MINISTRY OF EDUCATION

PARTNERSHIP COMPACT FOR GHANA

IMPROVING LEARNING OUTCOMES:
A FOCUS ON FOUNDATIONAL LEARNING

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CHAPTER ONE

1.1 Introduction

Ghana's Education Strategic Plan ESP (2018-2030) prioritizes education as a means to economic and social transformation. The twelve-year plan commenced implementation in 2018 and has received funding mainly from the Government. Despite the priority allocation of resources in the national budget towards education financing, the country's education sector is still faced with challenges that require support from other funding sources, aside from the government, to address these challenges in the medium to long term.

The GPE Partnership Compact gives Ghana an opportunity to mobilize and coordinate resources towards financing education from a wide range of stakeholders to achieve national transformation through the education subsector in line with the Education Strategic Plan ESP (2018-2030). The Compact outlines how Ghana intends to work with partners around priority reforms to bring about transformational systemic change.

The Ghana GPE Partnership Compact development started with the constitution of a task team led by the Ministry of Education. The task team comprised of the Development Partners Group (DPG), non-state actors, and Civil Society Organizations (CSOs) represented by the Ghana National Education Campaign Coalition (GNECC), selected agencies under the Ministry of Education, and technical officers from the Ministry of Education.[1]

The Compact was developed through a series of consultative meetings and reviews with stakeholders in the education subsector. The meetings focused on sector challenges and the identification of priority interventions that will lead to national systemic transformation. The Ministry of Education and stakeholders discussed the GPE guidelines to identify the key priority reform areas for the Compact preparation and subsequently, the Education Sector Working Group(ESWG) and the Development Partners Group endorsed it. The team initially looked at the Enabling Factor Analysis (EFA) to provide the evidence-based analysis of the factors that were identified as critical to transforming the education system. The EFA set the tone for the identification of the priority reform areas.

[11] Task team comprised MoE (Planning Directorate), GES, WB, UNICEF, UNESCO, FCDO, GNECC, JICA, Jacobs Foundation, and USAID.

During the screening of EFA, it was identified, for example, that although the EMIS system provides data for education management and has been operational for about 20 years, there are growing data requirements by stakeholders to enhance a focus on input data (e.g., enrolment) to also cover outcome level data, such as learning outcomes. Current data and evidence collection and analysis systems do not deliver on this. The EMIS immediate requirements include expansion of the infrastructure system for hosting, timely collection and generation of data, and improvement of digital collection systems with a focus on individual learning profiles. The EFA also emphasizes the need to strengthen on education coordination at the sub-national level.

Overall, the Compact preparation has undergone the due process for review and has been endorsed by the Government of Ghana, Development Partners, non-state actors, and Civil Society organizations (CSOs).

1.2 Country context for education

The 2021 Population and Housing Census estimates Ghana's population at 30,832,019 people. The census further reveals that 46% (14,238,933) of Ghanaians are within the school-going age of 4-18 years from pre-primary to secondary level. Ghana has had stable economic growth, albeit strongly linked to Oil and Gas production and prices. Between 2008 and 2012, Ghana's growth rate averaged approximately 9% per year, peaking in 2011 when it was the 2nd highest in the world at 14.4%. In 2017, GDP growth recovered and reached 8.1%, but growth in 2019 slowed to 6.1%. However, owing to the COVID-19 outbreak and external shocks, the growth rate has dropped to 3.7% in 2022. This drop has had implications on education financing in the country.

The worsening macroeconomic conditions have implications for financing and education expenditure. These include delays in the release of funds for key education sector programmes including Capitation Grants, Free Senior High School programme, etc., and goods and services votes for education sector agencies and sub-national offices.

Education is a right guaranteed under the 1992 constitution for every Ghanaian. Articles 25 and 38 of the 1992 constitution oblige the government to ensure universal access to quality basic education. To ensure the fulfillment of this obligation, the structure of Ghana's education basic school system consists of a two-year kindergarten, six years of primary education, and three years

of Junior High School. The policy further provides for appropriate age enrolment for KG, Primary, and JHS education at 4-5 years, 6-11 years, and 12 -14 years, respectively.

Access to education in Ghana has improved at various stages of Basic education as shown in the table below.

Year	KG GER	KG NER	Prim GER	Prim NER	JHS GER	JHS NER
2016/17	115%	75%	111%	91%	87%	50%
2017/18	112%	74%	106%	89%	86%	48%
2018/19	114%	73%	105%	87%	86%	48%
2019/20	111%	71.4%	98.3%	80.3%	83.2%	45.8%
2020/21	106.0%	89.3%	99.3%	78.9	84.6%	44.9%
2021/22	100.5	89%	98.5%	79.8%	85%	45%

From the table above, the significant differences between the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at every stage indicate challenges associated with age-appropriate enrolment. There are significant numbers of over-age and under-age children at the basic level who must be catered for. Issues related to over- and under-age enrolment at the KG and low primary level have implications for effectiveness and efficiency throughout all levels of education. Notwithstanding the above progress in access to basic education, there exist about 1.2 million[2] children who are out of school. According to MICS (2017), a third of children engaged in child labor and one in five women in child marriage.

Quality education in Ghana is measured using multiple indicators. These include the National Standardized Test (NST). The table below presents the 2021 NST conducted amongst Primary 4.

[2] Population and housing census 2021

REGIONAL REPRESENTATION OF PROFICIENCY LEVELS OF LEARNERS IN MATHEMATICS AND ENGLISH IN PRIMARY FOUR (4)

REGIONS	P4 ENGLISH				P4 MATHEMATICS			
	A (%)	P (%)	B (%)	B.B (%)	A (%)	P (%)	B (%)	B.B (%)
AHAFO	39	21	14	26	23	21	17	39
ASHANTI	32	20	18	30	17	17	17	49
BONO EAST	23	21	17	39	13	16	17	54
BONO	35	23	17	25	21	18	17	44
CENTRAL	41	27	27	5	15	13	16	56
EASTERN	8	9	8	75	5	8	10	77
GREATER ACCRA	13	24	24	39	5	10	19	66
NORTH EAST	40	19	12	29	23	20	14	43
NORTHERN	12	17	20	51	19	23	19	39
OTI	31	21	17	31	13	20	19	48
SAVANNAH	33	20	12	35	20	26	15	39
UPPER EAST	12	16	19	53	4	8	12	76
UPPER WEST	15	14	14	57	8	13	14	65
VOLTA	2	5	5	88	0	1	3	96
WESTERN	7	4	2	87	2	3	2	93
WESTERN NORTH	3	2	1	94	9	10	9	72

A - ADVANCED (%) P - PROFICIENT (%) B - BASIC (%) B. B - BELOW BASIC (%)

The NST P4 reveals significant geographical regional disparities in learners' proficiency levels in mathematics and English. In Western North, Western, and Volta regions, 94%, 88%, and 87% of students, respectively, are Below Basic (B.B) in the English language. In only two regions out of 16, proficiency levels are advanced in English, with 41% and 40% of the students, respectively. In mathematics, Volta and Western region, up to 96% and 93% of students are assessed as Below Basic. In none of the 16 regions, more than 25% of the students are considered at advanced proficiency levels in mathematics. The NST P4 results show high levels of poor learning outcomes for students across many regions. Hence, significant transformative programmatic responses and investment are needed to increase foundational literacy and numeracy for all children in Ghana.

Major barriers to learning in Ghana include declining access to T&L materials, an overloaded curriculum, and ineffective teacher time on task. The ESA 2018 indicated declining textbook-to-student ratios at all education levels (only reaching 50% of desired targets at best), with wide variations by region (the northmost regions have the lowest ratios), attributed to frequently delayed production and distribution. The ESA 2018 also highlighted that the previous curricula at basic and secondary levels were overloaded and prevented the development of skills. Across public and private schools (ESPR 2018), data from a 2019 USAID impact evaluation suggests that T&L materials are particularly scarce at lower levels. A 2021 UNICEF study found that on average 11% of teachers are absent from school across all levels, including 15% at the pre-primary level and

10% at the primary level. Furthermore 13% of teachers arrived late or left early on a recurring basis.[3]

1.3 Foundational Learning as key priority reform

The Education Sector Working Group (ESWG) of Ghana recognizes the different challenges that the education system of Ghana faces. As part of the Enabling Factors Analysis, the ESWG agreed that the Policy Outcomes - Gender Equality, Learning, and Quality Teaching – had the potential for system transformation. Recognizing NST P4 and P2 results, and the immense benefits foundational learning has for transforming the system, the ESWG has proposed foundational learning to be its overarching policy priority reform area as part of this Partnership Compact.

Foundational learning refers to the literacy, numeracy, and socio-emotional[4] skills that provide the fundamental building blocks for all other learning, knowledge, and skills children attain through education and lifelong learning. In Ghana, the foundational learning focus will particularly target children in KG1 through P3 levels, noting that specific age groups are much broader given late enrollment challenges and inclusion of those attaining foundational learning skills through CBE.

The policy reform areas of Gender Equality, learning and Quality Teaching remain integral to the success of foundational learning in Ghana. As outlined in Chapter 3, strengthening teaching and learning practices in KG1-P3 classrooms is a necessary shift to achieve ambitious targets in foundational learning. Moreover, gender equality is mainstreamed throughout the Partnership Compact as a cross-cutting theme promoting inclusive and gender-responsive education and child-centered pedagogies across all interventions.

