



GOVERNMENT OF GHANA

MINISTRY OF  
EDUCATION



# EARLY CHILDHOOD EDUCATION POLICY



# Early Childhood Education Policy



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## FOREWORD

### *GHANA IS BUILDING ON REMARKABLE STRIDES IN ADDRESSING THE UNIQUENESS OF ALL KINDERGARTEN CHILDREN (AGED 4–5 YEARS) THROUGH THE EARLY CHILDHOOD EDUCATION POLICY FRAMEWORK*

Ghana’s two-year education policy for Kindergarten (KG) is part of its commitment to free and compulsory basic education. In this, it recognises the benefits of early childhood education (ECE) and investments made in this area over the past two decades towards Strategic Development Goal 4.2, which specifically seeks to ensure that by 2030 “all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”. The development of an ECE policy framework<sup>[1]</sup> for Children aged four to five years represents the accomplishment of yet another important milestone in the provision of quality KG service delivery across the nation. The document provides information on key action areas acknowledged in the Education Strategic Plan (ESP) 2018–2030 and Education Sector Medium-Term Development Plan (ESMTDP) 2018–2021 and suggests corresponding practices to support the ESP’s accomplishment in an integrated fashion with the collaboration of relevant stakeholders.

As a country, we believe that development and sustainability rests on the strong foundation and quality of the ECE delivery we make available to our most vulnerable and disadvantaged children. Evidence shows that the consequences of ECE do not end upon transition to primary school but last for a lifetime. It is therefore necessary to address the uniqueness of all children aged four and five years who are in and or out of our kindergarten classrooms.

Government, through my Ministry, is committed to enforcing and achieving the Convention on the Rights of the Child – children have a right to high quality education and a right to play; and through this ECE Policy Framework and its associated six Action Areas (*Effective Planning and Management; Curriculum Development and Implementation; Pre-service [PRESET] and In-service [INSET] Teacher Training; Families and Community Engagement; Child-Friendly Safe Space (Environment), and*

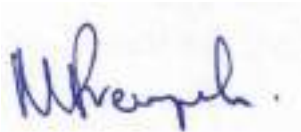
*Monitoring, Regulation and Quality Assurance*) we will facilitate an enabling environment conducive in an integrated approach to the strengthening of collaboration with all relevant stakeholders and build a strong foundation for all KG children and ensure they have the necessary readiness skills to access primary education and beyond.

The accomplishment and timely release of the ECE Policy framework will facilitate coordination and systematic implementation of key interventions outlined for national and sub-national levels to address. Engagement, especially of parents, will serve the nation well because any successful intervention for children, we believe, should involve parents if the desired results are to be achieved.

As we implement this ECE Policy, we will ensure and build strong partnerships through effective coordination between all key stakeholders to develop our KG-level children's social, cognitive, emotional, physical and learning abilities holistically in preparation for school readiness and better early learning. I therefore urge all stakeholders to support the ECE Policy, so that together, we will progress well and far.

On behalf of the Government and people of Ghana, especially children aged four to five years, we thank all those who contributed towards the development process, especially to UNICEF (Headquarters and Country Office) and the Global Partnership for Education (GPE) for financial and technical support through the 'Better Early Learning and Development at Scale' process to ensuring the fulfilment of our children's dreams.

*'When we start it right, we will surely get it right'*



**Dr. Matthew Opoku Prempeh, (MP)**

**Hon. Minister for Education**

## ACKNOWLEDGEMENTS

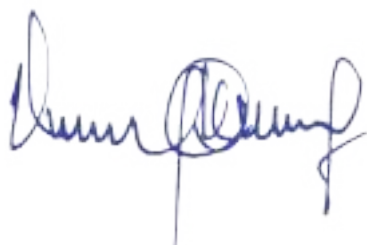
The Ministry of Education (MoE) and the Ghana Education Service (GES) wish to express our gratitude to the ECE experts, researchers and practitioners, government officials, non-governmental organisations (NGOs), civil society organisations (CSOs), administrators, academia, development partners and parents who contributed significantly to the development of this ECE Policy Framework. Due consideration was given to every input and suggestion, where feasible and practicable, and integrated into all six actions areas established for KG Education in Ghana.

Our appreciation goes to my GES leadership – the two deputy directors-general of the GES – Lawyer Anthony Boateng and Dr Kwabena Tandoh; and from the Ministry, Pre-tertiary Director, Mrs Catherine Appiah-Pinkrah, and all the core leads (former and current directors) from the Basic Education Division, National Inspectorate Board (NIB), National Council for Curriculum and Assessment (NaCCA) and National Teaching Council (NTC), whose leadership have enriched the Policy Framework.

We thank the entire Technical Working Group (TWG) drawn from the critical agencies of the MoE, NGOs especially Right to Play, Sabre Trust Education, Innovation for Poverty Action, Lively Minds, CSOs and other ECE providers who led and developed the ECE Policy Framework. Special thanks to Bright Dey, Sulemana Yusif, Kojo Andrew Adu, Kingsley Boachie, Bridget Kodadu-Gyamfi, Kwabena Gao, Rose Asamoah, Bernard Ayensu-Djan, Robert Quansah, Foster Ntim, Patrick Arthur, Lawrence Sarpong, Regina Baiden, Tony Dogbe, Berthy Kpiebaya and the late Kekeli Tsikata for their invaluable contributions. We are also grateful to Ms Vida Barbara Ntow, the National ECE Coordinator, Agnes Arthur, UNICEF Ghana education specialist, and Dr Eric Daniel Ananga, the National Consultant, who coordinated the overall ECE Policy development process.



Finally, we thank the education team from UNICEF Ghana and external experts from their Headquarters, and the Global Partnership for Education (GPE), for the use of the ‘Better Early and Development at Scale’ (BELDS) initiative to equip the TWG members during the ECE policy framework design process. We acknowledge and identify them as ‘champions’ in their support of ECE implementation for quality delivery of KG education across the country.

A handwritten signature in blue ink, appearing to read 'Kwasi Opoku-Amankwa', written in a cursive style.

**Prof. Kwasi Opoku-Amankwa**  
**Director - General**  
**Ghana Education Service (GES)**

## ACRONYMS

BED	Basic Education Department
CoE	College of Education
CoHBS	Conference of Heads of Basic Schools
CSO	Civil Society Organisation
DA	District Assembly
DDE	District Director of Education
DEO	District Education Office
DEOC	District Education Oversight Committee
DIC	District Insert Committee
DTO	District Training Officer
DTST	District Teacher Support Team
ECE	Early Childhood Education
EMIS	Education Management Information System
ESP	Education Strategic Plan
FBO	Faith Based Organisation
FPMU	Finance Procurement and Monitoring Unit
GES	Ghana Education Service
GHS	Ghana Health Service
GNCRC	Ghana National Collation on the Rights of the Child
GNECC	Ghana National Education Collation Campaign
GPE	Global Partnership for Education
HoS	Head of School
HT	Head Teacher
INSET	In-service Education and Training
KG	Kindergarten
M&E	Monitoring and Evaluation
MMDA	Metropolitan, Municipal and District Assembly

MoE	Ministry of Education
MoGCSP	Ministry of Gender, Children and Social Protection
MoH	Ministry of Health
MRQA	Monitoring, Regulation and Quality Assurance
NAB	National Accreditation Board
NaCCA	National Council for Curriculum and Assessment
NCCE	National Commission for Civic Education
NCTE	National Council for Tertiary Education
NGO	Non-Governmental Organisation
NIB	National Inspectorate Board
NMTEDP	National Medium-Term Education Development Plan
NNTTC	National Nursery Teacher Training Centre
NTC	National Teaching Council
PBME	Planning Budgeting Monitoring and Evaluation
PRESET	Pre-service Education and Training
PT	Pre-Tertiary
PTA	Parent-Teacher Association
PTD	Pre-Tertiary Division
RDE	Regional Director of Education
REO	Regional Education Office
RIC	Regional Insert Committee
SEN	Special Educational Needs
SMC	School Management Committee
SPED	Special Education Division
SRIM	Statistics, Research and Information Management
STG	Sustainable Development Goal
TEI	Teacher Education Institution
TLMs	Teaching and Learning Materials
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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**SECTION ONE**  
**BACKGROUND, CONTEXT AND POLICY GUIDANCE**

## SECTION ONE

### BACKGROUND, CONTEXT AND POLICY GUIDANCE

#### Introduction

Early Childhood Education (ECE) aims at using a holistic approach to the social, emotional, physical, spiritual, language and cognitive skills learning and development of the child. Improving early learning through quality ECE is critical to the building of the productive, competitive, and resilient nation envisioned in Ghana’s Education Strategic Plan (ESP 2018–2030). Some studies<sup>1</sup> suggest that investment in early years education prepares children for school and provides between 4 and 16% more than the original investment made with a profound impact on brain and cognitive development, including long-term effects on learning and skills gain, and 25% more lifetime earnings in adulthood. Thus, the experiences of children during ECE will equip them with the necessary knowledge and skills for later schooling and lifelong learning.

#### Rationale for Early Childhood Education Policy

The early years of life are critical for every child. The fundamental organisation and functional capabilities of the brain are established during this phase as young children interact with and make sense of their world. ECE at KG offers children a lead in their primary schooling and positively influences later performance at school. According to UNESCO 1995, children (aged 4-5) who experience school readiness at KG through a quality ECE programme are more successful throughout their entire school life than those who do not. ECE is one way of providing opportunities for children from less privileged backgrounds by helping to eliminate the inequalities in educational opportunities that are inherent in the different geographical contexts of Ghana. A national policy to ensure that every four to five-year-old child benefits from quality ECE at KG level is therefore important. The development of this ECE policy is in line with the policy objectives basic education in the ESP 2018-2030.

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1 Lancet 2016; Heckman....

## Context of Early Childhood Education Policy

Ghana's education policy includes two years of KG as part of its commitment to a free and compulsory basic education policy. Given the considerable investment Ghana has made in pre-primary education over the last decade, it is important to build on it and make it more efficient, equitable and inclusive, and effective by developing a specific policy on 4-5 year old children's education if systemic efficiency is to be improved in line with the objectives of the Education Sector Plan (ESP: 2018–30) and best international standards.

