for Educational Planning and Administration (IEPA) and Ghana National Education Campaign Coalition (GNECC) Free Senior High School (FSHS) Education Policy Project**

The collaborators of the FSHS research project – IEPA and GNECC believe that the FSHS policy implementation in Ghana is one sensitive process that has assumed a lot of political twists and turns generating arguments and tensions. In view of this, and in order for the research findings to be taken seriously and applied by education authorities and leaders irrespective of their political clouts, the research team – IEPA and GNECC propose to examine the implementation processes of the FSHS policy with an open mind. That is, to undertake, document and present a scientific and comprehensive assessment of the implementation process with the view to objectively underscore the strides that are being made, the challenges that beset the processes of implementation, and to propose some practical policy recommendations to improve practice.

The implementation of the research will involve two phases. The first phase will be a qualitative pilot case study in schools selected from the Central Region to test the research design and instruments. This will be followed by the main study – a nation-wide concurrent mixed method research where both qualitative and quantitative data will be collected. So far enumerators have been trained for data collection for the pilot study phase. Hopefully, when everything is completely streamlined, the pilot study will start.

## IEPA-CGD Impact of COVID-19 on Schools Reopening

COVID -19 pandemic, without doubt, has had its toll on schooling and Ghana was not excused in any way. In March 2020, just like other countries across the world, Ghana embarked on a nationwide closure of schools as part of measures to contain the spread of the pandemic.

The closure of schools brought in its wake disruptions that affected households, schools and the education system. Livelihood opportunities as well as learning deficit concerns of children were greatly impacted in the process. The government's immediate response to the COVID-19-induced educational crisis was to introduce remote teaching and learning interventions through radio and television programmes in order to minimize the adverse impact of the crisis on children's education. The online and alternative variants of schooling communicate silently the already existing threat of exclusions of the vulnerable, marginalized and disadvantaged in society.

At least evidence from the 2014-2015 Ebola crisis in Sierra Leone, Guinea and Liberia shows that prolonged school closures can be devastating for enculturation, socialization and improved learning outcomes for children. If the generality of the situation can be concerning, then a particulate attention to persons living in poor, rural communities, living with disabilities and those from low socio-economic backgrounds must be certainly looked at again. Furthermore, prolonged school closures, particularly, Early Childhood Education (ECE) centres can have adverse impact on participation of female labour force in economic activities as these have to care for children below the ages of four.

Phase I of the study examined two weeks of post pandemic-induced school closures on how households and schools responded to reopening of schools across the country using in-person data collection approaches. Phase II explored the dynamics of reopened schools in terms of whether any marginal changes had occurred post mass school reopen towards the end of the first academic year. The second Phase was undertaken using phone-based data collection method. Several interesting findings emerged.

The study found quite interesting issues worth this reflection piece. One, it was observed that while dropout rates remained similar, repetition rates on the other hand doubled. Two, it was

observed that over 85% of parents believed their wards experienced learning loss. There was no significant difference of this perception across wealth quintiles or the rural/urban divide in our results. Three, regardless of perceived learning loss concerns, not all parents implemented measures to mitigate this loss. Notably, poorest households were 3 times less likely to do anything compared to the richest households. Four, in terms of COVID-19 prevention activities implemented at the school level, there is some mismatch between parents' confidence and actual school preventions measures in place. Schools faced challenges in implementing social distancing in the classroom as student numbers had not changed overall.

Other pertinent findings from the study branded under PREPARE have been shared on the IEPA website for public information.

This research-based study is fulfilling the data needs to making case for public policy decisions regarding equitable quality education provision in line with the UN Sustainable Development Goal four (SDG 4). The PREPARE study has the potential of filling data gap occasioned by prolonged COVID-19 induced school closures that affected the return of children to school. It also assesses the impact of the ECE centre closures on female workforce. The study was carried out concurrently with others being undertaken in Malawi, Senegal, Pakistan, and Kenya under the auspices of the Centre for Global Development (CGD).



“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.”

- Abigail Adams



## Introduction to Webinar Series

The IEPA-UCC Webinar Series is an initiative of the Director-General of IEPA to meet one of IEPA's strategic thrusts. The fourth strategic thrust of IEPA as a UNESCO Category II Institute is the "creating a platform for, and mobilizing education experts in the sub-region to interrogate educational issues and provide policy advice to Ministries of Education of Member States".

As a lead Institute for educational planning, administration and leadership in Ghana or West Africa, IEPA has noticed a knowledge gap in the practical application of theories in the educational sphere. The webinar series is therefore a platform where accomplished educational experts in the field of planning, administration and leadership bridge the practical knowledge gap by presenting educational topics and themes enriched with practical experiences, backed by research, to discuss theories and proffer applications.