1.4 Evidence on Foundational Learning programs

To further improve the quality of education, the Government of Ghana has rolled out measures to improve teaching practices. These measures include: (a) INSET and capacity-building support for teachers on the new curriculum which was rolled out in September 2019 for KG (KG1 and KG2) and primary (P1 to P6) grades; (b) innovative delivery of INSET on targeted instruction and structured pedagogy, which would rely on high-quality instruction, both face-to-face and digital

[3] UNICEF Innocenti, 2021. Time to Teach: Teacher attendance and time on task. https://www.unicef-irc.org/publications/1235-time-to-teach-teacher-attendance-and-time-on-task-in-ghana.html

[4] Socio-emotional skills include non-cognitive, life-, or "soft" skills or competencies such as creativity, innovation, critical thinking, problem-solving, communication, teamwork, ICT, citizenship, and personal and social responsibility.

education, as well as innovative digital methods to support uptake (e.g., GES mobile app with video lessons and teaching tips, distance coaching, WhatsApp reminders); and (c) specialized INSET for KG teachers in play-based and active learning pedagogy.

Quality in-service KG teacher training is improving KG teaching practices and school readiness

Various studies have shown the impact of play-based learning, parental engagement, in-service teacher training and the importance of teacher coaching and mentoring on children's socio-emotional skills and learning outcome. Researchers evaluated the impact of an affordable, in-service kindergarten teacher training called Quality Preschool for Ghana[5]. This study has shown that in-service teacher training improved classroom quality and school readiness, and that adding ongoing coaching and reinforcement training can effectively improve teaching and learning outcomes. Moreover, a recent evaluation of a mentoring and pre-service training program for student teachers learning to teach kindergarten (Fast-track Transformational Teacher Training program)[6] has shown the importance of in-service teacher training for teachers to sustain improved learning practices. Additionally, an ongoing GPE-KIX-funded study examining the KG teacher training has early findings which show that 63% of teachers in intervention schools were "excellent" and "good" in using activities that are suited to the level of all students, compared to only 15.4% of teachers in the non- intervention schools. Headteachers from these intervention schools had deeper knowledge of the importance and outcomes of play-based learning and could assist/support their teachers in play-based learning[7]. Further research on a KG teacher training program with GES in the Eastern Region showed that approximately 76% of KG learners in intervention schools achieved and mastered numeracy and literacy skills compared to 44% and 34% of their peers in non-intervention schools in numeracy and literacy skills respectively. Seventy-one percent (71%) of KG learners in intervention schools were found to have developed and mastered their psychosocial skills compared to 50% of their peers.[8]

[5] Wolf, S., 2019. "Year 3 follow-up of the 'Quality Preschool for Ghana' interventions on child development". *Developmental Psychology*. Advance online publication. http://dx.doi.org/10.1037/dev0000843

[6] Wolf, S., 2018. "Impacts of Pre-Service Training and Coaching on Kindergarten Quality and Student Learning Outcomes in Ghana". *Studies in Educational Evaluation.* 59, 112-123. https://www.poverty-action.org/sites/default/files/publications/JSEE_700_Wolf%20FTTT.pdf

[7] Associates for Change et al, 2023 "Building Teachers' Capacity to Enhance Early Learning Through Child Focused and Play-Based Approaches In Ghana And Sierra Leone" (Commissioned by IDRC/GPE KIX). (*publication anticipated autumn 2023*)

[8] JMK, 2023 "End of Project Evaluation of the Transformational Teacher Training in the Eastern Region" (*publication anticipated end-Sept 2023*)

Differentiated Learning is a proven approach to improve learning outcomes

In Ghana, several strategies have been combined into one larger terminology of "Differentiated Learning" (DL) targeting P2-P6 classrooms. DL involves three components: targeted instruction at the right level, universal design principles, and play-based learning. DL is not a new concept in Ghana, but rather one built and refined on previous programs and research. In 2018, for example, Ghana piloted Teaching at the Right Level for the first time and saw impressive gains, whereby at the end of one year the average child in P4-P6 had 11% gains in English and Math scores.[9] Based on this evidence, DL has been further scaled in Ghana through the WB and GPE-financed GALOP, Jacobs Foundation-funded Communities of Excellence, and Bill and Melinda Gates Foundation-funded Differentiated Learning Plus programs (see Chapter 4). In the DL approach, the Teaching at the Right Level approach is integrated into the mainstream classroom teaching where teachers teach literacy and numeracy for an hour each, four times a week. For two of the four lessons, teaching for learners is done in three competency-based groups for 8 weeks per term. There are three assessment points per year, using the ASER assessment.

Materials, training, coaching, along with continuous monitoring yielded strong learning results

From 2014-2023, the USAID Partnership for Education: Learning activity helped the Ministry of Education scale an evidence-based reading approach by training 70,000 public educators, developing and distributing 15 million teaching and learning materials to 16,000 primary schools, and strengthening education system actor capacity to monitor performance and collect education data to improve targeted instruction. These efforts resulted in a tenfold increase in the ability of students to read in the Ghanian languages of instruction and improved pre-reading skills in English. The endline evaluation showed an overall impact of 8.7 correct words per minute for treatment over comparison groups in P2 after two years of intervention, an effect size of 1.2SD.[10] To maximize sustainability, regional and district directors played a central role throughout implementation; MOE and GES officials strengthened their capacity in areas such as data collection, lesson observation, reading assessment and teacher coaching, thus championing a focus on reading. Furthermore, the materials developed were approved as textbooks to be used in Ghanaian schools, and the copyright is in the name of the MOE and GES, so they can be reviewed

[9] Beg et al, 2020. "Strengthening Teacher Accountability to Reach All Students (STARS) Impact Analysis Report. https://www.worldbank.org/en/programs/sief-trust-fund/brief/supervision-and-incentives-for-increased-learning

[10] 2021, Learning at Scale: Interim Report, RTI International https://shared.rti.org/content/learning-scale-interim-report

and reprinted as needed. The availability of these materials in classrooms is critical to sustaining USAID's investments.

Standardized approaches to teaching and learning showing promise

The Ghana Accountability for Learning Outcomes Program (GALOP) is currently at midterm stage with some promising results. The program includes the transfer of learning grants to 10,000 schools with a focus on utilization for school level activities to improve learning; training of school management committee (SMC) members; training of teachers in the DL approach; coaching and mentoring of teachers; and other activities. At midpoint, the number of targeted basic schools meeting the standards for teaching practices as determined by the National Schools Inspectorate Authority (NaSIA), has increased tremendously from a baseline of about 330 basic schools (3.3%) in 2020 to 6,471 basic schools (64.71%) percent of targeted schools in 2022. The percentage of targeted primary schools with pupil-trained teacher ratio (PTTR) below 50:1 has also increased from a baseline of 75 percent to 81 percent in 2023. However remaining indicators related to lowering the PTTR at the KG level and use of the accountability dashboard for school-based decision-making have not been met.

Complimentary Based Education is an effective way to mainstream out of school children

Complementary Basic Education has been implemented in Ghana, since around 2012, mainly through development partner funding and/or NGOs delivering remedial or catch-up education. In 2020, with the Complementary Education Agency Act of 2020 (Act 1055) established the Complementary Education Agency (CEA) to oversee the coordination and delivery of complementary basic education, in collaboration with other state and non-state actors moving this mandate from GES to the newly established CEA. The Government of Ghana's CBE programme has been the major remedial measure to reduce out of school children rates and offer pathways back into formal schooling. The CBE programme has improved literacy and numeracy, as well as life skills, while facilitating learners' transition into the mainstream basic school system. Between 2012-2018, the FCDO and USAID-supported CBE programme enrolled 248,556 OOSC, with over 90% completion and a transition rate between 84% and 93%. Montrose International conducted a review as well as a Tracker Study for the 2018-2020 cohort (Cycle 4)[11] , which outlined the

[11] Montrose International, 2022: Research to support implementation of Complementary Basic Education (2020-2022) - Montrose International

effectiveness of CBE in enabling transition and retention for OOSC. The study also set out clear policy recommendations on how to ensure sustainability, scale and institutionalisation of this approach, incl. though increased and dedicated government funding for CBE implementation.
In addition, FCDO Girls' Education Challenge programming in Ghana demonstrated, how based on the GoG CBE model, marginalised OOS girls' can be reached and supported through remedial as well as life and technical skills trainings and education.[12]

A strong ecosystem for community engagement towards learning outcomes shows promise

In 2022 two pilot projects started to test a community-driven approach towards strengthening the learning ecosystem for improved foundational literacy and numeracy at district levels. Increased parental and community engagement in basic education, in-service head- and teacher training, district-level education governance and accountability of service delivery, capacity building to district officials and inter-sectoral coordination and planning are key pillars of the new approach called "Communities of Excellence". Although outcome level evidence on learning is yet to be generated, some trends through a recent process evaluation are emerging.[13] Teachers benefit from in-service training on child-centered teaching practices such as Differentiated Learning and the provision of Teaching and Learning Materials (TLM) as well as knowledge and skills on existing policies such as inclusive education, re-entry guidelines, and "Safe Schools". Parents and communities report on increased involvement in education service delivery through better functioning Parent Teacher Association (PTA) and School Management Committee (SMC) or community-level school performance appraisal meetings and topic information sessions. Further, school-level monitoring of School Inspection and Support Officers (SISO) and District Teacher Support Teams (DTST) has improved with also community members and cross-sectoral officers starting to engage. Data is more regularly collected i.e., mobile School Report Card (mSRC) and there are indicators of usage for decision-making at community and district-level. Lastly, some trends are observed that collaboration and coordination of cross-sectoral social services (e.g. Health, Agriculture, Social Welfare) may contribute to a strengthened district education ecosystem.