Using evidence to strengthen ECE service delivery, policy dialogues have been conducted. Following an education sector analysis and ESP 2018–30 and stakeholder consultations, challenges in the ECE sub-sector were discussed. Issues around planning and management, teachers, curriculum, parents, and community engagement as well as monitoring, regulation and quality assurance were identified and substantiated. For instance, progress in expanding access to KG has been made only at the expense of both effectiveness relating to quality and efficiency relating to underage and over-age enrolment in the education system. Appropriate age enrolment is a challenge which according to the ESP currently hampers the efficiency of the system. There are significant numbers of over-age and underage children in KG for whom the sub-sector must provide from its limited resources. Issues related to over- and under-age enrolment at KG level have implications for effectiveness and efficiency throughout all levels of education. Poor quality KG delivery can mean that pupils progress without a strong foundation and are not school-ready, especially in respect of children from disadvantaged backgrounds. Moreover, with an administrative system that lacks national annual assessments at KG and primary levels, assessment data on pupils' learning are sample based. At Junior secondary school (JHS) level where national data exists on assessment, Basic education certificate examinations (BECE) results reveal huge geographical inequities in learning outcomes as well as disparities between boys and girls where girls consistently perform poorly in Maths and Science. Specific issues around KG that are raised in the ESA include the following:

- Weak accountability in education management at district, school and community levels
- Inefficient planning and management of issues related to teacher training, deployment, retention and attrition

- Overage and underage enrolment, creating inefficiency in the system
- Inadequate budgetary allocation for service delivery and infrastructure provision
- Limited information on children with disabilities, resulting in weak systems for inclusion
- Quality of school infrastructure and provision of teaching and learning materials (TLMs) have not kept pace with enrolment, leading to regional and district disparities
- Weak inter/intra-sectoral coordination, resulting in inefficient service delivery
- Mismatch between parental expectation of how children learn and the play-based pedagogy of the curriculum

In the past, attempts to address challenges relating to KG have included the development and implementation, albeit fragmented, of selected elements relating to Early Learning and Development Standards (ELDS: 2004), KG Curriculum (2005), Teacher INSET and PRESET Modules (2011), KG Children’s Progress Report /KG Assessment Tool (2016), National Minimum Guidelines for the establishment of KG (2016), and the Costed KG Operational Plan developed in 2011.

Also, Ghana’s Early Childhood Care and Development ECCD policy which was launched in 2005 has multi-sectoral nature, and it supports policy development and decisions from multiple ministries – i.e. Health, Education, Nutrition and Protection. The multi-sectoral nature and institutional accountability for execution under the custodianship of the Ministry of Gender, Children and Social Protection<sup>2</sup> (MOGCSP) has over the years demonstrated progressive understanding of childhood development from 0 to 8 years, and assigned responsibilities to multiple institutions, including MoGCSP; MoE; Manpower Development and Employment (MMDE); Local Government and Rural Development (MLGRD); and Ministry of Health (MOH). In the ECCD policy part of MoE’s responsibilities include the development of policy, to regulate the operations at pre-school level. For instance, the establishment and registration of kindergarten for four to five-year-olds. In this regard, the MoE through the ESP 2018–2030 prioritises KG education as a strategy for re-defining and addressing quality education

<sup>2</sup> Previously Ministry of Women’s and Children’s Affairs (MOWCA)

challenges at the foundational level. There is therefore the need for an ECE Policy targeted at KG level to ensure external linkages across sectors and facilitate coherence to address early learning to support the overall development of children's school readiness and wellbeing of children aged 4 to 5 years. It is important to emphasise that this ECE policy is specifically focused on KG level but has both backward and forward linkages with nursery and lower primary. KG is therefore regarded as a bridge between nursery and primary one.

The policy priorities and targets set in the ESP 2018–2030 and Medium-Term Plan (MTP) informed the development of the KG specific ECE policy. This policy focuses on the following six action areas:

1. Planning and management
2. Curriculum development and implementation
3. Teacher PRESET and INSET
4. Family and community engagement
5. Child-Friendly Safe Space (Environment)
6. Monitoring, regulation and quality assurance

The policy goals, objectives, strategies and targets have been organised around these six action areas.

### **Vision of the Early Childhood Education Policy**

This policy envisions that every child in Ghana will experience quality KG services that contribute to positive, holistic development and school readiness.

### **Overarching Goal of Early Childhood Education Policy**

The broad goal of the Policy is to create a systematic accountable framework to strengthen the sub-sector for efficient and effective KG service delivery to improve equitable access and quality education for all four to five-year-olds. Specifically, the policy goals include:



1. Creating a policy environment that supports a well-governed and equitable KG sector
2. Ensuring that the approved KG curriculum is effectively and efficiently implemented in line with the prevailing educational philosophy to promote children's holistic development
3. Improving skills and competencies of KG teachers and support staff in play-based pedagogy
4. Ensuring families and communities are actively engaged in their children's ECE
5. Creating a Child-Friendly Safe Space (Environment)
6. Establishing monitoring and quality assurance systems for evidence-based decision making

**The theory of change of the ECE policy is that:**

- **If** structures for effective and efficient planning and management of the KG sub-sector is established;
- **and** the KG curriculum development and implementation in the public and private sectors is enforced;
- **and** pre-service and in-service KG teachers are prepared and supported to work professionally;
- **and** family and community are engaged to understand the relevance of KG and play their roles in their child's education;
- **and** Child-Friendly Safe Space (Environment) is provided for all 4-5-year olds to have access to KG;
- **and** monitoring and evaluation systems are built into the implementation to generate evidence to inform decision about the delivery of KG services,
- **Then** the objectives and goals of the ECE Policy will be achieved.

## **Philosophy of Early Childhood Education Policy**

Foundational skills are needed by young learners for life-long learning. The philosophy of the ECE Policy is to support and promote the holistic development of four to five-year-old children, which has implications for all children's socio-emotional, cognitive, language and physical development. Children have the same holistic needs in the areas of nutrition, health, safety and protection, responsive caregiving (nurturing and stimulation) and learning. However, these needs vary depending on age, vulnerability and marginalisation, including those with special educational needs (SEN), in preparation for school readiness. Children within the zero to eight years range are categorised into four groups: conception to birth, birth to three years, four to five years and six to eight years. The focus of the ECE policy is on KG, which targets four to five-year-old children where KG is regarded as a bridge between zero and three years and six to eight years. This is aimed at ensuring the acquisition of the requisite knowledge and skills to stimulate positive attitudes towards learning, cultural diversity, and the environment.

## **Key Aims for an Early Childhood Education Policy Framework**

This policy aims to strengthen the sub-sector to advance the developmental growth (physical; cognitive; social, emotional) of children aged four to five years through the following:

- Engagement of family and communities to provide learning opportunities at home to support children's school readiness
- Effective implementation of KG curriculum for improved play-based learning
- Monitoring and supervision for accountability at all levels of ECE service delivery
- Encouragement in the development of socio-emotional skills and healthy physical development
- Provision of Child-Friendly Safe Space (Environment) improve access for all 4-5-year old children
- Enhancement of social change and social justice by reduction of inequality and social disadvantage
- Identification and support for the positive development of remedial action to support and/or safeguard vulnerable and marginalised children

## Key Principles of the Early Childhood Education Policy Framework

The ECE Policy Framework is based on principles that draw on the United Nations' Sustainable Development Goals (SDGs), Ghana's Education Strategic Plan (ESP) 2018–2030, and other related legal and institutional frameworks that are accepted as defining quality early childhood education. In particular, the ECE policy seeks to:

- Safeguard the rights and welfare of the child as per Ghanaian Children's Act 560 (1998)
- Implement Education Act (Act 778)
- Ensure that the holistic needs of young children are met to maximise their potential
- Ensure child-centredness, recognising that all children are active participants and learners in shaping the events that influence their lives
- Ensure the non-discrimination of children and their families based on gender, ethnicity, race, religion, economic status, disability and health status
- Ensure the issues of vulnerable and marginalised children, including those with SEN, are addressed
- Ensure the collaboration of government ministries and other partners whose services and programmes affect all children
- Recognise and appreciate the key roles families and communities play as the primary responsive caregivers of their children, and therefore need empowerment and support to effectively play their roles
- Support and strengthen the community-based management of early childhood services
- Recognise that ECE provides foundational skills needed by young children for life-long learning
- Utilise a play-based approach to delivering KG education to improve learning outcomes for continuous growth
- Ensure the availability of a child-friendly learning environment and opportunities for KG children

### **Early Childhood Education Policy Implementation Partners**

To provide services for KG children, the ECE Policy partners key stakeholders whose programmes and activities have a direct or indirect bearing on KG children and require collaboration and coordination. Partners include the following:

- Service providers and primary caregivers
- Parents, family members and others who provide care for children in their absence
- Communities that support families and alternative caregivers that provide for the holistic needs of young children and safeguard their rights
- KG practitioners, teachers, resource persons, and assistants
- Key stakeholders in the KG space that implement innovative concepts for collective KG impact such as NGOs, private providers, etc.
- Ministries, departments and agencies (MDAs) that facilitate smooth linkages and connectedness across national and sub-national levels

### **Organisation of the Early Childhood Education Policy and Strategic Framework**

The ECE Policy is organised around six action areas that are aligned with ESP 2018–2030 and the medium-term plan for service delivery. The six action areas for creating and ensuring an enabling environment for ECE delivery include:

1. Management and planning
2. Curriculum development and implementation
3. Teacher PRESET and INSET
4. Family and community engagement
5. Child-Friendly Safe Space (Environment)
6. Monitoring, regulation and quality assurance

A policy framework has been developed around the six action areas (see Table 1) and each of these has been costed in the summarised estimated budget (see Table 3) and aligned to the costed implementation plan of the ECE policy. In the next section, the background to each of the six action areas and the broad goals for each is presented. The policy goal of each action area, related objectives, strategies, and activities are presented in the policy framework and implementation plan. Indicators for monitoring each objective, strategy and activity are presented in the policy framework. In the policy framework, the responsible institution for each activity (which), the timeframe (when), the resources needed (what), and assumptions for each strategy and activity are presented. The policy framework and the costed implementation plan are linked to the ESP 2018–2030 and the Education Sector Medium Term Development Plan (ESMTDP) 2018-2021. The backgrounds to the six action areas are presented in the next section.

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**SECTION TWO**  
**POLICY FRAMEWORK**

## SECTION TWO

### POLICY FRAMEWORK

#### The Six Action Areas of the Early Childhood Education Policy and Strategic Framework

##### Area One: Background to Planning and Management

Establishing a clear policy environment is key for effective and efficient ECE delivery. Hitherto, Ghana's ECE landscape has been uncoordinated with minimal enforcement of standards that has hindered the delivery of quality KG education. Specifically, KG education has not been adequately aligned with national and international best practices. For instance, stakeholder involvement in support of ECE delivery has been limited, dissemination of minimum guidelines has not been effective and accountability at both national and sub-national levels has been weak. There has also been limited use of data to inform decisions relating to teacher training, deployment, retention, and attrition. Financing and budgetary allocation for provision of TLMs and disability-friendly infrastructure to support ECE delivery have been inadequate. These issues pose a challenge to the effective planning and management of the sub-sector. In this action area, the policy goal is to create an enabling environment that supports planning and management systems for quality ECE delivery.