Participants benefit from in-depth discussions of themes and topics and have the opportunity to ask questions for clarifications as well as share their own experiences to enrich the discussions.

In so doing, a platform is created to interrogate educational issues to achieve cross-functional knowledge sharing. Read highlights of the webinars held so far.

## Highlights of Webinar Series

### Covid 19 and Educational Leadership in Ghana, The Paradigm Shift

Covid-19 has left an indelible impact on education

at every level. In African countries, the effects of the pandemic were even worse than predicted by experts. Apart from intensifying inequalities and raising learning barriers, the pandemic also created a paradigm shift in teaching and learning. This webinar, led by two IEPA PhD in Educational leadership students - Dorcas Amartey and Abigail Oduro - unravelled the paradigm shift in educational leadership and its effects on education before, during, and post COVID-19.

### Reflections of Female Leadership in Education, Literature, Media and Communications in Africa

On this episode of IEPA's monthly webinars, we took a look at the journey of women in leadership, literary writing, media, communications and academia. The speaker, Prof. Dora Edu-Buandoh, the immediate past Pro Vice Chancellor of the University of Cape Coast, shared insights on the topic and her personal reflections as a female in leadership.

### Teacher Deployment and Allocation Across Africa

Teacher allocation, also known as deployment, relates to how teachers are distributed and assigned to schools. It examines the availability of teachers in connection with the number of students in a school; the more students there are, the more teachers there should be and vice versa. Effective teacher deployment influences teacher and students' development as the teachers can discover and adopt new teaching methods to impact learning. Similarly, students get the required attention and expertise to grasp what they are being taught and develop their capacities uniquely. Over the decades, poor teacher deployment has become a norm which significantly affects the quality of education students get at every level of education in Africa. The Head of IIEP-UNESCO Office,

Dakar, Mr. Koffi Segniabeto, joined us on the IEPA-UCC Webinar to discuss teacher deployment and administration in Africa.

### Planning Education for National Emergencies

National emergencies often disrupt school systems and educational planners must plan for school continuity should national crisis/emergencies arise. COVID 19, national disasters and wars have taught us some great lessons. Professors Martins Fabunmi and Yaw Afari Ankomah, IEPA, co-presented on the topic “Planning Education for National Emergencies” and provided some solutions to guide educational planning and avert the disruption of the school system.

### The Impacts of Coloniality, Indigeneity, and Critical Hybridity on African Higher Education

Coloniality is another way to refer to the ‘colonial matrix of power’. Using the published research by Poloma & Szelényi (2019) as a foundational slab, Prof. Candace M. Moore and Dr. Jillian A. Martin, two US Fulbright Scholars at IEPA, explored the concept of coloniality, indigeneity and critical hybridity in African Higher education and called for sustainable collaboration in scholarship.

### Exploring the Reading Poverty in Ghana: The Case of World Vision’s Unlock Literacy Project Model

Literacy is a pre-requisite to learning the world over. In Ghana most children are normally found in rural, remote, and deprived communities where government resources and other teaching and learning resources are limited. For instance, according to the 2015 Early Grade Reading Assessment, a little below 2% of grade two (2) children are able to read grade appropriate text with comprehension. This has been a major concern to government and development partners. To support the government’s effort to improve reading among children, World Vision is implementing the Unlock Literacy project model in selected districts to give children accelerated reading experience leading to improved learning.

In this webinar, Mr Andrew Ofosu-Dankyi, the Technical Programme Manager-Education, discusses the World Vision’s Unlock Literacy (UL) Project and shows evidence of how it is improving children’s core reading skills. The UL model subscribes to the early-exit bilingual literacy approach which posits that, children learn to read faster and better, when they start learning to read in their Mother Language. The reading skills acquired in Mother Language help children to learn a second language faster.

## Courtesy Calls



### Global School Leaders

A representative of the Global School Leaders (GSL) Mr. Animesh Priya from India, paid a courtesy call on IEPA and met with the Director -General, the Director for Research Innovation and Outreach and the Immediate past Director of IEPA. Mr. Priya’s

visit is to explore areas of collaboration in research and school leadership training.

and held technical meetings with the IEPA team members working on the project for further action. The team were in Ghana for consultative meetings on the project, meeting with the Ministry of Education and other stakeholders.

### DeliverED

The DeliverED Team from Oxford University-UK and University of Toronto -Canada working with IEPA on the DeliverED Project, paid a working visit to IEPA in Cape Coast



### APCEIU

A team from the Asia- Pacific Centre of Education for International Understanding (APCEIU) were in

Ghana for a three-day collaborative workshop with IEPA on Global Citizenship Education. The Director- General of IEPA -Dr. Michael Boakye-Yiadom, accompanied by the Head of Communications and Public Relations -Ms. Nana Efua Rockson and the Director- General of NaCCA- Prof. Edward Appiah, led the Director of APCEIU- Dr. Hyun Mook Lim and Ms Youjung Kim -Programme Specialist to pay a courtesy call on the Minister of Education, Dr. Yaw Aduwum at his Office in Accra.