[12] Girls' Education Challenge, 2023: FCDO - GEC (girlseducationchallenge.org)
[13] ARD Consult (2023): Communities of Excellence – Process Evaluation for T-TEL & UNICEF

'Positive Deviants' highlight the promise of female headteachers, school libraries, girl-friendly infrastructure for stronger learning results

A 2023 'Data Must Speak' positive deviance study used EMIS and BECE exam results from 2017/18 – 2020/21 academic years to identify and understand which school characteristics were determinants of student exam performance[14]. The research found that female headteacher-led schools performed marginally better in exams, particularly in English. Compared to male headteacher-led schools, such schools performed 0.3–0.4 raw points (0.02–0.03 SD) higher in BECE exams across subjects. This trend is strongest in rural schools, where only 11% of headteachers are female. For example, in mathematics, schools with female headteachers score 0.7 raw points higher than school with male headteachers in rural schools, but in urban schools, there is no difference based on headteacher gender. The presence of a school library is associated with a 1-point improvement in mathematics and English, and 0.6 points in Ghanaian languages (0.05–0.08 SD). Unfortunately, only 26% of Ghanaian schools had a library in 2020/21, with rural schools particularly poorly off (only 18% had libraries). Menstrual hygiene changing rooms are positively associated with student performance. The presence of a changing room is associated with a small improvement in exam scores for both boys and girls. However, only 21% of schools across Ghana reported having a menstrual changing room in 2020/21, providing scope to initiate greater access to this facility. Qualitative data is being analyzed to further understand some of the reasons behind the negative practices, to learn lessons and the best practices/positive deviant behaviors to inform Government's decisions for scaling across the country.

[14] UNICEF Innocenti – Global Office of Research and Foresight, Ghana Ministry of Education and UNICEF Ghana, Data Must Speak: Unpacking Factors Influencing School Performance in Ghana. UNICEF Innocenti, Florence (Italy), 2023.

CHAPTER TWO

ENABLING FACTOR ANALYSIS

2.1 Data and Evidence

Evidence to support system transformation is critical. The Ministry of Education's (MoE) results-based framework has been structured with functions to support several programmes and project management, track and measure results against targets set from the Education Sector Medium-term Development Plan (2022-25), for the different agencies and the Education Strategic Plan (ESP) 2018-30. Despite the existing structures, the Education Management Information System (EMIS) is weak and faced with data collection, management and storage challenges, limiting the system to systematically produce regular robust data and evidence that progressively measures key education performance for knowledge, planning and to make decisions.

In Ghana, an EMIS team conducts an annual school census to gather education data covering both public and private schools, including key quantitative indicators such as student enrollment, number of repeaters, number of teachers, adequacy and availability of infrastructure and learning materials. Recently, the paper-based EMIS data collection has been digitalized for the new headteachers to complete the data entry online. During the first year of data collection in 2022, challenges with regards to headteacher data entry, quality assurance and timeliness have been observed. There is a need to ensure all education stakeholders have access to EMIS to not only do the necessary data quality assurance, but also to be able to use data to generate evidence for effective decisions.

However, the EMIS still lacks students' learning outcomes and data on some key indicators such as inclusive and special education and out-of-school children. Ghana has experience in using learning assessments that include its own regular National Education Assessment (NEA) and the National Standardized Test (NST). Ghana has also participated in TIMSS, EGRA and EGMA, and in the Basic Education Certificate Examination (BECE). However, these assessments are fragmented and inconsistent as they are administered periodically, covering limited grades and subjects that do not sufficiently provide stakeholders with performance data.

The mobile School Report Card (mSCR) is a well-established school-level data collection to inform school- and district-level data decision making. Data should be used for e.g. weekly teacher Professional Learning Communities (PLC), School Performance and Appraisal Meetings (SPMA) and district reviews. Currently the mSCR is used in 10,000 schools under GALOP programme and Communities of Excellence, with plans to be scaled nationally through funding from BigWin Philanthropy. Challenges in weekly data entry, submission at school-level and usage remain.

Production and use of data in Ghana is evident as the Education Sector Analysis (ESA) (2018), ESP (2018-2030), and the GALOP project documents not only make use of EMIS data but have also generated additional data. However, production and use of data at the sub-national level is very limited mainly due to the lack of capacity at this level.

The systemic data credibility and management issues have negatively impacted the EMIS data analysis and evidence generation and the possible synchronization with other data sources, limiting the uniqueness and harmonized school codes across datasets. Currently different education datasets in Ghana (e.g., EMIS data and examination data) are unconnected to each other because schools are not identified by the same unique codes. Combining these different data systems can provide powerful analytics to help the MoE make policy decisions, monitor progress, and track programme impacts. The sector depends mostly on other institutions such as the development partners for evidence and to take critical decisions, particularly on learning outcomes.

There are ongoing attempts to integrate various data collection tools such as NST, BECE, EMIS, mSRC, etc. in an overarching "Accountability Dashboard". The accountability dashboard seeks to harmonize real-time data from EMIS and mSRC.

Furthermore, inappropriate systems and data storage facilities for data storage limit the data generation and analysis. No systematic and systemic data storage facilities exist to store and preserve data, to avoid any data lost. There are limited storage facilities to house, store, retrieve and manage a functioning EMIS for the sector. Knowledge management gaps exist with no comprehensive user guide on EMIS systems to record changes over time, codebooks for all variables, and other relevant information to facilitate data usage.

Recently, individual development partners have started to pilot "evidence cafes" to fill a "learning gap" with regard to the dissemination and joint reflection of evidence in the education sector with

a specific focus on foundational learning as there are only a few current platforms available and these often do not meet on a basis as required (e.g. annual National Education Week).

2.2 Gender-responsive Planning and Policy

Ghana has consistently developed comprehensive, credible education sector plans with clear policy objectives and strategies, financing frameworks, and monitoring and evaluation frameworks, which seem to yield positive results as Ghana moves towards achieving SDG 4. There are legal frameworks to illustrate Ghana's commitment to free and compulsory education for all, from basic education to senior high school level. According to the ESP 2018-2030, gender parity at the national level has been achieved at the basic education level.

However, gender disparities exist when these statistics are broken down by region, geography, income quintile, and sex. Regional and or district statistics show disparities on enrolment, transition and completion rates, and learning outcomes for girls and stress the negative impact of existing gendered norms, values, and attitudes. Teaching and learning practices and resource distribution can be highly gendered, resulting in gender inequality in education, e.g., gender-stereotypical teaching practices and learning materials and or little funding for separated washrooms and latrines.

While the Education Strategic Plan (ESP 2018-2030) has thematic areas within which programme areas aim at mainstreaming gender issues in education and training at all levels, it does not systematically identify and address gender barriers and their challenges to learning outcomes in education. In addition, there is no specific strategy geared towards mainstreaming gender issues in the planning process, yet this would go a long way in addressing gender disparity issues and stereotypes.

The ESP identified some challenges regarding staffing, capacity, and resources at the regional, district, and school levels which may affect achievement in gender parity, inclusive education, and learning outcomes.

2.3 Sector Coordination

Inclusive Sector Dialogue and Coordinated Action

Ghana has a well-established sector coordination process that is intended to support dialogue on the government's education policy priorities, improve coordination, and improve harmonization

and alignment of all support for the education sector. The Education Sector Working Group (ESWG) is led by the Ministry of Education and includes development partners and a representative from education sector CSOs. The ESWG is supposed to meet every quarter. However, this is not so. The ESWG in its current form does not appear to provide an effective platform for inter-ministerial dialogues nor does it include adequate representation from key stakeholders including teacher unions and private sector organizations.

A Development Partner Group (DPG) on Education exists and is functional with monthly meetings to which the MoE is invited. The DPG - in the absence of a functioning ESWG - has assumed roles of the ESWG, albeit with a significantly smaller membership (i.e., members are selected UN agencies, Foundations, bilateral donors and civil society investing in education). Originally, DPGs are set up for development partners coordination, information sharing and joint positioning with government agencies only be invited on a request-basis as the ESWG to function as the prime national coordination and exchange mechanism.

Another area of concern in sector coordination requiring significant improvement is the weakness in coordination at the sub-national level. Failure to address these challenges is likely to have a significant impact on the effective use of resources in the education sector and could delay or prevent the achievement of one or more of the agreed policy goals.

Coordinated Financing and Funding

Bilateral aid funding for education in Ghana has declined over the past decade and this is likely to continue as Ghana becomes a middle-income country. Aid financing in Ghana is largely aligned with government policy priorities. However, weak coordination and information-sharing among development partners has led to inefficiencies and duplication of interventions and investments in the education sector. A joint financing mechanism using financing from WB IDA, GPE COVID-19 and ESPIG, and FCDO under the Global Partnership for Results Based Approaches Trust Fund finances the current Ghana Accountability for Learning Outcomes Project.

