

# GHANA COUNTRY BRIEF

## Innovative Pedagogies Project



November 2022

**the  
Education  
Commission**



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## Foreword

We are pleased to have partnered with the Institute for Educational Planning and Administration (IEPA) to publish the findings of the Innovative Pedagogies Project (IPP), which was conducted between September 2021 and December 2022. The project was spearheaded by the International Commission on Financing Global Education Opportunity (also known as the Education Commission) and funded by the LEGO Foundation. This Project aimed at creating a greater awareness, political will, and action toward adopting inclusive, engaging, adaptive (IEA) and playful pedagogies at the primary school level in three African countries (namely: Rwanda, Kenya, and Ghana).

This country brief, emanating from the IPP activities, reports on the bright-spots and challenges related to the use of inclusive, engaging, and adaptive (IEA) pedagogies in Ghanaian basic schools with reference to lower primary. The brief also presents essential information, recommendations and the co-created IEA pedagogies implementation action plan needed to provide a change in our schools and ensure quality education.

Using a four-phase approach, comprising a desk review and contextualization of the innovative pedagogies' framework and rubric, stakeholder mapping and first policy dialogue, rapid research and finally, a second policy dialogue and the cocreation of an action plan, the IPP has brought together education stakeholders from various levels (i.e. systems, school and community and classroom levels) to explore innovative and creative ways of making pedagogies for lessons delivery particularly in our basic schools inclusive, engaging, playful and adaptive to learners' developmental needs. We consider the activities of the project to be very needful and timely for Ghana for a number of reasons.

First, undertaking the IPP activities presented us with the opportunity to take stock of all policies, programmes and activities relating to IEA and playful pedagogies use in our schools, and to examine where we are at regarding implementation. Second, the project activities gave us very useful pieces of information to authenticate key issues relating to IEA pedagogies use in our schools and educational 'landscape', which further enabled us the Ministry of Education and the Ghana Education Service to take informed policy decisions regarding IEA pedagogies implementation across our educational system. (See the IEA pedagogies implementation action plan in the report for some of these policy decisions.) Third, the universal design for learning (UDL) and social and emotional learning (SEL) principles that the IEA pedagogies promote underpin our new Standard Based Curriculum we are currently implementing, and as such they have the potential and propensity to promote active learning to learning outcomes of our Ghanaian learners positively. Fourth, the tremendous interest that the project activities generated across the different stakeholder groups gave us the impetus to sensitize, inform and create awareness among stakeholders about the importance of IEA pedagogies. This we know and believe will support us in improving learning outcomes and getting us closer to achieving SDG4.

The findings regarding the research component of the brief reveal both bright-spots and teething challenges in relation to IEA pedagogies use in our schools and educational system at large. At the systems or national level, for example, the findings suggest that Ghana has in place policies and programmes relating to IEA pedagogies use but that budgets and resources for implementation is a key challenge. As findings at the school and community level of the brief indicates, school and community leaders appear to have mechanisms in place to monitor and discuss learners' progress mainly through professional learning communities (PLCs), however, 67% of headteachers do not have training on IEA pedagogies use. At the classroom level, teachers are seen to have some pedagogical skills to support learners' understanding, but these skills appear limited and focused only on multiple means of engaging learners and presenting teaching and learning materials to them at the expense of giving learners opportunities to express themselves and take actions concerning lessons learnt in multiple ways.

We, the MOE, GES, and all allied agencies of the education ministry pledge to adopt and implement the co-created action plan on IEA pedagogies as our blue print. We shall partner and support the IEPA to provide feedback about IPP activities (especially the research findings) to teacher training institutions so

they can draft these into their pre-service curricula to effect the needed changes in teacher attitude, behaviour, and pedagogical skills. Most importantly together with IEPA we will lead sensitization, advocacy and awareness creation programmes and activities across schools and with school and community leaders. The IEPA's working relationship with the MOE and its 'new' status as a UNESCO Category II Centre of Excellence for West Africa gives it the leverage to translate the findings of the IPP into practice.

It is our expectation that this country brief will be an eye opener and guide at all levels (i.e. from the national or systems level through school and community levels to classroom level) to bring about the critical transformation needed to achieve improved learning outcomes, success in SDG4 and ultimately quality education for national development.

We are grateful to IEPA for serving as a Country Partner representing Ghana on the IPP.

*Signed*

Chief Director  
MOE.

## Acknowledgments

This country project report is the result of the commitment, efforts, and contribution of many individuals and institutions. The country partner, Institute for Educational Planning and Administration (IEPA), wishes to thank many colleagues who gave freely of their time for this project, including staff from Education Commission, Ministry of Education, the Ghana Education Service, and the National Teaching Council.

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## Acronyms

AA2	Action Area 2
CAPI	Computer Assisted Personal Interviews
CBO	Community Based Organisations
CPD	Continuous Professional Development
CSO	Civil Society Organisation
EC	Education Commission
EMIS	Education Management Information System
ESP	Education Strategic Plan
FBO	Faith Based Organisation
GDP	Gross Domestic Product
GES	Ghana Education Service
GOG	Government of Ghana
ICT	Information and communication technology
IE	Inclusive Education
IEA	Inclusive, Engaging, and Adaptive
IEPA	Institute for Educational Planning and Administration
INSET	In-service Training
ITE	Initial Teacher Education
KII	Key Informant Interview
NGO	Non-Governmental Organisations
IPIP	Innovative Pedagogies Improvement Plan
IPP	Innovative Pedagogies Project
MoE	Ministry of Education
MoF	Ministry of Finance
NaCCA	National Council for Curriculum and Assessment
NALAP	National Accelerated Literacy Project
NaSIA	National School Inspectorate Authority
NCCE	National Commission for Civic Education
NTC	National Teachers' Council
PBME	Planning, Budgeting, Monitoring and Evaluation
PLC	Professional Learning Communities
PTA	Parent Teacher Association
SEL	Social and Emotional Learning
SEN	Special Education Needs
SISOs	School Improvement Support Officers
SMC	School Management Committee
SOF	Save Our Future
SRGBV	School Related Gender Based Violence
SRH	Sexual and Reproductive Health
TLM/Rs	Teaching and Learning Materials/Resources
UDL	Universal Design for Learning



UNCRPD

United Nations Convention on the Rights of Persons with Disabilities

## 1 Executive Summary

The COVID-19 pandemic has disrupted the education of more than 90 per cent of the world's students and intensified the pre-existing global learning crisis. As a step toward dealing with the effects of the global learning crisis, the Education Commission, together with major international organisations, spearheaded the 'Save Our Future (SOF)' campaign, which seeks to ensure that all children return to school, and are learning."<sup>1</sup> The SOF White Paper set out recommendations for transformative action, including support for youth to return to school, governments and donors investing in education to build better, more inclusive, and resilient education systems for the future. The SOF's Action Area 2 (AA2) specifically, called for "making education inclusive, engaging, and adaptive."<sup>2</sup> In line with these recommendations, the Innovative Pedagogies Project (IPP) was birthed.

The IPP, funded by the LEGO Foundation, seeks to increase awareness, political will, and action towards developing a breadth of skills and adopting inclusive, adaptive, engaging, and playful pedagogies so that no learner is left behind in receiving quality education. To execute the activities of the IPP, the Education Commission initiated the IPP activities in three countries – Ghana, Kenya, and Rwanda – in collaboration with the respective countries. In the case of Ghana, the project was led by the Institute for Educational Planning and Administration (IEPA) as the country partner working with the Ministry of Education and its agencies such as the Ghana Education Service, the National Teaching Council, the National Council for Curriculum and Assessment and the National Schools Inspectorate Authority. The activities implemented to inform this IPP Country Brief, covers February 2022 and September 2022.

The IPP design adopted a four-phase approach. The first phase involved a desk review and contextualisation of the innovative pedagogies' framework and rubric. The second phase involved stakeholder mapping and first policy dialogue, and the third phase, was the rapid research. The fourth and final phase covered a second policy dialogue and action planning. The desk review used existing documents to contextualise and validate the innovative pedagogies framework. The first policy dialogue involved 41 stakeholder participants comprising government officials (national and regional levels), district-level education officials, community members (parents, caregivers, NGOs, civil society), school leaders, and teachers. The participants were selected from four regions of Ghana. Regarding the rapid research, in all, 24 public primary schools (two schools – one urban and one rural – per district) were sample from six regions. All the schools and 48 classrooms (2 classrooms per school) were observed. In all, ten regions and 161 participants participated in the project.

To ensure that participants' views are isolated and contextualised, the project was framed within the scope of three levels, namely: systems, school and community, and classroom. The findings from the four phases of the project are presented in this report.

The systems-level findings highlight three themes, namely: budgeting and resourcing, trained workforce, and use of technology. The findings reveal that:

- limited budget allocations to IEA pedagogies, remote learning, remedial learning and assessment of potential learning loss as well as for in-service training, TLRs and tech devices remain key challenges impeding effective implementation of IEA pedagogies in Ghanaian primary classrooms.
- most school leaders received little or no training on instructional leadership, including IEA pedagogies.

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<sup>1</sup> The Education Commission (n.d.). Save Our Future. <https://educationcommission.org/save-our-future/>

<sup>2</sup> Ibid.

- while there was the intention to use technology in all classrooms to enhance teaching and learning, most of the tech devices used in the classrooms were found to be low-tech devices.

The school and community-level findings show a strong engagement between the schools and community members in addressing some of the challenges confronting the schools. However,

- school leaders were found to lack training in instructional leadership skills.
- more than half of head teachers did not receive training specifically on IEA pedagogies.
- the school leaders could not provide evidence of the school policies they reported to promote positive behaviour as part of safe and accessible learning environment.
- only a few schools were found to be working with community members to provide children with learning opportunities at home.

The classroom-level findings indicate that, overall, teachers demonstrated capacity to employ some IEA pedagogical approaches in lesson delivery. However, most of them were confronted with obvious barriers to implementing the IEA pedagogies fully and effectively. Essentially, the findings reveal that:

- while the content of TLM/R (e.g., writing materials, storybooks, textbooks) addresses conflict prevention, anti-bullying, non-violent behaviour, or children’s rights, the learners-to-textbook ratio was below standard.
- learners’ use of textbooks and supplementary/remedial materials was inappropriate for their learning needs.
- although most teachers supported learners using multiple instructional approaches, only a few gave learners opportunities to show their answers through multiple means (writing, verbal, drawing or pointing).

Considering all the evidence from the IPP; it is discernible that Ghana has a clear commitment toward successful implementation of IE policy (including UDL, SEL and IEA pedagogical approaches) and the standards-based curriculum (outlining the breadth of skills/core competencies) to improve learning outcomes for all learners. Notwithstanding this commitment, the evidence points to the fact that successful implementation of all related policies and legal frameworks with a particular focus on IEA pedagogies that would be attained if the challenges identified at all the levels were addressed head-on.

The findings guided the co-creation of a national costed action plan (innovative pedagogies improvement plan) for dissemination, advocacy, and implementation purposes. In all, nine priority areas informed the strategic goals and objectives of the action plan (Appendix F). Based on the project findings, the following recommendations are put forward for action:

1. The MoE in collaboration with GES, should draw up a dissemination and advocacy plan and use IEA champions to create the necessary awareness about IEA pedagogies content and practice in schools.
2. The National Commission for Civic Education (NCCE) undertake a sensitisation of all stakeholders – children, caregivers/parents, communities, teachers, administrators, and policymakers – about the benefits of IEA pedagogies to all learners to encourage parents with SEN children to send them to schools.
3. NaCCA needs to ensure teacher education curriculum for pre-service teachers incorporates the full content of IEA pedagogies, while NTC ensures that serving teachers are provided with training on IEA pedagogical approaches.
4. MoE and GES should carry out a regular and consistent needs assessment of resources and disability-friendly facilities in the schools, the outcome of which should guide adequate budgetary allocations to promote IEA pedagogical implementation.

5. GES needs to strengthen its school support mechanisms at the districts through SISOs, particularly in coaching and mentoring, to encourage the active participation of **all** learners in classroom engagements.
6. Government, through the MoE, should provide the necessary budget and resource support towards the implementation of IEA pedagogical approaches by limiting the bureaucratic structure through decentralisation of the process.
7. NaSIA needs to be encouraged to develop additional monitoring and supervisory mechanisms that emphasize and give special attention to IEA pedagogies in schools through continuous data collection and analysis to inform school improvement practices.
8. GES should ensure that teachers' deployment considers the school linguistic contexts and the teachers' background.
9. MoE should be encouraged to take a second look at the ICT policy to ensure that it aligns the IEA pedagogical framework and implement it fully.
10. Research institutions, such as IEPA, need to conduct further research on the implementing the IEA pedagogies in schools and their impact on learning outcomes.

## 2 Background

The ambition to provide quality education for all is a global pre-occupation, and efforts to improve quality education for all have intensified in the last decade because of growing inequalities in quality education in many countries, especially the developing world. The efforts to address the growing inequalities in the provision of quality education presently include the Innovative Pedagogies Project (IPP), spearheaded by the Education Commission, and funded by the Lego Foundation.

The Education Commission's IPP is inspired by Save Our Future (SOF) White Paper's proposition that many children are not learning because the teaching they receive is not engaging and is not aligned with their level. The IPP focuses on Action Area 2 (AA2), which seeks to make education inclusive, engaging, and adaptive. The Paper forcefully articulates that adaptive education systems characterized by inclusive and engaging teaching build the skills children need to flourish. The Paper, thus, proposes urgent action in the immediate post-COVID19 pandemic recovery period to systematically measure student learning as children return to school and "meet them where they are"<sup>3</sup> by providing engaging, differentiated instruction matched to their learning levels. The White Paper argues that the systematically measuring student learning and aligning education systems with student learning is vital in the short-term, and with tremendous longer-term impacts.

The main objectives of the IPP in Ghana are thus to:

1. Assess the extent to which inclusive, engaging, and adaptive (IEA) pedagogies are implemented in the education system in Ghana at the system, school, and classroom levels.
2. Identify gaps in Ghana's education system that hinder successful classroom adaptation of IEA pedagogies and how they can potentially be improved; and,
3. Co-develop an action plan with key stakeholders to address the gaps identified.

### 2.1 Ghana Context Overview

The ambition of Ghana's education system revolves around providing quality education for all in Ghana. The current education context of Ghana underscores the imperative nature of the IPP in Ghana. The overview of the Ghana context is highlighted in terms of socioeconomic, education statistics and gaps, and national education policies and strategies.

#### 2.1.1 Socioeconomic Context

The present socioeconomic context of education in Ghana provides the following highlights:

- 2018 Education spending (% of GDP): (18%)<sup>4</sup>
- Gross Domestic Product (GDP) per capita: 5,604<sup>5</sup>
- Income per capita (US\$, 2020): \$2328.5<sup>6</sup>
- Annual population growth: 2%<sup>7</sup>
- Population aged 14 years and younger (in thousands): 11,366 (37%)<sup>8</sup>
- Rural population: 43%<sup>9</sup>
- Poverty headcount (ratio at \$1.90 a day): 12.7%<sup>10</sup>
- Percentage of multidimensional child poverty - with more than one dimension of poverty (5-17 y/o): 73.4%<sup>11</sup> (Child poverty considers dimensions of nutrition and physical).
- Percentage of individuals using the internet: 53%<sup>12</sup>

<sup>3</sup> White Paper. Save Our Future.

<sup>4</sup> World Bank data. 2022. Government expenditure for education, total (% of GDP) – Ghana. <https://data.worldbank.org>

<sup>5</sup> UNESCO Institute for Statistics. n/d. Ghana. <http://uis.unesco.org/en/country/gh?theme=education-and-literacy>

<sup>6</sup> World Bank data. 2020. <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> UNICEF country reports. <https://www.unicef.org/social-policy/child-poverty/covid-19-socioeconomic-impacts>.

<sup>12</sup> World Bank data. <https://data.worldbank.org/indicator/IT.NET.USER.ZS?end=2020&start=1960&view=chart>

- Mobile cellular subscriptions (per 100 people): 130<sup>13</sup>

### 2.1.2 Education Statistics and Gaps

The education statistics and gaps include:

- Education Government Expenditure as % of GDP: 3.6<sup>14</sup>
- % of primary school gross enrolment: 105<sup>15</sup> (Can be over 100 due to inclusion of over-aged and under-aged students because of early or late entrants or grade repetition.)
- Student-Teacher Ratio: 27<sup>16</sup>
- % not proficient in Reading at primary level: 78<sup>17</sup>
- % not proficient in Mathematics at primary level: 62.8<sup>18</sup>

## 2.2 National Education Policies and Strategies

The portrait of national education policies and strategies includes:

- Education Strategic Plan 2018-2030: Improved equitable access to and participation in inclusive quality education at all levels.
- Intercultural bilingual education policies: The National Accelerated Literacy Project- NALAP
- Special Education policies: The Inclusive Education Policy enacted in 2013 [plus Inclusive Education Policy Costed Implemented Plan 2015-2019 and Standards and Guidelines]
- Covid education strategy:
  - Remote learning through TV and radio, and return to classes since January 2021
  - All students will be promoted to the next level/grade without assessment.
  - COVID response plan<sup>19</sup>
- Education Pedagogies: UDL is mentioned in the 2015 Inclusive Education policy and is being integrated into curriculum reform<sup>20</sup>.

## 2.3 Key Stakeholder Analysis

A stakeholder mapping was undertaken to determine the relevant actors to engage in the IPP. Using the stakeholder map matrix, the key actors identified were categorised based on the five focus areas and/or interlocking drivers for achieving quality education for all as indicated in the ToR. (See Appendix A for the stakeholder map.)

As indicated and justified in the research methods section, the key stakeholders who participated in the project included government representatives, regional and district education officials, community members, school leaders and teachers. The key stakeholders are categorised into three broad levels, namely: systems-level stakeholders, school and community-level stakeholders, and classroom-level stakeholders. The systems-level stakeholders (government representatives, regional and district officials) are responsible for providing the enabling structure for IEA pedagogies to improve learning outcomes for all learners. They have a vested interest in the success of the educational system. They also appropriate funds for schools to operate and make the laws and regulations that govern schools. The school and community-level stakeholders (head teachers, community leaders, parents/caregivers) are responsible for providing the day-to-day leadership for IEA pedagogies to improve learning outcomes for all learners. For example, parents/caregivers have a vested interest in ensuring their children are learning in school. The classroom-level stakeholders (e.g., teachers) are responsible for providing the direct support for IEA pedagogies to improve learning outcomes for all learners. Teachers have a vested interest in ensuring that learners are learning. Figure 1 provides a pictorial view of the categories of key education stakeholders in the IPP.

<sup>13</sup> World Bank data. 2020. <https://data.worldbank.org/indicator/IT.CEL.SETS>

<sup>14</sup> UN data. 2020. <https://data.un.org/en/index.html>

<sup>15</sup> World Bank data. <https://data.worldbank.org/indicator/SE.PRM.ENRR>

<sup>16</sup> World Bank data. <https://data.worldbank.org/indicator/SE.PRM.ENRL.TC.ZS>

<sup>17</sup> Ghana: [https://sapghana.com/data/documents/2016-NEA-Findings-Report\\_17Nov2016\\_Public-FINAL.pdf](https://sapghana.com/data/documents/2016-NEA-Findings-Report_17Nov2016_Public-FINAL.pdf)

<sup>18</sup> Ibid.

<sup>19</sup> Ghana Education Service (2020). COVID response plan. <https://ges.gov.gh/2020/04/29/covid-19-coordinated-education-response-plan-for-ghana/>

<sup>20</sup> Government of Ghana (2015). Inclusive Education Policy. Author.

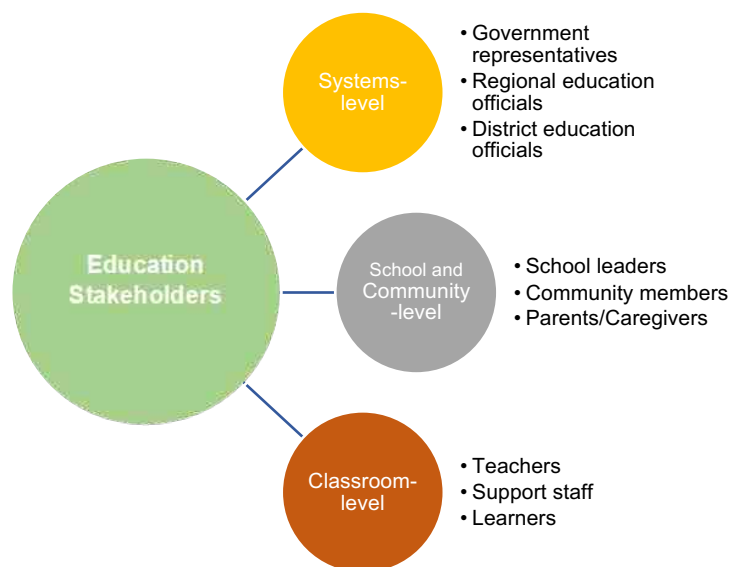


Figure 1. Key education stakeholders in innovative pedagogies project

### 3 Introduction

The COVID-19 pandemic disrupted the education of more than 90% of the world's students and intensified the pre-existing global learning crisis. In response, the Education Commission, together with major international organisations, spearheaded the 'Save Our Future (SOF)' campaign to amplify the voices of children and young people.<sup>21</sup> The SOF White Paper set out recommendations for transformative action and action area 2 called for "making education inclusive, engaging, and adaptive." The Innovative Pedagogies Project (IPP) is a response to the recommendations of the White Paper.

#### 3.1 Objective of Innovative Pedagogies Project

The Project seeks to create greater awareness, political will, and action towards developing a breadth of skills and adopting inclusive, engaging, and adaptive (IEA), and playful pedagogies in primary schools. To achieve this objective, the Country brief seeks to serve as a blueprint to guide the implementation of activities to address gaps identified by the diverse set of stakeholders, including the Ministry of Education, Ghana Education Service, National Council for Curriculum and Assessment, Teacher Union, Parent/Community Associations.

##### 3.1.1 Problems the Initiative Intends to Address

As a result of the learning crisis occasioned by the COVID-19 pandemic, the Education Commission's SOF Campaign sought to address the global disruption of education. When remote learning became the norm, lower-income families and students living in rural areas often did not have access to the relevant resources, and most remote learning contexts did not consider the accessibility needs of learners with disabilities.

The Action Area 2 of the SOF White Paper calls on governments to make "education inclusive, engaging, and adaptive." This paper strives to seek educational equity for all students, including girls, children with disabilities, poor and rural communities, displaced children and children in conflict settings, and other groups marginalised based on their religion, ethnolinguistic identity, race, or other factors. To achieve this equity for all marginalised populations, education systems broadly and classroom teachers specifically must examine whether their pedagogies serve the needs of all learners. For Ghana and many other nations, a

<sup>21</sup> The Education Commission. 2022. Inclusive, Engaging, and Adaptive Pedagogy Framework and Rubric (DRAFT as of March 3, 2022). Author.



shift in pedagogical approaches has become challenging, and reforms may need to be implemented progressively. Yet, improving pedagogical practices is an opportunity to strengthen learning outcomes and other skills for all children in Ghana.

The IPP, spearheaded by the Education Commission and funded by the LEGO Foundation, thus, seeks to increase awareness and address the problem of marginalisation of children including those with disabilities in having challenges with accessing quality education. Indeed, an assessment done in five districts by UNESCO in 2018 indicated that awareness raising was one of the key activities needed to increase the enrolment of children with special needs and keep them engaged and learning in class.

### 3.2 The Education Commission

The Education Commission was set up in 2015 to chart a pathway to increase investment in education to develop and enhance the life chances of all young people around the world. Since its inception, the Commission has used the best research and policy analysis to identify the most effective ways of mobilizing resources to help ensure that all children and young people have the opportunity to learn and gain skills to become useful global citizens. The Commission is currently focusing on five critical transformations: learning models, education workforce, delivery, finance and cross-sectoral collaboration.

### 3.3 The Country Partner

The Institute for Educational Planning and Administration (IEPA), Ghana, is the country partner of the Education Commission on the IPP. IEPA was established in August 1975 based on a joint agreement between the Government of Ghana and UNESCO/UNDP with an initial mandate to build and strengthen capacity in educational planning and administration of experts and nonexperts and to inform educational policy formulation and implementation through research and outreach. Since its inception, IEPA has successfully executed many projects including IEPA-APCIEU (2022) Global Citizenship Education Capacity Building Workshop, DeliverEd Project (2021-Ongoing), World Vision-KOICA (2021) Unlock Literacy Project, and IEPA-CGD (2020-Ongoing): PREPARE Project.

In November 2019, the Institute was elevated to a UNESCO Category II Centre of Excellence to bring its expertise and experience to the West African Sub-region as a means of strengthening Member States' capacities, particularly, towards the achievement of the Education 2030 Agenda. IEPA also commits itself to providing students and its academic staff the opportunity to acquire the knowledge and expertise appropriate for educational planning, leadership and administration, and research.

### 3.4 Innovative Pedagogical Framework

Innovative pedagogies are “new ways of facilitating learning and analysing the impact of those ways of facilitating learning”<sup>22</sup>. They are inclusive, engaging, and adaptive (IEA) pedagogies that meet the needs of **all** learners. When pedagogy is inclusive, engaging, and adaptive, learning is made as accessible and welcoming to all learners as possible. An innovative pedagogical framework offers teachers a deeper understanding of how to teach both with and for creativity in the classroom, guiding teachers with the strategies to use to deliver lesson content to learners. The framework considers children as active learners and provides rich learning opportunities and equitable access for all, regardless of ability, gender, language, and race, among others. There are three core elements of the framework, although some teachers may be practising one more than others<sup>23</sup>. Figure 2 highlights the meaning of the key elements of the innovative pedagogical framework.

<sup>22</sup> Carter, K. (2022). Flipping the Post-COVID Online Classroom in a Professional Development Program at the Namibia University of Science and Technology (pp. 93-111), In Handbook of Research on Transformative and Innovative Pedagogies in Education.

<sup>23</sup> Education Commission (2021).

### Inclusive Pedagogy

- This means that all children have the right to learn, including learners with disabilities, girls and boys, ethnic and religious minorities, and other relevant groups within countries. Inclusive pedagogies involve teaching in a way that works for all learners.

### Engaging Pedagogy

- This requires that learning should be fun, and when learners are motivated to learn, they are more successful. For a long time, play has been recognised as an important way for children to learn. Engaging pedagogies involve learning through play to improve intellectual, social, emotional, and physical development.

### Adaptive Pedagogy

- This implies that instruction needs to be aligned with learners' developmental needs, rather than a one-size-fits-all approach. Adaptive pedagogies involve tailoring teaching and learning to specific needs of learners.

Figure 2. Meaning of core elements of innovative pedagogical framework

The innovative pedagogical framework is based on the Principles of Universal Design for Learning (UDL). Current evidence suggests that the UDL is an effective way to deliver inclusive, engaging, adaptive and playful pedagogies<sup>24,25</sup>. It supports a variety of student needs and can be applied in education systems with few material resources. It is an evidence-based inclusive pedagogical approach that merges both in neuroscience and learning sciences. The premise of UDL is that there is a tremendous amount of variability in how children learn, and that pedagogy must align with student learning differences. When UDL is implemented in the classroom, research from around the world shows that learning outcomes for all students improve<sup>26</sup>. Table 1 presents the three principles of UDL.

Table 1. Principles of Universal Design for Learning

Multiple means of Engagement	Multiple means of Representation	Multiple means of Action and Expression
This means that all learners are motivated to learn in different ways. Providing options or choices—in story reading, exercises, or group practice—is one of the best ways to motivate learners. Increasing student motivation will also help to increase student focus.	This means all learners learn differently, which means that teachers must present information in multiple ways. Some learners learn best by hearing, seeing, writing, or acting out information. Instruction should offer a variety of ways to learn new information and match learners' strengths.	This means that as learners learn differently, teachers should offer a variety of options and allow learners to select the way that they prefer to show knowledge. This principle often challenges instructors to consider alternatives to asking learners to repeat in unison in favour of more individualised approaches.

The UDL principles can be used for all grade levels and subjects. Table 2 shows UDL linkage to IEA pedagogy.

<sup>24</sup> Niad, H. et al., (2020). Formative Research and Technical Guidance on Identification and Support to Children with Learning Difficulties in Early Grades in Ghana

<sup>25</sup> Education Commission (2021).

<sup>26</sup> Ibid.

Table 2. UDL Linkage to Inclusive, Engaging, and Adaptive Pedagogy

Elements of IEA Pedagogy	Linkage to UDL Principles
<b>Inclusive Pedagogy</b>	UDL was designed for learners with disabilities, but research shows that it benefits learners who may struggle to learn for other reasons such as gender, ethnolinguistic identity, experiencing trauma, and over age students.
<b>Engaging Pedagogy</b>	UDL explains that all learners are motivated to learn in different ways. When education incorporates multiple approaches, such as learning through play, acting out new concepts, games, songs, and the use of images, all learners can engage in learning.
<b>Adaptive Pedagogy</b>	By focusing on providing information to learners in multiple ways, UDL helps teachers respond to learners' distinct learning needs. For example, small group instruction is a key technique in supporting for groups of learners struggling with new concepts.

The innovative pedagogies framework seeks to identify gaps and opportunities for growth within the educational systems of the respective countries. The framework helps to integrate the evidence-based practices of Universal Design for Learning (UDL) as a practical pedagogical approach while also highlighting the needs for safe and accessible learning environments and social and emotional learning (SEL), which are precursors to an effective learning environment<sup>27</sup>. Figure 3 shows the integration of UDL and SEL practices.

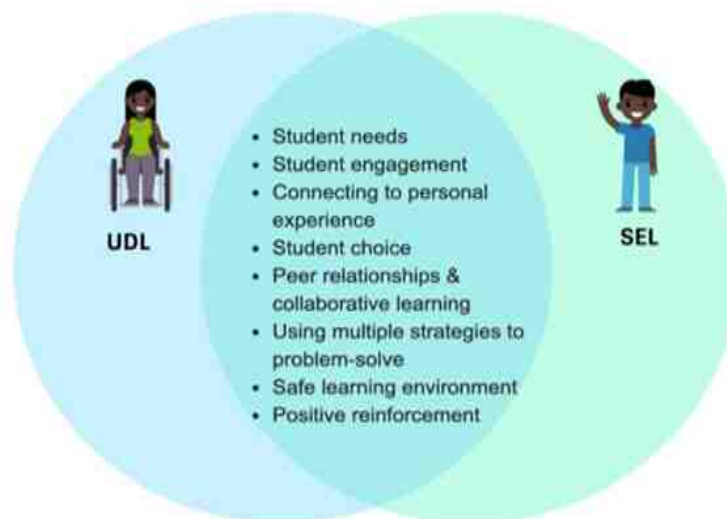


Figure 3. Integration of UDL and SEL Practices

Source: Education Commission (2021).