## THE SDG 4 Drive on ATL FM

“SDG4 Drive” is an innovative programme designed by the Institute for Educational Planning and Administration (IEPA), a UNESCO Category II Centre for West Africa, to discuss and interrogate key issues on the UN Sustainable Development Goal 4 – To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The programme also provides a platform for IEPA to unpack key research findings, the gaps identified and the recommendations offered for implementable actions towards the achievement of SDG 4.

SDG4 is currently aired once a month on ATL FM 100.5 at the University of Cape Coast, Cape Coast, to its listenership in and around Cape Coast. The airing of the SDG4 Drive on ATL FM is strategic as the radio station captures the UCC’s diverse community and also for the fact that Cape Coast boasts of being one of the cities with a large number of secondary and tertiary educational schools and colleges.

The SDG4 drive is designed on a question-and-answer format where the station host asks the resource persons questions on selected topics and IEPA’s research projects. The resource persons are mainly Senior Members from IEPA who are experts in one or more areas of educational planning, administration and leadership. Watch out on IEPA’s social media platforms on announcements of the SDG4 Drive on ATL FM every month!

DATE (2022)	TOPIC	RESEOURCE PERSONS
AUGUST	The Future of Education/ Transforming Education Summit	Dr. Michael Boakye-Yiadom & Dr. Clara Araba Mills
SEPTEMBER	Innovative Pedagogies and this impact on Ghana’s Education at the basic level	Prof. Rosemary Serwa Bosu & Prof. Hope Pius Nudzor
OCTOBER	Global Citizenship Education in promoting Sustainable Development in Ghana	Prof. Marie Baah Bakah & Dr. Edward Akomaning
NOVEMBER	Education access verses quality; the role of Educational Planners	Prof. Yaw Afari Ankomah & Dr. Gloria Nyame
DECEMBER	Attaining SDG 4 by 2030: Is Ghana on course?	Prof Amina Alhassan Jangu & Dr. Ophelia Affreh

# Educational Quotes

Education would be much more effective if its purpose was to ensure that by the time they leave school, every boy and girl should know how much they do not know and be imbued with a lifelong desire to know it.

-- **William Haley**

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Who dares to teach must never cease to learn.

-- **John Cotton Dana**

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"Literacy is a bridge from misery to hope."

-- **Kofi Annan (Former UN Secretary-General)**

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It is the mark of an educated mind to be able to entertain a thought without accepting it.

-- **Aristotle**

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Education is the most powerful weapon which you can use to change the world.

-- **Nelson Mandela**

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"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development."

-- **Kofi Annan (Former UN Secretary-General)**

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Teachers open the door, but you enter by yourself."

-- **Anonymous**

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# Educational Jokes

**Teacher:** What's the difference between a cat and a comma?

**Winnie:** Cats have claws at the end of their paws and commas are a pause at the end of a clause.

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**Kobby:** Ah Sammy, it seems the teacher is writing too much today, why is the teacher a judge

**Sammy:** (laughing...) well, you could be right because they both give out sentences.

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**Teacher:** What's the longest word in the dictionary?

**Efua:** Smiles.

**Teacher:** how can a six-letter word be the longest?

**Efua:** Because there's a mile between the first and last letters.

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**Kojo is sleeping in class**

**Teacher:** Hey, who is the one sleeping over there?

**Whole class:** Madam please it is Kojo!

**Teacher:** Kojo, you cannot sleep in my class.

**Kojo:** Madam you always encourage us to follow our dreams.

**Teacher:** Yes, I'll always encourage you to follow your dreams but, I'll never let you sleep in class.

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**Kele:** Why did the teacher have to wear sun glasses to school?

**Pele:** Because her students were so bright

**Anima:** What did the paper say to the pencil in class?

**Adom:** the paper said, "You have a good point.

**Asiamah:** Why is the mathematics book always unhappy?

**Abokuma:** Because it always has a lot of problems to solve.

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# INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

A UNESCO CATEGORY II CENTRE OF EXCELLENCE FOR WEST AFRICA

## Vision

To become a strategic Centre of Excellence in educational research and training of educational planners, administrators, managers and leaders in Africa.

## Mission

As a lead Institute for educational planning, administration, management and leadership in the West African sub-region, the IEPA exists to generate and disseminate reliable educational information for capacity building and to inform educational policy formulation, planning and implementation.

## Core Values

### ***Excellence***

We seek to pursue excellence through the creation of standards in teaching, intellectual inquiry, engagement and professional practice.