2.4 Domestic Financing

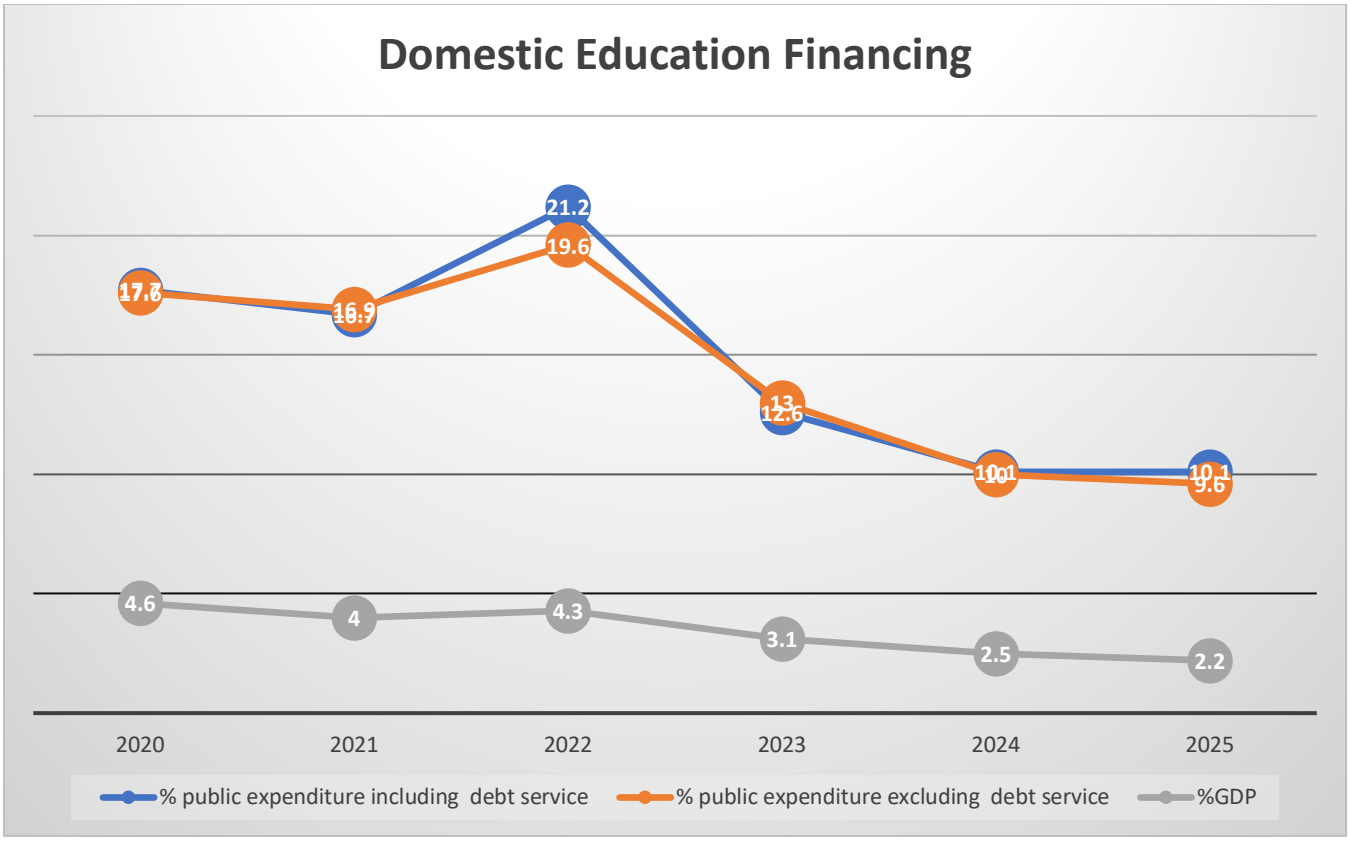
Ghana is committed to increasing the national budgetary allocation in education. However, the inequitable distribution of resources in education still exists. The Domestic Financing Matrix (DFM) using expenditure estimates for the education sector (other sectors spending in education

not included) shows a declining trend in education expenditure against GDP, which is currently 3.1% in 2023 but is projected to decline to only 1.9% by 2026. Education expenditure against the overall Government of Ghana budget for 2023 is estimated at 13%, projected to decrease to 8.5% in 2026. Budget allocation districts to levels of education have revealed a trend towards secondary and tertiary education at the expense of basic education. Only a marginal 3.1% of budget allocation for Good and Service were targeted at Basic education, whereas secondary education (SHS & TVET) received 59.1%.

Overall, the budgetary allocation must be program-based to ensure a more equitable resource distribution and value for money.

Furthermore, volumes of funding to the education sector have been reduced due to the overall economic situation (inflation, debt servicing, Ukraine war i.e., shift in donor funding etc.).

Currently, a more sustained approach to funding basic education in Ghana is through GALOP which is programmed to end in 2024 with additional financing / Phase II uncertain. Also, ongoing Philanthropy (BigWin, Jacobs Foundation, Mastercard) investments are contributing to the achievement of education goals in Ghana, however, these funding sources are time bound and aren’t sustainable sources.



Government of Ghana is committed to progressively increasing domestic financing for education even in the midst of fiscal challenges. From the figure above, the percentage of public expenditure including debt servicing steadily increased from 17.7 % in 2020 to 21.2% but is projected to decline to about 10.1% in 2025. Also, the percentage of public expenditure excluding debt servicing increased from 17.6 in 2020 to 19.6% in 2022 and is projected to decline to about 9.6% in 2025. The gross domestic product (GDP) of the country has also steadily declined from 4.6% to about 4.3 % and is projected to further decline to about 2,2% in 2025.

CHAPTER THREE

THEORY OF CHANGE

3.1 Overview

In order to deliver and achieve the foundational learning for all in Ghana, three main areas need focus investments, prioritization and reform. The theory of change is setting out those key shifts in the table below. Underlying the delivery of the above interventions are a safe, healthy and supported learning environment.

First, to improve foundational learning (literacy, numeracy, and socio-emotional skills), teaching and learning practices must be strengthened, particularly in pre-and early primary. As set out above in Ghana and beyond, interventions such as Differentiated Learning, Teaching at the Right Level, and/or structured pedagogy as targeted instruction practices have proven effective in improving literacy and numeracy. To deliver those improved teaching and learning practices at the classroom level, four key outputs need to be achieved (1) teachers need to be trained to deliver inclusive, level-appropriate, gender-responsive, play-based instruction practices (in the KG and early primary grades); (2) to effectively deliver those instruction practices appropriate resources/supportive materials need to be provided and available in classrooms; (3) formative assessments need to be used to create continuous feedback loops for teachers; and (4) teachers need to be supported through coaching and mentoring to continuously deliver and improve the classroom-level implementation of these new pedagogies.

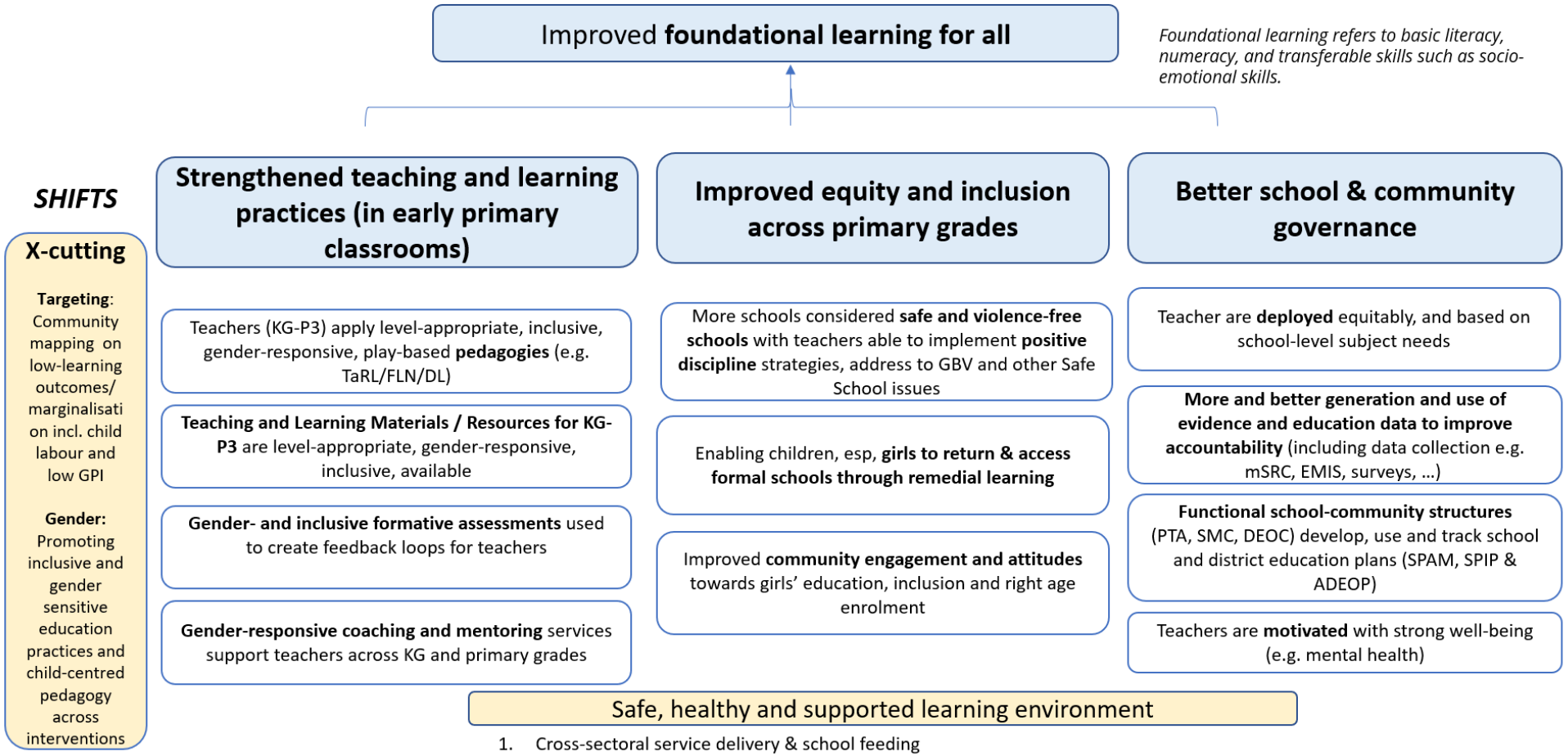
Second, equity and inclusion need to be improved across the primary grades to ensure all children in Ghana, especially the most marginalized can stay in school and/or re-enter. Three key outputs will enable more equity and inclusion (1) school need to be considered safe and violence-free, with teachers able to implement positive discipline enabling a conducive school environment, interventions here will focus on teacher and school leadership trainings, effective school improvement planning and implementation as well as school support. (2) In order to ensure the return to formal schooling for children that have dropped-out or have never been to school (especially girls) accelerated/remedial learning interventions as per the complementary basic education programme/policy will be delivered in targeted communities. (3) Strengthen community