The framework also helps to explore the requisite actions to promote and sustain engaging and inclusive pedagogies at various levels (to build an innovative ecosystem in Ghana: government-level systems, operational-level systems, community-level systems, and classroom-level systems). The intention of the framework is to culminate in participatory policy dialogue discussions with various stakeholders (e.g., government representatives, civil society groups, administrators, and parents) to determine Ghana's alignment to its core principles/element and possible gaps that could be addressed in the future. Ghana is on its journey towards improving learner outcomes. This project is designed to support Ghana in that

<sup>27</sup> Education Commission (2021).

journey, recognising the need to determine and balance priorities given education system goals<sup>28</sup>. The results of this activity will support Ghana’s strategic planning and prioritisation of the various elements<sup>29</sup>.

The innovative pedagogies framework shows how the factors that support inclusive, engaging, and adaptive pedagogies occur not just at the classroom level but also at the school and systems level. The innovative pedagogical framework and rubric are therefore based on three levels of the education system<sup>30</sup>. Figure 4 shows the three levels of the education system.



Figure 4. Levels of the education system

Source: Education Commission.

For IEA and playful pedagogies to be successful, education stakeholders must support the efforts of the various levels of the education system. Policy changes alone are not enough to transform pedagogies at the classroom level, so accountability in implementation across different systems levels plays a key role. However, it is important to note that the innovative pedagogical framework does not capture everything in the education ecosystem that could influence IEA and playful pedagogies as it would become too large to manage effectively<sup>31</sup>. The next section presents the methodological approach used in implementing the IPP activities.

## 4 Methodology

To execute the activities outlined in the ToR, the project design adopted a four-phase approach involving desk review and contextualisation of the innovative pedagogies framework and rubric, stakeholder mapping and first policy dialogue, rapid research, and second policy dialogue and action planning. The entire project was framed within the scope of systems, school and community and classroom levels.

In the sub-sections that follow, each of the four phases is discussed in addition to ethical considerations, plan for dissemination and utilisation of the findings and methodological limitations sections. Figure 5 illustrates the four-phased project process.

<sup>28</sup> The Education Commission (2022). Inclusive, engaging, and adaptive pedagogy framework and rubric (Draft). Author.

<sup>29</sup> The Education Commission (2021). Innovative pedagogies project. Report by the Education Commission to The LEGO Foundation

<sup>30</sup> The Education Commission (2021). Innovative pedagogies project. Report by the Education Commission to The LEGO Foundation

<sup>31</sup> Ibid.



Figure 5. Four-phased project process

## 4.1 Desk Review and Contextualisation

The first phase of the project involved two major activities. To help to put the activities in proper context, the project was first conceptualised to inform a desk review of relevant literature. The process was guided by the following guiding questions:

1. How prevalent are IEA and playful pedagogical approaches in Ghana's education context?
2. What existing policy documents and legal framework support IEA pedagogical approaches and their implementation in the Ghanaian education system?
3. What challenges constrain the full implementation of IEA pedagogies in lower primary classrooms in Ghana?

A desk review guide was developed to provide an opportunity to (a) explore existing research within Ghana, (b) focus on current trends, (c) assess the gaps in knowledge, and (d) examine the current environment for research and initiatives on innovative pedagogies. The guide also helped to access summarised information on IEA pedagogies. The documents that helped in the desk review included:

- General innovative pedagogies literature
- National policies and plans
- Literature and reports from Education Commission and UN agencies such as UNESCO, UNICEF
- Papers about Ghana's culture and national context
- Reports from other organisations including NGOs, CSOs, and CBOs
- Pre-tertiary and teacher education curricula

Aside helping to gauge the state of IEA pedagogies implementation in the Ghanaian education system, insights from the desk review helped to inform the second activity of this phase (i.e., contextualisation of the innovative pedagogies framework and rubric for Ghana).

## 4.2 Stakeholder Mapping and First Policy Dialogue

The second phase of the project was to undertake stakeholder mapping and organise a first policy dialogue to elicit views on IEA and playful pedagogies in primary schools in Ghana. The stakeholder mapping was to determine relevant key actors to engage in the project. The first policy dialogue was intended to create awareness and to help collate views on IEA and playful pedagogies from the key actors to identify gaps and subsequently co-create an action plan for IEA and playful pedagogies implementation. The participants comprised government officials (national and regional levels), district-level education officials, community members (parents, caregivers, NGOs, civil society), school leaders, and teachers. Table 3 presents the distribution of the stakeholder participants in the first policy dialogue.

Table 3. Distribution of First Policy Dialogue Participants

Region	District	Stakeholder Group	Participant	Total
Greater Accra	Accra Metro Ablekuma South	<ul style="list-style-type: none"> <li>• Systems-level</li> <li>• School- and community-level</li> <li>• Classroom-level</li> </ul>	<ul style="list-style-type: none"> <li>• 9 Government reps</li> <li>• 4 District education reps</li> <li>• 4 Community members</li> <li>• 5 School leaders</li> <li>• 19 Teachers</li> </ul>	41
Volta	South Tongu			
Eastern	Akuapem South			
Central	Awutu Senya West			

### 4.2.1 First Policy Dialogue

The first policy dialogue was moderated using the innovative pedagogies rubric (see Appendix B). The rubric was a self-administered pen-and-paper instrument designed to assess the status of the ecosystem and support for the implementation of IEA and playful pedagogies. The rubric was structured along the lines of the three key stakeholder levels identified in Figure 1. The systems-level (national and operational levels) section of the rubric had 28 guiding questions based on six core areas and twelve standards. The school and community-level section of the rubric had ten guiding questions based on four core areas and ten standards, whereas the classroom-level section of the rubric had 19 guiding questions based on four core areas and 17 standards. The participants responded to the guiding questions using a 5-point scale with the following interpretations: **Strong alignment (3)**: The answer to a question is “yes.” Currently, the country fully meets the standards listed in the question; **Some alignment (2)**: The answer to a question is “partially.” Currently, the country may meet some of the standards presented in the question but not all of them; **Limited alignment (1)**: The country meets very few of the standards presented in the question; **No alignment (0)**: The answer to a question is “No.” Currently, the country does not meet the criteria to answer “yes” or “partially” to this particular question; and **N/A**: A particular question is not relevant to your country’s context.

The data from the Rubric collected during the first policy dialogue was keyed into Microsoft Excel software to allow for organisation and analysis. Summaries and descriptive statistics of the data were presented.

## 4.3 Rapid Research

For purposes of triangulation and generation of insights on IEA pedagogical approaches used in Ghanaian primary schools, rapid research was undertaken in the third phase. The various aspects of the third phase included the research design, sampling, data collection tools, data collection procedures, data analysis, ethical consideration and dissemination and utilisation of findings.

### 4.3.1 Objective

Given the purpose of the IPP to encourage the usage of IEA and playful pedagogies to improve learning outcomes for all primary school learners, the iterative convergent mixed methods design was used. This design involves simultaneous qualitative and quantitative data collection and analysis that flows cyclically through multiple rounds of data collection and analysis<sup>32</sup>. This design enabled the collection of interview and observation data from Key Informant Interviews (KIs) at the school and community levels including school leaders, teachers, community leaders and parents/caregivers complemented with school and classroom observation data. The data from interviews and observations were intended to complement the data from the first policy dialogue.

### 4.3.2 Sample and Sampling Technique

The sample for the rapid research was selected from twelve districts in six regions. The purposive sampling technique was used in selecting the regions, districts, schools, and participants for the rapid research. The sampling technique used was informed by the following characteristics: geographic distribution; balance between urban and rural; variable levels of material resourcing; diversity of language, religion, and other relevant demographics, where appropriate; and schools that may have a pilot on inclusion/Universal Design for Learning or known to have learners with disabilities. In all, 24 public primary schools (two schools – one urban and one rural – per district) and 120 participants participated in the rapid research. Table 4 presents the distribution of the regions, districts, stakeholder groups and participants involved in the rapid research.

<sup>32</sup> Alwashmi, Hawboldt, Davis, & Fetters (2019). The iterative convergent design for mobile health usability testing: mixed methods approach. *JMIR Mhealth Uhealth*, 7(4):e11656. doi: 10.2196/11656.



Table 4. Distribution of Rapid Research Participants

Region	District	Stakeholder Group	Participant	Total
Ashanti	Kumasi Metro Adansi South			
Western	Sekondi-Takoradi Shama			
Bono East	Kintampo North Municipal Pru West	<ul style="list-style-type: none"> <li>• School and community</li> <li>• Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• 24 School heads</li> <li>• 48 Teachers</li> <li>• 24 School management committee members</li> <li>• 24 Parents/Caregivers</li> </ul>	120
Upper West	Wa Municipal Nadowli-Kaleo			
North East	West Mamprusi Municipal Chereponi District			
Oti	Jasikan District Biakoye District			

### 4.3.3 Data Collection Tools

Two key data collection instruments – interview and observation guides – were used for the rapid research. There were three interview guides, each for the KII groups, namely head teachers, community leaders, and parents/caregivers (see Appendix C). The head teacher interview guide had nine semi-structured open-ended questions on issues relating to their roles and responsibilities in facilitating discussions on the implementation of IEA pedagogies in schools. The community leaders' interview guide had six open-ended questions ranging from school leadership meetings with community leaders to the provision of learning materials and resources for effective teaching and learning. The parents/caregivers interview guide had five open-ended questions that focused on communication and support for learners from different backgrounds (including those with disabilities and marginalised/disadvantaged groups).

### 4.3.4 Data Collection Procedure

The guides were used to conduct the interviews in the various school communities by trained enumerators. Each interview took about 45 – 60 minutes and was audio-recorded to enhance data capture and transcription comprehensiveness. The interview process was interlaced with probes and prompts to generate a nuanced data from the official and public relation accounts of KIIs.

Two observation guides – whole school and classroom– were used to collect observation data on the general school environment and classroom practice (see Appendix D). The school observation guide had a checklist of physical facilities available in the school setting. The guide also sought to establish the availability and/or condition of the facilities. The checklist responses had three options (yes, no and needs improvement). An additional column was created for observer comments on the suitability of the facilities. The classroom observation guide, on the other hand, had two major parts – general information and classroom observation – and a subsidiary section. The general information part of the guide was used to capture the profiles of the schools observed, whereas the classroom observation part helped to identify teachers' pedagogical approaches under three thematic areas. These areas are lesson structure, content and facilitation, classroom environment and management, and observer reflection. The three major parts of the observation checklist had three response options, namely: 'Yes', 'No' and 'Not Applicable'. The classroom observation part had a subsidiary fourth section that focused on post-observation questions for the teachers. The school and classroom observations data were collected with the help of Computer-Assisted Personal Interviews (CAPI) using mobile phones and 'Kobo Collect' application software for analysis.

### 4.3.5 Data Analysis

Data derived from the two datasets were organised differently. The interview data were transcribed, cleaned, and organised and thematically analysed through a deductive process. The analysis of the



interview data was manually carried out. The major themes that emerged from the interview data include: ‘*training received on instructional leadership*’, ‘*emergency preparedness or disaster risk reduction plan*’, ‘*school working with community to increase accessibility*’, ‘*teachers’ feedback to caregivers*’, ‘*attention given to boys’ and girls*’, and ‘*community work with school to support quality instruction*’.

The observation data were generated from the CAPI software in the form of frequency counts. The frequency counts were based on proportion of teachers’ preparedness, language of instruction matching the home language spoken, teaching and learning resources used during lessons, utilization of instructional approaches that appear to engage learners, and teachers’ presentation of curriculum materials in multiple formats.

#### 4.4 Second Policy Dialogue and Action Planning

The second policy dialogue was organised to validate the findings of the first policy dialogue and rapid research and to provide a platform for advocacy for the implementation of IEA pedagogies. In order to promote support for the implementation of IEA project activities, the number of participants was scaled up by 15 percent. In this second policy dialogue, the evidence of desk research review together with the findings of the first policy dialogue and rapid research were disseminated and discussed thoroughly with participants. At the policy dialogue event, participants were engaged to support action planning for the IEA pedagogy implementation countrywide. The action planning involved gap identification and prioritisation of key targets for implementation. The detailed action plan matrix is found in Table 6.

#### 4.5 Ethical Considerations

Ethical approval for the project was given by IEPA ethics committee. Official letters were written from the Ministry of Education to the respective regional and district directors of education. The purpose of the project was explained to the stakeholder participants. The participants were told that the information they provided would be kept confidential and that their identities would not be revealed in association with the information they provided. Informed consent was obtained from each participant.

#### 4.6 Dissemination and Utilisation of the Findings

A dissemination and advocacy plan has been prepared to ensure that the findings are sufficiently implemented and sustained. To ensure that the project activities have lasting impacts on beneficiaries, dissemination and user engagement activities are planned to include the following:

- Presenting at a cross-country evidence-sharing event.
- Presenting at the National Education Week event.
- Developing policy brief on IEA pedagogies use.
- Publishing in higher-impact peer-reviewed journals.
- Organising a conference on IEA and playful pedagogies
- Organising IEA workshops for head teachers, teachers and other school community leaders

All these will be spearheaded by the Ministry of Education and allied agencies with support from country partner, IEPA. This is to ensure that ownership of the innovative pedagogies improvement plan (IPIP) rests with the MoE and its allied agencies.

#### 4.7 Methodological Limitations

The potential limitation of the IEA project in the Ghana context are:

- *Limited stakeholder participation*: Not all the invited stakeholders honoured the invitation to the policy dialogue events. Their contributions could have enriched the discussions at the event.
- *Passive inclusion of learner participants in the project activities*: The learners’ voices could have brought additional nuances to the findings.
- *Limited sample size for the rapid research*: The purposive sampling technique used limited the generalisability of the rapid research. However, deeper insights were obtained to support the implementation of IEA and playful pedagogies in schools.
- *Self-reported nature of the data*: The research involved self-reported data, which is limited by the fact it can rarely be independently verified. Thus, the researchers took the accuracy of what the

respondents said through interviews at face value. Self-reported data limited the study because it could contain several potential sources of bias (i.e., skipping items, selective memory, telescoping, attribution, and exaggeration) were noted as limitations.

## 5 Findings

The findings of this research project are presented in two forms: the key findings and the detailed findings. The former highlights priority areas derived from the three levels of engagement with 41 participants (12 systems-level, 8 school and community-level, and 21 classroom-level). The latter presents the findings along the lines of the sources from which data were obtained. The two forms of presentation are complementary, and are intended to inform implementation decisions and for purposes of triangulation.

### 5.1 Presentation of Findings

#### 5.1.1 Key findings

##### 5.1.1.1 Systems-Level Findings

The presentation of systems-level findings focuses on budgeting and resourcing, trained worked force, and use of technology which emerged as key or prominent themes.

##### 5.1.1.1.1 Budgeting and resourcing

On budgeting and resourcing, the analysis of existing documents suggests that in 2015, Inclusive Education accounted for only GHC 47.2 million of the GHC 7.7 billion of recurrent expenditure on education. Limited financing remains a challenge to IE policy implementation (0.6% of the total budget for education in 2015)<sup>33</sup>. This evidence is supported by findings from the policy dialogue, where for example only 20% of the 41 participants indicated (*strong and some*) alignment<sup>34</sup> with adequate budget allocation towards pedagogy, including IEA pedagogies increasing over the last five years compared to approximately 80% of the participants indicating weak (*limited and no*) alignment, signifying limited financing. On the issue of funds allocated to pre-service training, including IEA pedagogies (even if part of a large budget on general pedagogy), 60% of participants indicated alignment while approximately 40% indicated weak alignment. Only 30% of the participants agreed that there is a budget to support students when in-person learning resumed (including remedial learning and assessment of potential learning loss). Furthermore, regarding the high-level question on the barriers to implementing IEA pedagogies, the systems-level and classrooms-level groups corroborated the evidence by identifying “*inadequate finance and resources for in-service training, TLRs and tech devices*” as challenges impeding the implementation process. Figure 6 presents the findings in detail.

<sup>33</sup> UNESCO/IIEP (2018, July 09). Ghana: making inclusive education a reality. <http://www.iiep.unesco.org/en/ghana-making-inclusive-education-reality-4564>

<sup>34</sup> ‘Alignment’ refers to ‘strong’ and ‘some alignment’, while ‘weak alignment’ refers to ‘limited’ and ‘no alignment’.

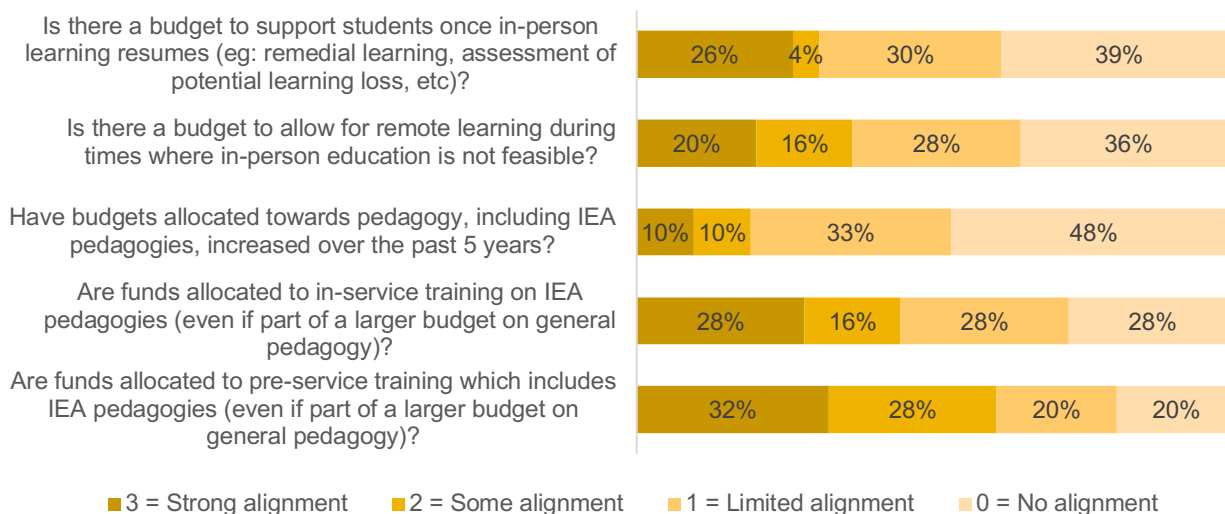


Figure 6. Stakeholders' responses on budgeting and resourcing

#### 5.1.1.1.2 Trained workforce

On trained workforce, the evidence from existing documents suggests that forty percent (40%) of teachers in public basic schools are trained to effectively teach learners with SEN by 2020/21. The IE policy, together with the costed implementation plan and standards and guidelines, seeks to build capacities of teachers and educational managers; screen school pupils; and sensitise key stakeholders<sup>35</sup>. The evidence also revealed that relevant in-service trainings on IEA teaching strategies had been organised for teachers in basic schools. However, the number of trained SEN teachers in regular schools appears not only limited but also a significant number of teachers implementing IE policy in inclusive schools and/or regular classrooms lack adequate understanding of the content and details of the policy. Regarding the trained workforce, the policy dialogue findings point to the existence of pre-service (Initial Teacher Education- ITE) and in-service training in IEA pedagogies, however, the support systems, in the form of coaching, mentoring and peer support, are limited. Figure 7 illustrates this point. At the school level, only 33% of head teachers indicated that they had some pre-service training in IEA pedagogies. For example, one head teacher said: *“For training on IEA pedagogies; no, we have not received any training on IEA pedagogies but we had this training in our training colleges ...”* (Head teacher 3).

<sup>35</sup> Government of Ghana/MoE (2015). Inclusive education policy. Implementation plan 2015-2019

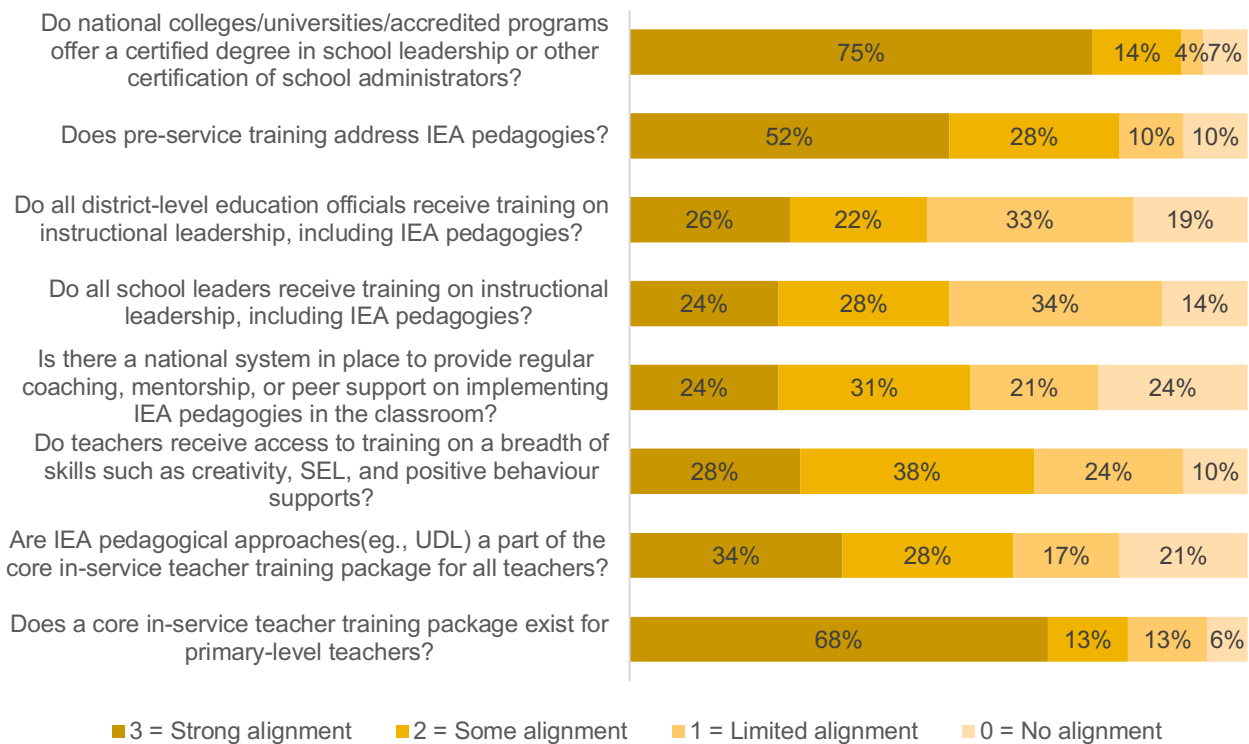


Figure 7. Stakeholders' responses on trained workforce

#### 5.1.1.1.3 Use of technology

Evidence from the document analysis suggests that Ghana intends to use technology in all classrooms. This will be achieved by producing and using a variety of teaching and learning resources including ICT to enhance learning, and provide braille and plates to teach geometry to visually impaired learners. The evidence also shows that the country will integrate ICT and other emerging technologies in school administration and governance. In line with this, from the policy dialogue, of the 30 stakeholder respondents, more than three-quarters (77%) of them indicated the use of low-tech devices in the classrooms to support and facilitate learning. Evidence from classroom observations confirms usage of low-tech devices used as indicated by the stakeholder respondents. However, the use of these low-tech devices is a little over 50% and can be improved. Figure 8 shows the responses of the three stakeholder groups on the use of technology.

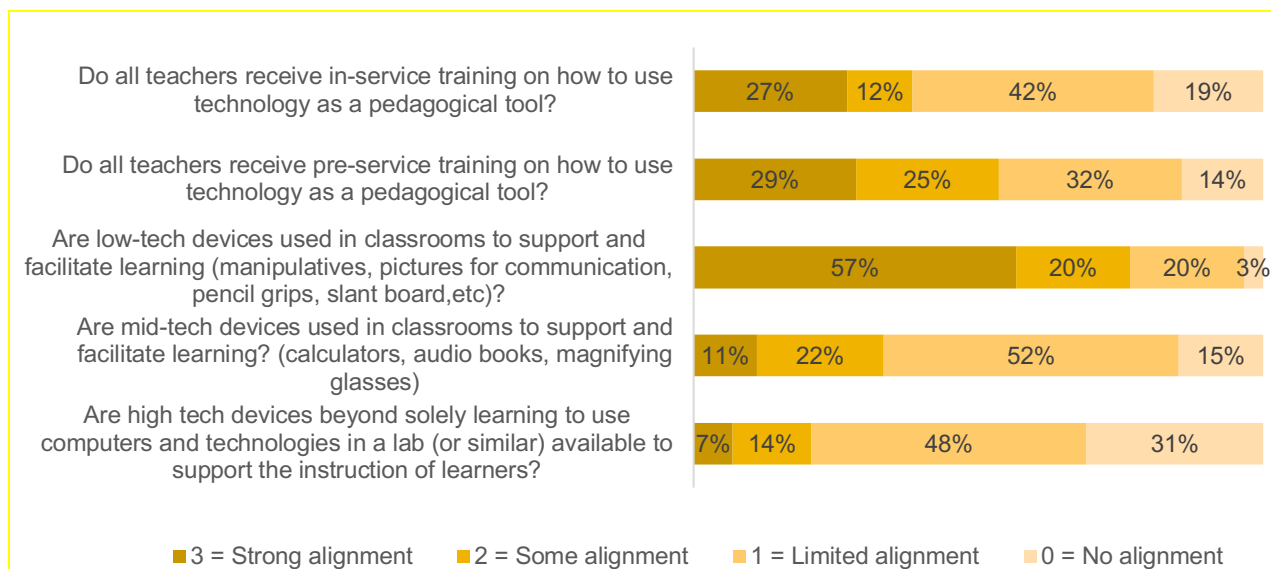


Figure 8. Stakeholders' responses on use of technology

### 5.1.1.2 School and Community-Level Findings

The school and community-level findings presented cover three major themes, namely: school leadership, safe and accessible learning environment, and community engagement.

#### 5.1.1.2.1 School leadership

Regarding school leadership, evidence from the document analysis suggests school leaders' vision as the strongest predictor of implementing inclusive education approaches, including IEA pedagogies, even more than the support/resources availability. Thus, training school leaders in inclusive education will have positive attitudes toward implementing it. The evidence further reveals that teachers must develop effective leadership qualities in the classroom and wider school level. Concerning school leadership, the findings from the policy dialogue suggest an alignment with school leaders provided with regular support through mentoring, coaching, or other feedback on instructional leaders from their supervisors, as indicated by 78% of the participants (See Figure 9).

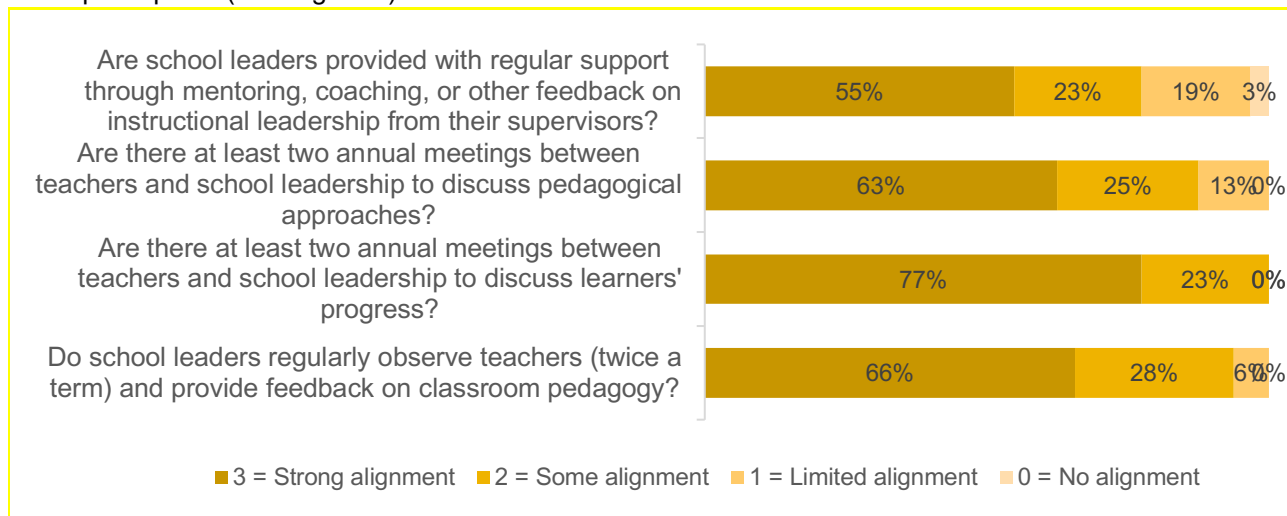


Figure 9. Stakeholders' responses on school leadership practices

Headteachers were interviewed on the training they had received on IEA pedagogies, how satisfied they were with the training and the aspects of IEA pedagogies they found more relevant to their practice. From the responses from headteachers' interviews, it appears that most (67%) of the headteachers did not receive training specifically on IEA pedagogies. The few that had received any training on IEA pedagogies, however, indicated they were satisfied. For instance, Headteacher 2 said: *"I received training [in instructional leadership] from USAID ... I am very much satisfied"*.

#### 5.1.1.2.2 Safe and accessible learning environment

According to the IE policy, all schools shall institute the UDL and ensure that their classrooms are friendly, safe and productive learning environments for all learners. The schools are also expected to provide healthy, safe, protective and gender-sensitive environments and adequate resources and facilities. Findings from the desk review further revealed that in Ghana, like any other developing nation, students' perceptions of schools as unsafe environments affect their learning outcomes negatively, therefore, school safety issues are a barrier to learning that should be taken into account in policy design and programme implementation<sup>36</sup>. Data from the desk review also shows that accessible school infrastructure, together with safe and healthy school spaces positively affects students' academic outcomes.<sup>27</sup> With the help of Right to Play initiative or project, teachers, students, and government representatives have improved their abilities to improve sexual and reproductive health (SRH) information and services as well as WASH practises in schools. For example, the Right to Play formed more than 265 school health clubs in six regions to provide kids with the tools they need to promote hygiene to their parents, caregivers, authorities, and neighbours through WASH-themed play days, clean-up campaigns, and door-to-door visits<sup>37</sup>.