##### Policy Goal 1: A Policy environment that supports a well-governed and equitable KG subsector.

- **Objective 1:** Strengthen alignment of KG Guidelines with other key documents at global, regional, and national levels for effective KG delivery
  - o Strategy: Establish and institutionalise a system for sharing information on protocols, conventions, and policies on ECE
- **Objective 2:** Ensure coordination of KG policies and programmes for both Public and Private actors at national and sub-national levels
- Strategy: Establish an intersectoral coordinating mechanism for KG programme delivery at all levels

- o Strategy: Strengthen the capacity of KG policymakers, managers, and coordinators in existing KG programmes at national and sub-national levels
- **Objective 3:** Promote equitable access to KG services, with emphasis on right age enrolment and children with SEN
  - o Strategy: Ensure KG facilities are accessible and inclusive for all children
  - o Strategy: Ensure the learning needs of all KG Children are met, including those with SEN
- **Objective 4:** Promote the deployment of trained KG teachers to communities where they are needed most
  - o Strategy: Review the teacher deployment strategy to promote decentralisation at the district level
- **Objective 5:** Promote evidence informed decision making at national and sub-national levels
  - o Strategy: Promote the generation, storage, and usage of relevant ECE data for informed decisions at national and sub-national levels
- **Objective 6:** Ensure adequate budgetary allocation for KG programmes at national and subnational levels
  - o Strategy: Advocate for 15% of national education budget to be allocated to KG programmes and activities

## Area Two: Background to Curriculum Development and Implementation

The design of a KG curriculum creates an opportunity for quality learning experiences that enhance the holistic development of children. There are issues that influence the development and implementation of the KG curriculum. For instance, engagement of stakeholders in the curriculum development and implementation process, provision of supplementary readers and TLMs and the effective use of the KG assessment tool are critical to setting realistic expectations in children’s learning outcomes. To provide children with quality learning experiences that lay a solid foundation the active engagement of all stakeholders in the development and implementation of the curriculum is key. The smooth implementation of the curriculum is dependent on addressing any mismatch



between parental expectations of how children learn and the pedagogy of the curriculum. Engaging stakeholders will deepen their understanding of the use of appropriate pedagogy and expectations of children's learning outcomes within the prescribed curriculum by teachers, parents and the community. The policy goal of this action area aims at directing the development and implementation of a KG curriculum that is participatory, equitable and inclusive and delivered through a play-based pedagogy to promote the holistic development of all KG children.

### **Policy Goal 2: A curriculum that is effectively and efficiently implemented to promote pre-primary children's holistic development**

- **Objective 1:** Establish a framework to guide participatory development, implementation, and review of KG curriculum
  - o Strategy: Reinforce systems and structures for engaging practitioners (state and non-state) and policymakers in the development, implementation, and periodic review of the KG curriculum
- **Objective 2:** Ensure equitable implementation of the curriculum to meet grade and context expectations in all KGs
  - o Strategy: Ensure that the curriculum utilises culturally relevant supplementary materials for implementation
  - o Strategy: Increase accessibility of the KG curriculum in varied formats
  - o Strategy: Standardise KG assessment to measure teachers' use of play-based pedagogies
  - o Strategy: Ensure compliance with the minimum guidelines for setting up KGs in Ghana
- **Objective 3:** Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools
  - o Strategy: Strengthen the use of inclusive play-based pedagogy modules for state and non-state KGs

### Area Three: Background to Pre-service and In-service Teacher Education and Training

The training and development of teachers to improve school readiness and learning is key. Equipping KG teachers with play-based pedagogy is essential for the holistic development of the child. Teachers at the foundational level lay the foundations for the future development and learning of children. In most Ghanaian communities, teachers working with early learners are not held in high esteem. Most KG teachers and attendants in the Ghanaian ECE landscape have not been trained in the requisite ECE pedagogical skills and competencies. Similarly, the tasks and training requirements of ECE workers have not been clearly defined in policy. While some curriculum and training modules for some ECE teachers focus on a play-based approach to teaching KG children, others do not. The curriculum framework for the PRESET and INSET of KG teachers is diverse and not aligned. These challenges have collectively rendered the management of issues relating to teacher training, deployment, retention, and attrition inefficient. To raise the status of the profession and strengthen the professional knowledge, attitudes, values, and practice of ECE teachers, it is necessary to harmonise and synchronise the ECE curriculum at both PRESET and INSET levels and emphasise the significance of play-based learning. The policy goal of this action area focuses on ensuring the effective professional training and deployment of a well-informed ECE workforce in the use of play-based approaches. This action area recommends guidelines for compliance of INSET and PRESET frameworks for training the ECE workforce and institutionalising teacher support services in the provision of ECE. This framework also provides ECE stakeholders with clear expectations of the core competencies of KG teachers. The core competencies key to being an effective KG teacher 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.

### Policy Goal 3: Improved skills and competencies of KG teachers in play-based pedagogy

- **Objective 1:** Ensure the training and certification of all KG teachers
  - o Strategy: Institutionalise the training and certification of KG teachers

- **Objective 2:** Ensure compliance with ECE framework for INSET and PRESET
  - o Strategy: Support state and non-state service providers to align training content to INSET and PRESET framework.
- **Objective 3:** Promote the development and training of KG support staff
  - o Strategy: Institute training programmes for KG support staff

#### **Area Four: Background to Family and Community Engagement**

Families and communities play a critical role in the education of their young children, which is achieved through the collaborative effort of parents, teachers and the community as key stakeholders. Engaging these key stakeholders is critical in ensuring they understand the unity of purpose of ECE. When families and communities understand the links between ECE and the child's experiences at home, they are encouraged and empowered to create an enabling learning environment. Providing quality care at home and collaborating with schools to support early learning is critical to ECE practices. Every parent is required by law to enrol their four to five-year-old child in KG. However, there is no policy on how to involve families and communities in ECE to promote learning at home as well as in school. Most families and communities' awareness of what children are learning or supposed to learn in school, how home and school experiences combine to shape children's development and learning both now and in the future is weak. Moreover, KG teachers' training does not emphasise skills and competencies in how to engage families and communities in ECE delivery. There are no planned strategies, activities or budgetary provision to support the engagement of children's families and communities. What is needed now is a policy and strategy for families and communities' engagement and collaboration with KGs to ensure the holistic development of children. The policy goal of this action area aims to ensure accountability and complementarity of roles in ECE delivery through the development and implementation of a policy that promotes active engagement and collaboration between KGs and families and communities.

## Policy Goal 4: Families are actively engaged in their children's Early Childhood Education

- **Objective 1:** Develop and implement a systematic guideline for family and community engagement
  - o Strategy: Gather evidence on family and community engagement to develop a comprehensive community engagement strategy
  - o Strategy: Implement family and community engagement guidelines
- **Objective 2:** Strengthen the capacity of early childhood education practitioners to implement the family and community engagement strategy
  - o Strategy: Integrate family and community engagement strategies into training (basic, PRESET and INSET)
- **Objective 3:** Promote emerging issues in family and community engagement in early childhood education
  - o Strategy: Sensitise families and communities on their roles in providing ECE and the relevance of enrolling their children in KG at the right age
- **Objective 4:** Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school
  - o Strategy: Integrate and scale the Lively Minds methodology

### Area Five: Background to Child-Friendly Safe Space (Environment)

Ghana's current education policy promotes access across all levels of Basic Education, which includes two years of Kindergarten (KG) as part of the commitment to Free and Compulsory Universal Basic Education (FCUBE). Kindergarten was formally not a part of Basic Education until the Education Act 2008 (Act 778) made it a part of the Compulsory Universal Basic Education. The late inclusion of KGs to Basic Education in Ghana created KG infrastructure deficits in some primary schools, adversely affecting access to, and participation in KG across the country. There are Districts with KG class size averages of 55 pupils per classroom. Some regions including the Northern Regions have cases of an

average of 86 children per KG classroom which defeats the norm. To achieve the Education Strategic Plan (ESP) NER and GER targets, meet the PTR target of 1:35, and achieve the policy commitment of attaching KG to every Primary School, the Government programmed to build 1,171 KG infrastructure to ensure that all public primary schools without KG are attached with one. Further, the policy commitment is to ensure that the construction of primary schools is accompanied with modern Kindergartens that is conducive for the delivery of KG education. Action area five therefore seeks to create child-friendly safe space and environment that is conducive for learning through the construction of KG infrastructure across the country.

### **Policy Goal 5: A Policy environment supportive of building child-friendly and inclusive infrastructure for KG service delivery.**

- 1. Objective 1:** Ensure that all Public Primary Schools have KG attached
  - o Strategy 1: Develop a plan for the construction of KG's in Public Primary Schools without KG
  - o Strategy 2: Construct KGs in Public Primary Schools

### **Area Six: Background to Monitoring, Regulation and Quality Assurance:**

The management and planning of ECE services require a robust monitoring, regulation and quality assurance (MRQA) system that facilitates learning from programmes and interventions in decision making. This creates an incentive for programme improvement and ensures accountability. Issues related to ECE Monitoring, Regulation And Quality Assurance include a limited consensus on quality indicators that need tracking, limited use of monitoring frameworks and tools, inadequate capacity to use data for management and planning, inadequate resources for monitoring, weak accountability at national and sub-national levels, and inefficient service delivery due to weak inter/intra-sectorial coordination. The existing Monitoring, Regulation and Quality Assurance system within this subsector is not robust. To ensure effective implementation of this policy, it is critical to strengthen the Monitoring, Regulation and Quality Assurance system. Strengthening data collection processes and analysis for effective and efficient management is key to building an equitable ECE

subsector. The aim of this action area is to promote data use for organisational learning, track performance over time and use learning to iterate and improve on programme interventions. Creating an effective Monitoring, Regulation and Quality Assurance system minimises the chances of deviation from targeted objectives and goals. The policy goal for this action area is to establish a robust Monitoring, Regulation and Quality Assurance system to improve the ECE sub-sector.

### **Policy Goal 6: Quality assurance that improves the pre-primary subsector through monitoring, evaluation, and research**

- **Objective 1:** Strengthen monitoring, regulation, and quality assurance systems to ensure KG Service delivery meets global benchmarks
  - o Strategy: Ensure that a functional system for information management and protocols, conventions, and policies on ECE is established
  - o Strategy: Ensure periodic review of KG budgetary allocations
  - o Strategy: Ensure that KG facilities are effectively monitored and evaluated
- **Objective 2:** Ensure an efficient system for collecting data, analysing, and reporting to inform management decision making in ECE
  - o Strategy: Ensure the inclusion of Key ECE areas in harmonised assessment tools

### **Policy Targets**

The list of specific targets for each policy objective with their measurable indicators, strategies, and strategy indicators as in the ECE policy framework, but specific to the subsector is presented below. These targets have been set in line with the ESP 2018-2030.