actions and engagements to reduce demand-side barriers (especially for girls' access and retention) such as community dialogues, incl. with traditional and religious leaders and community champions as well as through media etc. will enable improved attitudes towards education and learning (particularly in areas with high child labour, low access and retention of girls as well as children with disabilities).

Third, in order to deliver improved teaching and learning as well as deliver better equity and inclusion, school and community governance need to be improved. Four key outputs will need investment and focus: (1) teachers need to be deployed more equitably and based on school-level needs; (2) teachers need to be motivated through multiple incentives including differentiated career progression; (3) generation and use of evidence and education data to improve planning, incl. the use of the accountability dashboard, evidence hub at all levels. (4) school-community structures that support planning and monitoring such as PTAs etc need to be functional and supported.

The overall targeting of the programme and interventions will be based on a community and needs mapping to ensure support in areas where learning outcomes are particularly low, and access is less equitable. In addition, gender-responsive actions and interventions will be mainstreamed throughout the delivery.

Theory of Change



3.2 Potential impact on the education system with a Foundational Learning focus

Greater system efficiency

The training and development of teachers to improve children's school readiness and learning outcomes is key. Equipping teachers with evidenced, age-appropriate (including play-based) pedagogies that meet the unique needs of each child is essential for the holistic development of pupils. Teachers at the KG level lay the foundations for the future development and learning of children. Most KG teachers and attendants in the Ghanaian early learning landscape have not been trained in the requisite pedagogical skills and competencies.

While some curriculum and training modules for some teachers focus on evidenced, differentiated, play-based approaches to teaching children, others do not. These challenges have collectively rendered the management of issues relating to teacher training, deployment, retention, and attrition inefficient, as evidenced in a recent Eduwatch BECE Report that indicates only 67% of those who enrolled in KG2 in the 2012/13 academic year were able to enroll in the 2023 BECE, meaning that 33% did not make it through JHS3[15]. To raise the status of the profession and strengthen the professional knowledge, attitudes, values, and practices of teachers, it is necessary to engage in capacity strengthening of teachers to improve teaching practices in classrooms by using evidence-based, differentiated approaches to lesson delivery, which include critical and reflective thinking, problem solving, play-based pedagogical instruction (discovery, participatory, integrated and enquiry based) and assessment, personal development and leadership, digital literacy, creativity, and innovation, communication, and collaboration, and commitment to life-long learning.

Beyond having sufficient resources in terms of training and TLMs, achieving learning targets requires behavioral changes in teachers arising from improved school leadership, mentoring, support, and accountability. This represents a shift from the traditional business-as-usual teacher-inspector, teacher-school leadership, and teacher-student roles to create a conducive environment for learning where teacher observation and coaching are the norm, and students play an active role in their own learning. Achieving these results will translate into improved learning outcomes and ensure sustainability through behavioral change.

The Ministry and its agencies will strengthen the school support and improvement officers (SISOs) throughout districts to be able to provide coaching and mentoring support to schools and teachers

[15] Eduwatch BECE Report accessed 7 August 2023

to improve classroom practices. Also, the National Schools Inspectorate Authority (NaSIA) will inspect schools using the harmonized school inspection tools to observe lesson delivery classrooms and ensure that schools meet inspection standards and teaching practices.

Improved equality

Age-appropriate enrolment is a challenge for the basic education sub-sector which currently hampers the system's efficiency. There are significant numbers of under-age children enrolled in KG for whom the sector must allocate resources from its limited resources, as well as over-age children at all three levels of basic education. Poor quality education in KG can mean that pupils leave without strong foundations and are not school-ready, and this is especially critical for children from disadvantaged backgrounds. Grade repetition is also a serious challenge in primary and JHS, which is an indication of a system lacking in the efficiency and quality of teaching and learning.

The high repetition rate in JHS1 is evidence of the number of under-prepared children transitioning from primary to JHS1. At JHS, the BECE results reveal geographical inequities in learning outcomes, as well as disparities between boys and girls, with girls consistently performing poorly, especially in maths and science.[16] Disparities in access are still a feature of the basic education system, particularly at the JHS level, where girls or boys suffer depending on the region: for example, girls from the Northern and Western regions tend to have lower enrolment than boys. The poor provision of basic school facilities is a challenge regarding improving access and plays a role in the persistent number of out-of-school children in Ghana. All this contributes to regional disparity enrolment in schools leading to Ghana not achieving gender parity at the regional and district levels.

Cost-effective approaches

Global evidence provides some guidance on highly cost-effective interventions on what works to improve education and learning outcomes. Amongst the “great buys” include supporting teachers with structured pedagogy (a package that includes structured lesson plans, learning materials, and

ongoing teacher support) and targeting teaching instruction by learning level, not grade. Both are proposed interventions to be continued under this compact for foundational learning in Ghana. Furthermore, providing quality pre-primary education falls under the global evidence as a "good buy" for cost-effectiveness and several other key proposed outputs around teaching socio-emotional and life skills, involving communities in school management are shown to be promising given the global evidence.[17]

Gender equality in and through education

Gender equality is hardwired within this partnership compact to ensure that the education system is contributing to a more gender equal society here in Ghana. When strengthening teaching and learning practices at the KG1-P3 levels, the compact is designed to ensure that teaching and learning is inclusive for all children regardless of gender, and that all stereotypes and gender bias is removed from learning materials. When improving equity and inclusion across primary grades, it is designed to prevent and address school-related gender-based violence and address unequal social norms that cause girls to drop out of school. When strengthening school and community governance, the compact is designed to help ensure that there are enough female teachers and school leaders and positive role models. The strong attention to gender-disaggregated data, new research and monitoring on gender equality, and overall capacity-building on gender-responsive analytics, planning, and coordination further exemplifies the commitment to gender equality in this compact.

[17] Banerjee et all, 2023. 2023 Cost-effective Approaches to Improve Global Learning – What does Recent Evidence Tell Us are "Smart Buys" for Improving Learning in Low- and Middle-income Countries? Washington, DC World Bank Group. https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099420106132331608/idu0977f73d7022b1047770980c0c5a14598eef8

CHAPTER FOUR

ACTIONS TO ACHIEVE FOUNDATIONAL LEARNING IN GHANA

4.1 Actions by MoE

The Government's agenda for education over the medium term includes prioritization of kindergarten education as a strategy for re-defining and addressing quality education challenges from the foundation level. The Ministry, together with UNICEF, developed and launched the Early Childhood Education (ECE) policy that included issues of right-age enrolment, the use of active learning pedagogy, and specialized training for KG teachers. The objective of the policy is to ensure that the significant investments in pre-primary education during the previous decade are sustained and to make ECE more efficient, equitable, and effective so all girls and boys have a fair chance to be ready for primary school.

The curriculum in KG was revised in 2017 from an objective-based to a standards-based curriculum, and all teachers in Ghana were trained to improve their pedagogical skills in the delivery of their lessons. Teachers Resource Packs and instruction guides were developed and distributed to all teachers nationwide. The Ministry also built more child-friendly kindergartens across the country to improve enrolment levels at the early childhood education level. The MoE, together with partners and agencies, also implemented interventions across the country to improve early-grade learning. see section 4.2 below.