In support of the evidence from the desk review, the policy dialogue findings show Ghana is promoting safe and accessible learning environment. For example, 94% of the participants indicated an alignment on the issue of school policies promoting positive behaviour and eliminating unsafe behaviour. In contrast, there is a deficit in physical infrastructure, as only 37% of the participants indicated the availability of and accessibility to physical school infrastructure to learners with disabilities. Figure 10 illustrates policy dialogue stakeholders' responses concerning safe and accessible learning environment.

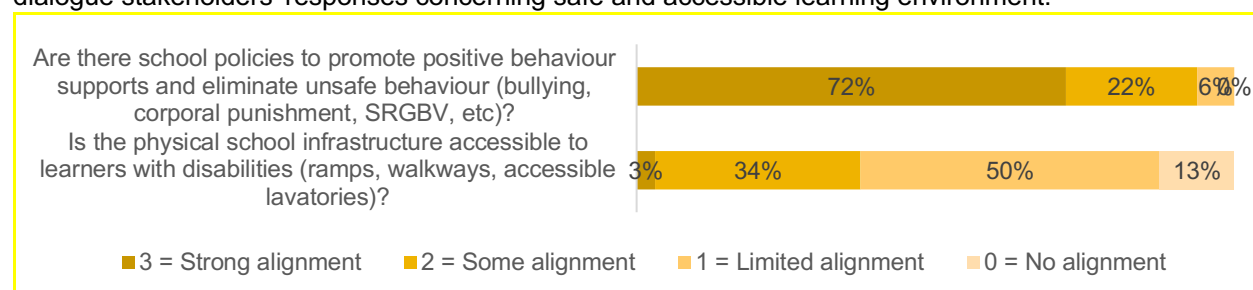


Figure 10. Stakeholders' responses on safe and accessible learning environment

Out of 24 headteachers interviewed, 12(50%) claimed they have school policies to promote positive behaviour support and eliminate unsafe behaviour. The following excerpts reflects two headteachers views on school policies promoting positive behaviour in schools:

*"Yes, we have policies to promote positive behaviour ... Concerning bullying on Wednesdays after worship, I go through with learners the negatives of bullying and the consequences to face ... no copies of the policies but issues are logged in the logbook"* (Headteacher 1).

<sup>36</sup> Adera, B. A., & Asimeng-Boahene, L. (2011). The perils and promises of inclusive education in Ghana. Undefined. /paper/The-Perils-and-Promises-of-Inclusive-Education-in-Adera-Asimeng-Boahene/09672230c72599a28abee4d1b5510944eef740f2

<sup>37</sup> Right to Play (2019). Right to play in Ghana. <https://righttoplay.com/en/countries/ghana/>

*“I do not have any special written down document on these issues/policies but orally, I tell the learners what good behaviours are and the benefits of behaving well both in the school and in their communities. We also tell learners about the effects of unacceptable behaviour as per the Ghana Education Service rules and regulations” (Headteacher 2).*

### 5.1.1.2.3 Community engagement

Analysis of existing documents reveals that the ESP 2018-2030 highlights effective community engagement in education to promote a culture of learning and social accountability<sup>38</sup>. This is supported by the findings from the policy dialogue that, generally, schools work with communities to provide a safe learning atmosphere and access to learning for all learners. Evidence from the policy dialogue reveals that 94% of the participants indicated that the school works with the community to increase school accessibility and ensure all learners access learning. In addition, 72.7% of the participants indicated that the school works with the community to provide learning opportunities at home. However, they also show that more could be done to work with the community to provide learning opportunities at home. From the rapid research, the community leaders indicated their engagement with the school through Parent Teacher Association (PTA) meetings, School Management Committee (SMC) meetings, and in a few cases School Performance Appraisal Meetings (SPAM) to identify learning needs and discuss learning outcomes. Figure 11 shows stakeholders’ responses on community engagement.

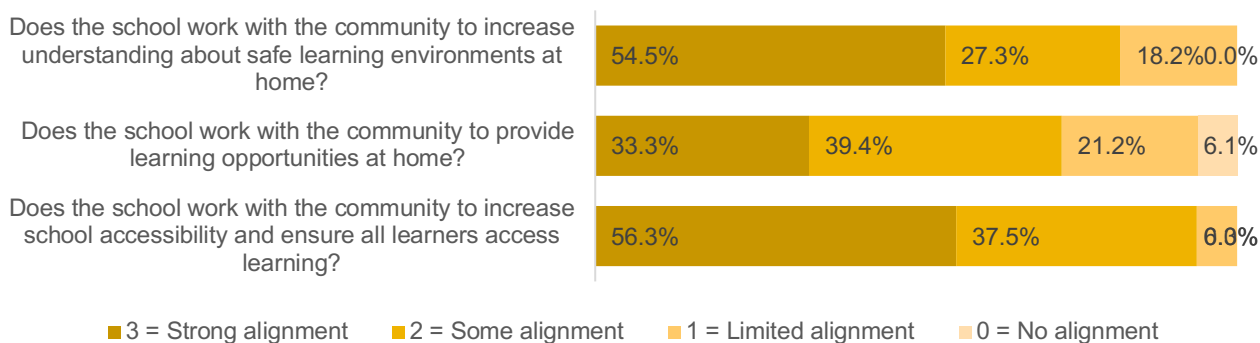


Figure 11. Stakeholders' responses on community engagement

### 5.1.1.3 Classroom-Level Findings

The classroom-level findings are presented based on the following themes: teaching and learning materials/resources (TLM/Rs), classroom environment and management, and instructional model.

#### 5.1.1.3.1 Teaching and learning resources

Evidence from document analysis suggests that the ESP highlights the need to ensure learners with SEN are provided with specialised teaching and learning materials/resources (TLM/R) to support their needs<sup>39</sup>. In relation to TLM/R, evidence shows that although learners have access to culturally and age-appropriate instructional materials, the learners-to-textbook ratio was below standard. Additionally, learners’ use of textbooks and supplementary/remedial materials appears inappropriate for their learning needs. For example, the evidence from the policy dialogue suggests 82% of the participants indicated that TLM/R content address conflict prevention, anti-bullying, non-violent behaviour, or children’s rights. Figure 12 presents the proportion of stakeholders’ responses on teaching and learning resources.

<sup>38</sup> Government of Ghana (2018). Education Strategic Plan 2018-2030. Author.

<sup>39</sup> Ibid.



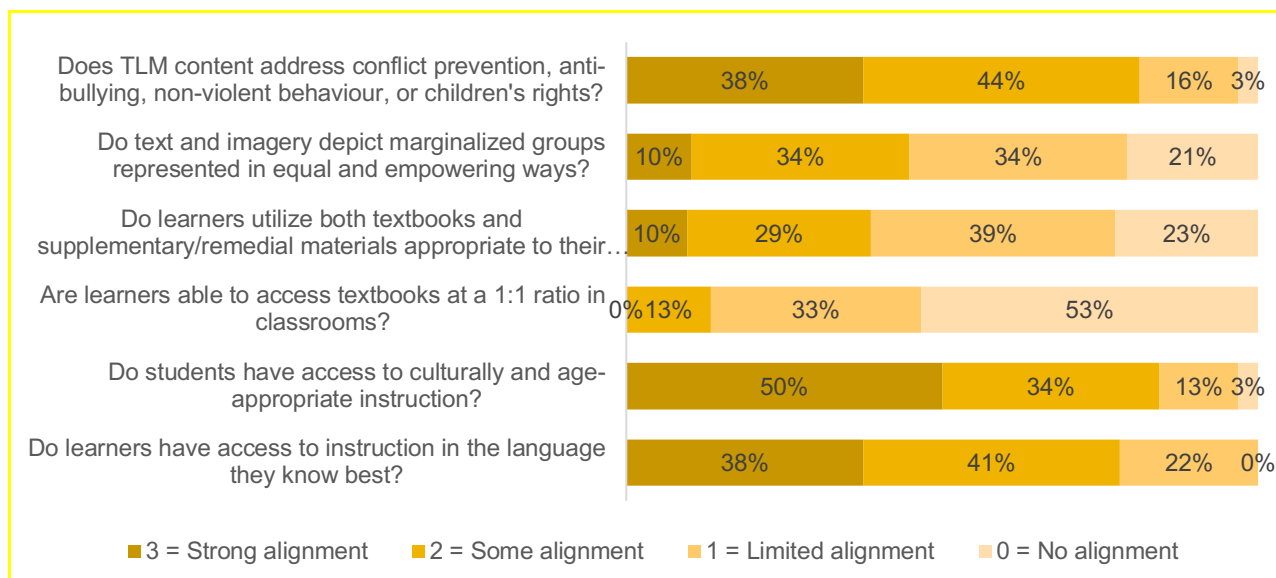


Figure 12. Stakeholders' responses on teaching and learning resources

On the availability of TLM/Rs, the “learners’ textbooks and story books (fiction and non-fiction) were woefully inadequate and, in most schools, unavailable”. From the rapid research, 70.83% of the classrooms observed had at least one example of text or print visible or tactile (maps, colourful posters, and pictures), in the learning space. However, of the 48 classrooms observed, the evidence reveals that most (90%) of the classrooms did not have adequate TLM/Rs (e.g., writing materials, storybooks, textbooks) for all learners. This supports the policy dialogue evidence where 86% of the stakeholders said that there was limited or no alignment of learners having access to textbooks at 1:1 in classrooms. Additionally, the evidence also suggests that there was unavailability of TLM/R, inadequate infrastructure, inadequate capacity building for teachers, and leadership challenges.

#### 5.1.1.3.2 Classroom environment and management

Evidence from the desk review highlights the need to have well-organised classroom environments, equipped with age-appropriate furniture, that are well-illuminated and ventilated. Essentially, school authorities are implored to follow the Universal Design for Learning Principles<sup>40</sup>. Regarding classroom environment and management, the policy dialogue data reveals that classroom management practices were tailored to learners’ needs. The findings further show that teaching and learning occur in stimulating classroom environments. For example, evidence from the policy dialogue reveals that 68% of the participants indicated alignment with the existence of preferential seating for learners with disabilities based upon their needs compared to 32% of participants who indicated weak alignment with the standard. On the issue of teachers’ use of positive behaviour supports instead of corporal punishment or calling out students for poor behaviour, 84% of the participants indicated alignment (strong and some alignment), while 16% pointed to weak alignment (limited and no alignment). Figure 13 shows the stakeholders’ responses on classroom environment and management.

<sup>40</sup> Government of Ghana (2015). Inclusive education policy. Author.

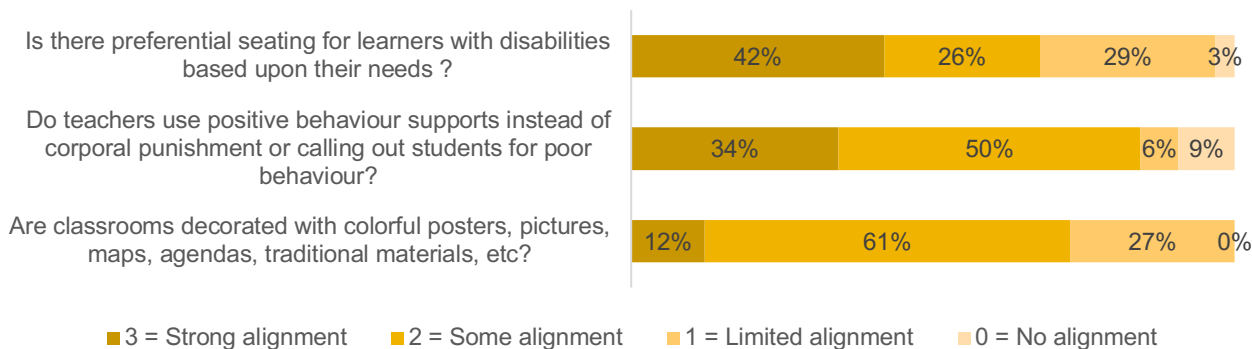


Figure 13. Stakeholders' responses on classroom environment and management

About the rapid research findings relating to classroom environment and management, 100% of the teachers gave reinforcement to learner responses, while almost all of the teachers observed (94%) provided opportunities for all learners to participate in lessons. However, there was one case where, during a lesson, a learner was sitting in class but quite far away from other learners and appeared to have been isolated by the teacher. Only 10% of the lessons observed had textbooks available and usable for all learners. Also, in the 48 classrooms observed, 27 learners (18 boys and nine girls) were reported to have some forms of disabilities, including the inability to read from afar.

#### 5.1.1.3.3 Instructional model

Regarding the instructional model, evidence from the desk review indicates that the IE policy highlights the need to ensure that persons with special educational needs have access to regular schools, which should accommodate them within a child-centred pedagogy capable of meeting their needs.<sup>41</sup> The evidence further reveals the need to strengthen of the education system's capacity to reach out to all learners.<sup>42</sup> For example data from the policy dialogue reveals that 100% of the participants agree that 'teachers use scripted lesson plans that embed techniques, including but not limited to scaffolding, frequent practice, and formative assessment'. On the other hand, 54% of the participants agreed that teachers support learners to develop social awareness and empathy for others, including those with different ability levels, cultures and backgrounds. Figure 14 illustrates these findings.

<sup>41</sup> Government of Ghana (2015). Inclusive education policy. Author.

<sup>42</sup> Government of Ghana (2017). National Teachers' Standards for Ghana: Guidelines. Author.

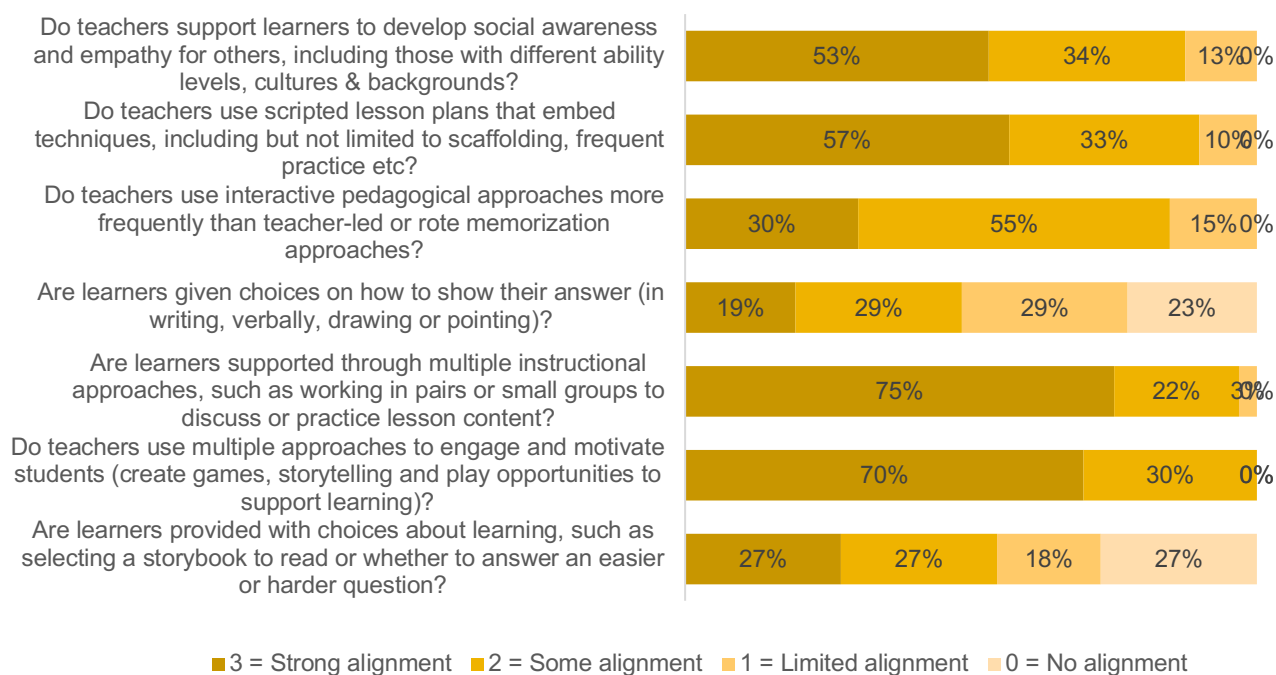


Figure 14. Stakeholders' responses on instructional model

Additionally, stakeholder participants from the policy dialogue indicated the use of some pedagogical approaches such as dramatization, role-play, learning through play and demonstration helps to improve Social Emotional Learning (SEL) of the learners, group works, project works, field-trips, and blended learning (online/offline). These pedagogical approaches align with the learning-centred pedagogy<sup>43</sup> recommended in the standards-based curriculum. On multiple means of representation, 54% of the teachers were observed to use real objects to make connections to concepts while 52% used charts, graphs and pictures to represent concepts. In terms of learners being given support through multiple approaches, 69% of teachers were found to adopt strategies such as small-group work, working in pairs, and peer engagement. Regarding multiple means of engagement, 94% of the teachers observed used pedagogies that motivated and engaged learners. It was observed that this was mainly through teachers' use of songs or dances (72%) to engage learners and teachers linking instructional content to learners' personal experiences (73%). The use of these materials reflects IEA pedagogies. These findings affirm what was captured in the policy dialogue. On the other hand, the data revealed that less than 20% of classrooms had learners exposed to multiple means of action and expression.

<sup>43</sup> Government of Ghana (2019). Our world and our people curriculum for primary schools. (Basic 1-3). Author.

## 5.1.2 Detailed Findings

### 5.1.2.1 Systems-Level Findings

The systems-level findings cover two major sources, namely the desk review and the first policy dialogue (national level and operations level). The findings are presented under these data sources for clarity of presentation and succinctness.

#### 5.1.2.1.1 Desk Review Findings

##### 5.1.2.1.1.1 Statistics on Inclusive Education and Innovative Pedagogies

This section presents findings from the desk review. The findings highlighted are organised based on the three questions that guided the desk review. Regarding the prevalence of IEA and playful pedagogies within the Ghanaian education context, the evidence shows that:

- Over the years, the MoE and GES have actively worked towards universal access to basic education and boast of gross enrolment over of 100 per cent and achievement of gender parity in primary education<sup>44</sup>.
- In 2015, Inclusive Education accounted for only 47.2 million of the 7.7 billion cedis of recurrent expenditure on education<sup>45</sup>
- Ghana's education sector promotes the inclusion of children with disabilities through special schools and inclusion in mainstream schools<sup>46</sup>.
- Percentage enrolment of special education needs (SEN) learners in public integrated basic schools was 0.4% in 2016/17<sup>47</sup>.
- Proportion of basic schools with mild and moderate disability-friendly infrastructure (ramps and/or handrails) was 8% in 2016/17<sup>48</sup>.
- Gender and inclusion components have been integrated into the national teacher education programmes in 46 public colleges of education<sup>49</sup>.
- About 16% of schools declare having at least one pupil with a disability<sup>50</sup>.
- The GoG through the Special Education Division of GES implemented IE on pilot programmes in 529 schools in 34 districts by the end of 2011<sup>51</sup>.
- High attendance rates are maintained at the primary level (81%)<sup>52</sup>.
- Girls' net attendance rates are marginally higher than boys' at primary and JHS levels but SHS<sup>53</sup>.
- Completion rates at primary and junior high schools are high (71% and 83% respectively)<sup>54</sup>.
- Teachers producing and using a variety of teaching and learning resources including ICT, to enhance learning<sup>55</sup>.
- Government intends or is making efforts to Integrate ICT and other technologies in school administration and governance<sup>56</sup>.
- Government supporting use of learning resources, including emerging technologies<sup>57</sup>.
- Right To Play is collaborating with the Government of Canada and The LEGO Foundation to support the Ministry of Education in reaching all teachers in the 10,000 GALOP-designated primary

<sup>44</sup> UNESCO/IIEP. (2018). Ghana: Making inclusive education a reality. <http://www.iiep.unesco.org/en/ghana-making-inclusive-education-reality-4564>

<sup>45</sup> Ibid.

<sup>46</sup> Government of Ghana (2018). Education Strategic Plan 2018-2030. Author

<sup>47</sup> Ibid.

<sup>48</sup> Ibid.

<sup>49</sup> Government of Ghana (2017). National Teacher Education Curriculum Framework. Author.

<sup>50</sup> Ibid.

<sup>51</sup> Government of Ghana (2015). Inclusive education policy. Author.

<sup>52</sup> UNICEF (2020). Ghana Education Fact Sheets 2020. Analyses for learning and equity using MICS data. [https://data.unicef.org/wp-content/uploads/2019/07/Ghana\\_Fact\\_Sheets\\_Digital.pdf](https://data.unicef.org/wp-content/uploads/2019/07/Ghana_Fact_Sheets_Digital.pdf)

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

<sup>55</sup> Government of Ghana (2017). National Teachers' Standard for Ghana: Guidelines. Author.

<sup>56</sup> Ibid.

<sup>57</sup> Ibid.

schools by assisting in the successful implementation of in-service education and training and school-level professional development plans<sup>58</sup>.

#### 5.1.2.1.1.2 Policy and legal framework on inclusive education and innovative pedagogies

Concerning existing policy documents and legal framework on IEA and playful pedagogies, the desk review further reveals that:

- The Global Education Monitoring Report (GEMR) 2020 reminds countries, including Ghana, of the moral imperative to ensure every child has a right to an appropriate education of high quality<sup>59</sup>.
- Ghana's 2015 Inclusive Education (IE) policy recognizes the varied learning needs of learners and requires all stakeholders to address the diverse needs of different groups of citizens in the Ghanaian education system.
- The IE policy<sup>60</sup>:
  - aims to redefine the delivery of education to suit all learners to integrate fully in society by providing them with the required knowledge and skills.
  - states explicitly the need to promote UDL in the classroom to promote engaging curriculum and diversity.
  - stipulates that segregated schools were expected to cooperate with mainstream schools in accommodating children with disabilities and ensuring that their staff were trained in inclusive education.
  - together with the costed implementation plan and standards and guidelines, seeks to build capacities of teachers and educational managers; screen school pupils; and sensitise key stakeholders<sup>61</sup>.
- Ghana has started a reform process to ensure that the pre-tertiary curriculum and pre-service teacher education curriculum is both relevant and responsive to children's diverse learning needs, anchored in gender and inclusion; in the interim, relevant in-service training on inclusive, engaging and adaptive teaching strategies have been organised for teachers in basic schools<sup>62</sup>.
- UNESCO, together with MoE and GES, is promoting inclusive education systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment<sup>63</sup>. Additionally, the Government of Ghana is reaching excluded and marginalised groups and providing them with quality education by developing and implementing of inclusive policies and programmes<sup>64</sup>.
- UNESCO is working with governments and partners to address exclusion from, and inequality in, education, paying special attention to marginalised and vulnerable groups<sup>65</sup>.
- Ghana's ESP 2018-2030 aims to improve education access for people with disabilities, the vulnerable, and the talented<sup>66</sup>.
- Ghana's National Pre-Tertiary Education Curriculum (NPTEC) framework<sup>67</sup> recently introduced is intended to:
  - promotes the development of the following competences that support UDL and SEL as well as IEA pedagogies: Critical thinking and problem solving, creativity and innovation, communication and collaboration, cultural identity and global citizenship, personal development and leadership, and digital literacy.

<sup>58</sup> Right To Play (n.d.). Right To Play in Ghana. <https://righttoplay.com/en/countries/ghana/>

<sup>59</sup> UNESCO/GEMR. (2020). Inclusion and education. All means all. Author. <https://en.unesco.org/gem-report/report/2020/inclusion>

<sup>60</sup> Government of Ghana (2015). Inclusive education policy. Author.

<sup>61</sup> Government of Ghana/MoE (2015). Inclusive education policy. Implementation plan 2015-2019

<sup>62</sup> UNESCO. (2020). *Global Education Monitoring Report*. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>

<sup>63</sup> UNESCO Ghana Commission. (2019, July 9). Inclusion in education. <https://unescoghana.gov.gh/inclusion-in-education/>

<sup>64</sup> Ibid.

<sup>65</sup> Ibid.

<sup>66</sup> Government of Ghana (2018). Education Strategic Plan 2018-2030. Author.

<sup>67</sup> Government of Ghana/MoE (2018). National Pre-Tertiary Education Curriculum Framework. Author.

- suggests a variety of approaches that address learners’ diversity and their special needs in the learning process, which when effectively used in lessons will contribute to the full development of the learning potential of every learner.
- ensures that teachers prepared in the teacher education institutions are ready to facilitate learning in all schools effectively.
- Ghana’s national teachers’ standards explicitly focuses on inclusive and lifelong learning strategies; supporting and engaging in collaborative learning for professional development; adaptive pedagogical methods; and assessment to learning<sup>68</sup>.

#### 5.1.2.1.1.3 Challenges confronting the implementation of inclusive education and innovation pedagogies

On the challenges confronting the implementation of inclusive education and IEA pedagogies in lower primary schools in Ghana, evidence from the desk review indicates that:

- IE Policy is aspirational and formulated with an ideal system capacity in mind, which does not capture implementation challenges<sup>69</sup>.
- Ghana’s education system appears not to have enough systems capacity to support the implementation of IEA pedagogies<sup>70</sup>.
- Level of knowledge about childhood disability (categories, causes, prevention, assessment, and support, etc.) at all levels are limited<sup>71</sup>.
- Data availability, especially strengthening EMIS data collection and analysis to support inclusive education, remains a challenge in Ghana<sup>72</sup>.
- Limited financing remains a challenge to IE policy implementation (0.6% of the total budget for education in 2015)<sup>73</sup>.
- Pupils with disabilities have consistently poorer learning outcomes in reading, writing, and mathematics than pupils without disabilities<sup>74</sup>.
- The number of trained SEN teachers in regular schools appears limited<sup>75</sup>.
- Children with differential learning needs do not get adequate support to participate in the general schools because of lack of appropriate resources in the schools, thus, creating problems for the implementation of IE<sup>76</sup>.
- Data on learners excluded appears to be scant and available infrastructure to support IEA pedagogies implementation are inappropriate<sup>77</sup>.
- Many teachers implementing IE policy in inclusive schools and/or regular classrooms lack adequate understanding of the content and details of the policy, support<sup>78798081</sup>.

<sup>68</sup> Government of Ghana/MoE/NTC. (2017). National Teachers’ Standards for Ghana: Guidelines. Author

<sup>69</sup> UNESCO/IIEP (2018, July 09). Ghana: making inclusive education a reality. <http://www.iiep.unesco.org/en/ghana-making-inclusive-education-reality-4564>

<sup>70</sup> Ibid.

<sup>71</sup> Ibid.

<sup>72</sup> Ibid.

<sup>73</sup> Ibid.

<sup>74</sup> Government of Ghana/MoE. (2018). Education Strategic Plan 2018-2030. Author.

<sup>75</sup> Alhassan, A. R. K. & Abosi, O. C. (2014). Teacher effectiveness in adapting instruction to the needs of pupils with learning difficulties in regular primary schools in Ghana. *SAGE Open*, 1-16. DOI: 10.1177/2158244013518929

<sup>76</sup> Mprah, K. W., Ampoteng, M., & Owusu, I. (2015). Barriers to inclusion of children with disabilities in inclusive schools in Ghana. *J. Disability Stud.* 1(1), 15-22.

<sup>77</sup> Global Education Monitoring Report. (2020). Inclusion and education: All means all. Author.

<sup>78</sup> Subbey, M. (2018). Awareness of basic school heads in Agona Swedru towards the policy of inclusive education in the Ghana Education Service. *International Journal of Inclusive Education*, 1–10

<sup>79</sup> Mantey, E. E. (2017). Discrimination against children with disabilities in mainstream schools in Southern Ghana: Challenges and perspectives from stakeholders. *International Journal of Educational Development*, Elsevier, 54(C), 18-25.

<sup>80</sup> Opoku, M. P., Rayner, C. S., Pedersen, S. J., & Cuskelly, M. (2019). Mapping the evidence-based research on Ghana’s inclusive education to policy and practices: A scoping review. *International Journal of Inclusive Education*, 0(0), 1–17. DOI: 10.1080/13603116.2019.1600055

<sup>81</sup> Nketsia, W. & Saloviita, T. (2013). Pre-service teachers’ views on inclusive education in Ghana. *Journal of Education for Teaching: International Research and Pedagogy*, 39(4), 429-441. <https://doi.org/10.1080/02607476.2013.797291>



- Ghana's IE practice evinces a one-size-fit-all approach because children with some specific needs are not given the required attention and status as special needs children<sup>82</sup>.
- Several barriers to implementing of IE include social exclusion and discrimination, peer pressure and attitude of regular teachers, accessibility problems, inadequate learning materials and technology, and large class sizes<sup>83</sup>.
- There are barriers to inclusive practices at all levels of education<sup>84</sup>.
- Teachers rarely use adaptive instructional practices and curriculum materials<sup>85</sup>.
- Teaching learning materials are insufficient for all learners including those with disabilities<sup>86</sup>.
- Teachers have limited to moderate competence in adaptive instruction<sup>87</sup>.
- Adaptive teaching is strongly associated with teachers' competence in teaching pupils with LDs in the regular classroom<sup>88</sup>.

#### 5.1.2.1.2 First Policy Dialogue Findings

The presentation of findings for this section covers responses to the guiding questions on the innovative pedagogy framework and rubric, within the scope of systems, school and community and classroom levels referred to in the Methodology section.

The stakeholder participants who participated in the first policy dialogue were grouped into three categories based on their current role as systems-level group, school and community group, and classroom group. Of the 41 stakeholder participants, 12(29.3%) constituted the systems group, 8(19.5%) constituted the school and community group, and 21(51.2%) constituted the classroom group. A decision rule guides the interpretation of the findings from the framework and rubric. According to the decision rule, an average response of 2.5 to 3 is classified as strong alignment (meaning IEA pedagogical standards are met fully), an average response of 1.5 to 2.4 is considered moderate alignment (implying that IEA pedagogical standards are met partially), and an average response of 0 to 1.4 as 'limited alignment' (signifying that very few or no IEA pedagogical standards are met).

The findings relating to the guiding questions on the rubric are presented together along national and operations levels. Altogether, there are five themes under the national and operations levels.