### ***Empowerment***

We offer opportunities to students, graduates and employees that empower them to be agents of change.

### ***Equal Opportunities***

We strive to provide equal opportunities in access to quality education and services to all persons regardless of colour, creed, ethnicity, gender, social status and physical ability.

### ***Ethical Behaviour***

We uphold acts of honesty and responsible behaviour and hold members accountable for their actions and conduct to promote personal and institutional integrity.

### ***Client Satisfaction***

We listen to and learn from our client community to address emerging issues and challenges for the common good.

### ***Accountability***

We serve as stewards in the delivery of our core mandate, holding ourselves answerable to our fiduciary responsibility.

## Services

Graduate Studies.

Professional Development programmes, Modules and Courses.

Research Development Services in the Education sector.

Technical Services and Consultancy.

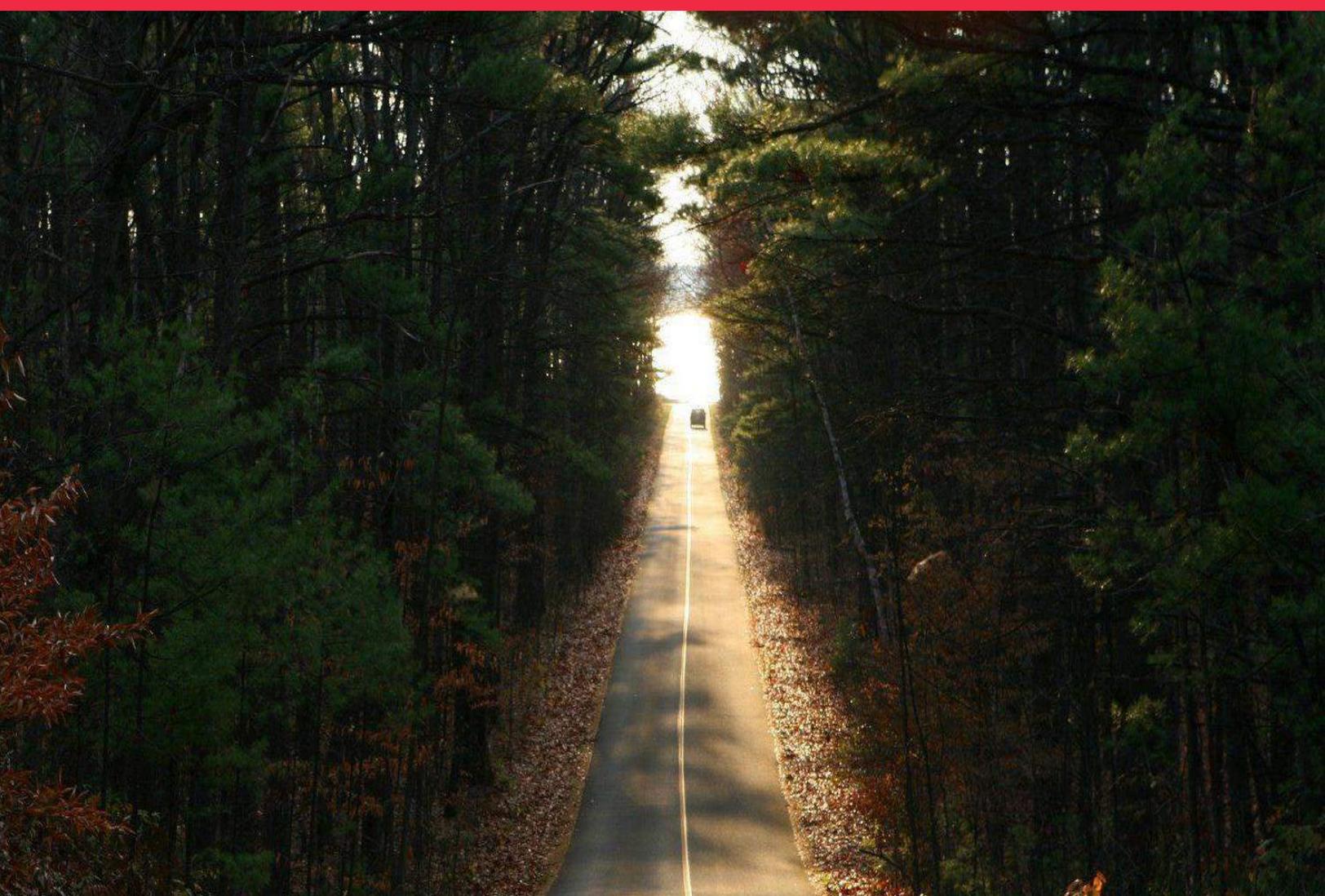
Grants and Fund Raising.

Outreach.

# Our Partners



and many more ...



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