4.2 Actions by Partners

USAID: After nearly a decade of programming that prioritized early grade reading, USAID has now shifted its primary focus to accountability and supporting low-cost private schools. Its current portfolio still targets 17 districts in 4 regions of northern Ghana. First, the Strengthening Accountability in Ghana's Education System (SAGES) Government-to-Government (G2G) Activity aims to strengthen accountability with the MOE by operationalizing the Education Accountability Framework (EAF) to achieve improved service delivery and learning outcomes. This activity is complemented by the SAGES Systems Strengthening Activity, which provides technical assistance to the MOE to improve primary education service delivery through institutionalizing accountability in the Ghanaian primary education system; components include

strengthening capacity of teachers, head teachers and SISOs, using data for decision making, and community engagement. Separately, the Advancing Partnerships for Improved Learning (APIL) Activity aims to improve students' learning outcomes and financing options for low-fee schools in northern Ghana; components include strengthening school leadership, improved in-service training, and utilization of quality teaching and learning materials. A final activity is supporting the Accra-based Institute of Teacher Education and Development (INTED) to pilot and expand gender-equitable professional development programmes that aim to improve the quality of education. See Annex 1 for additional information about how each of the above activities supports foundational learning.

World Bank: To strengthen teaching and learning practices, the Ghana Accountability for Learning Outcomes Project (GALOP) has intensified in-service training for basic education level teachers under the GALOP Component 1. Differentiated Learning (DL) training for teachers is being organized in person and virtually, for which training teachers earn Continues Profession Development (CPD) points as an incentive. Teaching and Learning Resources (TLRs) for teachers and students have also been distributed to most of the 10,000 low performing basic schools (about a third of all basic schools in Ghana) benefiting under the GALOP. Two national level assessments have been funded under the GALOP in 2021 and 2022. A baseline National Standardized Test (NST) to evaluate literacy and numeracy proficiency of all Primary 4 learners (over 400,000) in Ghana was implemented in 2021. A follow-up assessment for over one million learners in Primary 2 and Primary 4 was implemented in 2022. The two assessments show that proficiency in English and Mathematics have improved slightly. School level assessment data provides information for teachers to review their teaching approaches and incorporate class level assessments. Coaching and mentoring by school heads and school improvement support officers (SISOs) is being implemented and over 70,000 teachers in 10,000 low performing basic schools have benefited under the GALOP.

Remedial learning was implemented under GALOP Additional Financing – COVID-19 Accelerated Response, to enable learners return to schools after the 10-month COVID-19 pandemic induced school closure in 2020. Remedial classes included radio and TV lessons for learners at basic level. It also included book backs for Primary 1 to 3 learners for their accelerated learning to catch up when schools re-opened in January 2021. The GALOP has so far reached 2.9

million learners directly (47 percent girls). More girls, however, have to be reached to ensure that 50 percent of girls are reached.

To ensure that teachers are deployed equitably, the results-based GALOP has agreed with Government on Performance Based Conditions (PBCs) for Primary and KG pupil-trained teacher ratio. The PBC for Primary increasing the number of beneficiary schools with PTTR below 50:1 is on track to being achieved. At the mid-term review of the GALOP in June 2023, the percentage of targeted primary schools with PTTR below 50 pupils to one teacher had increased from a baseline of 75 percent in 2019 to 81 percent in 2023. Ensuring that teacher deployment is equitable and deployed to needy and low performing basic schools under GALOP, has been met. The PBC for kindergarten is however yet to be met. Component 2 of the GALOP supports the transfer of learning grants to 10,000 beneficiary schools to fund School Performance Improvement Plans (SPIPs) and there has been high utilization of the funds by beneficiary schools. Under the GALOP Component 3, an accountability for learning dashboard has been developed to provide summary data/information for management policy decision making, and to ensure that schools, districts and municipalities have a quick source of data (including student and teacher attendance) evidence for improved education management. The accountability dashboard is linked to the expanded mobile School Report Card (mSRC) and the Education Management Information System (EMIS) data. The dashboard will also be linked to learner/school results from the National Standardized Tests (NSTs) implemented in 2021 and 2022; and to virtual teacher training by the National Teaching Council (NTC).

School Management Committees (SMCs) have been trained to help implement school level activities to improve learning. The District Education Oversight Committee is supposed to use data from the accountability dashboard for school level engagement, but this is yet to be implemented as the MoE is still working on opening access to accountability dashboard. Under GALOP AF, COVID-19 Accelerated Response, a learning management system (Edmodo LMS) has been developed for learners and teachers at the basic level to strengthen teaching and learning. Utilization has however been low, and the World Bank has accessed additional Trust Funding to help the MoE develop an EdTech strategy for Ghana and to review the function and utilization of various learning platforms (including the i-box and i-campus at secondary education level).

UNESCO: UNESCO declared the city of Accra as the UNESCO World Book Capital for the year 2023. Accra assumes the title from 23rd April 2023 to 22nd April 2024. During this one-year period, many projects and activities to promote books, reading, creative arts and culture are being organized in Accra (and other parts of the country). The aim is to celebrate and promote the culture of reading among learners and the public including vulnerable and marginalized groups such as children, girls, the youth, and persons living with disability. Also, through its Education for Health and Wellbeing programme, UNESCO is implementing phase 2 of the Our rights, Our Lives, Our Future (O3) programme. The O3 will expand efforts to support the government to strengthen foundational learning in education for health and wellbeing in schools. This programme will support education sector policies on foundational learning to place emphasis on education for health and wellbeing for younger learners. To promote safe and inclusive schools, UNESCO will further support the finalization of the National Safe School Policy and its rollout as well as the safe school programme. Emphasis will be placed on ensuring violence prevention education is reflected in schools' curriculum, teachers' capacities are enhanced to deliver lessons in schools. Key to success will be to build support by orienting SMCs, PTAs, community members, religious and traditional leaders among others not only for violence prevention in schools but also to support girls acess, retention, protection and safe return of pregnant girls to school after birth. At the same time, UNESCO will scaleup its support to improving the collection and use of EMIS data specific to core reproductive health and violence prevention indicators to guide education sector policy and programme planning. Under the ICT in education, UNESCO will continue to support the government to enhance the capacities of teachers and learners on digital to improve upon the use of ICT tools and information for teaching and learning in schools to improve upon learning outcomes at the basic school level.

UK FCDO: UK support to education in Ghana is delivered through a set of programmes covering support to GoG delivery in the sector as well as research. FCDO support is broadly focused around improving foundational learning, supporting improved education governance as well as reaching the most marginalized, especially girls. FCDO support in these areas has been delivered through Education Beyond Aid programme (2018-2023) which included support to operationalizing the Education Reform Delivery Framework, through the National Education Reform Secretariat as well as support to Complementary Basic Education (CBE) management and implementation. In

addition, Ghana has been a partner country for the UK's Girls' Education Challenge programme which supported targeted interventions for 17,000 out-of-school girls in Ghana to develop literacy, numeracy, and work skills; and transition to school or a trade from 2017-2023. The UK also contributes to improve basic education through multilaterals (GPE, World Bank) through the Ghana Accountability for Learning Outcomes Project 2020-2025. (UK share is 27%.) As part of GALOP, FCDO is funding the Education Outcomes Fund for a Ghana pilot project, which will benefit 120,000 in school children and improve learning and access for 72,00 out-of-school children, through public private partnerships with NGOs and social impact investors.

UNICEF: UNICEF's past and present education programming supports the shifts outlined in the Theory of Change. Overall, UNICEF targets increased access and completion of quality education for improved learning outcomes. Major programmatic priorities are improving the quality of education through teacher training for more child-centered and need-responsive pedagogies such as Differentiated Learning (DL) (also known as Teaching at the Right Level [TaRL]), distribution of accompanying relevant teaching and learning materials and school supervision. Currently, a DL+ model is being piloted focusing in addition on increased parental and community engagement. Parental and community engagement is also central to a new "ecosystems approach" for better learning outcomes through strong community involvement and awareness, district and school governance, including the generation and use of evidence, teacher training and accelerated learning programmes. The generation and use of evidence for improving decision making and education governance at national, sub-national and school levels is a cross-cutting theme for UNICEF addressing research gaps (e.g., DMS), strengthening data collection and analysis (e.g. EMIS, mSRC) as well as dissemination of findings (e.g. NEW) as well as establishing feedback loops for policy influencing and effective decision making at various levels. The "Safe Schools" approach looks at ensuring every school is a safe place for children's learning (e.g. free from corporal punishment, bullying etc.), the promotion of school re-entry guidelines aims at school re-integration especially for adolescent girls, and fostering intersectoral services delivery such as health screenings, nutrition information, and Wash recognize the importance of other sector for improved school access, retention, completion and overall attainment of learning outcomes.