#### 5.1.2.1.3 Law, policies, and plans

About the guiding questions on laws, policies and plans, the findings reveal that, generally, there are laws, policies and plans that mention elements that support IEA pedagogies such as UDL, SEL, a breadth of skills (including creativity, critical thinking, and communication), and safe learning spaces in Ghanaian schools as shown in Figure 15. According to the findings, these laws, policies, and plans emphasize the right of all children to access quality education, irrespective of gender, ability and race. On whether there is a system in place to regularly monitor the progress of Education Strategic Plans that reference IEA pedagogies, the systems group indicated limited alignment with the standard, while the school and community and classroom groups indicated strong and some alignment with the standard respectively. For instance, on whether the policies or laws state the need to have engaging, adaptive and inclusive pedagogy, out of 31 stakeholders, 20(65%) indicated strong alignment, while 5(16%) and 6(19%) indicated some alignment and limited and no alignment respectively (See Appendix E for details).

<sup>82</sup> Adera, B. A., & Asimeng-Boahene, L. (2011). The perils and promises of inclusive education in Ghana. Undefined. /paper/The-Perils-and-Promises-of-Inclusive-Education-in-Adera-Asimeng-Boahene/09672230c72599a28abee4d1b5510944eef740f2

<sup>83</sup> Gulzar (2021). Challenges and barriers to inclusive education. <https://educarepk.com/challenges-and-barriers-to-inclusive-education.html>

<sup>84</sup> Opoku M. P., Rayner, C. S., Pedersen, S. J., & Cuskelly, M., (2019). Mapping the evidence-based research on Ghana's inclusive education to policy and practices: A scoping review. *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2019.1600055

<sup>85</sup> Kuyini, A. A. R. & Abosi, O. C. (2014). Teacher effectiveness in adapting instruction to the needs of pupils with learning difficulties in regular primary schools in Ghana. *SAGE Open*, 1–16. DOI: 10.1177/2158244013518929

<sup>86</sup> Ibid.

<sup>87</sup> Ibid.

<sup>88</sup> Ibid.



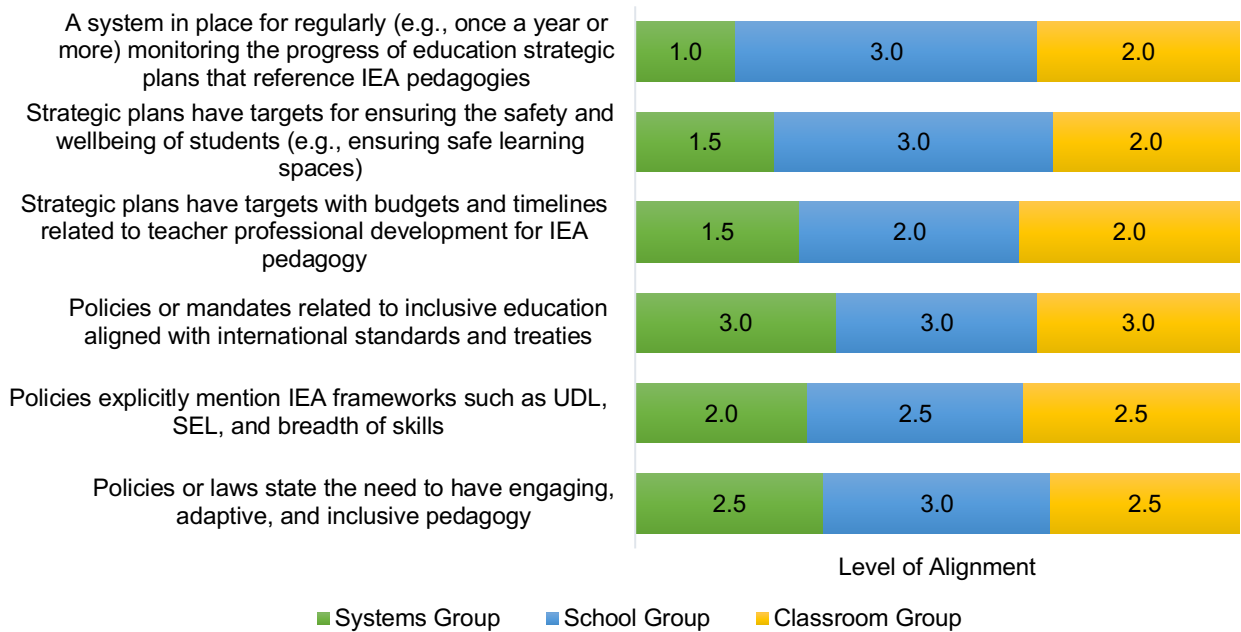


Figure 15. Stakeholders' responses on law, policies, and plans

5.1.2.1.3.1 Budgeting and resourcing

Concerning budgeting and resourcing, the evidence suggests that funds are allocated for IEA pedagogies implementation, although not quite substantial. From Figure 16, the school and classroom groups have the same level of alignment on items relating to budgeting and resourcing as against the systems group. For instance, as the systems group indicated, there is “*inadequate finance for IN-SET, textbooks, further studies ...*”). However, both school and classroom-level groups revealed that there was some budget to support remedial learning. The divergence of view between the systems group and the school and classroom groups may have emanated from the fact that whereas at the national level, there is a limited allocation of funds to cover remedial learning, at the lower levels there are other sources such as the DAs, PTAs and SMCs which provide additional budgetary allocations.

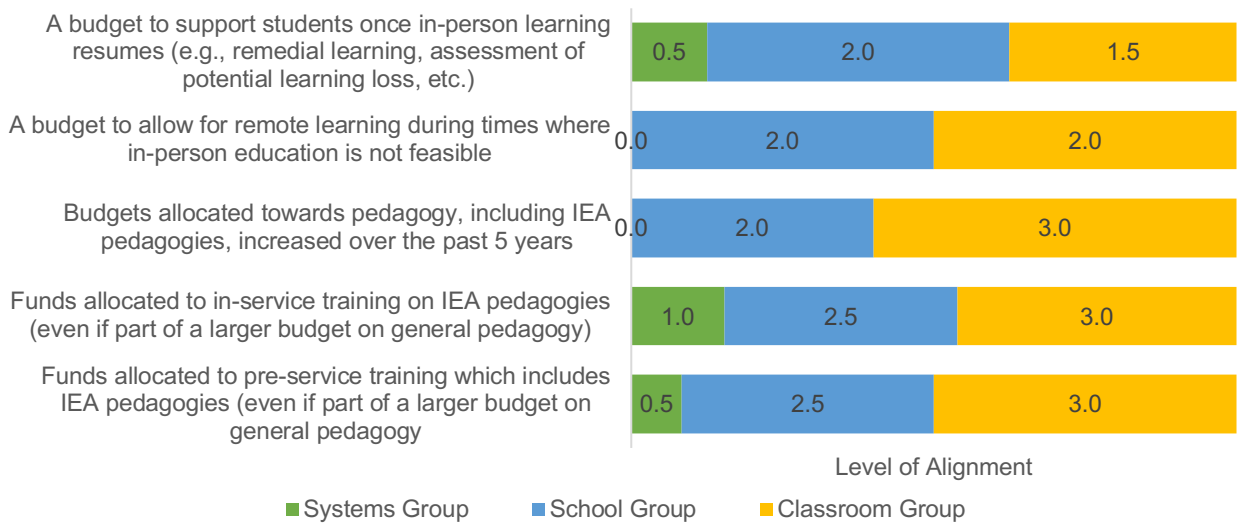


Figure 16. Stakeholders' responses on budgeting and resourcing

#### 5.1.2.1.3.2 Trained workforce

Regarding trained workforce, the findings point to the existence of pre- and in-service training in IEA pedagogies. However, the support systems, in the form of coaching, mentoring and peer support, are limited. On whether there is a national system to provide regular coaching, mentorship, or peer support on implementing IEA pedagogies in the classroom, the findings reveal that while the school and community-level group indicated a strong alignment with the issue, both the systems and classroom-level groups indicated limited alignment. Although the school group sees that there is an adequate support system for coaching, mentoring and peer support, the systems and classroom groups perceived these as inadequate. Perhaps, the school group for example the head teachers thought that the coaching and mentoring they are providing was adequate. However, the systems and classroom groups thought that more could be done to improve the support system.

Of the 29 stakeholder participants who responded to the question “Do all school leaders receive training on instructional leadership, including IEA pedagogies”, only 7(24%) of the participants indicated strong alignment, 8(28%) indicated some alignment and 14(48%) of the participants indicating limited and no alignment. However, 21(75%) of the participants indicated that national colleges/universities/accredited programmes offer a certified degree in school leadership or other certification of school administration, with 4(14%) and 3(11%) of the participants indicating some alignment and limited and no alignment respectively. Figure 17 illustrates the findings on trained workforce in detail.

In the case of the preparation of teachers, the story is no different. Using the policy dialogues, as a case in point, stakeholders strongly expressed reservations about the issue of the lack of consistent and regular in-service training provided to teachers on IEA pedagogies. This is evident in the words of the classroom stakeholder group, during the first policy dialogue which stated, that “*INSET for teachers is woefully inadequate and as a result, teachers are unable to and/or find it difficult to perform as expected of them*”.

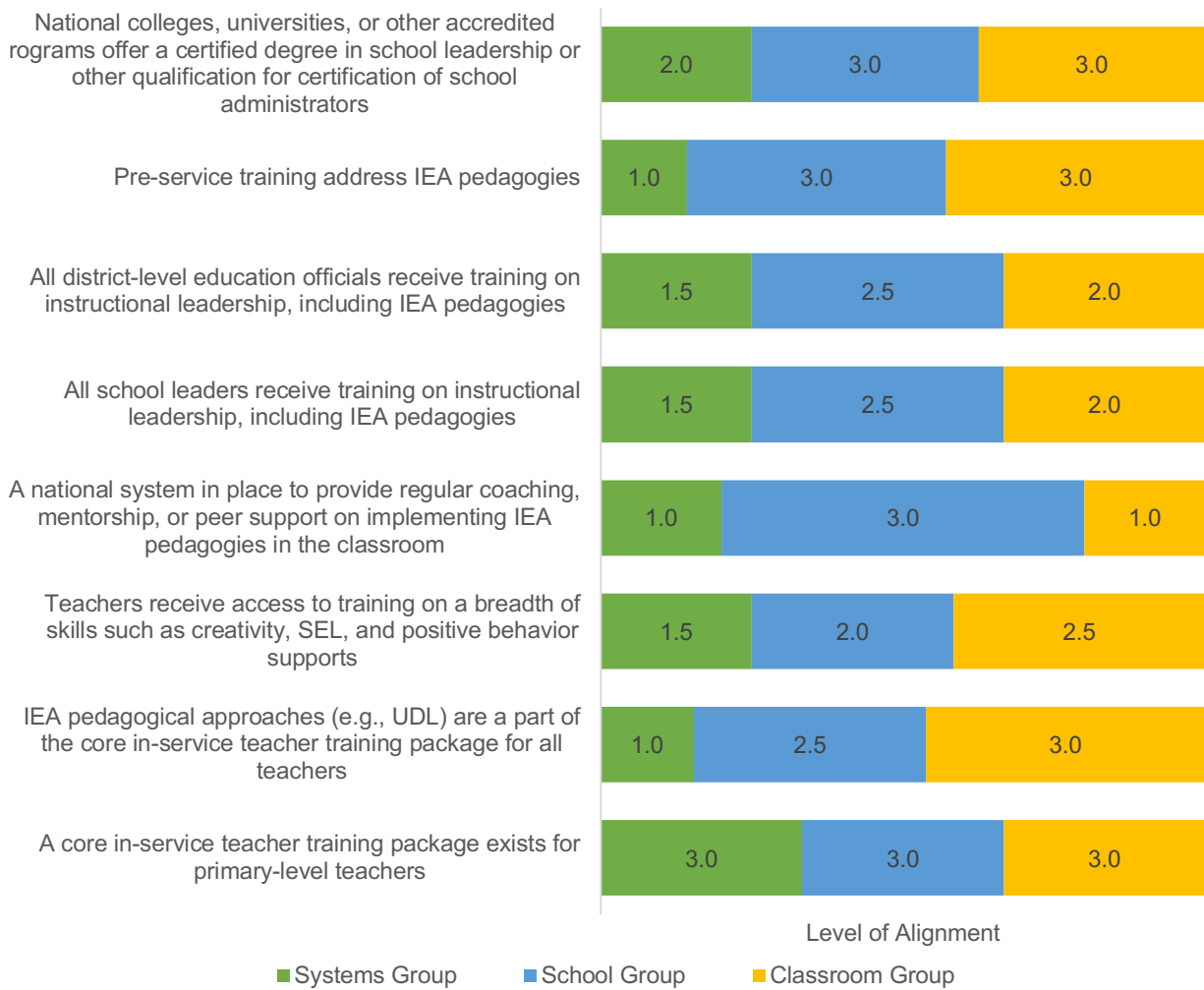


Figure 17. Stakeholders' responses on trained workforce

### 5.1.2.1.3.3 Curriculum and Assessment

In respect of curriculum and assessment as a theme at the operations level, the findings suggest a generally strong alignment of the curriculum with IEA pedagogies, however, the extent to which summative and large-scale assessments demonstrate flexibility and include accommodations to allow learners to express their understanding is rated as some (moderate) alignment. Analysis of the data further reveals that 18(64%) of the 28 participants who indicated strong alignment with the question “Do all learners, including children with disabilities or other marginalised groups, have access to the same national curriculum?”, while 7(25%) of the participants responding to the same question indicated limited and no alignment. However, the average response of 0.44 indicating limited alignment with the issue of summative and large-scale assessments demonstrating flexibility that allowed for students to express their understanding. Figure 18 presents the responses of the stakeholders on issues regarding curriculum and assessment in detail.

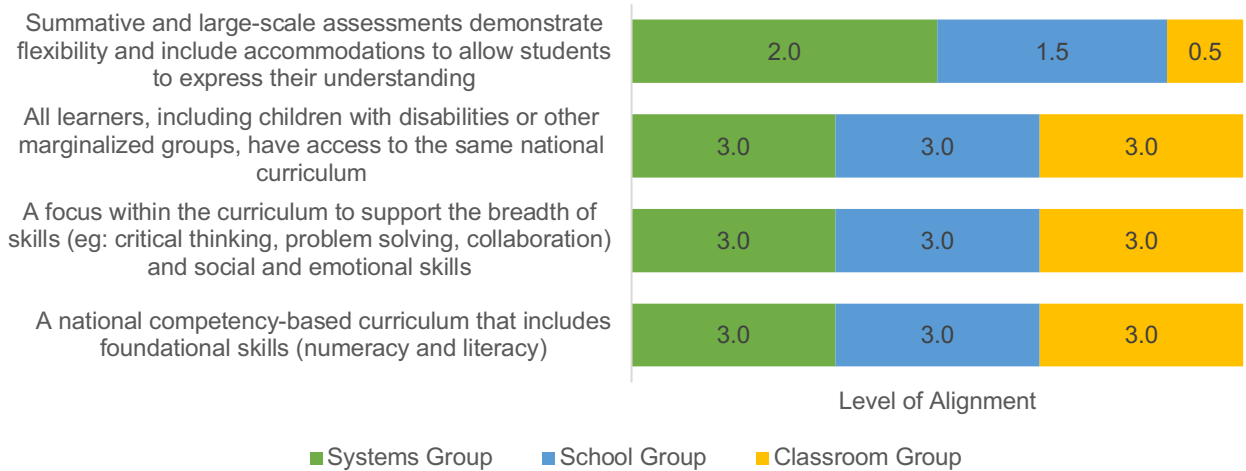


Figure 18. Stakeholders' responses on curriculum and assessment

The findings concerning the use of technology in teaching and learning generally indicate generally that the pre-service trainees received training on technology use in the classroom. The findings also show that low-level technology devices are available and used in classrooms to support teaching and learning. For example, whereas 17(57%) of the 30 participants who indicated strong alignment with the use of low-tech devices in classrooms to support and facilitate learning (manipulatives, pictures for communication, pencil grips, slant board, etc.), 6(20%) and 7(23%) of the participants indicated some and limited alignment respectively. However, 23(79%) of the participants indicated limited, and no alignment with the availability and use of high-tech devices, including laptops, computers, and tablets, were available to support the instruction of learners. Figure 19 shows the responses of the three stakeholder groups on the use of technology.

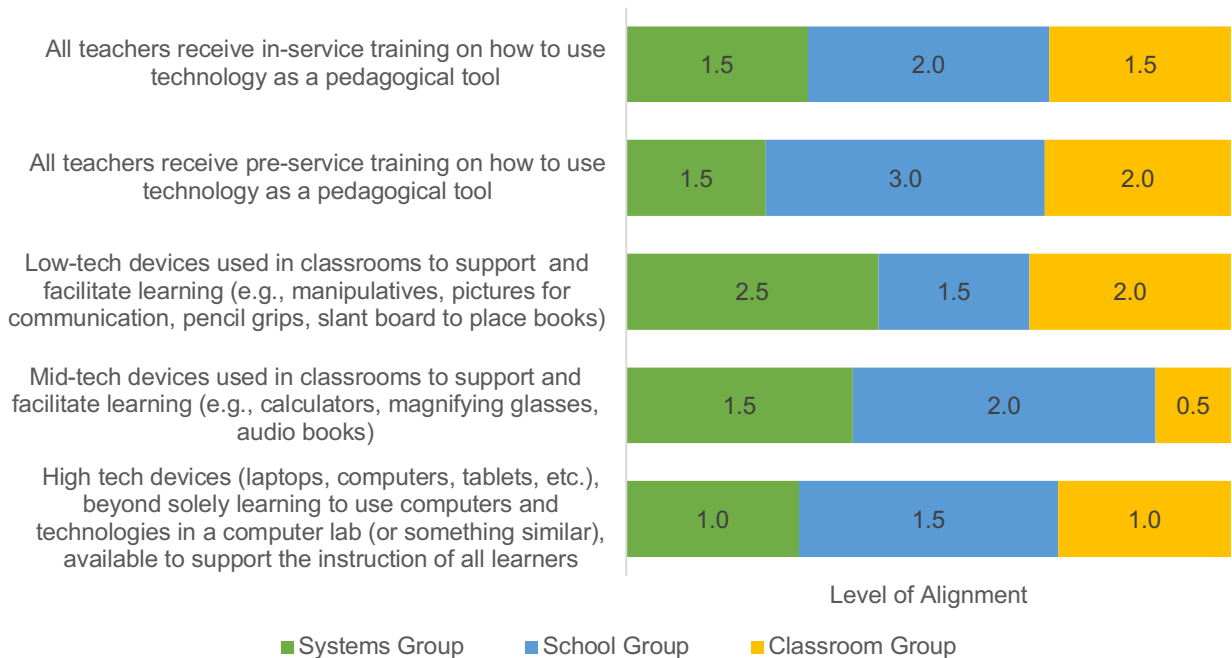


Figure 19. Stakeholders' responses on use of technology

### 5.1.2.2 School and Community-Level Findings

The school and community-level findings cover three major sources, depending on the activities used for data collection for this level. These sources are desk review, first policy dialogue and rapid research. The findings are presented under these data sources for clarity of presentation and brevity.

#### 5.1.2.2.1 Desk Review Findings

The evidence from the desk review for school and community-level shows generally that:

- Universal Design for Learning (UDL)/Learner Friendly School Environment is being promoted to enhance the quality of education for all learners<sup>89</sup>.
- All schools shall institute the UDL and ensure that their classrooms are friendly, safe and productive learning environments for all learners<sup>90</sup>.
- Schools provide healthy, safe, protective and gender-sensitive environments and adequate resources and facilities<sup>91</sup>.
- Schools adapt to the needs of the children rather than children adapting to the needs of the school.<sup>92</sup>
- The ESP 2018-2030 highlights effective community engagement in education to promote a culture of learning and social accountability<sup>93</sup>;
- Right To Play is working directly with 495 schools in seven target districts<sup>94</sup>.
- Right To Play is working with parents to increase their support for play-based learning (PBL) approaches and their participation in school governance through Parents Teacher Associations<sup>95</sup>.
- Weekly Professional Learning Communities (PLC) meetings and clinical supervision are in place to monitor and discuss learners' progress and teacher pedagogical approaches as prescribed by Ghana's standards-based curriculum<sup>96</sup>.
- Significant number of teachers implementing IE policy in inclusive schools and/or regular classrooms lack adequate understanding of the content and details of the policy, support to teach and how to attend to children with special education needs <sup>979899100</sup>.
- School leaders showed more leadership after their induction into the Leadership for Learning (Lfl). They appeared more knowledgeable, committed and confident in their job: maintained a

<sup>89</sup> Government of Ghana (2015). Inclusive education policy. Author.

<sup>90</sup> Ibid.

<sup>91</sup> Ibid.

<sup>92</sup> Ankutse (n.d). Inclusive education concept in Ghana.

<sup>93</sup> Government of Ghana (2018). Education Strategic Plan 2018-2030. Author.

<sup>94</sup> Right To Play (n.d.). Right to Play in Ghana. <https://righttoplay.com/en/countries/ghana/>

<sup>95</sup> Ibid.

<sup>96</sup> Dampson, D. G. (2021). Effectiveness of professional learning communities in Ghanaian basic schools through the lenses of Socio-Cultural Theory. *Journal of Educational Issues*, 7(2), 338-354. doi:10.5296/jei.v7i2.19114

<sup>97</sup> Subbey, M. (2018). Awareness of basic school heads in Agona Swedru towards the policy of inclusive education in the Ghana Education Service. *International Journal of Inclusive Education*, 1–10.

<sup>98</sup> Mantey, E. E. (2017). Discrimination against children with disabilities in mainstream schools in Southern Ghana: Challenges and perspectives from stakeholders. *International Journal of Educational Development, Elsevier*, 54(C), 18-25.

<sup>99</sup> Opoku, M. P., Rayner, C. S., Pedersen, S. J., & Cuskelly, M. (2019). Mapping the evidence-based research on Ghana's inclusive education to policy and practices: A scoping review. *International Journal of Inclusive Education*, 0(0), 1–17. DOI: 10.1080/13603116.2019.1600055

<sup>100</sup> Nketsia, W. & Saloviita, T. (2013). Pre-service teachers' views on inclusive education in Ghana. *Journal of Education for Teaching: International Research and Pedagogy*, 39(4), 429-441. <https://doi.org/10.1080/02607476.2013.797291>

cordial relationship with teachers and others in the community and displayed a greater concern for the growth of the children<sup>101</sup>

#### 5.1.2.2.2 First Policy Dialogue Findings

The presentation of findings for this section covers responses to the guiding questions (statements) on the innovative pedagogy framework and rubric and rapid research. The interpretation of the findings in this section is guided by a decision rule. The guiding questions on the rubric for school and community-level have four main themes, namely: school leadership, safe and accessible learning environment, community engagement and caregiver partnerships. The findings are presented based on these themes.

##### 5.1.2.2.2.1 School leadership

With respect to school leadership, the findings reflect a strong alignment of school leadership practices with IEA pedagogies in schools. Figure 20 illustrates this finding.

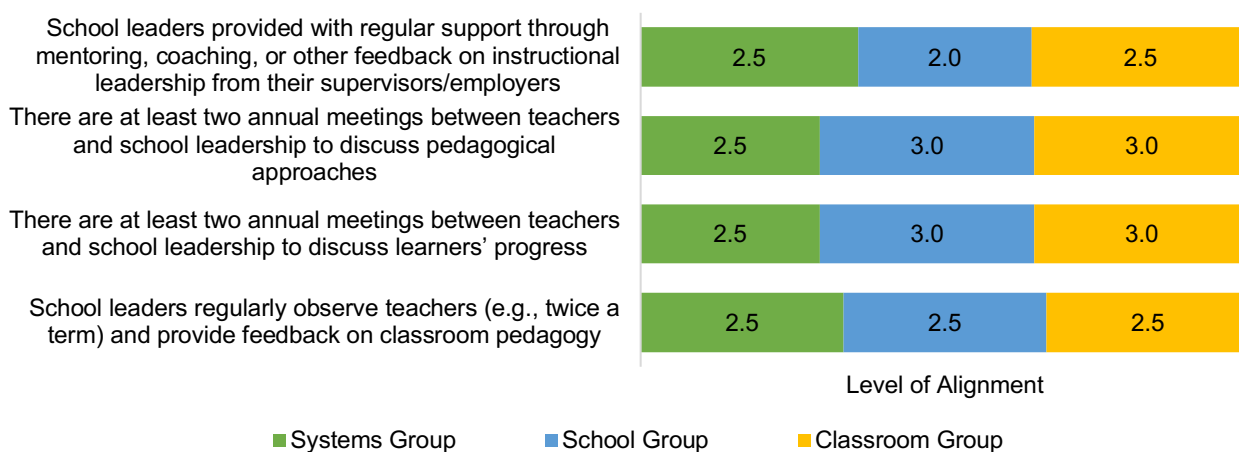
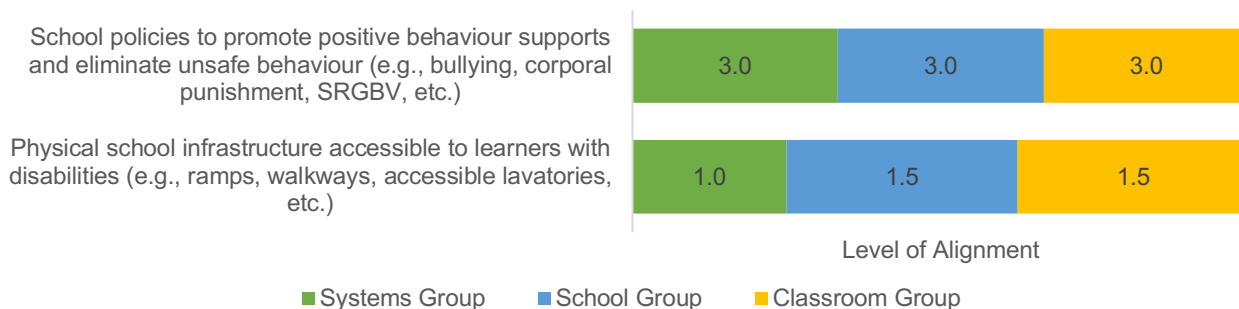


Figure 20. Stakeholders' responses on school leadership practices

##### 5.1.2.2.2.2 Safe and accessible learning environment

The findings from the policy dialogue show that participants believe Ghanaian schools, to some extent, have a safe and accessible learning environment. This is because whereas the schools have policies that promote positive learning behaviour, there is a deficit in the physical school infrastructure that is accessible to learners with disabilities (See Figure 21).



<sup>101</sup> Malakolunth et al., (2014). Improving the quality of teaching and learning through leadership for learning: changing scenarios in basic schools in Ghana. *EMAL*, 42(5), 701-717.

Figure 21. Stakeholders' responses on safe and accessible learning environment

#### 5.1.2.2.2.3 Community Engagement

The findings relating to community engagement suggest that schools generally work with communities to provide a safe learning atmosphere and access to learning for all learners. The findings also show that more can be done to work with the community to provide learning opportunities at home. These findings are presented in Figure 22.

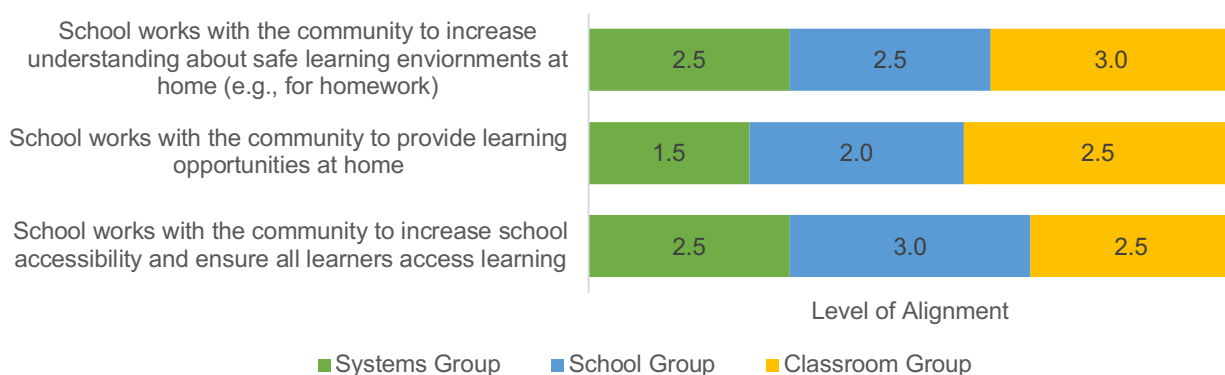


Figure 22. Stakeholders' responses on community engagement

#### 5.1.2.2.2.4 Parent/Caregiver partnership

On the issue of partnerships, the finding reveals that teachers communicate with the caregivers/parents on learning activities and learner progress. Figure 23 illustrates the responses.

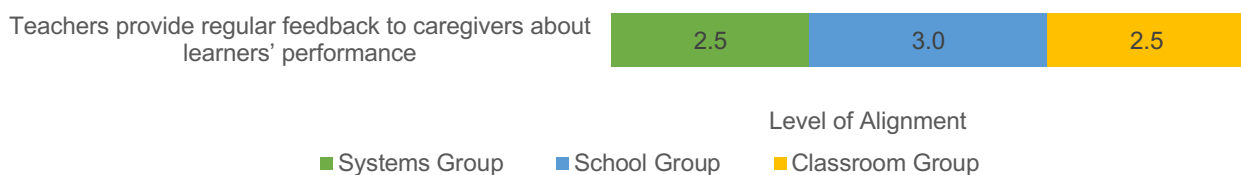


Figure 23. Stakeholders' responses on caregiver partnerships

#### 5.1.2.2.3 Rapid Research Findings for School- and Community-Level

The rapid research findings for the school and community-level capture insights of observations undertaken at the premises of participating schools as well as interviews conducted with key informants (viz head teachers, community leaders and parents/caregivers).

##### 5.1.2.2.3.1 Safe and accessible learning environment

The school observations were intended to assess the physical infrastructure available to support IEA pedagogies' implementation in the schools. The key areas observed are grouped under the following headings for easy reference: accessibility, sanitation and hygiene, safety and security. Additionally, school policies to promote positive behaviour supports and eliminate unsafe behaviour (bullying, corporal punishment, SRGBV, etc.) were covered.

On accessibility, the researchers observed the availability or otherwise of ramps, hallways, and handrails in the schools. The observation data shows that the majority (18 representing 75%) of the schools did not



have ramps to give easy access to the physically challenged. Even in the schools that had ramps, the majority of them were defective and/or unsuitable for use. The floors were also not suitable for wheelchairs. However, hallways and doorways were wide enough to cater for wheelchairs. Pathways were generally good and free of clutter. Figures 24-28 set these findings in context.