**Table:1 Policy goals, objective, indicators strategies and targets**

<b>Action Area 1: Planning and Management</b>				
<b>Policy Goal: An environment that supports a well-governed and equitable KG subsector</b>				
<b>Policy Goal Indicator: Enabling environment established to improve planning and management for equitable and quality KG subsector</b>				
<b>Policy Objectives</b>	<b>Policy Objective Indicator</b>	<b>Objective Strategy</b>	<b>Strategy Indicator</b>	<b>2025 Policy Targets</b>
1. Strengthen alignment of KG Guidelines with other key documents at global, regional and national levels for effective KG delivery	<i>Number of KG guidelines and policies aligned to relevant global, regional, and national documents</i>	Establish and institutionalise a system for sharing information on protocols, conventions, and policies on ECE	Information sharing system established and institutionalised	At least 3 documents aligned with global/national standards available
2. Ensure coordination of KG policies and programmes for both Public and Private actors at national and sub-national levels	<i>1. 1. Number/% of state and non-state KG actors working collaboratively to complying with the KG policy and programmes</i>	1. Establish an inter-sectoral coordinating mechanism for KG programme delivery at all levels	1. Inter-sectoral coordinating mechanism established	Wider partnership established & mapped for effective coordination in KG service delivery

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
		2. Strengthen the capacity of KG policymakers, managers and coordinators in existing KG programmes at national and sub-national levels	2. Number of KG policy makers, managers and coordinators trained and are supporting programme implementation	
3. Promote equitable access to KG services, with emphasis on right age enrolment and children with SEN	<i>Decreased GER</i>	1. Ensure KG facilities are accessible and inclusive for all children	1. KG infrastructure provided that is child-friendly and inclusive	GER 110
	<i>Improved net enrolment rate (NER)</i>			NER 98
	<i>Improved net admission rate (NAR)</i>	2. Ensure that the learning needs of all KG Children are met including those with SEN	2. % of KG children whose learning needs are met	93
	<i>Improved GPI</i>			GPI 1.0
	<i>Increased Enrolment of children with SEN</i> <i>Increased Education-in-Emergency awareness in ECE</i>			3. Establish support structures to respond to emergency situations in ECE



Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
5. Promote the deployment of trained KG teachers to communities where they are needed most	<i>1. % of KG teachers deployed to communities where there are vacancies</i>	Review the teacher deployment strategy to promote decentralisation at the district level	% of trained KG teachers and support staff deployed by the District Education Offices	PTTR of 35:1
6. Promote evidence informed decision-making at national and sub-national levels	<i>1. Number of major ECE decisions informed by evidence from Monitoring, Regulation and Quality Assurance at national and sub-national levels</i>	Promote the generation, storage and usage of relevant ECE data for informed decisions at national and sub-national levels	Data generation and management system established and utilised for decision making	At least 10% of research studies coordinated and reported by MOE

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
7. Ensure adequate budgetary allocation for KG programmes at national and subnational levels	% increase in budgetary allocation for KG programmes at National and sub-National levels	Advocate for 15% of national education budget to be allocated to KG programmes and activities	% increase in budgetary allocation for KG programmes and activities	15% Increase in Budgetary Allocation
	% increase in budgeted amount released for KG programmes quarterly at National and sub-national levels		% of allocated KG budget released for programmes and activities	100
	% increase in expenditure on KG programmes at National and subnational levels			100

## Action Area 2: Curriculum Development and Implementation

Policy Goal: A curriculum that is effectively and efficiently implemented to promote pre-primary children's holistic development

Policy Goal Indicator: % of learners demonstrating school readiness

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
1. Establish a framework to guide participatory development, implementation, and review of KG curriculum	<i>1. Curriculum review and implementation guided by established framework</i>	Reinforce systems and structures for engaging practitioners (state and non-state) and policy makers on the development, implementation, and periodic review of KG curriculum	Number of practitioners (state and non-state) and policymakers engaged in the curriculum development and review process	A framework established and used to review Curriculum
			% of practitioners (state and non-state) implementing the curriculum	100% practitioners implement the approved curriculum
2. Ensure equitable implementation of the curriculum to meet grade and context expectations in all KGs	<i>1. % of learner demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	Ensure curriculum has culturally relevant supplementary materials for implementation	Culturally relevant material developed	100% of KGs implementing the national-ly approved curriculum (At least 95% of KG children are developmentally on track)

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
2. Ensure equitable implementation of the curriculum to meet grade and context expectations in all KGs	<i>1. % of learner demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	Increased accessibility of the KG curriculum in various formats	Curriculum transcribed into various formats e.g. braille, electronic, etc.	100% of KGs implementing the nationally approved curriculum (At least 95% of KG children are developmentally on track)
		Standardised KG assessment to measure teachers' use of play-based pedagogies	Play-based pedagogies incorporated into KG teacher assessment tool	
		Ensure compliance with the minimum guidelines for setting up KGs in Ghana	% of KGs (state and non-state) that conform to the minimum guidelines for establishing KGs in Ghana	
3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools	<i>% of teachers using play-based pedagogies</i>	Strengthen the use of inclusive play-based pedagogy modules for state and non-state KGs	% of teachers using differentiated active and play-based learning pedagogies	100% of teachers practicing play-based pedagogies

### Action Area 3: Pre-service and In-service Teacher Education and Training

Policy Goal: Improved skills and competencies of KG teachers in play-based pedagogy

Policy Goal Indicator: % of teachers using and demonstrating skills in (age appropriate) play-based methodology

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
1. Ensure the training and certification of all KG teachers	<i>% of KG teachers certified</i>	Institutionalise the training and certification of KG teachers	% of KG teachers trained and certified in key areas of ECE delivery, e.g. family and community engagement guidelines, play-based pedagogy, etc.,	85% teachers trained and certified in ECE
Ensure compliance with Early childhood education frameworks for INSET and PRESET	<i>% of service providers using INSET and/or PRESET frameworks for training</i>	Support state and non-state service providers to align training content to INSET and PRESET frameworks.	% of state and non-state service providers complying with INSET and PRESET frameworks.	100% alignment of ITE ECE curriculum to NTS and NTECF
				100% of ITE curriculum meet NAB accreditation criteria – NTS and NTECF
Promote the development and training of KG support staff	% of KG support staff trained	Institute training programmes for KG support staff	% of KG support staff trained	95% of KG support staff trained

## Action Area 4: Family and Community Engagement

Policy Goal: Families are actively Engaged in their Children's ECE Policy

Goal Indicator: Improved quality parent participation in KG activities at school and Improved parent practice of quality ECE in the home

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
1. Develop and implement systematic guidelines for family and community engagement	ECE guidelines on family and community engagement developed and implemented	Gather evidence on family and community engagement to develop a comprehensive community engagement strategy	Comprehensive community engagement strategy developed	95% SMC and PTA functioning
		Implement the family and community engagement guidelines	% coverage in implementing the family and community guidelines	
2. Strengthen the capacity of ECE practitioners to implement the family and community engagement strategy	% of ECE practitioners trained in the family and community engagement strategy	Integrate the family and community engagement strategy into school curriculum (Basic, PRESET and INSET)	Family and community engagement guidelines integrated into the school curriculum (Basic, PRESET and INSET)	85% ECE practitioners equipped and families/communities engaged

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
3. Promote emerging issues in family and community engagement in ECE	1. % increase in regional and national right age enrolment	Sensitise families and communities on their roles in providing ECE and the relevance of enrolling their children in KG at the right age	% coverage in sensitisation of family and community to relevance of ECE and right age enrolment	Awareness of importance of KG created in all districts with low enrolment (baseline 2018/19)
	2. Improved parent participation in KG activities at school		% of parents providing ECE support to their children at home	70% of parents participating in KG activities at school
	3. Improved parent practice of quality ECE in the home		% of people aware of the relevance of ECE and right age enrolment	95% of parents practicing quality ECE at home
4. Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school	Evidence-based best practices integrated into government systems and structures and scaled	Integrate and scale the concept of Volunteer Mothers support in KG classrooms	1. Volunteer Mothers methodology integrated into GES systems	80% of KG schools practicing volunteer mothers methodology across 60 districts

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
4. Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school	<i>Evidence-based best practices integrated into government systems and structures and scaled</i>	Integrate and scale the concept of Volunteer Mothers support in KG classrooms	2. Number of schools employing the Volunteer Mothers methodology to quality standards	80% of KG schools practicing volunteer mothers methodology across 60 districts
			3. Number of parents and children reached with the Volunteer Mothers methodology	
			4. Number of districts/regions sustaining the Volunteer Mothers methodology to quality standards	



## Action Area 5: Child-friendly Safe Space and Environment

**Policy Goal:** A Policy environment supportive of building child-friendly and inclusive infrastructure for KG service delivery.

**Policy Goal Indicator:** Annual KG infrastructure report used to inform management on progress of work on construction

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
Ensure that all Public Primary Schools have KG attached	Mapped out KG infrastructure deficit	Develop a work plan for creating a conducive and inclusive environment in the KG pace for all children	Roadmap for approach to construction of KG infrastructure in place	Standard design for KG infrastructure available
	Percentage of Public Primary Schools with KGs attached	Construct more classrooms to create more friendly classroom spaces for KG children	Inclusive and Space-friendly KG classrooms constructed	Number of KGs with appropriate furnishing  Number of KGs with playground

## Action Area 6: Monitoring, Regulation and Quality Assurance

**Policy Goal:** Quality Assurance that improves the pre-primary sub-sector through Monitoring, Evaluation, and Research

**Policy Goal Indicator:** Annual KG performance report used to inform ESPR and decision-making for the subsector.

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
1. Strengthen monitoring, regulation and quality assurance systems to ensure KG Service delivery meets global benchmarks	<i>Areas of monitoring, regulation and quality assurance systems strengthened to improve KG service delivery</i>	Ensure that a functional system for information management and protocols, conventions, and policies on ECE is established	Platform for sharing harmonised information (including ECE) in place	End line assessment of ECE policy implementation conducted to inform future policy review (At least 10% of research studies coordinated and reported by MOE)
		Ensure periodic review of KG budgetary allocation	% KG Budgetary allocation	
		Ensure KG facilities are effectively monitored and evaluated	% KG facilities that are accessible and inclusive	

Policy Objectives	Policy Objective Indicator	Objective Strategy	Strategy Indicator	2025 Policy Targets
2. Ensure an efficient system for collecting data, analysing and reporting to inform management decision making on KG	<i>KG data available on dashboard to provide evidence for management decisions on KG</i>	Ensure the inclusion of Key ECE areas in harmonised assessment tools	Number of Key ECE assessment tools harmonised	ECE Reports Generated from Harmonised Accountability dashboard to inform management decisions  (Accountability dashboard established to include KG data)
			% of districts using the harmonised ECE assessment tool	
			% of ECE data available on dashboard	
			Number of reports on ECE areas shared with management	

**SECTION THREE**  
**INSTITUTIONAL FRAMEWORK, GOVERNANCE,**  
**MONITORING AND EVALUATION**

## SECTION THREE

### INSTITUTIONAL FRAMEWORK, GOVERNANCE, MONITORING AND EVALUATION

#### Introduction

The implementation of the ECE policy requires a well-defined institutional framework to translate the goals and objectives into actual programmes at the national, regional, district and community levels. To achieve the objectives of this policy, the strategies and activities requires enactment at the following levels.