4.3 Use of GPE Resources

System Capacity Grant: EMIS, Annual Sector Reviews, Budget planning capacity building

The proposed areas to be supported under the System Capacity Grant and based on the Enabling Factors Analysis include:

Data and Evidence	Strengthen Education Management Information System (EMIS) and mobile school report cards (mSRC); improve annual reporting and dashboards and building analytical capacity of staff at national and sub-national levels in the area of data collection, entry, quality assurance, management and analysis; commission new research on gender and barriers to education including OOSC.
Education Sector Coordination	Strengthen the policy coordination unit under PBME and build the capacity of subnational representation; establish and strengthen coordination inter and intra-sectorial mechanisms; exploration of inter- and intra-sectoral coordination for gender-responsive education; support Education in Emergencies (EiE) coordination mechanism.
Gender-Responsive Sector Planning, Policy and Monitoring	Finalization of gender and related policies; provide capacity building, technical assistance, and knowledge exchange related to improving gender-responsiveness of education sector; development or strengthening of data systems that track important gendered aspects and barriers of the education sector; hold quarterly sector-wide monitoring including a focus on gender
Volume Equity and Efficiency of Domestic Financing	Targeted training, technical assistance and other services to strengthen the budgeting and planning capacity of MoE staff which may include efforts to improve budgeting efficiency, proper costing of budget through simulation models; revisit the school capitation grant formula for equity

Types of programs that may be scaled up through Multiplier and STG grants:

System Transformation and Multiplier Grants

The compact partnership agreement will build on existing work and intervention being undertaken by the Ministry in collaboration with local education group. These among others will include the following:

Table 3: Support with the Intended Focus Area of the System Transformation Grant and Multiplier

S/N	Proposed priority areas to be funded under the intermediate outcome in the theory of change
1.	**Strengthened teaching and learning practices (in early primary classrooms)**
	The grants will fund expanded and level appropriate, gender responsive and play-based pedagogy including differentiated learning (DL) and Teaching at the Right Level (Tarl) to all KG and lower primary classes and schools targeted. It will also support the training of teachers in these approaches, and will provide the appropriate teacher pedagogy guides for all teachers teaching at the targeted grade levels. The interventions will also strengthen coaching and mentoring for teachers in targeted schools and work towards the achieve of a 1:1 ratio for the appropriate and defined teaching and learning materials/workbooks for learners in KG to P3. It will strengthen instructional leadership for all heads in targeted schools as well as School Improvement Support Officers (SISOs) and instructional leaders and ensure the implementation of school-based in-service training for all teachers in the targeted schools and ensure that the necessary training is provided to instructional leaders and teacher, to assess and monitor learners in the targeted grade levels regularly by gender for improvement on reading and numeracy. The grants will fund required training to implement and monitor assessments by grade level and ability. To ensure inclusivity, the grants will fund specialized UDL training for teachers as well as provide teaching and learning resources (TLRs) for selected special basic schools for the hearing impaired, visually impaired, intellectually impaired etc.. Science, mathematics, and technical education, in basic schools particularly for girls in schools and districts with low gender parity indices will be promoted, and ICT, digital, distance and online/offline solutions for learning and assessment in selected basic schools will be strengthened. The grant will also provide appropriate investment in infrastructure and data systems to strengthen teaching and learning.
2.	**Improved equity and inclusion across primary grades**
	The grants will fund interventions to ensure that schools are safe and violence-free. This includes the training of teachers as focal points for counselling support and to implement positive discipline strategies, which will address school-based gender-based violence (GBV) issues, and support girls with other gender issues around menstrual hygiene and support. The current level of school learning grants will be increased to ensure that schools can provide some infrastructure units for toilets and urinals in cases where such units are determined as safeguards on GBV issues. Targeted schools will also be encouraged to establish safe schools and health clubs to educate on GBV issues and school

	health interventions. Schools will be encouraged to implement WASH activities including training, supported under the learning grants. Interventions will include measures for out-of-school (OOS) children to return to school and for adolescent girls who drop out of school due to some reasons including pregnancy, to receive necessary counselling and complementary basic education to transition/return to school and/or to obtain competency-based skills training in preparation to enter the work force. School Management Committees (SMCs) will be supported through costed School Performance Improvement Plans (SPIPs) to implement activities that engage with the community/and leaders on changing attitudes towards girls' education, inclusion, child labor and right-age enrollment. Some scholarships for needy girls and boys will also be provided to ensure safe access to schools (bicycles, life jackets in riverine areas, transport funds), and other support e.g. school uniforms, bags, shoes, readers, etc for severely disadvantaged children, including children with disability (ie. cost of disability assessment, crutches, hearing aids, glasses etc). The grant will also provide appropriate investment in infrastructure to improve inclusion.
3.	**Better School and Community Governance**
	The grants will support efforts to deploy trained teachers equitably based on school and subject level needs, with particular emphasis on mathematics and science teachers. District Teacher Support Teams (DSTS), schools, and SISOs will be supported with hands-on training to access data and evidence systems, including existing Education Management Information System (EMIS), mobile School Report Card (mSRC), the National Standardized Test (NST) and other data available on the accountability dashboard, to strengthen the feedback loop for decision making and effective teaching and learning. The District Education Oversight Committee (DEOC), SMCs and PTAs will be supported to track and monitor the implementation of Annual Education Operational Plans (ADEOPs), SPIPs, and School Performance Appraisal Meetings (SPAMs). Teachers and school heads will be provided with counselling support and referrals support for teacher and education worker mental health through improved District and Municipal funding/budget support. District and Municipal managers will be trained on emergency education, counselling for mental health and school-based GBV, tracking teacher attendance and teacher time-on-task, engaging with CBOs, NGOs, FBO, and DPs for resource mobilization and partnership on integrated programs to support education, engagement on the Communities of Excellence program, and linking up with the

	school feeding and LEAP programs to engender strong synergies for improving education in their districts/municipalities.

CHAPTER FIVE

RESULTS FRAMEWORK

The Ministry of Education will be responsible for the monitoring, evaluation and learning under the compact. This will help the Ministry keep track of the outcomes identified under the theory of change. The Monitoring and Evaluation under the compact partnership will build on existing processes within the Ministry of Education. The M&E framework provides guidance on how to ensure effective reporting to gauge the progress of the implementation of the KPIs, to increase transparency and accountability. The M&E framework indicators, means of collection, baselines and targets will be further refined during the actual design of the intervention. Targets are based on the proposed duration of interventions and end targets defined in the Education Strategic Plan (2018 – 2030)

MONITORING INDICATORS (Year 1 – 4)				
S/N	**INDICATOR**	**UNIT**	**BASELINE Year 0**	**TARGETS Year 4**
Improved foundational learning for all				
1.1	*By P2 & P4, 90% literacy proficiency at grade level, by gender*	Percentage of learners achieving proficiency	TBD[18]	45%
1.2	*By P2 & P~~3~~4, 90% numeracy proficiency at grade level, by gender*	Percentage of learners achieving proficiency	TBD	45%
Strengthened teaching and learning practices (in early primary classrooms)				
2.1	*Number of schools with improved teaching practices*	Number of schools	TBD	TBD
2.2	*Number of teachers receiving relevant complement of in-service training*	Number of teachers	0	TBD
2.3	*Percentage of teachers with improved teaching practice in early primary (NaSIA standards)*[19]	Percentage	0%	TBD
2.4~~2~~	*Percentage of schools with appropriate complement*[20] *of TLMs in early grades*	Percentage	0%	TBD
2.5~~3~~	*Regular*[21] *national learning assessments conducted for P2*	Yes/No	yes	yes

2.6~~4~~	*Percentage of teachers that have received defined coaching and mentoring support*[22]	Percentage	0%	TBD
Improved equity and inclusion across primary grades				
3.1	*Increased number of schools implementing safe school practices*[23]	Number	0	TBD
3.2	*Number of out-of-school children*[24] *returning to targeted formal schools and staying for at least one year*[25]	Number	0	TBD
3.3	*Improved GPI in targeted schools across primary grades with the poorest GPI*	Proportion of schools with improved GPI	0	TBD
Better school & community governance				
4.1	*Percentage increase in KG schools with Pupil Trained Teacher Ratio (PTTR) below 50:1*	Percentage	TBD	TBD
4.2	*Percentage increase in Primary schools with Pupil Trained Teacher Ratio (PTTR) below 50:1*	Percentage	TBD	TBD
4.3~~2~~	*Increased number of districts that implement at least 50% of costed ADEOPs*	Number	TBD	TBD
4.4~~3~~	*Increased access to Functional accountability dashboard*[26] *data for decision making*	Number of School heads, DTSTs, SISOs, SMCs accessing functional accountability dashboard	0	TBD
4.5~~4~~	*Number of schools with functional SMCs*[27]	Number		

Monitoring and evaluation arrangement under the compact partnership will be results oriented and evidence based. Specifically, annual progress reporting will be complemented and informed by annual Joint Sector Reviews during the National Education Week (NEW) event in Ghana.

The Planning, Budgeting Monitoring and Evaluation Directorate (PBMED) of the Ministry of Education will oversee annual Compact reporting, with grant agents and local education group. This will enable MoE and partners to undertake rigorous analysis of inclusive education, touching upon issues of gender disparity, disability access, exclusion of vulnerable and minority groups

from education, and other matters with adequate coverage and representation from relevant stakeholder groups.

ANNEX 1: Development Partner intervention matrix

Result Area	Development partner programming interventions
	JICA
Improved foundational learning for all	[mathematic expert activity] develop teacher's guide including exercises to improve teaching and children's learning outcome at P3 and P4 levels in mathematics.
	[COMPASS project] develop mathematic workbooks for remedial lessons to provide quality learning time to children.