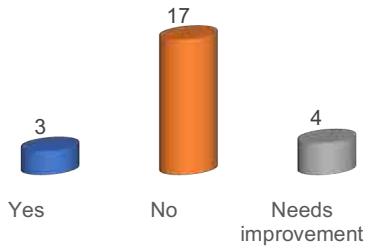


Figure 24. Primary schools with ramps up 5-degree incline



Figure 25. Classrooms with no ramp



Figure 26. Defective ramp

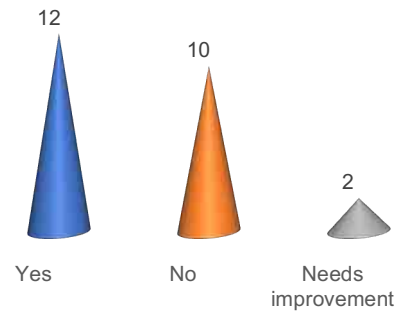


Figure 27. Primary schools with wide hallways and doorways



Figure 28. A classroom with a wide doorway

On sanitation and hygiene, the researchers observed the availability or otherwise of separate washrooms/toilets for boys and girls, access to washrooms, well-lit washrooms, soap and water, and feminine hygiene products in the schools. The observation data show that 17(71%) schools had separate washrooms for boys and girls; 15(63%) of the schools had well-lit washrooms. However, the majority of the schools did not have soap and water in the washrooms 17(71%), neither did they have feminine hygiene products 18(75%). Majority of the schools 15(63%) had well-lit classrooms. Most of the schools 19(79%) had well-ventilated classrooms. Figures 29-32 set these findings in context.

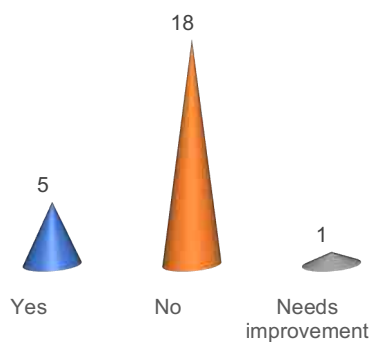


Figure 29. Availability of water and soap in washrooms/toilets



Figure 30. Primary schools with well-lit washrooms/toilets

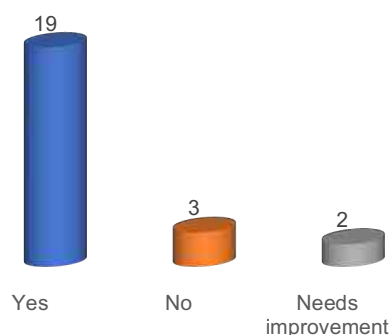


Figure 31. Primary schools with well-ventilated classrooms



Figure 32. Well-lit classrooms

#### 5.1.2.2.3.2 School leadership

Headteachers were interviewed on the training they had received on IEA pedagogies, how satisfied they were with the training and the aspects of IEA pedagogies they found more relevant to their practice. From the responses, it appears that most (67%) of the headteachers did not receive training specifically on IEA pedagogies. This finding contradicts the policy dialogue finding, where 55% of the participants indicated a strong alignment with the issues of school leaders receiving regular support through mentoring, coaching, or other feedback on instructional leadership from their supervisors. The few that had received any training on IEA pedagogies, however, indicated that they were satisfied with the instructional leadership training even though they could not specify if the training included IEA pedagogies. Again, it was not clear from headteachers' responses what the training was on or whether the district directorates have any support for headteachers on IEA pedagogies. For instance, **Headteacher 2** mentioned:

*"I received [instructional leadership] training from USAID ... I am very much satisfied".*

#### 5.1.2.2.3.3 Community support

On communities' contribution to promoting IEA pedagogies, the community leaders were asked about the learning materials and resources community members contributed to promoting IEA pedagogies in the classroom. The evidence from the community leaders reveals three key issues. One, the evidence suggests that the communities support schools to promote IEA pedagogies by providing local content materials (i.e., stationery and money). Second, in recent times, the communities do not seem to be that supportive, stemming from the economic hardships that they are face. Third, there is uncertainty as to whether the schools use the resources provided by the communities in promoting IEA pedagogies, especially in meeting the needs of learners with disabilities. The following quotes exemplify the responses of the community leaders:

*"At first the parents were buying the materials and resources for the teachers to support and contribute to promote the inclusive education and adaptive pedagogies in the classroom ... but now because of the hardship such things are difficult to come by in our school" (Community Leader 1).*

*"Yes, ... At times we give them chalk, and we have bought computers for the school. Again, when the term begins, since we are in a rural area, they students are made to bring some items to the school and when they are sold, the proceeds are used to buy things that will be needed for teaching and learning. It is the community that gave them the permission to do that" (Community Leader 2).*

*"Yes, please. Initially we decided to compare the performance of the pupils before we provided the school with supportive materials and after, and we realised those who were slower in learning were*

*now picking up—they are now improving. Some of the materials we provided the schools are cups, cardboards, and diagrams” (Community Leader 3).*

#### 5.1.2.2.3.4 Parent/Caregiver partnerships

Concerning school support, 24 parents/caregivers were asked to share their views on: how schools support learners from different backgrounds, including those with learning disabilities, how satisfied they were with the support, and the types of learners that teachers find challenging to teach. About the issue of teacher support to learners from different backgrounds, 92% of the parents/caregivers interviewed indicated that this comes through words of encouragement and motivation given by the teachers to their learners and their parents. On the issue of parental satisfaction with the support that teachers provide to their (parents/caregivers) children or wards, almost all the parents expressed satisfaction. However, a few parents/caregivers also felt that because most teachers may not have special training in dealing with children with special needs, they find it challenging to handle disability issues. The following excerpts point out these issues.

*“Most of the times teachers trace them to their houses, especially those who cannot walk, they go there and pick them with their motorbikes. ... I am about 95% satisfied with the way the teachers support learners. They are just like caretakers. ... Learners who have difficulty to pick up, it is very difficult to teach them” (Parent/Caregiver 1).*

*“... Teachers find it difficult to teach learners with hearing, visual, and speech disorders” (Parent/Caregiver 2).*

*“... Yes, we are satisfied with support teachers give to learners in the classroom. ... Both boys and girls, and pupil with disabilities because teachers don’t have much training on how to handle children with disabilities” (Parent/Caregiver 3).*

*“The teachers in the school give such learners special attention in class. What they do is to allow the learner to sit at the front seat in class. I am very satisfied with the support they give to the learners because those who fail to do their homework are asked to bring their parent. ... Learners who are visually impaired are the ones that the teacher finds it difficult to teach” (Parents/Caregiver 4).*

#### 5.1.2.3 Classroom-Level Findings

The classroom-level findings cover three major sources, depending on the activities used for data collection for this level. These sources are desk review, first policy dialogue and rapid research. The findings are presented under these data sources for clarity of presentation and brevity.

##### 5.1.2.3.1 Desk Review Findings

The evidence from the desk reviews generally shows that:

- Culturally responsive inclusive teaching strategies, such as UDL, have supported learning for students with and without disabilities.<sup>102</sup>
- Students with disabilities or gifted/talented students are included in regular education for the entire day, regardless of their degree of disabilities/abilities.
- Teachers’ attitudes towards including children with disabilities into mainstream classes and their knowledge of IE significantly affect on their classroom practices.<sup>103</sup>
- The more positive attitudes towards and the more knowledge about IE, the more successful and effective teaching will be<sup>104</sup>.
- Beliefs and attitudes together with the level of knowledge determine how effective the implementation of IE practices in Ghanaian schools is<sup>105</sup>.

<sup>102</sup> Inclusive Development Partners. (2021). Inclusive education. <https://www.inclusivedevpartners.com/inclusive-education/>

<sup>103</sup> Pেকেberg, (2012). Inclusive education in Ghana: An analysis of policies and the practices in one mainstream school and one inclusive school in the Greater Accra region. Unpublished master thesis, University of Oslo.

<sup>104</sup> Ibid.

<sup>105</sup> Ibid.

- Teachers have not been adequately informed and supported to teach students with disabilities in regular classrooms<sup>106</sup>.
- ESP 2018-2030 highlights the need to ensure learners with SEN are provided with specialised TLMs to support their needs<sup>107</sup>
- An IE INSET (In-Service Education of Teachers) module has been developed to support in-service teacher training in schools. Additionally, the module discusses topics including awareness about IE and Ghana's IE policy, support for learners in schools, and identification and referral of children with special needs<sup>108</sup>
- The classroom environments should be well organised, equipped with age-appropriate furniture and well-illuminated and ventilated. School authorities should follow the Universal Design Principles<sup>109</sup>.
- IE policy highlights the need to ensure that persons with special educational needs have access to regular schools that accommodate them within a child-centred pedagogy capable of meeting these needs.<sup>110</sup>
- A process of strengthening the capacity of the education system to reach out to all learners can thus be understood as a key strategy to achieve the SDGs.<sup>111</sup>

### 5.1.2.3.2 First Policy Dialogue Findings

The presentation of findings for this section covers responses to the guiding questions (statements) on the innovative pedagogy framework and rubric and the rapid research. The interpretation of the findings in this section is guided by a decision rule. According to the decision rule, an average response of 2.5 to 3 is classified as strong alignment (meaning IEA pedagogical standards are met fully), an average response of 1.5 to 2.4 is described as moderate alignment (meaning IEA pedagogical standards are met partially), and an average response of 0 to 1.4 as 'limited alignment' (meaning very few or no IEA pedagogical standards are met). The classroom-level findings are presented based on the following themes: instructional model, teaching and learning materials/resources (TLM/Rs), classroom environment and management, and accommodation and remediation.

#### 5.1.2.3.2.1 Instructional model

Concerning the instructional model, the findings reflect a strong alignment for multiple means of engagement (how learners are best motivated to learn) and representation (how learners best receive information). However, there appears to be moderate (some) alignment for multiple means of action and expression and giving learners choices (how learners best express knowledge of what they have learned). For example, of the 31 participants, 16 (52%) indicated weak (limited and no) alignment with the question "Are learners given choices on how to show their answer (in writing, verbally, drawing or pointing)?" as against 6(19%) who indicated strong alignment. However, on the issue of teachers using interactive pedagogical approaches more frequently than teacher-led or rote memorisation approaches, 28(85%) of the 33 participants indicated alignment (strong and some alignment), while 5(15%) indicated weak alignment. This finding suggests limited use of multiple means of action and representation. Figure 33 illustrates stakeholders' responses to the guiding questions or statements on the instructional model.

<sup>106</sup> Opoku M. P., Rayner, C. S., Pedersen, S. J., & Cuskelly, M., (2019). Mapping the evidence-based research on Ghana's inclusive education to policy and practices: A scoping review. *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2019.1600055

<sup>107</sup> Government of Ghana (2018). Education Strategic Plan 2018-2030. Author.

<sup>108</sup> UNESCO. (2021, September 5). Ghana: Inclusion. Author. <https://education-profiles.org/sub-saharan-africa/ghana/~inclusion>

<sup>109</sup> Government of Ghana (2015). Inclusive education policy. Author.

<sup>110</sup> Government of Ghana (2015). Inclusive education policy. Author.

<sup>111</sup> Government of Ghana (2017). National Teachers' Standards for Ghana: Guidelines. Author.

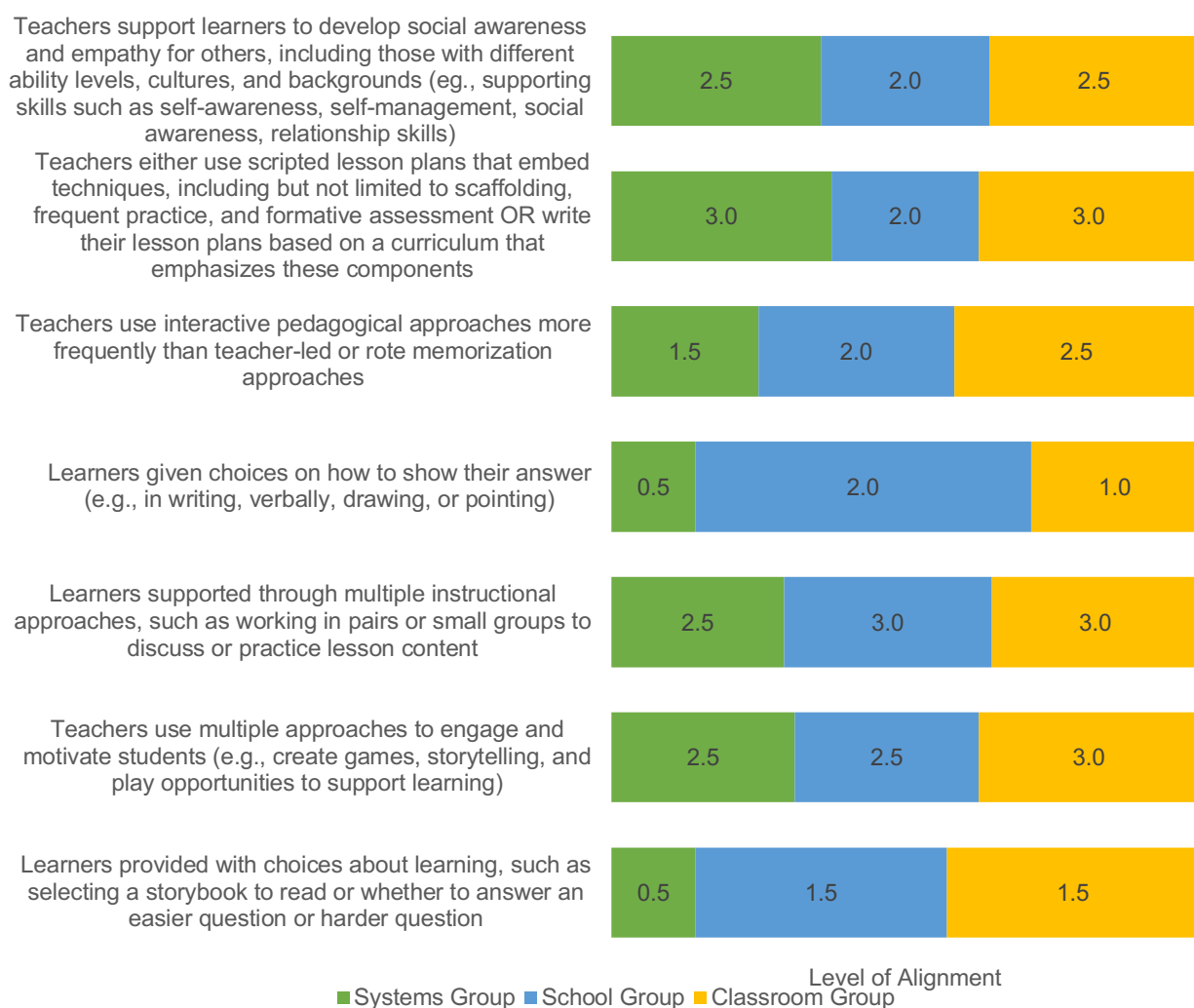


Figure 33. Stakeholders' responses on instructional model

#### 5.1.2.3.2.2 Teaching and learning materials/resources

In relation to teaching and learning materials/resources, evidence shows that although learners have access to culturally and age-appropriate instructional materials, the learners-to-textbook ratio was below standard. Additionally, learners' use of textbooks and supplementary/remedial materials appears inappropriate for their learning needs. On whether text and imagery depict marginalized groups represented in equal and empowering ways, out of 29 participants, less than half 13(44%) indicated an alignment while 16(55%) of the participants indicated weak alignment. Figure 34 provides a clear picture of the stakeholders' responses on teaching and learning materials/resources.



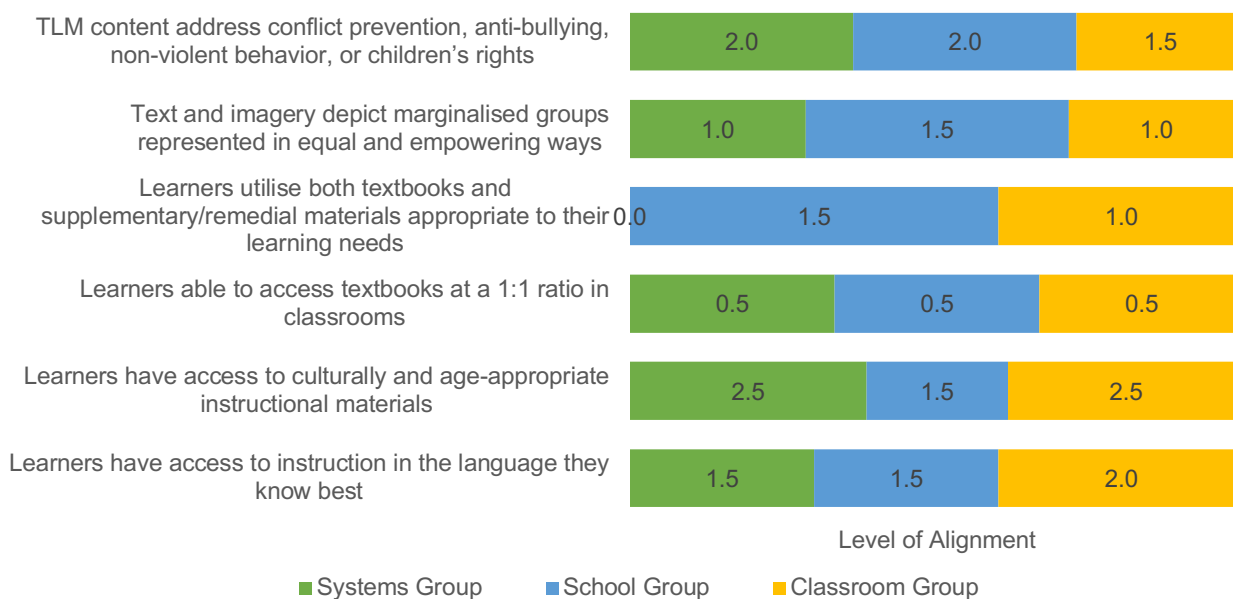


Figure 34. Stakeholders' responses on teaching and learning resources

#### 5.1.2.3.2.3 Classroom environment and management

On the issue of classroom environment and management, the data in Figure 35 reveal that classroom management practices were tailored towards learners' individual needs. The findings further show that teaching and learning take place in stimulating classroom environments. However, the findings on teachers' use of positive behaviour supports were mixed. The systems group indicated limited alignment with the standard, with school and community and classroom groups indicating some alignment and strong alignment respectively. This suggests that systems and school and community groups had limited knowledge regarding teachers' use of positive behaviour supports instead of corporal punishment in classrooms.

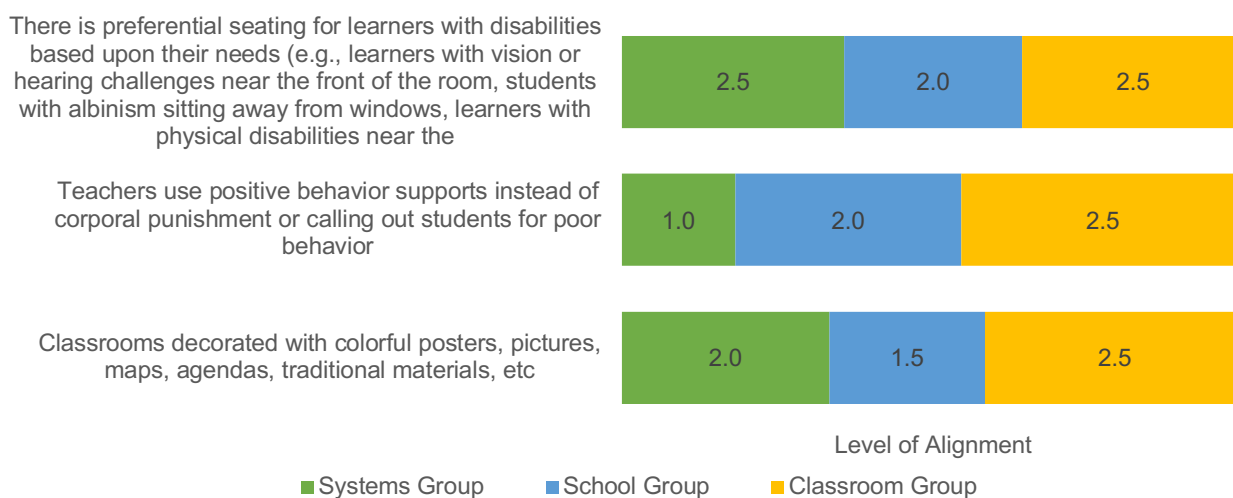


Figure 35. Stakeholders' responses on classroom environment and management



#### 5.1.2.3.2.4 Accommodation and remediation

On the issue of accommodation and remediation, the policy dialogue findings were mixed across the stakeholder groups. As the findings show, all three stakeholder groups indicated some (moderate) alignment regarding teachers conducting regular formative assessments to identify differentiated or remedial support required for struggling learners. For example, 50% of the eight respondents indicated weak (limited and no) alignment with the issue on regular remedial support practice for struggling learners. The findings further show that while the systems stakeholder group indicated limited alignment with teachers providing additional support including regular remedial practice to struggling learners before school, after school, or during breaks, both school and community-level group indicated some (moderate) alignment. As it were, the systems group appeared to have limited knowledge of what actually happens in the schools compared to the school and community and classroom groups who are right in the schools and the classrooms. Figure 37 presents policy dialogue participants' responses on accommodation and remediation in the schools.

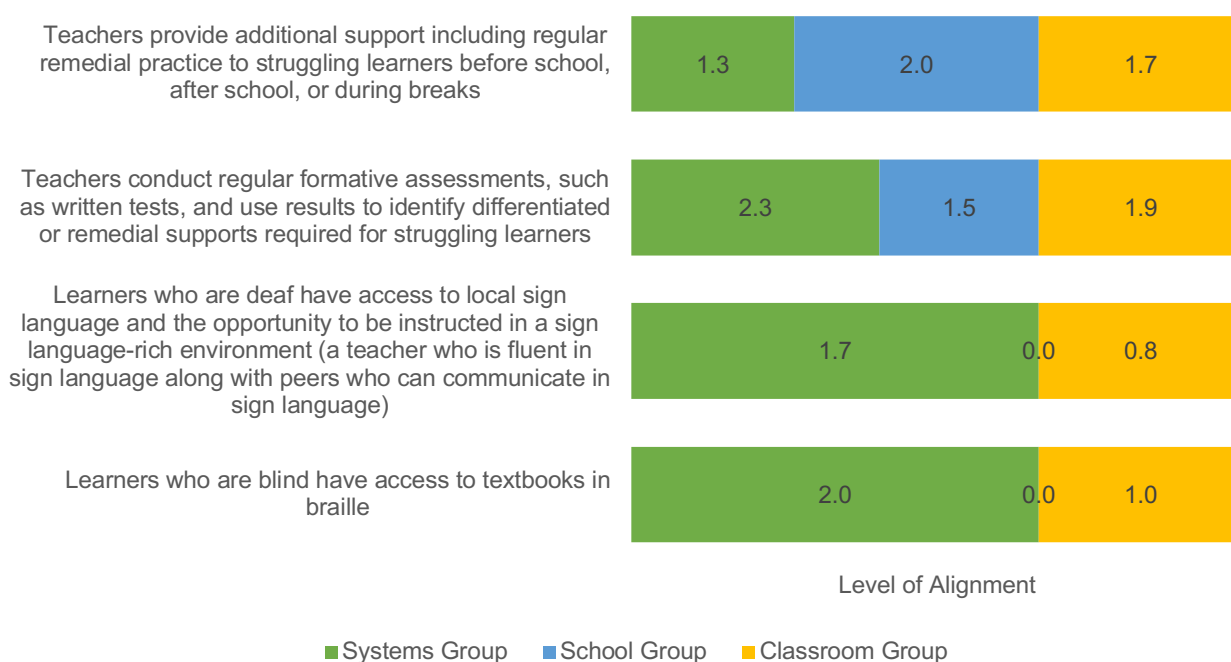


Figure 36. Stakeholders' responses on accommodation and remediation

#### 5.1.2.3.3 Rapid Research Findings for Classroom-Level

The rapid research findings for the classroom-level present insights on observations undertaken in the classrooms as well as reflections of teachers of the participating schools. The classroom observations were intended to assess the teaching and learning approaches used to promote IEA pedagogies implementation. The key areas observed are grouped under lesson structure, content and facilitation and, classroom environment and management, observer reflection, post-observation questions.

In the 48 classrooms observed, 94% of teachers showed preparedness for the lessons as evidenced by available lesson plans. In addition, 98% of the teachers were proficient in the use of learners' home language for instruction. However, it was observed that 90% of these classrooms did not have adequate textbooks and storybooks. This finding corroborates evidence from the first policy dialogue where all stakeholder groups indicated weak alignment of the standard of learners' ability to access textbooks at a 1:1 ratio in classrooms.

On multiple means of representation, 54% of the teachers were observed to use real objects to make connections to concepts while 52% used charts, graphs and pictures to represent concepts (see Figure

37). In terms of learners being given support through multiple approaches, 69% of teachers were found to adopt strategies such as small-group work, working in pairs, and peer engagement. Regarding multiple means of engagement, 94% of the teachers observed used pedagogies that motivated and engaged learners. It was observed that this was mainly through teachers' use of songs or dances (72%) to engage learners and teachers linking instructional content to learners' personal experiences (73%). The use of these materials reflects IEA pedagogies (See Figure 38). These findings affirm what was captured in the policy dialogue.



Figure 37. Teacher presenting information in multiple ways



Figure 38. Use of real objects to make connections

The classroom observation data revealed that less than 20% of the 48 classrooms observed had learners exposed to multiple means of action and expression. For instance, (a) only 16% of the classrooms observed had learners who were able to choose the type of text or story to read, (b) 19% of the classrooms observed had learners who had the opportunity to choose to work in pairs or individually and (c) only 15% of classrooms had learners choose the problem they work on. This finding supports the first policy dialogue finding of weak alignment with the use of multiple means of action and expression in classrooms.

About classroom environment and management, almost all the teachers observed (94%) provided opportunities for **all** learners to participate in lessons. All the teachers observed gave reinforcement to learner responses. Only 10% of the lessons observed had textbooks available and in usable condition for all learners. Figure 39 presents summary of findings on classroom environment and management of the 48 classrooms observed.

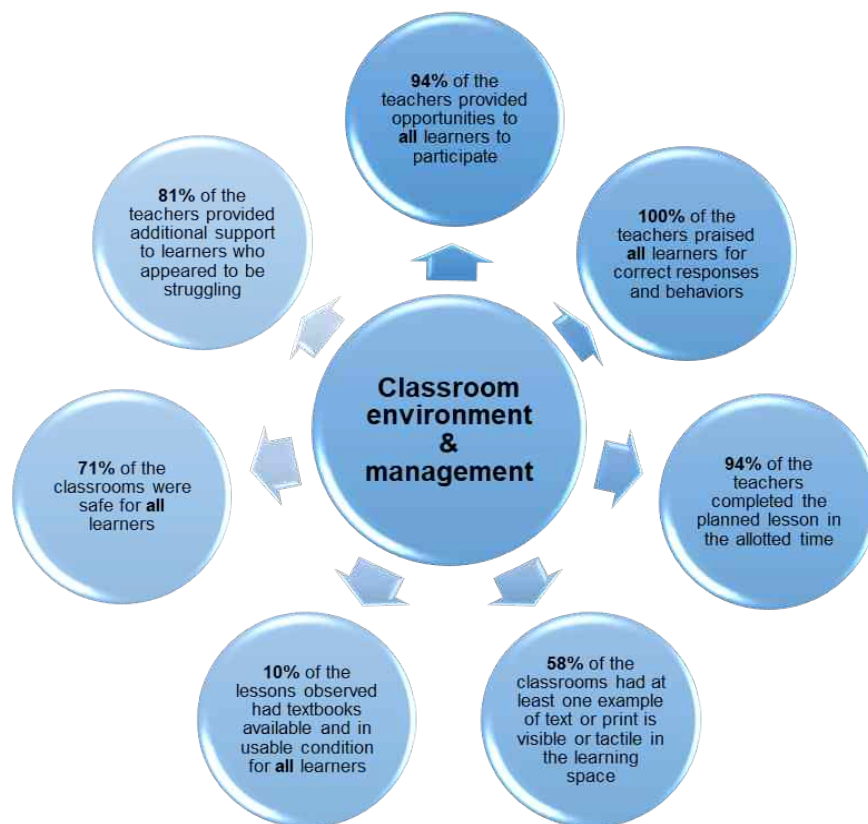


Figure 39. Classroom environment and management

On the number of learners with disabilities, the average number of learners with disabilities per school was 1.13. From the 24 sampled schools, 27 learners (18 boys and nine girls) were reported to have some form of disabilities, including the inability to read from afar. However, there was one case where a learner was isolated from other learners during a lesson (see Figure 40).



Figure 40. An isolated child with SEN in an integrated classroom<sup>112</sup>

<sup>112</sup> The teacher indicated that the learner was rowdy and aggressive that she did not know how to control him.

The observers were made to share their reflections on the classroom observations they made. The reflections focused on the accommodations or support provided to learners, teachers' use of innovative and inclusive pedagogical strategies, teacher use of any principles of social-emotional learning during instruction, and learner encouragement to develop a breadth of skills during the lesson. Thus, the reflections portray, to a large extent, the use of social and emotional strategies such as UDL and SEL principles. Figure 41 sets these reflections in context.