- National level: Ministry of Education and its line Agencies
- Regional level: Regional Directorate of Education/Regional Coordination Council
- District level: District Directorate of Education/MMDA
- Local level: School Heads, DA/PTA/SMC, etc.

The roles of the institutions and stakeholders in implementing the policy is presented in Table 2.

#### Roles and Responsibilities for Implementing the Early Childhood Education Policy

Several agencies, departments, and institutions as well as other stakeholders have a role to play in the implementation of this policy. For each policy objective, policy strategy and activities have been developed. Roles are assigned to responsible institutions as shown in Table 2 in the Policy Framework. For further details on the specific activities, roles and responsibilities and timelines refer to the Policy Implementation Guideline.

**Table:2 Policy objectives, activities and responsible institutions**

<b>Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.</b>			
<b>Policy Objective</b>	<b>Activities</b>	<b>Sub-Activities</b>	<b>Responsible Institutions</b>
<b>1. Strengthen alignment of KG Guidelines with other key documents at global, regional and national level for effective KG delivery</b>	Coordinate information-sharing and the operationalisation and alignments of KG guidelines	<ul style="list-style-type: none"> <li>Assign a schedule officer in ECE to be responsible. (For operationalising the information coordination and sharing system).</li> </ul>	<u>Lead:</u> MoE Pre-Tertiary, <u>Collaborators:</u> MoE-ECE Coordinator GES – BED/KG Unit
	Leverage on the MoE/GES data visualisation dashboard to gather and share information on ECE	<ul style="list-style-type: none"> <li>Review and revise the harmonised data system to include additional KG information</li> </ul>	<u>Lead:</u> MoE Pre-Tertiary, <u>Collaborators:</u> MoE-ECE Coordinator GES – BED/KG Unit
		<ul style="list-style-type: none"> <li>Conduct training for the system managers (planning statistics and ICT officers) at all levels</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MoE Pre-Tertiary (PT), GES-REO & DEOs. MoE-ECE Coordinator,

Policy Objective	Activities	Sub-Activities	Responsible Institutions
<b>1. Strengthen alignment of KG Guidelines with other key documents at global, regional and national level for effective KG delivery</b>	Develop and disseminate key messages on effective and quality KG delivery in the areas of curriculum for teachers, family and community in line with social and behaviour change communication (SBCC).	<ul style="list-style-type: none"> <li>Constitute a team to prepare key messages on effective and quality KG delivery based on the SBCC</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators</u> MoE, GES-PR, ECE Unit
		<ul style="list-style-type: none"> <li>Organize stakeholder engagement to reach consensus on the key messages</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators</u> MoE, GES-PR, ECE Unit
		<ul style="list-style-type: none"> <li>Train PR and relevant staff on the key messages to disseminate to identified groups/bodies in line with SBCC</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MoE-ECE Coordinator GES – BED/KG Unit
<b>2. Ensure coordination of KG policies and programs for both Public and Private actors at national and sub-national levels</b>	Constitute a Committee of actors for coordination of KG programs	Identify and establish a committee of members from ECE/ECCD to support the coordination of KG policies and programmes (Consider existing structures to promote sustainability)	<u>Lead:</u> MoE-PT <u>Collaborators:</u> MoE-ECE Coordinator GES – BED/KG Unit, MoGCSP, MoH/GHS, NaCCA, NIB, NTC

Policy Objective	Activities	Sub-Activities	Responsible Institutions
<b>2. Ensure coordination of KG policies and programs for both Public and Private actors at national and sub-national levels</b>	Draw on information from the data visualization dashboard to streamline the activities of key actors (including NGOs, FBO, etc.) and their programmes /plans in the ECE space and ensure roles and responsibilities are clearly defined	<ul style="list-style-type: none"> <li>Use database information to streamline KG service delivery.</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MoE-ECE Coordinator GES – BED/KG Unit, NaCCA, NIB, NTC, MoE-PBME, Private Practitioners
		<ul style="list-style-type: none"> <li>Sensitize KG actors on their roles and responsibilities and the need to provide regular reports to management</li> </ul>	
	Orient and train policy makers, managers and coordinators on existing KG guidelines and the ECE policy.	<ul style="list-style-type: none"> <li>Print KG policy documents for distribution nationwide</li> </ul>	<u>Lead:</u> MoE-PT <u>Collaborators:</u> MoE-ECE Coordinator GES – BED/KG Unit, NaCCA, NIB, NTC
		<ul style="list-style-type: none"> <li>Organize orientation and periodic refresher training workshops for Policy makers, managers and coordinators at all levels</li> </ul>	



Policy Objective	Activities	Sub-Activities	Responsible Institutions
<b>3. Promote equitable access to KG services, with emphasis on Right Age Enrolment and children with Special Educational Needs</b>	Support Monitoring Regulation and Quality Assurance to conduct infrastructure audit based on Established guidelines with focus on accessibility and safety	<ul style="list-style-type: none"> <li>Provide logistical support to Monitoring, Regulation and Quality Assurance to conduct infrastructural audit</li> </ul>	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> GES, NIB
	Support KG Curriculum development and implementation	<ul style="list-style-type: none"> <li>Collaborate with NaCCA to establish KG curriculum development and review process, build capacity of KG teachers/attendants to implement the curriculum.</li> </ul>	<u>Lead:</u> NaCCA <u>Collaborators:</u> GES-BED, NTC, Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institutions	
<b>3. Promote equitable access to KG services, with emphasis on Right Age Enrolment and children with Special Educational Needs</b>	Screen all children before admission into schools to facilitate early detection and management of special educational needs	<ul style="list-style-type: none"> <li>Co-ordinate with Ministry of Health/ Ghana Health Service, Ministry of Gender, Children and Social Protection to plan for screening of children</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MoH/GHS, MoE-ECE Coordinator, GES- REO and DEO, MoGCSP	
		<ul style="list-style-type: none"> <li>Conduct relevant screening of children in all schools prior to admission</li> </ul>		
		<ul style="list-style-type: none"> <li>Collate report on children with special educational needs for further action</li> </ul>		
	Provide teaching learning materials for all children and assistive devices for children with special education needs	<ul style="list-style-type: none"> <li>Use monitoring research and quality assurance data to identify TLM needs for all children including special educational needs</li> </ul>		<u>Lead:</u> GES-BED/SPED <u>Collaborators:</u> MoH/GHS, MoE-ECE Coordinator, GES- REO and DEO, MoGCSP
		<ul style="list-style-type: none"> <li>Use existing guidelines on TLM package to Procure and Distribute the TLMs</li> </ul>		

Policy Objective	Activities	Sub-Activities	Responsible Institutions
<b>3. Promote equitable access to KG services, with emphasis on Right Age Enrolment and children with Special Educational Needs</b>	Set-up and Support structures to respond to emergency situations	<ul style="list-style-type: none"> <li>Develop a comprehensive Education Emergency Response manual and Distribute to key players across the structures at national and sub-national levels</li> </ul>	<p>Lead: GES - BED/SHEP</p> <p><u>Collaborators:</u> MoE-PT, MoH/GHS, GES- REO and DEO, MoGCSP, MMDAs, LGS, GES (ECE Unit, SHEP, SPED). Development Partners, NGOs, NAS</p>
		<ul style="list-style-type: none"> <li>Identify and Train an Education Emergency Response Team (EERT) at national and sub-national levels</li> </ul>	<p>Lead: GES - BED/SHEP</p> <p><u>Collaborators:</u> MoE-PT, MoH/GHS, GES- REO and DEO, MoGCSP, MMDAs, LGS, GES (ECE Unit, SHEP, SPED). Development Partners, NGOs, NAS</p>
	Build capacity of practitioners and KG teachers on implementation of safe school concept (Infrastructure, minimizing or eliminating corporal punishment, sexual harassment, bullying and child abuse)	<ul style="list-style-type: none"> <li>Organize capacity building workshop for KG teachers and practitioners</li> </ul>	<p><u>Lead:</u> GES-BED</p> <p><u>Collaborators:</u> MoE-ECE Coordinator GES – BED/KG Unit, NaCCA, NIB, NTC, MoE-PBME, Private Practitioners</p>
		<ul style="list-style-type: none"> <li>Make available safe school concept guidelines (hard/soft copies) to all teachers and practitioners</li> </ul>	

Policy Objective	Activities	Sub-Activities	Responsible Institutions
<b>3. Promote equitable access to KG services, with emphasis on Right Age Enrolment and children with Special Educational Needs</b>	Ensure accreditation of all KG schools and renewals meet the required standards	<ul style="list-style-type: none"> <li>Update the accreditation procedures and requirements for KG schools to include play-based pedagogy</li> </ul>	<u>Lead:</u> NIB <u>Collaborators:</u> MoE-ECE Coordinator, GES – BED/KG Unit, NaCCA, NTC, GES-REO, DEO, Private Practitioners
		<ul style="list-style-type: none"> <li>Leverage on communication strategy developed under family and community engagement to educate the general public and schools on the new accreditation requirements with support from NIB</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> NIB, MoE/GES-PR, Private Practitioners
		<ul style="list-style-type: none"> <li>Support NIB to enforce the accreditation requirements</li> </ul>	<u>Lead:</u> NIB <u>Collaborators:</u> GES-BED, Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institutions
<b>4. Promote the deployment of trained KG teachers to communities where they are needed most</b>	Review the teacher deployment strategy to promote decentralisation at the district level	<ul style="list-style-type: none"> <li>Use information from the dashboard to inform teacher deployment in the declared vacancies</li> </ul>	<u>Lead:</u> GES-HRMD / BED <u>Collaborators:</u> REOs, DEOs, Private Practitioners
	Sensitize School leaders and management on the need to recruit attendants who can communicate in the play language of the pupils in their community	<ul style="list-style-type: none"> <li>Develop a sensitization strategy for school leaders and management on recruitment of KG attendants based on play language of pupils</li> <li>Implement sensitization plan to include community outreach and meeting with school heads and SMCs</li> </ul>	<u>Lead:</u> GES-BED / HRMD <u>Collaborators:</u> NTC, NaCCA, REOs, DEOs, Private Practitioners
<b>5. Promote evidence informed decision-making at national and sub-national levels</b>	Provide support to Monitoring, Regulation and Quality Assurance to conduct assessment and evaluation of Key ECE/KG areas	Support Monitoring, Regulation And Quality Assurance to develop tools for assessing Key ECE/KG areas focusing on: a)KG policy implementation, b) infrastructure, c)equitable teacher deployment practices, d) teacher capacity on play-based pedagogy, e)impact of INSET programme for KG teachers, f)use of standardised assessment tools, etc., for further action	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> GES-BED, NIB, NTC, NaCCA