Result Area					
Strengthened teaching and learning practices	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
Teachers (KG-P3) apply level-appropriate, inclusive, gender-responsive, play-based pedagogies (e.g. TaRL/FLN/DL) ECE Policy Framework (planning, curriculum, teacher workforce, family/community engagements /infrastructure; quality assurance/monitoring)	Differentiated Learning (DL)/Foundational Learning Programme (**BMGF; UNICEF Regular Resources)**	Advancing Partnerships for Learning (APIL), Sub IR 1.3: Strengthen teacher in-service teacher training in low-cost private schools (LCPS) INTED- Outcome 2B- Strengthening Teaching in Deprived Public Schools.	Under GALOP component 1, DL training for teachers, TLRs is being implemented in 10,000 low performing basic schools.	FCDO Education Reseach Programme Thrive, led by OPM: Analyzing the role of ECE delivery infrastructure to understand successful scaling (mixed methods survey) 2019-2026	

Result Area					
Strengthened teaching and learning practices	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
Teaching and learning materials / resources for KG-P3 are level-appropriate, gender-responsive, inclusive, available; 'My First Day @ School' using Family and Community Engagements Guidelines (FCEG) to promote right age enrolment:(	Differentiated Learning (DL)/Foundational Learning Programme-provision of TLRs and tools **(BMGF; UNICEF Regular Resources);**	APIL, Sub IR 1.4: Increase adoption of appropriate MoE curricula, including teaching and learning materials (TLMs) developed under the USAID-funded Learning Activity	DL TLRs utilized in 10,000 low performing basic schools under GALOP.	Through the Pioneer Outcomes Fund Programme: Ghana Education Outcomes Fund programme (GEOP) under GALOP delivering in-school FLN programming in the early grades	Teaching and learning materials and delivery approaches are reviewed to be more inclusive and accommodate the needs of all learners
Gender- and inclusive formative, summative assessments used to create feedback loops for teachers (School/class assessments coaching/mentorship and supervision)	Differentiated Learning (DL)/Foundational Learning Programme; **(BMGF; MCF, UNICEF Regular Resources)**	INTED- Outcome 2, Expansion of Gender Equity Program. Strengthen capacity of female teachers to support underperforming female students	National Standardized Test (NST) implemented for P4 in 2021 and for P2&P4 in 2022		
Gender-responsive coaching and mentoring services support teachers across KG and primary grades Leadership for Learning; Leadership for Change	Differentiated Learning (DL)/Foundational Learning Programme **(BMGF; UNICEF Regular Resources);**	APIL, Sub IR 1.3: Strengthen teacher in-service teacher training in low-cost private schools (LCPS) SAGES SSA, Sub IR 3.1.1: Strengthened capacity of SISOs to provide instructional support to head teachers; Sub IR 3.1.2: Strengthened capacity of head	Coaching and mentoring implemented for teachers in 10,000 basic schools under GALOP	Education Beyond Aid: Support to the National Reform Secretariate, support to NELI	

Result Area					
Strengthened teaching and learning practices	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
		teachers to provide instructional support to teachers Membership-Based Organization Transformation (INTED): Expansion of Gender Equity program: Leading Girls' Learning Program (LGLP)			

Result Area					
Improved equity and inclusion across primary grades	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
More schools considered safe and violence free schools with teachers able to implement positive discipline strategies, address GBV and other Safe School issues	Safety and schools (including the adaptation of the Safe schools resource packs for 3 categories of special schools (deaf, blind, developmental disabilities) Policy **(Global Affairs Canada)**			N/A	Teachers and teacher educators are capacitated to prevent violence in schools

Enabling children, esp, girls to return & access formal schools through remedial learning; Whole-School Project/Gender responsive training to promote STEM, Empowering Adolescent Girls; Better Life for Girls	Whole-School Project/Gender responsive training to promote STEM, Empowering Adolescent Girls; Better Life for Girls (**KOICA, Global Affairs Canada, UNICEF Regular Resources, German Natcoms)** Communities of Excellence project (funded by Jacobs Foundation);		Remedial learning implemented under GALOP Additional Financing - COVID-19 Accelerated Response	Through the Education Beyond Aid programme: (1) funding several cycles of Complementary Basic Education by GES; (2) establishment of the Complementary Education Agency and TA to develop Strategic Framework, Policy, Legislative Instrument and Resource Mobilization Strategy [ended in 2023] Through the Pioneer Outcomes Fund Programme: Ghana Education Outcomes Fund programme (GEOP) under GALOP delivering Accelerated Learning Programme (CBE)	SIDA funded O3 Project Phase II (2023-2027) Support community level actions to prevent early pregnancy and facilitate re-entry for young mothers.

Improved community engagement and attitudes towards girls' education, inclusion, and right age enrollment	Awareness creation/social dialogues on ECE, IE, Safe School Policies; MCF; RR, Global Affairs Canada. **Regular Resource, German Natcom) ,** Prevention of teenage pregnancy and facilitation of re-entry for young mothers into school after childbirth (Back-to-School campaign); **Global Affairs Canada,**	SAGES SSA, Sub IR 3.2: Improved community engagement in education accountability and learning environments in the Zone of Influence (ZOI) APIL, IR 2.1 Increase the capacity of financial institutions to finance LCPS and school fees		Girls' Education Challenge: Supporting behavior change and community attitudes and actions to further support girls' education as well as delivery numeracy and literacy for the most marginalized girls, incl. through EdTech (Discovery Project/ Making Ghanaian Girls Great!/STAGES) [ended in 2023]	Parents, religious, traditional, and community leadership reached with gender and social norms transformative education including on EUP, GBV, and child marriage

Result Area	**Development partner programming interventions**					
Better school, community & governance	**JICA**	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
Teachers are deployed equitably, and based on school-level subject needs; Continuous Professional Development (CPD) for teachers on STEM subjects in		UNICEF Regular Resources (RR); BMGF	SAGES SSA, IR 3: Education Management and accountability improved in the ZOI SAGES G2G, AR3: Educators and education administrators deliver quality	Performance Based Conditions for Primary and KG ensuring that teacher deployment is equitable and deployed to need and low performing basic schools under GALOP	Education Beyond Aid: Support to the National Reform Secretariate, supporting Teacher Education Reform	Regular Programme funds supporting MoE to implement the Teacher Deployment and Transfer Strategy developed under GALOP.

Result Area	Development partner programming interventions					
Better school, community & governance	**JICA**	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
support esp. for STEM for girls.			services in public primary schools; SAGES G2G, AR 3.2: Head teachers improve school management SAGES SSA, Sub-IR 2.1: Improved ability for system actors to perform their roles in education accountability to the required standard			
More and better generation and use of evidence, capacity building and education data to improve accountability (including data collection e.g. mSRC, EMIS, surveys,…)		UNICEF Regular Resources (RR); GPE System Capacity Grant; BMGF	SAGES SSA, Sub-IR 2.1: Improved ability for system actors to perform their roles in education accountability to the required standard; SAGES G2G, AR 2.3: District education officials routinely collect, manage, report, and use	Under GALOP component 3, accountability dashboard developed under GALOP to provide summary data/information for policy decision making	Education Beyond Aid: Support to National Education Reform Secretariat, incl. on Accountability Dashboard (NERS)	Key CSE, SRHR, and school violence indicators developed and/or integrated in EMIS and other school-based surveys

Result Area	Development partner programming interventions					
Better school, community & governance	**JICA**	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
			data for decision-making			
Functional school-community structures (PTA, SMC, DEOC) develop, use, and track school and district education plans (SPAM, SPIP & ADEOP)	[COMPASS project] cooperate with GES, DEO and REO to reconstitute and function SMCs in three targt regions. Activities are; Supporting for developing QUO-SPIP to set sustainable SMCs activities, functioning monitoring system through establishing SMC federations.	Communities of Excellence project (funded by Jacobs Foundation);	APIL, Sub IR 1.2: Strengthen LCPS leadership skills	Under the GALOP component 2, learning grants have been transferred to 10,000 beneficiary schools to fund their SPIP. SMCs have been trained to implement activities to improve learning.		

Result Area	Development partner programming interventions					
Better school, community & governance	**JICA**	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
Teachers are motivated with strong well-being (e.g. mental health, psychosocial support for teachers and students)		UNICEF Regular Resources (RR); Jacobs Foundation				Teachers and teacher educators are capacitated to prevent violence in schools

Result Area	Development partner programming interventions				
Safe, healthy and supported child	**UNICEF**	**USAID**	**World Bank**	**FCDO**	**UNESCO**
Cross-sectoral service delivery / School feeding	UNICEF Child Protection - Integrated Social Services			N/A	
Reduced demand-side barriers to education and better targeting of poor children		APIL, IR 2: Increase investment in and business performance of LCPS		Girls' Education Challenge Programming [ended 2023]	
Better and more inclusive/gender-responsive school infrastructure, enabling appropriate class-sizes				TA to an Education Infrastructure Framework (through NERS)	Children , adolescents and young people benefit from rights-based and good quality gender and social norms programmes

Adoption, availability, and use of ICT to strengthen teaching and learning	UNICEF RR to deploy Learning Passport		Under GALOP AF, COVID-19 Accelerated Response, a learning management system has been developed for basic level.	EdTech Hub Support	Huawei funded TeOSS project: Output 2: Learning platforms established, and access points created to facilitate access to learning contents in both online and offline for all learners and teachers in the pilot schools

Statement of Commitment with list of ESWG members/orgs in support

The members of the ESWG endoses the programmes contained in this compact and commits to work together for its implementation.