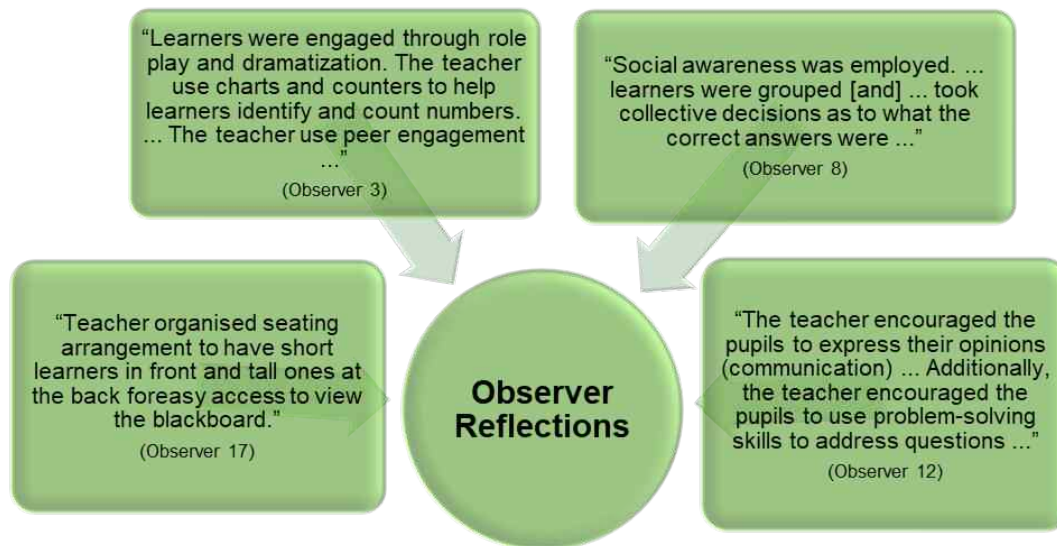


Figure 41. Excerpts of observer reflections on classroom observations

The post-observation questions focused on the assessment of learning and support for learners outside the classroom. The teacher respondents generally indicated that they assessed their learners through pen and paper assessment at the end of lessons, and in a few cases, through verbal responses. They used the outcomes of the written assessments to identify learners who need remediation support. For example, one teacher stated that: "*The assessments are done through exercises and homework given. I give exercises to the children to do and afterwards mark the exercises ...*" (**Teacher 1**). In terms of providing support, it was said that: "*After marking their exercises and assignments and I get to realise that some are lagging, then we have to revisit the topic in order to help them to also come up*" (**Teacher 2**).

These findings resonate with the evidence from the first policy dialogue. For example, of the 9 participants who responded, 77% indicated alignment with the issue that teachers conduct regular formative assessments such as written tests, and use results to identify differentiated or remedial supports required as against 22% who indicated weak alignment.

During the rapid research, teachers mentioned that struggling learners are usually supported by their peers. Those that have older siblings at home also get support from them. At the lower primary level, there is no provision for teaching assistants or other individuals capable of providing extra help to those in need. However, at the school level, teachers provide remedial support to the learners. The following excerpts reflect the support given to learners: "*Yes, I have about four pupils who are brilliant and I sometimes tasked them to help their friends who are having difficulties understanding the lesson*" (**Teacher 3**). Another teacher also responded: "*Yes, during the break and leisure time I engage the learners by giving them further explanation and more exercises to equip them to catch up with the good learners*" (**Teacher 4**).

## 5.2 Analysis of Findings

Data for Ghana's country brief were drawn from desk review, policy dialogues, and rapid research sources. The findings from these data sources are presented and compared based on three levels, namely: systems-level, school and community-level, and classroom-level.

### 5.2.1 Research Implications

Besides demonstrating the benefits of adopting and implementing UDL principles and SEL strategies in classrooms to improve learning outcomes for all learners, the IPP also unearthed some success stories and gaps in the implementation of IEA pedagogies in Ghanaian schools.

#### 5.2.1.1 Success Stories

A number of success stories regarding Ghana's efforts to implement IEA pedagogical approaches were identified from the project findings. These include the following:

- National policies and plans explicitly mention IEA frameworks such as Universal Design for Learning (UDL), Social Emotional Learning (SEL), and breadth of skills.
- National policies or mandates related to inclusive education aligned with international standards and treaties (e.g., UNCRC).
- Ghana has policies and frameworks for the development of a breadth of skills and inclusive pedagogies which focus on UDL and SEL<sup>113114</sup>.
- Strategic plans have targets for ensuring the safety and wellbeing of students by eliminating corporal punishment, preventing SRGBV or bullying.
- School policies promoting positive behaviour supports and eliminating unsafe behaviour including bullying, corporal punishment, and SRGBV.
- Mechanisms such as weekly Professional Learning Communities (PLC) meetings and clinical supervision are in place to monitor and discuss learners progress as well as teacher pedagogical approaches as prescribed by Ghana's standards-based curriculum<sup>115</sup>.
- The national pre-tertiary curriculum framework gives more opportunity to learn, by providing opportunity to engage learners more in lesson delivery and promoting IEA pedagogies.
- Pre-service training includes UDL and IEA pedagogies as indicated in the IE policy and National Teachers' Standards and implemented by teacher education institutions.
- Structures are in place which are used for school community engagement such as Parent Teacher Association (PTA) meetings and School Management Committee (SMC) meetings.
- To encourage playful learning, Right to Play Ghana has released an interactive POWER resource<sup>116</sup>.
- Right To Play built the capacity of teachers, students, and government representatives to improve sexual and reproductive health (SRH) information and services as well as WASH practises in schools<sup>117</sup>.
- More than 265 school health clubs have been formed in six regions to provide children with the tools they need to promote hygiene to their parents, caregivers, authorities, and neighbours through WASH-themed play days, clean-up campaigns, and door-to-door visits<sup>118</sup>.
- Pre-service training embeds IEA pedagogies.
- National colleges/universities/accredited programmes offering a certified degree in school leadership or other certification of school administrators.
- National standards-based curriculum includes foundational skills, namely: numeracy and literacy.

<sup>113</sup> Government of Ghana (2015). Inclusive education policy. Author.

<sup>114</sup> Government of Ghana (2019). Our world and our people curriculum for primary schools (Basic 1-3).

<sup>115</sup> Dampson, D. G. (2021). Effectiveness of professional learning communities in Ghanaian basic schools through the lenses of Socio-Cultural Theory. *Journal of Educational Issues*, 7(2), 338-354. doi:10.5296/jei.v7i2.19114

<sup>116</sup> Citi News Room (2021, August 19). Right To Play Ghana unveils interactive POWER resource to boost playful learning. <https://citinewsroom.com/2021/08/right-to-play-ghana-unveils-interactive-power-resource-to-boost-playful-learning/>

<sup>117</sup> Right to Play (2019). Right to play in Ghana. <https://righttoplay.com/en/countries/ghana/>

<sup>118</sup> Ibid.



- The standards-based curriculum supports the breadth of skills including critical thinking, problem solving, collaboration and SEL.
- School leaders regularly observing teachers a least twice a term and providing feedback on classroom pedagogy.
- At least two annual meetings between teachers and school leadership to discuss learners' progress.
- Use of low-tech devices in classrooms to support and facilitate learning including manipulatives, pictures for communication, pencil grips, and slant board.
- Teachers using multiple approaches to engage and motivate learners through creating games, storytelling and play opportunities to support learning.
- Teachers supporting learners to develop social awareness and empathy for others, including those with different ability levels, cultures and backgrounds.
- Learners having access to instruction in the language they know best and to culturally and age-appropriate instruction.
- Schools working with the community to increase school accessibility and ensure all learners access learning, provide learning opportunities at home, and to increase understanding about safe learning environments at home.
- Parents/caregivers receiving regular feedback from teachers about learners' performance.
- TLM/R content addressing conflict prevention, anti-bullying, non-violent behaviour, or children's rights.

#### 5.2.1.2 IEA pedagogical gaps identified.

In the context of the IPP, the IEA pedagogical gaps identified are broadly categorised as follows:

- Limited Knowledge and awareness of IE policy and IEA pedagogies
  - Although Ghana has policies for development of breadth of skills and inclusive pedagogies with a focus on universal design for learning, the level of knowledge about childhood disability (categories, causes, prevention, assessment, and support, etc.) at all systems, school and community, and classroom levels is limited.
- Inadequate capacity or value of training in IEA pedagogical approaches
  - IEA responsive domestic budget for sustained capacity development of practitioners and for the provision of facilities and resources has been inadequate.
  - The continuous in-service professional training of school heads and teachers in IEA pedagogies has been limited.
- Limited institutional environment to support all learners.
  - Majority (75%) of schools did not have ramps nor plan to build any.
  - Most learners who are visually impaired did not have access to textbooks in braille.
  - Few learners who are deaf had access to local sign language and the opportunity to be instructed in a sign-language rich environment.
- Funds for training and resourcing SISOs, head teachers, teachers to support the use of technology in IEA and playful pedagogies in all schools.
  - Limited budget and resources with clear timeline to implement IEA pedagogies in pre- and lower primary schools.
  - Inadequate training for all pre- and lower primary teacher on IEA pedagogies
  - Limited use of appropriate ICT tools to support IEA pedagogies.
  - Limited budgets allocated towards pedagogy, including IEA pedagogies, increased over the past 5 years.
  - Limited budget to allow for remote learning during times where in-person education is not feasible.
  - Limited budget to support students once in-person learning resumes (e.g., remedial learning, assessment of potential learning loss, etc)
- Support for school leadership, safe and accessible learning environment, and community engagement to promote IEA and playful pedagogies for all learners in schools is limited/inadequate.
  - Limited physical school infrastructure accessible to learners with disabilities (ramps, walkways, accessible lavatories)

- Insufficient training of school leaders on instructional leadership including the use of IEA pedagogies in pre- and lower primary schools.
- Limited and poor maintenance of safe and accessible learning environment for all learners
- Limited school and community engagement to support the implementation of IEA pedagogies in pre- and lower primary.
- Use of IEA teaching and learning resources, classroom environment and management, and instructional model that benefit all learners in schools.
  - Inadequate and timely allocation of teaching and learning resources to support the implementation of IEA pedagogies.
  - Few teachers with the requisite competencies to create and manage enabling classroom environment for all learners.
  - Limited use of instructional models that promote IEA pedagogies in pre- and lower primary classrooms.
  - Few learners are given choices on how to show their answer, for example, in writing, verbally, drawing or pointing.

## 5.2.2 Policy Implications

The goal of the IPP is to help improve learners' learning outcomes by developing a breadth of skills and adopting IEA and playful pedagogies. Based on the findings, the following key policy implications are deduced:

1. Insufficient budget and resources for training and resourcing SISOs, head teachers, teachers hamper the timely implementation of IEA and playful pedagogies in schools.
2. Inadequate training of school leaders in instructional leadership may not enable them to monitor and supervise the teachers and provide them with school-level training.
3. Absence of safe and accessible learning environment coupled with limited community engagement for IEA and playful pedagogies for all learners may lead to marginalisation of children and lack of access.
4. Inadequate TLM/Rs and limited application of UDL principles and SEL strategies may not encourage all learners to participate in the teaching and learning process leading poor low learning outcomes and/or underachievement for learners.

### 5.2.2.1 Action Plan

This Innovative Pedagogies Improvement Plan (IPIP) or action plan is a stakeholder collective response to gaps identified from the IPP activities (desk reviews, policy dialogues involving key stakeholders and rapid research). The IPIP<sup>119</sup> is structured based on priority areas, broad/strategic goals and objectives as shown in Table 5.

Table 5. Stakeholder Level, Strategic Goal and Objectives

Stakeholder Level	Priority Areas	Strategic Goal	Objectives
Systems	1. Budgeting and resourcing 2. Trained workforce 3. Use of technology	Provide sufficient funds for training and resourcing SISOs, head teachers, teachers to support the use of technology in IEA and playful pedagogies in all schools	SLO 1: To allocate adequate budget and resources with clear timeline to implement IEA pedagogies in at least 20% of pre- and lower primary schools by 2025. SLO 2: To provide training for 100% of pre- and lower primary teacher on IEA pedagogies by 2025 SLO 3: To implement a nationally appropriate ICT policy underpinned by innovative pedagogies' principles by 2025
	1. School leadership		SCLO 1: To reorient school leaders' dispositions towards the use of IEA

<sup>119</sup> This plan was co-created with education officials, school heads, teachers, CSOs and community leaders, which signifies their ownership and readiness to implement the recommended programme of activities. Refer to Appendix xx for details.



<b>School- and Community</b>	2. Safe and accessible learning environment 3. Community engagement	Put mechanisms in place to enhance school leadership, safe and accessible learning environment, and community engagement to support IEA and playful pedagogies for all learners in schools	pedagogies in 20% pre- and lower primary schools by 2025. SCLO 2: To create and maintain safe and accessible learning environment for all learners by 2025. SCLO 3: To facilitate active school and community engagement to support the implementation of IEA pedagogies in pre- and lower primary by 2025
<b>Classroom</b>	1. Teaching and learning resources 2. Classroom environment and management 3. Instructional model	Ensure the use of IEA teaching and learning resources, classroom environment and management, and instructional model that benefit all learners in schools	CLO 1: To ensure adequate and timely allocation of teaching and learning resources to support the implementation of IEA pedagogies by 2025. CLO 2: To equip teachers with requisite competencies to create and manage enabling classroom environment for all learners. CLO 3: To support the use of instructional models that promote IEA pedagogies in pre- and lower primary classrooms

**Key**

SLO – Systems-level objective

SCLO – School- and community-level objective

CLO – Classroom-level objective

## 6 Conclusions and Recommendations

### 6.1 Conclusions

Based on the findings, several of conclusions emerge that address the high-level questions that guided the project. Ghana's education laws, policies and plans promote the use of IEA pedagogies in schools. Currently, document including the Inclusive Education policy and its implementation plan, the Standards and Guidelines for the practice of Inclusive Education in Ghana (MoE, 2015), as well as the National Pre-Tertiary Education Curriculum Framework (2018) explicitly emphasize the application of IEA pedagogical practices in Ghanaian schools. However, there is limited awareness of these laws, policies and plans by some key stakeholders. Additionally, the pedagogical approaches at the classroom level largely show the application of UDL and SEL principles such as multiple means of representation and engagement, yet aspects of multiple means of action and expression are hardly found in the classrooms.

All the three-level stakeholders have a positive predisposition towards the use of IEA pedagogies in schools, being motivated by periodic capacity building, provision of resources and facilities (e.g., disability-friendly, ICT), and teacher support (i.e., coaching, mentoring) at the schools. The use of IEA pedagogical approaches encourages learners' active participation in classroom discourses.

At the systems level, limited budget and resource allocations impede the full implementation of IEA and playful pedagogies. The inadequacy of funds to provide school physical infrastructure (disability-friendly environment), teaching and learning materials/resources (i.e., textbooks, hearing aids, braille materials) and regular, nationwide in-service training for school staff hinders effective implementation of the IEA pedagogies. In addition, the low political will, bureaucracy, poor supervision and monitoring of the implementation processes, and low interest of some parents to enrol their children with SEN frustrate the effective implementation of IEA pedagogies.

Stakeholders were of the view that teachers need to be provided with constant refresher courses to address the gaps in the implementation of IEA and playful pedagogies. There is also the need to strengthen the existing monitoring and evaluation structures to ensure regularity and effectiveness in the process;

reduction of large class sizes to 25-30 as observed in some schools to make them manageable for instructional effectiveness. There is the need for constant flow of funds to sustain the implementation of IEA programmes in schools. There should be improvement in infrastructural design to make all schools disability friendly. Teachers need to be properly classified and deployed to avoid teachers handling subjects outside their specialisations.

## 6.2 Recommendations

In line with the findings made and the conclusions drawn, the following recommendations informing the action plan are made for practice:

1. The MoE, in collaboration with GES, should draw up a dissemination and advocacy plan and use IEA champions to create necessary awareness about IEA pedagogies' content and practice in schools.
2. The National Commission for Civic Education (NCCE) should undertake a sensitisation of all stakeholders – children, caregivers/parents, communities, teachers, administrators, and policymakers – about the benefits of IEA pedagogies to all learners to encourage parents with SEN children to send them to schools.
3. NaCCA needs to ensure that teacher education curriculum for pre-service teachers incorporates the full content of IEA pedagogies, while NTC ensures that serving teachers are provided with training on IEA pedagogical approaches.
4. MoE and GES should carry out a regular and consistent needs assessment of resources and disability-friendly facilities in the schools, the outcome of which should guide adequate budgetary allocations to promote IEA pedagogical implementation.
5. GES needs to strengthen its school support mechanisms at the districts through SISOs, particularly in coaching and mentoring, to encourage the active participation of **all** learners in classroom engagements.
6. Government, through the MoE, should provide the necessary budget and resource support towards implementing IEA pedagogical approaches by limiting the bureaucratic structure through decentralisation of the process.
7. NaSIA needs to be encouraged to develop additional monitoring and supervisory mechanisms that emphasize and give special attention to IEA pedagogies in schools through continuous data collection and analysis to inform school improvement practices.
8. GES should ensure that teachers' deployment considers the linguistic contexts of the schools and the background of the teachers.
9. MoE should be encouraged to take a second look at the ICT policy to ensure that it aligns the IEA pedagogical framework and implement it fully.
10. Research institutions, such as IEPA, need to conduct further research on the implementation of the IEA pedagogies in schools and their impact on learning outcomes.

## 7 Appendices

### 7.1 Appendix A: Stakeholder Mapping

There are several education sector stakeholders in Ghana. Table 7 shows the list of key stakeholders identified for the assignment.

Table 6. Level of Stakeholders in Education

Level	Stakeholders in Education
Government	Ministry of Education (MoE) and related agencies (Directors of Teaching & Learning, Inclusion, Instructional materials, Curriculum Development & Assessment, Instructional Process, Ghana Education Service – (e.g., Basic Education, Girls' Education), PBME, National Teachers' Council (NTC), NaCCA, NaSIA, Ministry of Finance (MoF), GETFund,
School	Headteachers, Teachers, Support staff, Learners
Community	School Management Committees (SMC), Parent Teachers' Association (PTA), Civil Society Organisations (CSO) – (GNECC, EduWatch & EduTech), Faith-Based Organisations, NGOs and INGOs – (e.g., Gender Equality and Social Inclusion)
Academia	UCC, Legon, KNUST, UEW, UDS, VVU, CoE (Teacher Educators)
Professional Bodies	GNAT, NAGRAT, PRINCOF, Pedagogy and Assessment Experts
Development Partners	Education Commission, World Bank, UNICEF, USAID, UNESCO, Foreign Organisation Development Agency (FODA)

The key stakeholders for the IPP were categorised based on the five focus areas or interlocking drivers for achieving quality education for all children as shown in Table 8.

Table 7. Categories of Stakeholders for the Project

Key	Category of Stakeholders	Policy Dialogues Participants	Rapid Research Participants
1	Learning Transformation Stakeholders	GES, (Primary School Headteachers, Teachers, etc.) Teacher Educators	GES, Primary School Headteachers, Teachers, Learners, Teacher Educators
2	Workforce Transformation Stakeholders	Professional bodies (GNAT, NAGRAT, PRINCOF)	GNAT, NAGRAT, PRINCOF
3	Systems Transformation Stakeholders	World Bank, UNICEF, USAID, FODA, MoE (NTC, NaCCA, NaSIA,	World Bank, UNICEF, USAID, FODA, MoE, NTC, NaCCA, NaSIA
4	Financing Transformation Stakeholders	MoE (PBME), MoF, GETFund	MoE (PBME), MoF, GETFund,
5	Cross-Sectional Transformation Stakeholders	CSOs (EduWatch & EduTech), Academia (Public Universities & VVU), Faith-Based Organisations (Mission & Islamic) PTA (Public & Private), NGOs (GESI), INGOs, Education Commission, SMC (Community Leaders)	CSOs (EduWatch & EduTech), Academia (Public Universities & VVU), Faith-Based Organisations (Mission & Islamic), PTA (Public & Private), NGOs (GESI), INGOs, Education Commission, Community Leaders

The IPP stakeholder map includes a list of all the key stakeholders that will be involved in the project, consisting of individuals, groups or organizations and outlines their perspective on and interest in the project. The stakeholder map matrix for the assignment considers the level of interest and the level of influence with stakeholders falling into four main groups as depicted by Figure 42



## 7.2 Appendix B: Innovative Pedagogies Framework/Rubric

### Systems-level Rubric

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>1 National-level</b>								
<b>1.1 Laws, policies, and plans</b>								
1.1.a	Elements of inclusive, engaging, and adaptive pedagogies including UDL are explicitly mentioned within appropriate policies or laws.	Do policies or laws state the need to have engaging, adaptive, and inclusive pedagogy?						
		Do policies explicitly mention IEA frameworks such as Universal Design for Learning (UDL), Social Emotional Learning (SEL), and breadth of skills (including creativity, critical thinking, and communication)?						
1.1b	National policies or laws highlight the right of all children to access a quality education (including gender, ethnolinguistic, disability, racial minorities).	Are policies or mandates related to inclusive education aligned with international standards and treaties (e.g., the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD))?						
1.1.c	Education strategic or sector plans identify specific strategies and implementation plans to support teacher professional development for inclusive, engaging, and adaptive pedagogies.	Do strategic plans have targets with budgets and timelines related to teacher professional development for IEA pedagogy (e.g., UDL, SEL, gender, disability, & linguistic inclusion strategies)?						
		Do strategic plans have targets for ensuring the safety and wellbeing of students (e.g., eliminating corporal punishment, ensuring safe learning spaces, preventing School-Related Gender-based Violence (SRGBV) or bullying, etc.?)						
		Is there a system in place for regularly (e.g., once a year or more) monitoring the progress of education strategic plans that reference IEA pedagogies?						
<b>Total Score</b>								<b>TOTAL:</b>
<b>1.2 Budgeting and resourcing</b>								
1.2.a	Education sector budgeting allocates resources to	Are funds allocated to pre-service training which includes IEA						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
	support educators to implement inclusive, engaging, and adaptive pedagogy.	pedagogies (even if part of a larger budget on general pedagogy)?						
		Are funds allocated to in-service training on IEA pedagogies (even if part of a larger budget on general pedagogy)?						
		Have budgets allocated towards pedagogy, including IEA pedagogies, increased over the past 5 years?						
1.2.b	Governments have specific budgets related to potential educational disruptions caused by natural disasters, COVID-19, or crises.	Is there a budget to allow for remote learning during times where in-person education is not feasible?						
		Is there a budget to support students once in-person learning resumes (e.g., remedial learning, assessment of potential learning loss, etc.)?						
<b>Total Score</b>								<b>TOTAL:</b>
<b>2 Operations-level</b>								
<b>2.1 Trained workforce</b>								
2.1.a	Teachers and school leaders access ongoing in-service professional development opportunities on inclusive, engaging, and adaptive pedagogical approaches.	Does a core in-service teacher training package exist for primary-level teachers?						
		Are IEA pedagogical approaches (e.g., UDL) a part of the core in-service teacher training package for all teachers?						
		Do teachers receive access to training on a breadth of skills such as creativity, SEL, and positive behaviour supports?						
		Is there a national system in place to provide regular coaching, mentorship, or peer support on implementing IEA pedagogies in the classroom?						
		Do all school leaders receive training on instructional leadership, including IEA pedagogies?						
		Do all district-level education officials receive training on						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
		instructional leadership, including IEA pedagogies?						
2.1b	Pre-service curricula provide both content knowledge of IEA pedagogies and opportunities for practical application of IEA pedagogies in the classroom.	Does pre-service training address IEA pedagogies?						
2.1c	School leaders have access to leadership and/or management competency-based training that involves a certification	Do national colleges, universities, or other accredited programmes offer a certified degree in school leadership or other qualification for certification of school administrators?						
<b>Total Score</b>								<b>TOTAL:</b>
<b>2.2 Curriculum and Assessment</b>								
2.2a	The curriculum is competency-based and prioritizes foundational skills (numeracy and literacy) and social emotional learning.	Is there a national competency-based curriculum that includes foundational skills (numeracy and literacy)?						
		Is there a focus within the curriculum to support the breadth of skills (e.g., critical thinking, problem solving, collaboration) and social and emotional skills?						
		Do all learners, including children with disabilities or other marginalised groups, have access to the same national curriculum (e.g., alternative curriculum is <b>not</b> provided to learners with certain categories of disabilities)?						
2.2b	Student assessments demonstrate flexibility to allow students to express their understanding.	Do summative and large-scale assessments demonstrate flexibility and include accommodations to allow students to express their understanding?						
<b>Total Score:</b>								<b>TOTAL:</b>
<b>2.3 Use of technology</b>								
2.3.a	All children have access to technology (high, mid, and low tech) as a way to support inclusive, adaptive, and engaging pedagogies	Are high tech devices (laptops, computers, tablets, etc.), beyond solely learning to use computers and technologies in a computer lab (or something similar), available to						



#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
		support the instruction of all learners?						
		Are mid-tech devices used in classrooms to support and facilitate learning? (e.g., calculators, magnifying glasses, audio books)						
		Are low-tech devices used in classrooms to support and facilitate learning (e.g., manipulatives, pictures for communication, pencil grips, slant board to place books)?						
2.3.b	Teachers are trained in using technology as a pedagogical tool	Do all teachers receive pre-service training on how to use technology as a pedagogical tool?						
		Do all teachers receive in-service training on how to use technology as a pedagogical tool?						
<b>Total Score</b>								<b>TOTAL:</b>

**School- and Community-level Rubric**

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>2 School level</b>								
<b>2.1 School leadership</b>								
2.1.a	School leaders provide regular support to classroom teachers via mentoring, coaching, or other feedback.	Do school leaders regularly observe teachers (e.g., twice a term) and provide feedback on classroom pedagogy?						
		Are there are at least two annual meetings between teachers and school leadership (principals, administrators, headteachers, etc.) to discuss learners' progress?						
		Are there are at least two annual meetings between teachers and school leadership (principals, administrators, headteachers, etc.) to discuss pedagogical approaches?						
		Are school leaders provided with regular support through mentoring,						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
		coaching, or other feedback on instructional leadership from their supervisors/employers?						
<b>Total Score:</b>								<b>TOTAL:</b>
<b>2.2 Safe and accessible learning environment</b>								
2.2a	Schools are accessible and promote a safe learning atmosphere for students	Is the physical school infrastructure accessible to learners with disabilities (e.g., ramps, walkways, accessible lavatories, etc.)?						
		Are there school policies to promote positive behaviour supports and eliminate unsafe behaviour (e.g., bullying, corporal punishment, SRGBV, etc.)?						
<b>Total Score:</b>								<b>TOTAL:</b>

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>3 Community level</b>								
<b>3.1 Community engagement</b>								
3.1.a	Communities are engaged to support schools to provide safe learning atmospheres and access to learning.	Does the school work with the community to increase school accessibility and ensure all learners access learning?						
		Does the school work with the community to provide learning opportunities at home?						
		Does the school work with the community to increase understanding about safe learning environments at home (e.g., for homework)?						
<b>Total Score:</b>								<b>TOTAL:</b>
<b>3.2 Caregiver partnerships</b>								
3.2a	Teachers routinely communicate with caregivers on learning activities and student progress	Do teachers provide regular feedback to caregivers about learners' performance?						
<b>Total Score:</b>								<b>TOTAL:</b>

## Classroom-level Rubric

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>4 Classroom level</b>								
<b>4.1 Instructional model</b>								
4.1.a	Teachers provide opportunities for students to make choices about their learning.	Are learners provided with choices about learning, such as selecting a storybook to read or whether to answer an easier question or harder question?						
4.1b	Teachers utilize multiple approaches to engage and motivate students to learn.	Do teachers use multiple approaches to engage and motivate students (e.g., create games, storytelling, and play opportunities to support learning)?						
4.1c	Teachers utilize multiple approaches to present instructional content to students.	Are learners supported through multiple instructional approaches, such as working in pairs or small groups to discuss or practice lesson content?						
4.1d	Teachers utilize multiple approaches to allow students to express their understanding.	Are learners given choices on how to show their answer (e.g., in writing, verbally, drawing, or pointing)?						
4.1e	The classroom environment is learner-centred and participatory.	Do teachers use interactive pedagogical approaches more frequently than teacher-led or rote memorisation approaches?						
4.1f	Lesson plans use evidence-based, structured, and explicit pedagogical approaches	Do teachers either use scripted lesson plans that embed techniques, including but not limited to scaffolding, frequent practice, and formative assessment OR write their lesson plans based on a curriculum that emphasizes these components?						
4.1g	Instructional content addresses social emotional learning principles.	Do teachers support learners to develop social awareness and empathy for others, including those with different ability levels, cultures, and backgrounds (e.g., supporting skills such as self-awareness, self-management, social awareness, relationship skills, responsible decision making)?						
<b>Total Score:</b>								<b>TOTAL:</b>

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>4.2 Teaching and Learning Materials (TLMs)</b>								
4.2.a	Materials are appropriate to the age, developmental level, language, and culture of learners	Do learners have access to instruction in the language they know best?						
		Do students have access to culturally and age-appropriate instruction?						
4.2.b	Learners have access to curricular content through instruction that uses multiple mediums [representation]	Are learners able to access textbooks at a 1:1 ratio in classrooms?						
		Do learners utilize both textbooks and supplementary/remedial materials appropriate to their learning needs?						
4.2.c	TLMs inclusively reflect the diversity that is represented within the country	Do text and imagery depict marginalised groups represented in equal and empowering ways?						
4.2.d	TLMs promote safety, social-emotional learning	Does TLM content address conflict prevention, anti-bullying, non-violent behaviour, or children's rights?						
<b>Total Score:</b>								<b>TOTAL:</b>

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>4.3 Classroom environment and management</b>								
4.3.a	Students have access to a print-rich learning environment [engagement]	Are classrooms decorated with colourful posters, pictures, maps, agendas, traditional materials, etc.?						
4.3.b	The teacher uses principles of positive behaviour support.	Do teachers use positive behaviour supports instead of corporal punishment or calling out students for poor behaviour?						
4.3.c	The classroom environment takes into consideration the needs of children with disabilities	Is there preferential seating for learners with disabilities based upon their needs (e.g., learners with vision or hearing challenges near the front of the room, students with albinism sitting away from windows, learners with physical disabilities near the classroom door)?						
<b>Total Score:</b>								<b>TOTAL:</b>

## 7.3 Appendix C: Rapid Research Data Collection Tools

### Interview Guides for Key Informants (Head teachers, Community leaders, Parents/Caregivers)

#### Helpful Definitions:

1. **Pedagogical approaches:** Simply, this is about how teachers teach and the strategies they use to deliver the lesson content to learners.
2. **IEA pedagogies:** Inclusive, engaging, and adaptive (IEA) pedagogies meet the needs of ALL learners. IEA pedagogies consider children as *active* learners. There are three core elements (although some teachers may be practicing one more than others. For the purposes of this KII, that is ok.
  - **Inclusive:** All children have the right to learn, including learners with disabilities, girls and boys, ethnic and religious minorities, and other relevant groups within countries. Inclusive pedagogies involve teaching in a way that works for all learners.
  - **Engaging:** Learning should be fun, and when students are motivated to learn, they are more successful. For a long time, play has been recognized as an important way for children to learn. Learning through play can improve intellectual, social, emotional, and physical development.
  - **Adaptive:** Instruction needs to be aligned with students' developmental needs, rather than a one-size-fits-all approach.
3. **Instructional leadership:** Instructional leadership reflects how the head teacher (or equivalent) supports learners in his/her school to receive a quality education. Commonly, head teachers do this by ensuring that teachers have what they need to be successful (e.g., continuous professional development, appropriate TLMs, and a collaborative working environment). Other important aspects of instructional leadership for head teachers include monitoring the curriculum/instruction, supporting teachers to use data to make decisions, and community/parent engagement.