Policy Objective	Activities	Sub-Activities	Responsible Institutions
<b>5. Promote evidence informed decision-making at national and sub-national levels</b>	Use evidence from Monitoring, Regulation And Quality Assurance to inform major Policy decision on KG at all levels	<ul style="list-style-type: none"> <li>Constitute an Advisory team to support evidence-based decision making on ECE</li> </ul>	<u>Lead:</u> MoE-PT <u>Collaborators:</u> GES-BED, MoE-ECE Coordinator, MoE-PBME
		<ul style="list-style-type: none"> <li>Use findings from Monitoring, Regulation and Quality Assurance on the Key ECE/KG areas monitored and evaluated for further action</li> </ul>	
<b>6. Ensure adequate budgetary allocation to promote KG programmes and activities</b>	Analyse the current budgetary allocation and advocate for increase to support nationwide implementation of KG programmes	Establish a trend analysis of budgetary allocations	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> GES-BED, MoE-PT
		Disseminate findings with key stakeholders	
		Use findings from MRQA on the Key ECE/KG areas monitored and evaluated for further action	

**Action Area 2: Curriculum Development and Implementation Policy Goal: A curriculum that is effectively and efficiently implemented to promote pre-primary children’s holistic development**

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Establish a framework to guide participatory development, implementation and review of KG curriculum</b>	Support NaCCA to update the list of ECE curriculum experts in the development, implementation, and review of KG curriculum.	<ul style="list-style-type: none"> <li>Collaborate with NaCCA to review the list of ECE curriculum experts (including teachers and coordinators) to review and revise the KG curriculum</li> </ul>	<u>Lead:</u> NaCCA <u>Collaborators:</u> GES-BED, NTC, MOE-PT, NIB
	Liaise with NaCCA to generate evidence to inform KG curriculum review	<ul style="list-style-type: none"> <li>Conduct analysis of KG curriculum in line with national and international standards</li> </ul>	
		<ul style="list-style-type: none"> <li>Engage selected stakeholders (including SMC and PTA) to share findings of the KG curriculum analysis and to gather their input into the curriculum review</li> </ul>	
		<ul style="list-style-type: none"> <li>Collaborate with experts in academia to conduct research on KG curriculum implementation to inform review</li> </ul>	<u>Lead:</u> NaCCA <u>Collaborators:</u> GES-BED

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Establish a framework to guide participatory development, implementation and review of KG curriculum</b>	Sensitise parents and other key stakeholders on the revised KG curriculum	<ul style="list-style-type: none"> <li>Use the Communication for Development (C4D) structure to Organize community wide sensitization on revised KG curriculum</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> GES-PR, REOs & DEOs, PTAs & SMCs, Private Practitioners, DAs
<b>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</b>	Support NaCCA to develop “play-based” teacher manuals and supplementary materials	<ul style="list-style-type: none"> <li>Constitute a technical working group of experts to collaborate with responsible agency to develop KG teacher manual and supplementary materials</li> </ul>	<u>Lead:</u> NaCCA <u>Collaborators:</u> GES-BED, NIB, NTC, Private Practitioners
		<ul style="list-style-type: none"> <li>Collaborate with NaCCA and NTC to develop and print teacher manuals/ resource pack to include Resource pack, play kits and manual for delivering lessons and differentiated learning in line with current ECE curriculum</li> </ul>	
	Distribute Teacher Manuals and supplementary materials to all KGs in the country	<ul style="list-style-type: none"> <li>Distribute Teacher Manuals and supplementary materials (Soft and hard copies) to all KGs across the country</li> </ul>	



Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</b>	Build capacity of trainers and teachers (public and private) for curriculum implementation	<ul style="list-style-type: none"> <li>• Train trainers, teachers, coordinators and supervisors for curriculum roll out</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> NTC, REOs & DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>• Provide follow-up support (e.g. top-up trainings, classroom coaching and mentoring) for teachers to strengthen implementation</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> NTC, REOs & DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>• Supervise and Monitor trained teachers in the implementation of the curriculum</li> </ul>	
	Trialling current ECE curriculum for inputs and feedback incorporated for review	<ul style="list-style-type: none"> <li>• Coordinate the process of trialling current ECE curriculum and supplementary materials in first year of implementation.</li> </ul>	<u>Lead:</u> NaCCA <u>Collaborators:</u> GES-BED, NTC
	Revise and convert the KG Curriculum into multiple formats (e.g. braille, audio, and other formats) for users with special educational needs.	<ul style="list-style-type: none"> <li>• Coordinate the revision and translate KG curriculum into braille, audio, and other format.</li> </ul>	<u>Lead:</u> NaCCA <u>Collaborators:</u> GES-BED/SPED, Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</b>		<ul style="list-style-type: none"> <li>Sensitize stakeholders on the revisions made and the available format (braille, audio, and other format) for special educational needs</li> </ul>	
	Distribute KG curriculum to in-service and pre-service teachers and public libraries in right quantities and on time.	<ul style="list-style-type: none"> <li>Print and distribute KG curriculum to in-service and pre-service teachers and public libraries in right quantities.</li> </ul>	Lead: GES-BED Collaborators: NaCCA, NCTE, Ghana Library Authority (GLA), Private Practitioners
		<ul style="list-style-type: none"> <li>Provide easy access (e.g. electronic) to KG curriculum for state and non-state practitioners</li> </ul>	
	Develop and review standardised assessment tools in line with the Curriculum including that of school readiness	<ul style="list-style-type: none"> <li>Develop a school readiness assessment tool</li> </ul>	Lead: GES-BED Collaborators: NIB, NTC, NaCCA, Private Practitioners
	<ul style="list-style-type: none"> <li>Develop and align standardised assessment tools to the current curriculum</li> </ul>	Lead: NaCCA Collaborators: GES-BED, NIB, NTC, Private Practitioners	

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</b>	Build capacity of teachers and supervisors in KG schools (state and non-state) on the use of the assessment tools both for school readiness and school curriculum.	<ul style="list-style-type: none"> <li>Conduct Training of Trainers workshop on the assessment tools</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> NTC, NIB, REOs & DEOs
		<ul style="list-style-type: none"> <li>Training for teachers and supervisors on the assessment tools</li> </ul>	
	Make assessment tools available to state and non - state KGs across the country	<ul style="list-style-type: none"> <li>Orient state and non-state KG practitioners on the assessment tools developed</li> </ul>	Lead: GES-BED Collaborators: NIB, REOs & DEOs
		<ul style="list-style-type: none"> <li>Distribute assessment tools to all state and non-state KGs across the country in right quantity and on time</li> </ul>	
		<ul style="list-style-type: none"> <li>Trial assessment tool and scale, it up with inputs from the field</li> </ul>	

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</b>	Assess state and non- state KG Schools (Local, Regional and Central) to identify and fix shortfalls to conform to the minimum standards (infrastructure, class size, learning environment, teachers etc.	<ul style="list-style-type: none"> <li>Support Monitoring, Regulation and Quality Assurance to conduct assessment of all KG schools               <ol style="list-style-type: none"> <li>Sensitize state and non-state practitioners on the minimum standards for setting up a KG through the C4D</li> </ol> </li> </ul>	<u>Lead:</u> GES - BED <u>Collaborators:</u> MoE-PBME, NIB, NTC, NaCCA, Private Practitioners
		<ul style="list-style-type: none"> <li>Collaborate with NIB to enforce the minimum standards. Develop and build capacity of GES management team to support and enforce minimum standards (infrastructure, class size, learning environment, teachers etc).</li> </ul>	<u>Lead:</u> GES – BED /NIB <u>Collaborators:</u> Inspectorate & SPED, NTC, NaCCA, Private Practitioners
	Distribute, make available and enforce implementation of the minimum guideline for establishing KG	<ul style="list-style-type: none"> <li>Print, distribute and make available the minimum guideline for establishing KG across national and sub-national levels</li> </ul>	<u>Lead:</u> GES - BED <u>Collaborators:</u> MoE -PT, REOs, DEOs Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institution
		<ul style="list-style-type: none"> <li>Upload electronic copy of the minimum guidelines for easy access by wider stakeholders</li> </ul>	<u>Lead:</u> MoE - PT <u>Collaborators:</u> GES – I.T unit, MoE-PBME/EMIS
		<ul style="list-style-type: none"> <li>Monitor compliance of the minimum guideline for establishing KG in Ghana</li> </ul>	<u>Lead:</u> NIB <u>Collaborators:</u> GES-BED, Inspectorate, SPED, REOs, DEOs, Private Practitioners
<b>3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools</b>	Build capacity of teachers (workshop, on-site coaching and mentoring, professional learning community) to enable them integrate play in delivering the KG curriculum	<ul style="list-style-type: none"> <li>Undertake needs assessment of teachers on the use of play in curriculum delivery</li> </ul>	<u>Lead:</u> NTC <u>Collaborators:</u> NaCCA, GES-BED, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Build capacity of teachers (Pre-service and In-service) in the use of play-based learning approaches and resource pack- AA3 will cover this cost</li> </ul>	<u>Lead:</u> GES <u>Collaborators:</u> NTC, NaCCA, GES-BED, NIB, REOs, DEOs, Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools</b>	Acquire and Install the play materials and equipment for schools. This activity should be budgeted for under AA1.	<ul style="list-style-type: none"> <li>Leverage on dashboard data visualization to identify KGs lacking indoor and outdoor play materials and equipment</li> </ul>	<u>Lead:</u> GES - BED <u>Collaborators:</u> MoE -PT, PBME, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Acquire and Install the play materials and equipment for schools.</li> </ul>	<u>Lead:</u> MoE-PT <u>Collaborators:</u> GES-BED/Logistics, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Set up well-equipped Model/Demonstration KG in each circuit to serve as resource centre for other teachers.</li> </ul>	<u>Lead:</u> MoE-PT <u>Collaborators:</u> GES-BED, REOs, DEOs, Private Practitioners

**Action Area 3: Pre-service and In-service Teacher Education and Training Policy Goal: Improved skills and competencies of KG teachers in play-based pedagogy**