#### School and Community Interviews

##### **PART 1: Interviews with the Head Teacher (or other relevant school administrator)**

1. Do you facilitate discussions between school leadership and teachers to discuss learners' progress and pedagogical approaches? If so, how?
  - a. *Follow-up (if not addressed in response):*
    - i. What do you do to facilitate discussions on learners' progress? Please share specific examples.
    - ii. What do you do to facilitate discussions on teachers' pedagogical approaches? Please share specific examples.
    - iii. How often do you facilitate these discussions?
    - iv. If you do not facilitate these discussions, why not?
2. Have you received training on instructional leadership, particularly focused at the primary school level?
  - a. *Follow-up (if not addressed in response):*
    - i. How much training on instructional leadership have you received?
    - ii. Have you been satisfied with the training you have received? If not, why not?
    - iii. Which aspects of instructional leadership training have you found to be most relevant to your practice?
    - iv. What other areas would you like to receive further training on?
  - b. *Note: If interviewee states he/she has not received training on instructional leadership, ask why.*
3. Have you received training on inclusive, engaging, and/or adaptive pedagogies? (*Note: interviewer should describe IEA pedagogies*)
  - a. *Follow-up (if not addressed in response):*
    - i. How much training on IEA pedagogies have you received?
    - ii. Have you been satisfied with the training you have received? If not, why not?
  - b. *Note: If interviewee states he/she has not received training on instructional leadership, ask why.*
4. Do you think the primary level curriculum is flexible enough to accommodate different school/community needs? If no, why not and what would you change?
5. How aware are you and/or other school administrators (e.g., assistant headteachers, girls' education facilitators, special needs education facilitators), of any national non-discrimination laws or policies (Constitution of the Republic of Ghana, Inclusive Education Policy, The Persons with Disability Act, 2006 (ACT 715), The Children's Act, 1998)?
  - a. *Follow-up (if not addressed in response):*
    - i. If so, how much training on national non-discrimination laws/policies have you received?
    - ii. How satisfied have you been with the training you have received? If not, why not?
6. Do you have school policies to promote positive behaviour supports and eliminate unsafe behaviour (e.g., bullying, corporal punishment, school-related gender-based violence)? (*Note: if answered "yes," interviewer should ask to see a copy of the school policy*)
7. Does your school have an emergency preparedness or disaster risk reduction plan to protect learners in case of an emergency? (*Note: if answered "yes," interviewer should ask to see a copy of the school plan*)
  - a. *Follow-up (if not addressed in response):*
    - i. Which other stakeholders (e.g., learners, teachers, parents/community members) are aware of the plan?
    - ii. If not, why?
8. How do you communicate with parents, caregivers, and members of the community? What are the topics that you generally discuss?
  - a. *Follow-up (if not addressed in response):*

- i. Do you communicate learning outcomes and learner progress with parents, caregivers, and the community? If not, why?
  - ii. Do you encourage the enrolment of students from diverse backgrounds with parents, caregivers, and members of the community? If not, why?
- 9. Do you provide literacy and numeracy remediation to learners who are falling behind?
  - a. *Follow-up (if not addressed in response):*
    - i. Do you have a dedicated time on the school calendar for remediation? If so, when does it take place?
    - ii. Do existing teachers facilitate the remediation sessions or do you receive additional support from the community?
    - iii. Do you use specific materials or instructional guides during remediation (e.g.: Teaching at the Right Level (TaRL) approaches or separate teacher guides)?

**PART 2: Interviews with a Community Leader (preferably a member of school-community board, or equivalent) and a Parent Representative (preferably a member of the parent-teacher association, or equivalent)**

**To the Community Leader (SMC Member):**

1. Does school leadership meet regularly with community leaders?
  - a. *Follow-up (if not addressed in response):*
    - i. How often do these meetings take place?
    - ii. Generally, what is discussed during the meetings?
    - iii. What is the process for ensuring that decisions taken at these meetings are implemented?
2. How regularly do school-community board (e.g., SMC Chairman, PA Chairman) agendas promote discussion of learner wellbeing (particularly social and emotional health)? (*Note: if answered "yes," interviewer should ask to see a copy of a recent agenda*)
3. In what ways does the schoolwork with the community to increase school accessibility and ensure all learners access learning? (Prompt: ask about physical accessibility, including things such as school infrastructure, and pedagogical accessibility, including ensuring that all learners can access the curriculum through inclusive teaching practices and inclusive materials).
  - a. *Follow-up (if not addressed in response):*
    - i. How does the school do this? Can you share any examples?
4. How is your community engaged in supporting the enrolment and retention of learners at all grade levels, including learners from marginalised groups (e.g., children with multiple disabilities, emotional and behaviour disorder, hearing impairment, visual impairment, ADHD, children living with HIV/AIDS etc.)?
  - a. *Follow-up (if not addressed in response):*
    - i. How does the community do this? Can you share any examples?
5. Are school community members involved in supporting quality instruction for all learners, either directly or indirectly?
  - a. *Follow-up (if not addressed in response):*
    - i. How does the community work with the school to do this? Can you share any examples?
6. Is there a way for community members to contribute learning materials and resources to promote inclusive, engaging, and adaptive pedagogies in the classroom?
  - a. *Follow-up (if not addressed in response):*
    - i. Recently, has the community contributed any learning materials? If so, what have those been?

**To the Parent/Caregiver Representative:**

7. Do teachers or school administrators have the means to contact caregivers as needed (via phone, face-to-face, or written correspondence)?
8. Do teachers communicate with caregivers to advise on additional assignments or practice for home-based learning?
  - a. *Follow-up (if not addressed in response):*
    - i. If yes, how often (daily, weekly, monthly)?
9. Do teachers regularly provide feedback to caregivers about learners' performance?
  - a. *Follow-up (if not addressed in response):*
    - i. If yes, how often do teachers discuss learners' performance with caregivers? And, in what format do these discussions take place (e.g., face-to-face, phone call)?
    - ii. If yes, do teachers discuss performance in all subjects or just a few?
10. In what ways does the school support learners from different backgrounds (including those with disabilities, those from marginalised groups, etc.) to attend school?
  - a. *Follow-up (if not addressed in response):*
    - i. How satisfied are you with the support that teachers give to all learners in the classroom?
    - ii. Are there some groups of learners that you think teachers find difficult or challenging to teach? Why or why not? What are some examples of these groups?
11. Do you think boys and girls are treated equally at school and in the classroom? Why or why not?

## 7.4 Appendix D: Structured Observation Tools

### Part 1: School Observation Tool

Instruction: Observers walk around the school and note the following:

The following are in place at the school:	Yes	No	Needs Improvement	Comments/Explanation (As needed)
Ramps up to 1/12" or 5-degree incline				
Hallways and doorways wide enough to accommodate wheelchairs				
Handrails				
Separate washrooms/toilets for boys and girls				
Accessible washrooms/toilets				
Well-lit washrooms/toilets				
Water and soap available in the washrooms/toilets				
Feminine hygiene products available				
Open, smooth pathways free of clutter				
Well-ventilated classrooms				
Well-lit classrooms / legible blackboards				

If there is anything else to note about the physical infrastructure of the school that is not captured in the table above, please note it here:

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### Part 2: Classroom Lesson Observation Tool

#### Instructions for observers

**Step 1:** Obtain a copy of the lesson plan or teacher's guide, where available.

**Step 2:** Observe literacy and numeracy lessons only and closely watch what is taking place in the classroom. After you feel comfortable, start recording information about the items in the checklist. Mark "YES" if the behaviour is observed at least once in the observation; Mark "NO" if the behaviour is not observed. Mark "N/A" (not applicable) if the behaviour is not relevant.

**Step 3:** After observing the lesson and interactions between teachers and children, complete the form in detail.

NOTE: Some parts of this observation form ask whether you observe "ALL students" doing something or teachers providing opportunities to "ALL students." As it will not be possible to observe this in one lesson, please try to observe whether the teacher is providing a wide range of students with different opportunities.

#### Part 1: General Information

- Date of observation: \_\_\_\_\_
- Name of Observer(s): \_\_\_\_\_; \_\_\_\_\_
- Location of School: \_\_\_\_\_  
Circle: Rural      Peri-urban      Urban
- Lesson observed (literacy or numeracy): \_\_\_\_\_
- Grade observed: \_\_\_\_\_
- Teacher sex: Male      Female
- Number of boys: \_\_\_\_\_      Number of girls: \_\_\_\_\_
- Please ask the teacher for the total number of boys with disabilities  
Number: \_\_\_\_\_  
 Not known
- Please ask the teacher for the total number of girls with disabilities  
Number: \_\_\_\_\_  
 Not known
- Please ask the teacher the ages of the oldest and youngest students enrolled in the class: \_\_\_\_\_ to \_\_\_\_\_ (e.g., 5 to 13)  
 Not known
- Please ask the teacher the most common home language(s) spoken by students enrolled in the class:  
\_\_\_\_\_



12. Are other adults besides the classroom teacher providing support to students during the lesson? If so, describe:

13. Total time of observation (in number of minutes): \_\_\_\_\_

### Part 2: Classroom Observation

	YES	NO	N/A
<b>Lesson Structure, Content, and Facilitation</b>			
1. Teacher is fully prepared for the day's lesson, with materials prepared in advance.			
2. The language of instruction matches the home language spoken by the majority of students in the class.			
3. The following teaching and learning materials are used during the lesson:			
student workbooks or textbooks			
story books (fiction)			
story books (non-fiction)			
manipulatives (e.g., counters, letter cards, bottle caps)			
Other (including any supplementary or remedial materials, 'easy read' stories, flashcards, sensory stories, large print), specify:			
4. Teacher utilizes instructional approaches that appear to motivate and <b>engage</b> students. If yes, indicate what is observed from the list below:			
use of morning meetings or agendas to review the plans for the lesson or day			
use of songs or dances related to instructional content			
learning through play or the use of games			
linking instructional content to students' personal experience			
Other examples of engagement, specify:			
5. Teacher <b>presents</b> curriculum materials in multiple formats. If yes, indicate what is observed from the list below:			
small group work, work in pairs or other peer engagement (most or all students doing this simultaneously)			
use of pictures, charts, or graphs to represent concepts/text			
use of real objects to make connections to concepts (e.g., bringing an object related to the day's letter or vocabulary)			
providing clear instructions in multiple ways (e.g., writing instructions on chalkboard and speaking aloud)			
Other examples of representing content, specify:			
6. Teacher offers multiple ways for students to <b>express</b> their understanding of lesson content. If yes, indicate what is observed from the list below:			
students showing understanding through verbal responses			
students showing understanding through writing (not copying)			
students showing understanding through drawing or the use of images			
students showing understanding through gestures, pointing, or signs			
students showing understanding through role play or dramatization			

	YES	NO	N/A
Other examples of showing understanding, specify:			
7. Teacher provides students with <b>choices</b> in the manner that they learn best. If yes, indicate what is observed from the list below:			
Students are able to choose the type of text or story they read			
Students are able to choose the math problem that they work on			
Students are able to choose whether to work in pairs or individually			
Students are able to choose whether to speak, write, gesture, or draw their answer			
Other examples of choice, specify:			
8. Teacher uses an explicit instructional approach (e.g., I do / we do / you do)			
<b>Classroom Environment and Management</b>			
9. Teacher provides opportunities to <b>ALL</b> students to participate (e.g., girls, boys, students with different abilities and needs, students seated in different parts of the classroom, introverts and extroverts).			
10. Teacher praises <b>ALL</b> students for correct responses and behaviours (such as sitting quietly while raising their hand, maintaining books carefully, or following instructions).			
11. Classroom or learning space is safe for ALL students (e.g., physically safe for students with disabilities; free from verbal or physical abuse)			
12. At least one example of text or print is visible or tactile in the learning space (e.g., colourful posters, pictures, maps, agendas, etc.).			
13. One textbook appears to be available and in usable condition for every student. If not, please note the approximate textbook to student ratio in the classroom: _____			
14. Teacher provides learners who appear to be struggling with additional support throughout the lesson (e.g., check for understanding, one-on-one check, additional practice)			
15. From start to finish, the teacher completed the planned lesson in the allotted time or any lesson deviation was clearly made in response to learners' needs.			
<b>Part 3: Observer Reflection (after lesson ends)</b>			
16. Are accommodations or supports provided to any students with specific learning needs (e.g., intentional seating, braille or sign language, magnifiers, large print, testing accommodations)? If so, specify.			
17. Please elaborate on teachers' use of innovative and inclusive pedagogical strategies in questions #4-7 (e.g., how were they used, approximate duration of time, proportion of learners involved). If there were opportunities to use a strategy but the teacher did not do so, describe this as well (e.g., students were seated in groups at tables, but the teacher never asked them to work together in their groups).			
18. Did the teacher use any principles of social emotional learning during instruction (self-awareness, self-management, social awareness, interpersonal relationships, decision-making skills)? If so, describe the way in which these principles were addressed in the lesson.			
19. Were students encouraged to develop a breadth of skills during the lesson (e.g., creativity, communication, problem-solving, critical thinking)? If so, describe the way in which these skills were addressed in the lesson.			

**After the lesson, please ask the teacher:** *[Interviewer audio-records the teacher's responses with his permission]*

- How do you assess your learners' progress?
- Do you use learners' assessment results to provide additional or different support to struggling learners? If so, how?
- Do your learners have access to any tutoring activities, teaching assistants, or other individuals capable of providing extra help to those in need? If the teacher does not know the answer, please note that.
- Do you delivery any remediation to your learners (before or after school, on weekends, school breaks, etc.)? If yes, what does this include?

## 7.5 Appendix E: First Policy Dialogue Analysis of Rubric Responses

Standards and Key Questions	Total respondents	Level of Alignment					
		3 = Strong alignment		2 = Some alignment		1 = Limited & no alignment	
	N	n	%	n	%	n	%
<b>Systems-level rubric</b>							
<b>Laws, Policies and Plans</b>							
Do policies or laws state the need to have engaging, adaptive and inclusive pedagogy?	31	20	65	5	16	6	19
Do policies explicitly mention IEA frameworks such as Universal Design for Learning (UDL), Social Emotional Learning (SEL), and breadth of skills?	29	10	34	16	55	3	10
Are policies or mandates related to inclusive education aligned with international standards and treaties (e.g., UNCRPD)?	32	26	81	6	19	0	0
Do strategic plans have targets with budgets and timelines related to teacher professional development for IEA pedagogy (e.g., UDL, gender, disability)?	30	11	37	9	30	10	33
Do strategic plans have targets for ensuring the safety and wellbeing of students (eliminating corporal punishment, preventing SRGBV or bullying)	28	19	68	7	25	2	7
Is there a system in place for regularly monitoring the progress of education strategic plans that reference IEA pedagogies?	25	9	36	7	28	9	36
<b>Budgeting and Resourcing</b>							
Are funds allocated to pre-service training which includes IEA pedagogies (even if part of a larger budget on general pedagogy)?	25	8	32	7	28	10	40
Are funds allocated to in-service training on IEA pedagogies (even if part of a larger budget on general pedagogy)?	25	7	28	4	16	14	56
Have budgets allocated towards pedagogy, including IEA pedagogies, increased over the past 5 years?	21	2	10	2	10	17	81
Is there a budget to allow for remote learning during times where in-person education is not feasible?	25	5	20	4	16	16	64
Is there a budget to support students once in-person learning resumes (e.g., remedial learning, assessment of potential learning loss, etc)?	23	6	26	1	4	16	70
<b>Operational level</b>							
<b>Trained Workforce</b>							
Does a core in-service teacher training package exist for primary-level teachers?	31	21	68	4	13	6	19
Are IEA pedagogical approaches (e.g., UDL) a part of the core in-service teacher training package for all teachers?	29	10	34	8	28	11	38
Do teachers receive access to training on a breadth of skills such as creativity, SEL, and positive behaviour supports?	29	8	28	11	38	10	34
Is there a national system in place to provide regular coaching, mentorship, or peer support on implementing IEA pedagogies in the classroom?	29	7	24	9	31	13	45
Do all school leaders receive training on instructional leadership, including IEA pedagogies?	29	7	24	8	28	14	48
Do all district-level education officials receive training on instructional leadership, including IEA pedagogies?	27	7	26	6	22	14	52
Does pre-service training address IEA pedagogies?	29	15	52	8	28	6	21
Do national colleges/universities/accredited programmes offer a certified degree in school leadership or other certification of school administrators?	28	21	75	4	14	3	11
<b>Curriculum and Assessment</b>							
Is there a national competency-based curriculum that includes foundational skills (numeracy and literacy)?	33	31	94	2	6	0	0
Is there a focus within the curriculum to support the breadth of skills (critical thinking, problem solving, collaboration) and SEL?	29	24	83	4	14	1	3
Do all learners, including children with disabilities or other marginalized groups, have access to the same national curriculum?	28	18	64	3	11	7	25
Do summative and large-scale assessments demonstrate flexibility and include accommodations to allow students to express their understanding?	22	5	23	5	23	12	55

<b>Use of Technology</b>	<b>N</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Are high tech devices beyond solely learning to use computers and technologies in a lab (or similar) available to support the instruction of learners?	29	2	7	4	14	23	79
Are mid-tech devices used in classrooms to support and facilitate learning? (Calculators, audio books, magnifying glasses)	27	3	11	6	22	18	67
Are low-tech devices used in classrooms to support and facilitate learning (manipulatives, pictures for communication, pencil grips, slant board, etc)?	30	17	57	6	20	7	23
Do all teachers receive pre-service training on how to use technology as a pedagogical tool?	28	8	29	7	25	13	46
Do all teachers receive in-service training on how to use technology as a pedagogical tool?	26	7	27	3	12	16	62
<b>School- and Community-level Rubric</b>							
<b>School-level</b>							
<b>School Leadership</b>							
Do school leaders regularly observe teachers (twice a term) and provide feedback on classroom pedagogy?	32	21	66	9	28	2	6
Are there at least two annual meetings between teachers and school leadership to discuss learners' progress?	31	24	77	7	23	0	0
Are there at least two annual meetings between teachers and school leadership to discuss pedagogical approaches?	32	20	63	8	25	4	13
Are school leaders provided with regular support through mentoring, coaching, or other feedback on instructional leadership from their supervisors?	31	17	55	7	23	7	23
<b>Safe &amp; Accessible Learning Environment</b>							
Is the physical school infrastructure accessible to learners with disabilities (ramps, walkways, accessible lavatories)?	32	1	3	11	34	20	63
Are there school policies to promote positive behaviour supports and eliminate unsafe behaviour (bullying, corporal punishment, SRGBV, etc)? etc)?	32	23	72	7	22	2	6
<b>Community-level</b>							
<b>Community engagement</b>							
Does the school work with the community to increase school accessibility and ensure all learners access learning?	32	18	56	12	38	2	6
Does the school work with the community to provide learning opportunities at home?	33	11	33	13	39	9	27
Does the school work with the community to increase understanding about safe learning environments at home?	33	18	55	9	27	6	18
<b>Caregiver Partnerships</b>							
Do teachers provide regular feedback to caregivers about learners' performance?	33	19	58	14	42	0	0
<b>Classroom-level Rubric</b>							
<b>Instructional Model</b>							
Are learners provided with choices about learning, such as selecting a storybook to read or whether to answer an easier or harder question?	33	9	27	9	27	15	45
Do teachers use multiple approaches to engage and motivate students (create games, storytelling and play opportunities to support learning)?	33	23	70	10	30	0	0
Are learners supported through multiple instructional approaches, such as working in pairs or small groups to discuss or practice lesson content?	32	24	75	7	22	1	3
Are learners given choices on how to show their answer (in writing, verbally, drawing or pointing)?	31	6	19	9	29	16	52
Do teachers use interactive pedagogical approaches more frequently than teacher-led or rote memorisation approaches?	33	10	30	18	55	5	15
Do teachers either use scripted lesson plans that embed techniques, including but not limited to scaffolding, frequent practice etc?	30	17	57	10	33	3	10

Do teachers support learners to develop social awareness and empathy for others, including those with different ability levels, cultures & backgrounds?	32	17	53	11	34	4	13
<b>Teaching and Learning Materials</b>							
Do learners have access to instruction in the language they know best?	32	12	38	13	41	7	22
Do students have access to culturally and age-appropriate instruction?	32	16	50	11	34	5	16
Are learners able to access textbooks at a 1:1 ratio in classrooms?	30	0	0	4	13	26	87
Do learners utilize both textbooks and supplementary/remedial materials appropriate to their learning needs?	31	3	10	9	29	19	61
Do text and imagery depict marginalized groups represented in equal and empowering ways?	29	3	10	10	34	16	55
Does TLM content address conflict prevention, anti-bullying, non-violent behaviour, or children's rights?	32	12	38	14	44	6	19
<b>Classroom Environment and Management</b>							
Are classrooms decorated with colourful posters, pictures, maps, agendas, traditional materials, etc?	33	4	12	20	61	9	27
Do teachers use positive behaviour supports instead of corporal punishment or calling out students for poor behaviour?	32	11	34	16	50	5	16
Is there preferential seating for learners with disabilities based upon their needs?	31	13	42	8	26	10	32
<b>Accommodation and Remediation</b>							
Do learners who are blind have access to textbooks in braille?	8	1	13	2	25	5	63
Do learners who are deaf have access to local sign language and the opportunity to be instructed in a sign-language rich environment?	9	1	11	2	22	6	67
Do teachers conduct regular formative assessments such as written tests, and use results to identify differentiated or remedial supports required?	9	3	33	4	44	2	22
Do teachers provide additional support including regular remedial practice to struggling learners before/after school or during school breaks?	8	1	13	3	38	4	50

## 7.6 Appendix F: Innovative Pedagogies Improvement (Action) Plan<sup>120</sup> Matrix

<b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address)				<b>Expected Results:</b> (Measurable change resulting from achieving the targets):			
SLO 1: To allocate adequate budget and resources with clear timelines to implement IEA pedagogies in pre- and lower primary schools.				1. Consistent and reliable fund flow for IEA pedagogies implementation to all schools			
				2. Financial stewardship demonstrated in IEA pedagogies implementation by schools			
				<b>Indicators:</b> (Measurable statistic that tells us if that change has happened).			
				1. Percentage of schools appropriating money to implement IEA pedagogies in schools			
				2. Audited financial report on IEA activities			
Target(s)/Gap(s) (Strategy/ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)	Key Activities (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)	Resources Needed (Funds, materials, etc. required to achieve the targets and how they will be acquired)	Person(s) Responsible (Individuals/groups who will implement, monitor & evaluate the plan)	Timeline (Period within which the target(s) will be achieved)	Evidence (Means of verification to ascertain the achievement of the targets)	Risk(s) (Any real or perceived risk(s) during activity implementation)	Risk Mitigation (Specific tasks/action to address the risk)
1. Secure funding for implementing IEA pedagogies in pre- and lower-primary schools.	1. Prepare clear guidelines for funds mobilization and disbursement. 2. Identify reliable funding sources (GoG, Partners, NGOs etc.) 3. Develop funding proposals	Experts in grantsmanship  Funds	Primary: MOE/GES, Secondary: IEPA, Reform Secretariat, PBME, MoF, NaCCA, NTC, NaSIA	Sept.2022 – March 2023	Funding Guidelines Document  Funding Proposal document  List of potential funders	1. Funding fatigue 2. Potential sub-standard proposals 3. Negative predisposition of selectors 4. Evaluator biases	1. Careful selection of potential funders 2. Subject the proposal to critical scrutiny. 3. Independent reviewers

<sup>120</sup> The IPIP (Action Plan) has been costed by MoE, PBME Unit.

	4. Submit funding proposals to potential funders						
2. Demonstrate financial accountability in implementing IEA pedagogies	<ol style="list-style-type: none"> <li>1. Prepare budget for IEA pedagogies implementation.</li> <li>2. Allocate funds for IEA pedagogies inclusion in the curriculum.</li> <li>3. Mobilize and disburse the funds.</li> <li>4. Monitor the disbursement plan</li> </ol>	Financial administrators Accountants	<p>Primary: PBME</p> <p>Secondary: Internal auditors, MoF, NaCCA, NTC, NaSIA</p>	Sep. 2023-Dec. 2025	<p>Budget document</p> <p>Disbursement plan document</p> <p>Monitoring scheme</p> <p>Monitoring report</p>	<ol style="list-style-type: none"> <li>1. Possibility of preparing a mechanical budget</li> <li>2. Financial indiscipline</li> <li>3. Monitors' predisposition to biases</li> </ol>	<ol style="list-style-type: none"> <li>1. Adherence to financial management practices</li> <li>2. Adherence to strict internal controls</li> <li>3. Use different monitors for triangulation purposes</li> </ol>

<p><b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address)</p> <p>SLO 2. To provide training for all pre- and lower primary teachers on IEA pedagogies by 2025<sup>121</sup></p>				<p><b>Expected Results:</b> (Measurable change resulting from achieving the targets):</p> <ol style="list-style-type: none"> <li>1. All pre- and lower primary school teachers are equipped or have developed competences in IEA pedagogies</li> </ol>			
				<p><b>Indicators:</b> (Measurable statistic that tells us if that change has happened).</p> <ol style="list-style-type: none"> <li>1. Percentage of a functional ToTs to train pre and lower primary school teachers</li> <li>2. Percentage of trainers utilizing the training manuals to train pre- and lower primary school teachers on IEA pedagogies.</li> <li>3. Percentage of pre- and lower primary school teachers trained.</li> <li>4. Percentage of lecturers/tutors in early childhood training institutions trained.</li> <li>5. BEd curriculum implementation aligned with ICT-driven IEA pedagogies framework</li> </ol>			
<p><b>Target(s)/Gap(s)</b> (Strategy/ies) to address specific IEA pedagogical barrier (IEA pedagogies implementation)</p>	<p><b>Key Activities</b> (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)</p>	<p><b>Resources Needed</b> (Funds, materials, etc. required to achieve the targets and how they will be acquired)</p>	<p><b>Person(s) Responsible</b> (Individuals/groups who will implement, monitor &amp; evaluate the plan)</p>	<p><b>Timeline</b> (Period within which the target(s) will be achieved)</p>	<p><b>Evidence</b> (Means of verification to ascertain the achievement of the targets)</p>	<p><b>Risk(s)</b> (Any real or perceived risk(s) during activity implementation)</p>	<p><b>Risk Mitigation</b> (Specific tasks/action to address the risk)</p>
<ol style="list-style-type: none"> <li>1. Create a pool of IEA pedagogies trainers</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage IEA pedagogies ToTs and experts.</li> <li>2. Train national level training officers</li> <li>3. Train regional level training officers</li> <li>4. Train district level training officers</li> </ol>	<p>IEA pedagogies experts and accredited ToTs</p> <p>Stationeries, projects, laptops, and other training logistics</p> <p>Training Venues/Centres</p>	<p>Primary: MoE, GES</p> <p>Secondary: NTC, NaCCA, Training Institutions, Teacher Unions, NGOs in Education</p>	<p>Oct. 2022 – Mar. 2023</p>	<p>List of experts and ToTs engaged.</p> <p>Contracts of engagement</p> <p>Lists of national, regional and district level ToTs trained.</p> <p>Training report</p>	<ol style="list-style-type: none"> <li>1. Expert fatigue</li> <li>2. Limited funding</li> <li>3. Goal displacement</li> <li>4. Tendency not to meet the timeline.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand the pool of experts and ToTs to avoid fatigue.</li> <li>2. Have budgetary allocation.</li> <li>3. Have M&amp;E plan in place.</li> <li>4. Clear KPIs with timelines</li> </ol>
<ol style="list-style-type: none"> <li>2. Develop training module/manual on IEA pedagogies</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage IEA pedagogies experts/writers</li> <li>2. Prepare training manual (e.g., draft, review, pilot)</li> </ol>	<p>Experts and writers</p> <p>Writing resources (e.g., documents/frameworks on IEA pedagogies, stationery, computer and other logistics)</p> <p>Accommodation and writing venues</p>	<p>Primary: MoE, GES</p> <p>Secondary: IEPA, IoE, Training Institutions, NGOs in Education</p>	<p>Oct. – Dec. 2022</p>	<p>Attendance sheets</p> <p>Training manuals</p>	<ol style="list-style-type: none"> <li>1. Expert fatigue</li> <li>2. Limited funding</li> <li>3. Tendency not to meet the timeline.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand the pool of experts and ToTs to avoid fatigue.</li> <li>2. Have budgetary allocation in place.</li> <li>3. Clear KPIs with timelines</li> </ol>
<ol style="list-style-type: none"> <li>3. Undertake training for pre- and lower primary school teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare training plan (e.g., training schedule)</li> <li>2. Implement the training plan.</li> <li>3. Evaluate the training</li> </ol>	<p>Training logistics</p> <p>Stationery</p> <p>Training venues</p> <p>Accommodation &amp; T&amp;T</p>	<p>Primary: MoE, GES</p> <p>Secondary: IEPA, IoE, Training Institutions, NGOs in Education</p>	<p>Jan. 2023 – Jun. 2024</p>	<p>Attendance sheets of teachers</p> <p>Training feedback</p> <p>Training report</p>	<ol style="list-style-type: none"> <li>1. Limited commitment of teachers to participate in the training</li> </ol>	<ol style="list-style-type: none"> <li>1. Strong advocacy for the IEA pedagogical concepts</li> </ol>
<ol style="list-style-type: none"> <li>4. Provide IEA pedagogies training for lecturers/tutors of early childhood training institutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the developed ToT manual to train lecturers/tutors in early childhood training institutions.</li> <li>2. Support lecturers/tutors to integrate ICT-driven IEA pedagogies into their teaching and learning process.</li> </ol>	<p>ICT and IEA pedagogies experts</p> <p>Workshop logistics</p> <p>Accommodation &amp; Workshop venue</p>	<p>Primary: MoE, GES</p> <p>Secondary: IEPA, IoE, Training Institutions, NGOs in Education</p>	<p>Jan. 2023 – Jun. 2024</p>	<p>ICT-driven IEA pedagogies framework aligned with the BEd curriculum of training institutions</p>	<ol style="list-style-type: none"> <li>1. Expert fatigue</li> <li>2. Limited funding</li> <li>3. Delays in release of funds</li> <li>2. Tendency not to meet the timeline</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand the pool of experts to avoid fatigue.</li> <li>2. Have budgetary allocation in place.</li> <li>3. Establish clear KPIs with timelines.</li> <li>3. Regular monitoring of implementation</li> </ol>