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Ensure the training and certification of all KG teachers</b>	Draw on existing database on all KG teachers (public and private) to address KG teacher training needs (KG pedagogy related to inclusion, qualification and competencies)	<ul style="list-style-type: none"> <li>Map out all KG schools (both state and non-state) in the country</li> </ul>	<u>Lead:</u> NTC <u>Collaborators:</u> MoE -PT, CoEs, GES-BED, REOs, DEOs, Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Ensure the training and certification of all KG teachers</b>	Draw on existing database on all KG teachers (public and private) to address KG teacher training needs (KG pedagogy related to inclusion, qualification and competencies)	<ul style="list-style-type: none"> <li>Collaborate with Teacher Education institutions to match their admission of student teachers with KG teacher demands</li> </ul>	<u>Lead:</u> NTC <u>Collaborators:</u> MoE -PT, CoEs, GES-BED, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Develop Assessment Framework to assess KG teachers' competences (using the National Teachers Standards and National Teacher Education Curriculum Framework)</li> </ul>	
		<ul style="list-style-type: none"> <li>Leverage on Monitoring, Regulation and Quality Assurance analysis of findings on teacher competencies for further action</li> </ul>	<u>Lead:</u> NTC <u>Collaborators:</u> MoE -PT, CoEs, GES-BED, NaCCA, Private Practitioners
		<ul style="list-style-type: none"> <li>Develop training programmes and schedule to address the identified gaps</li> </ul>	<u>Lead:</u> NTC <u>Collaborators:</u> GES-BED, NaCCA, Private Practitioners
	Organise training for teachers to update their knowledge and competencies	<ul style="list-style-type: none"> <li>Conduct training for national and district level trainers</li> </ul>	<u>Lead:</u> NTC <u>Collaborators:</u> GES-BED, NaCCA, Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institution
		<ul style="list-style-type: none"> <li>Conduct training programmes on zonal levels to address teachers' needs</li> </ul>	Lead: GES-BED Collaborators: GES-BED, REOs, DEOs, NTC, NaCCA, Private Practitioners
<b>2. Ensure compliance with Early Childhood Education frameworks for in-service training and pre-service training</b>	Quality assure training content for INSET and ensure that it aligns with the KG curriculum	<ul style="list-style-type: none"> <li>Develop an assessment tool to evaluate training modules to ensure compliance with national standards (e.g. NTS).</li> </ul>	Lead: NTC Collaborators: NaCCA, GES-BED, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Evaluate training modules based on the assessment tool</li> </ul>	Lead: GES-BED / HRMD Collaborators: NTC, NaCCA, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Orient INSET providers and institutions (both public and private) on ECE teacher resource materials (assessment tool, INSET framework and National Teachers' Standards)</li> </ul>	Lead: GES-BED / HRMD Collaborators: NTC, NaCCA, REOs, DEOs, Private Practitioners
	Certify facilitators for INSET	<ul style="list-style-type: none"> <li>Public and private INSET providers collaborate with NTC for certification of facilitators</li> </ul>	Lead: NTC Collaborators: GES-BED/HRMD, CoEs, REOs, DEOs, Private Practitioners



Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>2. Ensure compliance with Early Childhood Education frameworks for in-service training and pre-service training</b>	Develop standard enforcement and compliance framework to quality assure ECE delivery	<ul style="list-style-type: none"> <li>NTC, NIB collaborate to review the harmonized assessment/ inspection tool to include KG INSET framework</li> </ul>	Lead: NTC Collaborators: NIB, NaCCA, GES-BED, Private Practitioners
	Organise annual INSET Review meetings to evaluate progress of implementation for improvement	<ul style="list-style-type: none"> <li>Engage Service Providers to analyse progress of implementation of INSET Programmes and address the gaps that may be identified.</li> </ul>	Lead: GES-BED / HRMD Collaborators: MoE-PT, NTC, NaCCA, REOs, DEOs, Private Practitioners
	Set up minimum qualification standards and competency framework for ECE Teacher-educators (INSET)		Lead: NTC Collaborators: MoE-PT, NaCCA, Private Practitioners
	Organize training programmes to build the capacity of school managers (Heads of school, assistants heads and proprietors) in ECE administration	<ul style="list-style-type: none"> <li>Identify and Classify school managers (Heads of school, assistants heads and proprietors) based on competency needs</li> </ul>	Lead: GES-BED / HRMD  Collaborators: REOs, DEOs, Private Practitioners
<ul style="list-style-type: none"> <li>Group identified ECE administrators and Conduct training</li> </ul>			

Policy Objective	Activities	Sub-Activities	Responsible Institution
	Build capacity of KG teachers to conduct Action Research to improve learning outcomes	<ul style="list-style-type: none"> <li>Group KG teachers into zones/districts and Conduct training through the INSET structure</li> </ul>	
<b>3. Promote the development and training of KG support staff</b>	Institute training programmes for KG support staff	<ul style="list-style-type: none"> <li>Identify qualification requirements for KG assistants/support staff in line with the current curriculum</li> </ul>	<u>Lead:</u> NTC <u>Collaborators:</u> NaCCA, MoE-PT, GES-BED / HRMD, Private Practitioners
		<ul style="list-style-type: none"> <li>Develop modules in line with curriculum standards to train attendants</li> </ul>	
		<ul style="list-style-type: none"> <li>Conduct training for national and district level trainers. Leverage on SMCs/PTAs and Trainer of Trainers for KG teachers to conduct the training</li> </ul>	<u>Lead:</u> GES-BED / HRMD <u>Collaborators:</u> NTC, NaCCA, REOs, DEOs, SMCs, PTAs, Private Practitioners
<ul style="list-style-type: none"> <li>Develop training schedule and conduct district level training for KG assistants</li> </ul>			

**Action Area 4: Family and Community Engagement Policy Goal: Families Are actively Engaged in their Children’s ECE**

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Develop and implement a systematic guideline for family and community engagement</b>	Identify best practices, evidence and approaches for effective family-community engagement	<ul style="list-style-type: none"> <li>Engage experts to conduct a situational analysis (desk review) and evidence synthesis on best practices and approaches for family-community engagement</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> DoSW, LGS, Private Practitioners
		<ul style="list-style-type: none"> <li>Organise stakeholder workshop to validate the findings of the situational analysis and evidence synthesis</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners
	Develop guidelines for effective family-community engagement based on the evidence gathered	<ul style="list-style-type: none"> <li>Develop a term of reference to guide the operation of the working group</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MoE-PT, Private Practitioners
		<ul style="list-style-type: none"> <li>Develop the guidelines for family and community engagement</li> </ul>	
		<ul style="list-style-type: none"> <li>Organise validation workshop on the draft guidelines</li> </ul>	

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Develop and implement a systematic guideline for family and community engagement</b>	Roll out the guidelines for effective school-family-community engagement	<ul style="list-style-type: none"> <li>Review and prepare plan to scale up the guidelines</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MoE-PT, MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Use INSET structure to train national and sub-national practitioners, including the champions, on the guidelines</li> </ul>	
		<ul style="list-style-type: none"> <li>Print guidelines for distribution nationwide</li> </ul>	
		<ul style="list-style-type: none"> <li>Sensitise parents on their role in promoting quality ECE during PTA meetings, school events (Open/Speech and Prize Giving/Graduation Day/community meetings/ etc), SPAM meetings, etc.</li> </ul>	
		<ul style="list-style-type: none"> <li>Sensitise community leaders/faith-based leaders/other community stakeholders on their role in the guidelines that have been developed.</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> FBOs, NGOs, MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>2. Strengthen the capacity of early childhood education practitioners to implement the family and community engagement strategy</b>	Engage Teacher Education Institutions to adopt the guideline for effective school-community engagement in ECE teacher education course curriculum	<ul style="list-style-type: none"> <li>Integrate guidelines into pre-service teacher training and teacher training curriculum</li> </ul>	Lead: MoE-PT Collaborators: NTC, NCTE, GES-BED, Private Practitioners
<b>3. Promote emerging issues on family - community engagement in Early Childhood Education</b>	Use National mass media campaign to communicate ECE issues (e.g. Right Age Enrolment)	<ul style="list-style-type: none"> <li>Develop key messages for media campaign</li> </ul>	Lead: GES-BED Collaborators: MoE-PT, GES-PR unit, Mass Media practitioners, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Use the activation manual (community town hall meetings, community engagement, floating, community information centres, durbar, etc) to create awareness on ECE issues.</li> </ul>	Lead: GES-BED Collaborators: MoE-PT, GES-PR unit, SPED, Mass Media practitioners, MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Conduct talk shows/ commercials/ radio dramas on the role of parents and communities in providing ECE on various media platforms (TV, Radio)</li> </ul>	

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>4. Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school</b>	Generate lessons learned from best practices like Lively Minds methodology for future implementation	<ul style="list-style-type: none"> <li>Establish a Programme Working Group to integrate the best practice programme(s) into government systems and oversee scale up and sustaining of the programme</li> </ul>	<u>Lead:</u> GES-HQ <u>Collaborators:</u> NIB, NaCCA, NTC, GHS, Ministry of Gender, Children and Social Protection, Private Practitioners
		<ul style="list-style-type: none"> <li>Evaluate and apply lessons learned for further scale up</li> </ul>	

**Action Area 5: Child-friendly Safe Space and Environment: A Policy environment supportive of building child-friendly and inclusive infrastructure for KG service delivery.**

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Ensure that all Public Primary Schools have KG attached</b>	Conduct needs assessment to inform the development of a plan to guide addressing KG infrastructure deficits	Support monitoring and evaluation team to conduct a comprehensive needs assessment	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> FPMU, MoE-PT, GES-ECE
	Develop construction strategy	Develop a Mapping plan & construction strategy established	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> FPMU, MoE-PT, GES-ECE

Policy Objective	Activities	Sub-Activities	Responsible Institution
	Construct KGs for primary schools that have KG infrastructure deficits	Work with management to kick-start and oversee the provision of KGs to address the KG infrastructure deficits across the country	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> FPMU, MoE-PT, GES-ECE

**Action Area 6: Monitoring, Regulation and Quality Assurance Policy Goal: Quality Assurance that improves the pre-primary sub-sector through Monitoring, Evaluation, and Research**

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Strengthen Monitoring, Regulation and Quality Assurance systems to ensure KG Service delivery meets global benchmarks</b>	Use the ECE Policy framework to strengthen the Monitoring Regulation Quality Assurance system for KG service delivery	<ul style="list-style-type: none"> <li>Identify ECE indicators and areas in the policy framework for Monitoring, Regulation and Quality Assurance</li> </ul>	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> MoE-PT, NIB, GES-BED/ Inspectorate
	Analyse current budgetary allocations to KG and advocate for budget increase to support nationwide implementations of KG programmes	<ul style="list-style-type: none"> <li>Conduct a trend analysis of KG budgetary allocation</li> </ul>	

Policy Objective	Activities	Sub-Activities	Responsible Institution
<b>1. Strengthen Monitoring, Regulation and Quality Assurance systems to ensure KG Service delivery meets global benchmarks</b>	Conduct evaluation of KG facilities	<ul style="list-style-type: none"> <li>Share findings from evaluation with Planning and Management team to disseminate to key stakeholders</li> </ul>	<u>Lead:</u> MoE-PBME <u>Collaborators:</u> MoE-PT, NIB, GES-BED/ Inspectorate
<b>2. Ensure an efficient system for collecting data, analysing, and reporting to inform management decision-making on KG</b>	Harmonise assessment tool to include data on indicators of the Key ECE areas	<ul style="list-style-type: none"> <li>Orient data collectors on the use of the harmonised assessment tool</li> </ul>	<u>Lead:</u> GES-BED <u>Collaborators:</u> MoE-PBME , MoE-PT, NIB, GES-Inspectorate, GES-I.T Unit, REOs, DEOs, Private Practitioners
		<ul style="list-style-type: none"> <li>Use harmonised assessment tools to capture ECE data for the dashboard</li> </ul>	
		<ul style="list-style-type: none"> <li>Establish a reporting system on the Key ECE areas to share with Planning and Management team</li> </ul>	



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**SECTION FOUR**  
**FINANCING STRUCTURES AND**  
**ACCOUNTABILITY FRAMEWORK**

## SECTION FOUR

### FINANCING STRUCTURES AND ACCOUNTABILITY FRAMEWORK

#### Introduction

For effective implementation of the ECE policy, it is crucial to have a well-defined financial structure that makes budgetary allocations to the various policy the goals, objectives, and their corresponding strategies. Also, the implementation of the policy goals and strategies require a robust accountability framework that spells out the indicators against which all the policy goals, objectives and strategies will be measured.