<sup>121</sup> This fits into teacher CPD framework

	3. Support teacher training institutions to align the BEd curriculum with ICT-driven IEA pedagogies						
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<b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address) SLO 3: To implement a national ICT-driven IEA pedagogies framework by 2025				<b>Expected Results:</b> (Measurable change resulting from achieving the targets): 1. ICT-driven IEA pedagogies integrated into teaching and learning			
				<b>Indicators:</b> (Measurable statistic that tells us if that change has happened). 1. Standards for integrating ICT into IEA pedagogies developed 2. Percentage of pre- and lower primary school teachers trained on how to integrate ICT-driven IEA pedagogies into teaching and learning 3. Percentage of the schools with well-functioning ICT equipment/infrastructure available			
Target(s)/Gap(s) (Strategy/ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)	Key Activities (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)	Resources Needed (Funds, materials, etc. required to achieve the targets and how they will be acquired)	Person(s) Responsible (Individuals/groups who will implement, monitor & evaluate the plan)	Timeline (Period within which the target(s) will be achieved)	Evidence (Means of verification to ascertain the achievement of the targets)	Risk(s) (Any real or perceived risk(s) during activity implementation)	Risk Mitigation (Specific tasks/action to address the risk)
1. Develop a set of standards for IEA ICT pedagogies	1. Identify scope for the ICT standards. 2. Prepare specific descriptors for standards identified. 3. Engage stakeholders to validate the standards	ICT and IEA pedagogies experts  Workshop logistics  Accommodation & Workshop venue	Primary: NaCCA, MoE, GES  Secondary: IEPA, NTC, NGOs in Education	Oct. – Dec. 2022	IEA ICT pedagogies standards documents  Attendance sheets  Report of stakeholder engagement	1. Expert fatigue 2. Limited funding 3. Delays in release of funds 4. Tendency not to meet the timeline	1. Expand the pool of experts to avoid fatigue. 2. Have budgetary allocation in place. 3. Clear KPIs with timelines 4. Regular monitoring
2. Align IEA ICT pedagogies standards to the standard-based curriculum	1. Undertake IEA ICT gap analysis in the standards-based curriculum. 2. Map the IEA ICT standards onto the curriculum. 3. Engage stakeholders to validate the standards	ICT and IEA pedagogies experts  Workshop logistics  Accommodation & Workshop venue	Primary: NaCCA, MoE, GES,  Secondary: IEPA, NTC, NGOs in Education	Jan. 2023	Aligned IEA ICT standards-based curriculum	1. Expert fatigue 2. Limited funding 3. Delays in release of funds 4. Tendency not to meet the timeline	1. Expand the pool of experts to avoid fatigue. 2. Have budgetary allocation in place. 3. Clear KPIs with timelines 4. Regular monitoring
3. Expand ICT infrastructure in basic schools	1. Undertake IEA ICT audit of existing ICT infrastructure in schools. 2. Procure and distribute relevant IEA ICT equipment/infrastructure in schools. 3. Install IEA ICT procured equipment/infrastructure in schools	Experts Office Space/Accommodation  ICT equipment  Internet connectivity  Software  Electricity supply	Primary: MoE, GES  Secondary: IEPA, NTC, NGOs in Education	Jan. 2023 – Dec. 2025	Audit reports  Procurement receipts  ICT infrastructure distribution list  ICT infrastructure in the schools	1. Irregular power supply 2. Nepotism 3. Poor maintenance culture 4. Procurement delays	1. Renewable power sources (e.g., solar) 2. Sensitization positive maintenance culture 3. Adhere to procurement schedules.
4. Train pre- and lower primary school teachers to integrate ICT use into IEA pedagogies	4. Develop training manuals for integrating ICT into IEA pedagogies. 5. Undertake training of teachers on the integration of ICT into IEA pedagogies	Training logistics  Stationery  Training venues  Accommodation & T&T	Primary: MoE, GES, NaSIA, NaCCA  Secondary: IEPA, NTC, NGOs in Education	Jan. 2023 – Dec. 2024	Training reports  Attendance sheets  Participants' feedback	1. Limited commitment of teachers to participate in the training. 2. Delays in release of funds 3. Tendency not to meet the timeline	1. Strong advocacy for the IEA pedagogical concepts 2. Have budgetary allocation in place. 3. Clear KPIs with timelines 4. Regular monitoring
5. Deploy ICT support staff to provide technical assistance	1. Recruit and train ICT support staff 2. Assign trained ICT support staff to schools. 3. Develop ICT usage protocols	ICT experts Training logistics  Stationery  Training venues  Accommodation & T&T	Primary: MoE, GES  Secondary: IEPA, NTC, NGOs in Education	Jun. 2023 – Dec. 2025	Training reports  Attendance sheets  Participants' feedback  ICT usage protocol documents	1. Limited commitment of ICT support staff to participate in the training. 2. Delays in release of funds 3. Tendency not to meet the timeline	1. Strong advocacy for the IEA pedagogical concepts 2. Have budgetary allocation in place 3. Clear KPIs with timelines 4. Regular monitoring



<b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address) SCLO 1: To reorient school leaders' dispositions towards the use of IEA pedagogies in pre- and lower primary schools by 2025 <sup>122</sup>				<b>Expected Results:</b> (Measurable change resulting from achieving the targets): 1. All school leaders demonstrate set of values and principles that reflect IEA pedagogies by 2025			
				<b>Indicators:</b> (Measurable statistic that tells us if that change has happened). 1. Percentage of schools have school culture that supports IEA pedagogies. 2. Number of school leaders committed to support the implementation of IEA pedagogies 3. Number of school leaders' visions reflecting their commitment to IEA pedagogies			
<b>Target(s)/Gap(s)</b> (Strategy/ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)	<b>Key Activities</b> (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)	<b>Resources Needed</b> (Funds, materials, etc. required to achieve the targets and how they will be acquired)	<b>Person(s) Responsible</b> (Individuals/groups who will implement, monitor & evaluate the plan)	<b>Timeline</b> (Period within which the target(s) will be achieved)	<b>Evidence</b> (Means of verification to ascertain the achievement of the targets)	<b>Risk(s)</b> (Any real or perceived risk(s) during activity implementation)	<b>Risk Mitigation</b> (Specific tasks/action to address the risk)
1. Prepare school leaders to lead the implementation of IEA pedagogies	1. Develop training manuals. 2. Conduct workshops/seminars for school leader. 3. Support school leaders to prepare action plan	Training logistics  Stationery  Training venues  Accommodation & T&T	Primary: MoE, GES, IEA pedagogies experts  Secondary: IEPA, IoE	Jan. – Mar. 2023	Training reports  Attendance sheets  Participants' feedback  Developed action plan	Limited commitment of school leaders to participate in the training.	Strong advocacy for the IEA pedagogical concepts
2. Integrate IEA pedagogies into school culture	1. Develop personal philosophy on IEA pedagogies. 2. Develop objectives for the implementation of IEA pedagogies. 3. Communicate a school vision of implemented IEA pedagogies	Writing resources (e.g., documents/frameworks on IEA pedagogies)	Primary: School leaders  Secondary: MoE, GES, IEA pedagogies experts IEPA, IoE	Jan. – Mar. 2023	Developed philosophy statements.  Stated objectives on IEA pedagogies.  Stated school vision on IEA pedagogies	Focus on promoting other pedagogies	Strong advocacy for the IEA pedagogical concepts
3. Demonstrate commitment to IEA pedagogies	1. Prioritize agenda to focus discussions on IEA pedagogies. 2. Share objectives of IEA pedagogies with staff 3. Provide resources to implement IEA pedagogies	Writing resources (e.g., documents/frameworks on IEA pedagogies Funds	Primary: School leaders  Secondary: MoE, GES, IEA pedagogies experts IEPA, IoE	Jan. 2023 – Dec. 2025	Report on school activities  Budgetary allocation	Focus on promoting other pedagogies	Strong advocacy for the IEA pedagogical concepts

<b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address) SCLO 2: To create and maintain safe and accessible learning environment for all learners in pre- and lower primary schools by 2025				<b>Expected Results:</b> (Measurable change resulting from achieving the targets): 1. 90% of pre- and lower primary schools have safe and accessible learning environment for all learners			
				<b>Indicators:</b> (Measurable statistic that tells us if that change has happened). 1. Percentage of schools have user-friendly facilities by 2025 2. Number of schools have guidelines on positive behaviour and disaster reduction by 2024 3. Number of schools have learners demonstrate sense of belongingness by 2025			
<b>Target(s)/Gap(s)</b> (Strategy/ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)	<b>Key Activities</b> (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)	<b>Resources Needed</b> (Funds, materials, etc. required to achieve the targets and how they will be acquired)	<b>Person(s) Responsible</b> (Individuals/groups who will implement, monitor & evaluate the plan)	<b>Timeline</b> (Period within which the target(s) will be achieved)	<b>Evidence</b> (Means of verification to ascertain the achievement of the targets)	<b>Risk(s)</b> (Any real or perceived risk(s) during activity implementation)	<b>Risk Mitigation</b> (Specific tasks/action to address the risk)
1. Provide user-friendly facilities in schools to make learners feel comfortable	1. Conduct school needs assessment. 2. Conduct structural integrity test. 3. Prepare a maintenance schedule. 4. Procure needed facilities/materials. 5. Put in place structures to facilitate mobility (ramps, railings, large doorways)	Structural engineer/Estate officer  Funds	Primary: District Director of Education  Secondary: Head teachers, Teachers, SMCs, SISOs	Sep. 2022-2025	Structural integrity test report  Inventory on procured facilities or materials.  Structural audit report	1. Limited commitment of district directorate and school leaders 2. Delays in release of funds 3. Tendency not to meet the timeline. 4. Facilities not meeting standards	1. Strong advocacy for user-friendly facilities 2. Have budgetary allocation in place. 3. Clear KPIs with timelines 4. Regular monitoring

<sup>122</sup> This fits into school leader CPD framework

2. Develop guidelines to reinforce positive behaviour and disaster reduction in schools	<ol style="list-style-type: none"> <li>1. Set up a committee to prepare guidelines on positive behaviour.</li> <li>2. Prepare guidelines on school disaster reduction.</li> <li>3. Disseminate the guidelines to learners and teachers.</li> <li>4. Monitor the use of guidelines in schools</li> </ol>	<p>IEA pedagogy experts</p> <p>Innovative pedagogies framework</p> <p>Logistics</p>	<p>Primary: District Director of Education, SISOs,</p> <p>Secondary: Head teachers, Teachers, SMCs</p>	Jan. – Mar. 2023	<p>Minutes of committee meetings</p> <p>Guidelines prepared.</p> <p>School records</p> <p>Monitoring report</p>	<ol style="list-style-type: none"> <li>1. Competing priorities of district directorate and school leaders</li> <li>2. Delays in release of funds</li> <li>3. Tendency not to meet the timeline.</li> <li>4. Facilities not meeting standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Strong advocacy for positive behaviour and safety in schools</li> <li>2. Have budgetary allocation in place.</li> <li>3. Clear KPIs with timelines</li> <li>4. Regular monitoring</li> </ol>
3. Ensure learners develop good attitudes towards one another and appreciate diversity	<ol style="list-style-type: none"> <li>1. Conduct workshop on group dynamics (positive self-image, respect for one another, tolerance etc.)</li> <li>2. Use team-building activities (e.g., sporting and club) in schools.</li> <li>3. Assist learners in interaction to appreciate diversity</li> </ol>	<p>IEA pedagogy experts</p> <p>Logistics</p>	<p>Primary: District Director of Education, Training officers</p> <p>Secondary: Head teachers, Teachers, SMCs, SISOs, Support teachers</p>	Jan. 2023-Dec. 2024	<p>Workshop report</p> <p>School report</p>	<ol style="list-style-type: none"> <li>1. Lack of commitment on the part of schools</li> <li>2. Negative attitudes from community members</li> <li>3. Indifferent attitudes from parents</li> <li>4. Inadequate logistics</li> </ol>	<ol style="list-style-type: none"> <li>1. Strong advocacy for positive behaviour and safety in schools</li> <li>2. Have budgetary allocation in place</li> <li>3. Regular monitoring</li> </ol>

<p><b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address)</p> <p>SCLO 3: To facilitate active school and community engagement to support the implementation of IEA pedagogies in pre- and lower primary</p>				<p><b>Expected Results:</b> (Measurable change resulting from achieving the targets):</p> <ol style="list-style-type: none"> <li>1. By 2025, 95% communities in the catchment areas of pre- and lower primary schools are actively involved in IEA pedagogies implementation</li> </ol>			
				<p><b>Indicators:</b> (Measurable statistic that tells us if that change has happened).</p> <ol style="list-style-type: none"> <li>1. School-community engagement guidelines to support the implementation of IEA pedagogies in schools developed and used.</li> <li>2. Community resource database for implementing IEA pedagogies created.</li> <li>3. Community resource map for IEA pedagogies implementation created.</li> <li>4. Percentage of schools and their communities are fully aware of resources that school, and community can collaborate on and share to support IEA pedagogies</li> </ol>			
Target(s)/Gap(s) (Strategy(ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)	Key Activities (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)	Resources Needed (Funds, materials, etc. required to achieve the targets and how they will be acquired)	Person(s) Responsible (Individuals/groups who will implement, monitor & evaluate the plan)	Timeline (Period within which the target(s) will be achieved)	Evidence (Means of verification to ascertain the achievement of the targets)	Risk(s) (Any real or perceived risk(s) during activity implementation)	Risk Mitigation (Specific tasks/action to address the risk)
1. Develop school-community engagement guidelines/framework for IEA pedagogies	<ol style="list-style-type: none"> <li>1. Draft a school-community engagement manual for IEA pedagogies.</li> <li>2. Engage stakeholders for validation of the manual.</li> <li>3. Disseminate the manual to stakeholders.</li> </ol>	<p>School-community and IEA pedagogies experts</p> <p>Workshop logistics</p> <p>Accommodation &amp; Workshop venue</p>	<p>Primary: MoE, GES</p> <p>Secondary: IEPA, NTC, NGOs in Education</p>	Oct. – Dec. 2022	<p>School-community engagement manual</p> <p>Attendance sheets</p> <p>Report of stakeholder engagement</p>	<ol style="list-style-type: none"> <li>1. Expert fatigue</li> <li>2. Limited funding</li> <li>3. Delays in release of funds</li> <li>4. Tendency not to meet the timeline</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand the pool of experts to avoid fatigue.</li> <li>2. Have budgetary allocation in place.</li> <li>3. Clear KPIs with timelines</li> <li>4. Regular monitoring</li> </ol>
2. Create a community resource database and resource-map for supporting IEA pedagogies	<ol style="list-style-type: none"> <li>1. Identify various human and material resources with the catchment areas that can be leverage on to support IEA pedagogies.</li> <li>2. Create a community resource databank for IEA pedagogies.</li> <li>3. Engage stakeholders for validation of the identified resources for IEA pedagogies.</li> <li>4. Create a visual representation/map of the various community-resources for IEA pedagogies</li> </ol>	<p>School-community and IEA pedagogies experts</p> <p>Workshop logistics</p> <p>Accommodation &amp; Workshop venue</p>	<p>Primary: MoE, GES</p> <p>Secondary: IEPA, NTC, NGOs in Education</p>	Oct. – Dec. 2022	<p>List of human and material resources for IEA pedagogies identified.</p> <p>The map of human and material resources identified for IEA.</p> <p>Attendance sheets</p> <p>Report of stakeholder engagement</p>	<ol style="list-style-type: none"> <li>1. Expert fatigue</li> <li>2. Limited funding</li> <li>3. Delays in release of funds</li> <li>4. Tendency not to meet the timeline</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand the pool of experts to avoid fatigue.</li> <li>2. Have budgetary allocation in place.</li> <li>3. Clear KPIs with timelines</li> <li>4. Regular monitoring</li> </ol>
3. Promote and foster school and community resource-sharing and collaboration. for IEA pedagogies	<ol style="list-style-type: none"> <li>1. Organise regular stakeholder forums to raise awareness of the need for resource-sharing and collaboration among schools and community to support IEA pedagogies.</li> </ol>	<p>School-community engagement experts</p> <p>Workshop logistics</p> <p>Accommodation &amp; Workshop venue</p>	<p>Primary: MoE, GES</p> <p>Secondary: IEPA, NTC, NGOs in Education</p>	Oct. – Dec. 2022	<p>List of human and material resources for IEA pedagogies identified.</p> <p>The map of human and material resources identified for IEA.</p>	<ol style="list-style-type: none"> <li>1. Expert fatigue</li> <li>2. Limited funding</li> <li>3. Delays in release of funds</li> <li>4. Tendency not to meet the timeline</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand the pool of experts to avoid fatigue.</li> <li>2. Have budgetary allocation in place.</li> <li>3. Clear KPIs with timelines</li> <li>4. Regular monitoring</li> </ol>

	<ol style="list-style-type: none"> <li>Design and implement appropriate advertising campaign for school-community collaboration and resource-sharing to support IEA pedagogies in schools.</li> <li>Monitor and profile the use of school-community resource-sharing and collaboration for IEA pedagogies to inform continuous improvement</li> </ol>				Attendance sheets Report of stakeholder engagement	
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<b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address)  CLO 1: To ensure adequate and timely allocation of teaching and learning resources to support the implementation of IEA pedagogies.				<b>Expected Results:</b> (Measurable change resulting from achieving the targets): <ol style="list-style-type: none"> <li>Adequate teaching and learning resources on IEA pedagogies are available to all teachers at the pre- and lower classrooms.</li> <li>IEA teaching and learning resources are readily available for use</li> </ol>			
				<b>Indicators:</b> (Measurable statistic that tells us if that change has happened). <ol style="list-style-type: none"> <li>Percentage of district offices appropriated funds to procure teaching and learning resources to support IEA pedagogies.</li> <li>Percentage of district offices distributed teaching and learning resources to pre- and lower primary classrooms.</li> <li>Percentage of schools having IEA teaching and learning resources available and accessible to teachers at pre- and lower primary schools</li> </ol>			
Target(s)/Gap(s) (Strategy/ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)	Key Activities (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)	Resources Needed (Funds, materials, etc. required to achieve the targets and how they will be acquired)	Person(s) Responsible (Individuals/groups who will implement, monitor & evaluate the plan)	Timeline (Period within which the target(s) will be achieved)	Evidence (Means of verification to ascertain the achievement of the targets)	Risk(s) (Any real or perceived risk(s) during activity implementation)	Risk Mitigation (Specific tasks/action to address the risk)
<ol style="list-style-type: none"> <li>Secure funding for procuring teaching and learning resources for IEA pedagogies in pre- and lower-primary schools at Districts.</li> </ol>	<ol style="list-style-type: none"> <li>At District level carry out needs assessment of Teaching and learning resources for IEA pedagogies</li> <li>Prepare clear guidelines for funds mobilization.</li> <li>Identify reliable funding sources (GoG, Partners, NGOs etc.)</li> <li>Prepare budget for teaching and learning resources.</li> <li>Submit funding proposals to potential funders</li> </ol>	Experts in grantsmanship  Funds	Primary: MOE/GES, Secondary: MoF, NaCCA, NTC, NaSIA	Sept.2022 – March 2023	Needs assessment report.  Funding Guidelines Document  Budget document  Funding Proposal document  List of potential funders	<ol style="list-style-type: none"> <li>Funding fatigue</li> <li>Evaluator biases</li> </ol>	<ol style="list-style-type: none"> <li>Careful selection of potential funders</li> <li>Independent reviewers</li> </ol>
<ol style="list-style-type: none"> <li>Distribute and allocate teaching and learning resources for IEA pedagogies in pre- and lower-primary schools at Districts</li> </ol>	<ol style="list-style-type: none"> <li>Procure teaching and learning resources for IEA pedagogies based on needs assessment report.</li> <li>Allocate teaching and learning resources for IEA pedagogies to schools.</li> <li>Prepare plan for teaching and learning resources distribution.</li> <li>Distribute teaching and learning resources to schools.</li> <li>Monitor the disbursement plan</li> </ol>	Financial administrators  Accountants  Planning officers	Primary: PBME, District Planning officer District stores and procurement officers  Secondary: Internal auditors, MoF, NaCCA, NTC, NaSIA	April. 2023-Dec. 2025	Distribution and allocation plan document  District stores records of items procured.  School records of Teaching and learning resources received.  Teaching and learning resources in School storeroom.  Monitoring report	<ol style="list-style-type: none"> <li>Delays in procurement procedures.</li> <li>Indiscipline in resources distribution</li> <li>Inadequate storage facilities in schools</li> <li>Monitors' predisposition to biases</li> </ol>	<ol style="list-style-type: none"> <li>Adherence to Distribution plan</li> <li>Adherence to strict internal controls</li> <li>Schools obtain safe secure storage for teaching and learning resources.</li> <li>Use different monitors for triangulation purposes</li> </ol>
<ol style="list-style-type: none"> <li>80% of teachers in pre- and lower-primary schools have access to teaching and learning resources for IEA pedagogies implementation</li> </ol>	<ol style="list-style-type: none"> <li>Assign teaching and learning resources for IEA pedagogies to teachers.</li> <li>Orientation workshops for use of teaching and learning resources for IEA pedagogies</li> <li>School Heads and SISO's monitor the use of teaching and</li> </ol>	IEA teaching and learning resources  Workshop/M&E logistics	Primary: PBME, District Planning officer District Directors District stores and procurement officers  Secondary: SISO's School Heads,	August 2023 – Dec 2025	Teachers using teaching and learning resources for IEA pedagogies.  Monitoring report of School Heads and SISO's	<ol style="list-style-type: none"> <li>Delay in teachers acquiring training for use of teaching and learning resources for IEA pedagogies</li> </ol>	<ol style="list-style-type: none"> <li>Orientation workshops organised on time.</li> <li>SISOs provide support for use of teaching and learning resources for IEA pedagogies</li> </ol>

	learning resources for IEA pedagogies in the classrooms						
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<b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address)  CLO 2: To equip teachers with requisite competencies to create and manage enabling classroom learning environment for all learners <sup>123</sup> .				<b>Expected Results:</b> (Measurable change resulting from achieving the targets): <ol style="list-style-type: none"> <li>All teachers' acquired essentials skills in creating conducive teaching and learning environment.</li> <li>All teachers' have competencies in how to effectively manage teaching and learning environments for all learners.</li> <li>All teachers are able to create and manage IEA compliant classroom environment for all learners</li> </ol>			
				<b>Indicators:</b> (Measurable statistic that tells us if that change has happened). <ol style="list-style-type: none"> <li>Percentage of teachers in pre- and lower primary schools trained on how to create a conducive teaching and learning environment for all learners.</li> <li>Percentage of teachers in pre- and lower primary schools trained on how to effectively manage teaching and learning environments for all learners.</li> <li>Proportion of lessons reflecting an enabling IEA classroom learning environments</li> </ol>			
Target(s)/Gap(s) (Strategy(ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)	Key Activities (Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)	Resources Needed (Funds, materials, etc. required to achieve the targets and how they will be acquired)	Person(s) Responsible (Individuals/groups who will implement, monitor & evaluate the plan)	Timeline (Period within which the target(s) will be achieved)	Evidence (Means of verification to ascertain the achievement of the targets)	Risk(s) (Any real or perceived risk(s) during activity implementation)	Risk Mitigation (Specific tasks/action to address the risk)
1. Train teachers in pre- and lower primary schools on how to create conducive teaching and learning environments.	<ol style="list-style-type: none"> <li>Develop a module on essential skills for creating teaching and learning environments.</li> <li>Liaise with training partners to train teachers (e.g., GoG, NTC, Training institutions, NGOs etc.)</li> </ol>	Experts/Trainers  Logistics	Primary: MOE/GES,  Secondary: IEPA, Reform Secretariat, PBME, MoF, NaCCA, NTC, NaSIA, District Training Officers	Jan – March 2023	Training modules  Report on training sessions  List of participants  Classroom observation report	<ol style="list-style-type: none"> <li>Meeting timelines</li> <li>Expert/Trainer fatigue</li> </ol>	<ol style="list-style-type: none"> <li>Careful selection of potential Experts/Trainers Cluster</li> <li>Experts/Trainers</li> </ol>
2. Train all teachers to acquire competencies to manage classroom learning environments	<ol style="list-style-type: none"> <li>Develop a module on competencies for managing teaching and learning environments.</li> <li>Liaise with training partners to train teachers (e.g., GoG, NTC, Training institutions, NGOs etc.)</li> </ol>	Experts/Trainers  Logistics	Primary: MOE/GES,  Secondary: IEPA, Reform Secretariat, PBME, MoF, NaCCA, NTC, NaSIA, District Training Officers	Jan – March 2023	Training modules  Report on training sessions  List of participants  Classroom observation report	<ol style="list-style-type: none"> <li>Meeting timelines</li> <li>Expert/Trainer fatigue</li> </ol>	<ol style="list-style-type: none"> <li>Careful selection of potential Experts/trainers Cluster</li> <li>Experts/trainers</li> <li></li> </ol>

<b>Objective:</b> (A broad barrier to IEA pedagogies implementation to address)  CLO 3: To support the use of IEA pedagogies in pre- and lower primary classrooms <sup>124</sup>				<b>Expected Results:</b> (Measurable change resulting from achieving the targets): <ol style="list-style-type: none"> <li>All pre- and lower primary school teachers using IEA pedagogies.</li> <li>All learners in pre- and lower primary classrooms exhibiting breadth of skills</li> </ol>			
				<b>Indicators:</b> (Measurable statistic that tells us if that change has happened). <ol style="list-style-type: none"> <li>Percentage of teachers utilizing IEA pedagogies pre- and lower primary schools</li> <li>Percentage of learners highly engaged, participating actively, and learning collaboratively</li> </ol>			
Target(s)/Gap(s)	Key Activities	Resources Needed	Person(s) Responsible	Timeline	Evidence	Risk(s)	Risk Mitigation

<sup>123</sup> This fits into in-service teacher CPD framework.

<sup>124</sup> This fits into teacher CPD framework.

<i>(Strategy(ies) to address specific IEA pedagogical barrier IEA pedagogies implementation)</i>	<i>(Specific tasks/actions needed to be undertaken to achieve the targets/gaps identified)</i>	<i>(Funds, materials, etc. required to achieve the targets and how they will be acquired)</i>	<i>(Individuals/groups who will implement, monitor &amp; evaluate the plan)</i>	<i>(Period within which the target(s) will be achieved)</i>	<i>(Means of verification to ascertain the achievement of the targets)</i>	<i>(Any real or perceived risk(s) during activity implementation)</i>	<i>(Specific tasks/action to address the risk)</i>
1. Train all teachers to adopt IEA pedagogies into teaching practices	<ol style="list-style-type: none"> <li>Identify competencies to adopt IEA pedagogies.</li> <li>Engage IEA pedagogies experts/writers.</li> <li>Prepare training manuals (e.g., draft, review, pilot)</li> <li>Organise district-level training workshops</li> </ol>	IEA pedagogies experts  Workshop logistics (e.g., documents/frameworks on adopting IEA pedagogies, stationery, computer, and other logistics)  Accommodation & Workshop venue	Primary: NaCCA, MoE, GES, District Directors of Education  Secondary: IEPA, NTC, NGOs in Education, District training officers, SISOs	Oct. – Dec. 2022	Training manuals  Attendance sheets  Training report	<ol style="list-style-type: none"> <li>Limited funding</li> <li>Delays in the release of funds</li> <li>Tendency not to meet the timeline</li> </ol>	<ol style="list-style-type: none"> <li>Expand the pool of experts to avoid fatigue.</li> <li>Have budgetary allocation in place.</li> <li>Clear KPIs with timelines</li> <li>Regular monitoring</li> </ol>
2. Provide coaching and mentoring support to teachers in pre- and lower primary classrooms on IEA pedagogies	<ol style="list-style-type: none"> <li>Identify coaches and mentors.</li> <li>Develop a guideline for coaching and mentoring teachers.</li> <li>Develop a schedule for coaching and mentoring activities in schools.</li> <li>Monitor coaching and mentoring activities in schools</li> </ol>	Coaches and mentors  Writing materials  Monitors  Logistics for coaching, mentoring, and monitoring activities	Primary: NaCCA, MoE, GES, District Directors of Education  Secondary: Head teachers, IEPA, NTC, NGOs in Education, SISOs	Jan. 2023 – Dec. 2025	List of coaches, mentors, and monitors  Coaching and mentoring schedule  Coaching and mentoring report  Monitoring report	<ol style="list-style-type: none"> <li>Limited funding</li> <li>Delays in the release of funds</li> <li>Tendency not to meet the timeline</li> </ol>	<ol style="list-style-type: none"> <li>Expand the pool of experts to avoid fatigue.</li> <li>Have budgetary allocation in place.</li> <li>Clear KPIs with timelines</li> <li>Regular monitoring</li> </ol>

[IPP Ghana Costed Action Plan.xlsx](#)

## ABOUT IEPA

The Institute for Educational Planning and Administration (IEPA) was established in August 1975 based on a joint agreement between the Government of Ghana and UNESCO/UNDP with an initial mandate to build and strengthen capacity in educational planning and administration of experts and nonexperts and to inform educational policy formulation and implementation through research and outreach.

Since its inception, IEPA has successfully executed its mandate through many capability building activities and research projects. In November 2019, the Institute was elevated to a Centre under the auspices of UNESCO to bring its rich expertise and experience to the West African Sub-region as a means of strengthening Member States' capacities, particularly, towards the achievement of the Education 2030 Agenda.

IEPA also commits itself to providing students and its academic staff the opportunity to acquire the knowledge and expertise appropriate for educational planning and administration and research. For more information, please visit [www.iepa@ucc.edu.gh](http://www.iepa@ucc.edu.gh)