#### Financing Structures for the Early Childhood Education Policy

All the policy goals, objectives, and strategies of the ECE policy have their corresponding activities with financial implications. The implementation roles of the various agencies, departments, and institutions as well as other stakeholders identified in Table 2 require that each item is budgeted for and financial provision is made. Table 3 presents item by item estimated budgetary allocation to finance the various implementation structures and activities of the ECE policy.

**Table:3 policy goal, objectives strategies and estimated budget**

<b>Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector</b>		
<b>Policy Objectives</b>	<b>Estimated Budget</b>	
1.1. Strengthen alignment of KG Guidelines with other key documents at global, regional, and national levels for effective KG delivery	<b>GHC</b> <b>116,655,665.00</b>	<b>USD</b> <b>20,113,045.69</b>
1.2. Ensure coordination of KG policies and programmes for both Public and Private actors at national and sub-national levels		
1.3. Promote equitable access to KG services, with emphasis on right age enrolment and children with SEN		
1.4. Promote the deployment of trained KG teachers to communities where they are needed most		
1.5. Ensure adequate budgetary allocation for KG programmes at national and subnational levels		
<b>Action Area 2: Curriculum Development and Implementation Policy Goal: A curriculum that is effectively and efficiently implemented to promote pre-primary children’s holistic development</b>		
<b>Policy Objectives</b>	<b>Estimated Budget</b>	
2.1. Establish a framework to guide participatory development, implementation, and review of KG curriculum	<b>GHC</b> <b>54,708,392.00</b>	<b>USD</b> <b>9,432,481.38</b>
2.2. Ensure equitable implementation of the curriculum to meet grade and context expectations in all KGs		
2.3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools		

### Action Area 3: Pre-service and In-service Teacher Education and Training Policy Goal: Improved skills and competencies of KG teachers in play-based pedagogy

<b>Policy Objectives</b>	<b>Estimated Budget</b>	
3.1. Ensure the training and certification of all KG teachers	<b>GHC</b> <b>97,959,235.00</b>	<b>USD</b> <b>16,889,523.28</b>
3.2. Ensure compliance with Early childhood education frameworks for INSET and PRESET		
3.3. Promote development and training of KG support staff		

### Action Area 4: Family and Community Engagement Policy Goal: Families Are Actively Engaged in their Children's ECE

<b>Policy Objectives</b>	<b>Estimated Budget</b>	
4.1. Develop and implement systematic guidelines for family and community engagement	<b>GHC</b> <b>9,908,050.00</b>	<b>USD</b> <b>1,708,284.48</b>
4.2. Strengthen the capacity of ECE practitioners to implement the family and community engagement strategy		
4.3. Promote emerging issues on family - community engagement in Early Childhood Education		
4.4. Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school		

<b>Action Area 5: Child-friendly Safe Space and Environment: A Policy environment supportive of building child-friendly and inclusive infrastructure for KG service delivery.</b>		
<b>Policy Objectives</b>	<b>Estimated Budget</b>	
	<b>GHC</b>	<b>USD</b>
5.1. Ensure that all Public Primary Schools have KG attached	<b>420,157,493.30</b>	<b>72,440,947.12</b>
<b>Action Area 6: Monitoring, Regulation and Quality Assurance Policy Goal: Quality Assurance that improves the pre-primary sub-sector through Monitoring, Evaluation, and Research</b>		
<b>Policy Objectives</b>	<b>Estimated Budget</b>	
	<b>GHC</b>	<b>USD</b>
6.1. Strengthen monitoring, regulation, and quality assurance systems to ensure KG Service delivery meets global benchmarks	<b>772,600.00</b>	<b>133,206.90</b>
6.2. Ensure an efficient system for collecting data, analysing, and reporting to inform management decision making on KG		
<b>GRAND TOTAL</b>	<b>700,161,435.30</b>	<b>120,717,488.84</b>

### **Accountability Framework of the Early Childhood Education Policy**

A robust accountability framework is required to ensure that goals of the ECE policy is achieved. The ECE Policy accountability framework is in two parts. The first part is in Table 4 of this policy document. The accountability framework highlights the policy goals of the six action areas and their corresponding policy objectives and objective indicators that are aligned with the relevant Education Sector Medium Term Plan 2018-2021 and the Education Strategic Plan 2018-2030 indicators and targets. For purposes of monitoring and evaluation, each objective indicator has yearly targets for five years. The second part of the accountability framework is tied to the Monitoring and Evaluation indicator framework. The monitoring and evaluation indicator framework give further details of all the indicators of the ECE policy, including how they can be measured.

**Table:4 policy goals, objective, indicators and yearly targets for accountability**

<b>Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.</b>							
Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
1. Strengthen alignment of KG Guidelines with other key documents at global, regional, and national levels for effective KG delivery	<i>Number of KG guidelines and policies aligned to relevant global, regional, and national documents</i>	1	0	1	0	1	At least 3 documents aligned with global/ national standards available
2. Ensure coordination of KG policies and programmes for both Public and Private actors at national and sub-national levels	<i>1. Number/% of state and non-state KG actors working collaboratively to complying with the KG policy and programmes</i>					24000 actors reached	Wider partnership established & mapped for effective coordination in KG service delivery

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
3. Promote equitable access to KG services, with emphasis on right age enrolment and children with SEN	<i>Decreased GER</i>	114	113	112	111.9	111	110
	<i>Improved net enrolment rate (NER)</i>	73.8	83	88	94	97	98
	<i>Improved net admission rate (NAR)</i>	60	63.5	67	73	82	93
	<i>Improved GPI</i>	1.0	1.0	1.0	1.0	1.0	1.0
	<i>% Increase in Enrolment, children with SEN – (% of Children with SEN Enrolled in KG)</i>	1%	1.1%	1.2%	1.3%	1.4%	1.5% of SEN learners enrolled in integrated basic schools.
	<i>% Increase in retention of children with SEN</i>		70%	70%	70%	70%	
	<i>% Increase in transitioning of children with SEN</i>		70%	70%	70%	70%	
	<i>Increased Education-in-Emergency awareness in ECE</i>		Manual developed		-	-	-

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
4. Promote the deployment of trained KG teachers to communities where they are needed most	<i>1. % of KG teachers deployed to communities where there are vacancies</i>	40	38	36	35	35	PTTR of 35:1
5. Promote evidence informed decision-making at national and sub-national levels	<i>1. Number/% of major ECE decisions informed by evidence from Monitoring, Regulation and Quality Assurance at national and sub-national levels</i>	5	5	6	8	10	At least 10% of research studies and M&E results coordinated and reported to inform decision at national and sub-national levels



Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
6. Ensure adequate budgetary allocation for KG programmes at national and subnational levels	1. KG budgetary allocation as a % of total Edu. Budget allocation (increase in budgetary allocation for KG programmes at National and sub-National levels)	10.8 <sup>3</sup>	=	=	=	=	15% Increase in Budgetary Allocation
	2. % increase in budgeted amount released for KG programmes quarterly at National and sub-national levels	100	100	100	100	100	100%
	3. % increase in expenditure on KG programmes at National and subnational levels	100	100	100	100	100	100%

3 On the average, only about 2% is invested in goods and services

**Action Area 2: Curriculum Development and Implementation Policy Goal: A curriculum that is effectively and efficiently implemented to promote pre-primary children’s holistic development**

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
1. Establish a framework to guide participatory development, implementation, and review of KG curriculum	<i>1. Curriculum review and implementation guided by established framework</i>			1	1	<b>1</b>	A framework established and used to review Curriculum
		60	70	80	90	<b>95</b>	100% providers implement the curriculum
2. Ensure equitable implementation of the curriculum to meet grade and context expectations in all KGs	<i>1. % of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	60	70	80	90	<b>95</b>	100% of KGs implementing the nationally approved curriculum (At least 90% of KG children are developmentally on track*)
3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools	<i>% of teachers using play-based pedagogies</i>	50	65	80	90	<b>95</b>	100% of KGs teachers implementing play-based pedagogy

**Action Area 3 Pre-service and In-service Teacher Education and Training Policy Goal: Improved skills and competencies of KG teachers in play-based pedagogy**

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
1. Ensure the training and certification of all KG teachers	<i>1. % of KG teachers certified</i>	60	65	70	75	80	85% teachers trained and certified in ECE
2. Ensure compliance with Early childhood education frameworks for In service and (INSET) and Pre-service (PRESET)	<i>1. % of service providers using INSET frameworks for training</i>	85	88	90	95	95	100% alignment of ITE ECE Pre-service curriculum to National Teachers Standards and (NTS) and National Teacher Education Curriculum Framework (NTECF)
	<i>2. % of service providers using PRESET frameworks for training</i>	95	97	100	100	100	100% of ITE ECE curriculum meet NAB accreditation criteria – NTS and NCTEF
3. Promote the development and training of KG support staff	<i>% of KG support staff trained</i>	65	67	67	68	70	95% of KG support staff trained

**Action Area 4 Family and Community Engagement Policy Goal: Families Are Actively Engaged in their Children's ECE**

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
1. Develop and implement systematic guidelines for family and community engagement	<i>ECE guidelines on family and community engagement developed and implemented</i>	18	30	40	50	60	95% SMC and PTA functioning
2. Strengthen the capacity of ECE practitioners to implement the family and community engagement strategy	<i>% of ECE practitioners trained in the family and community engagement strategy</i>	50	60	70	75	80	85% ECE practitioners equipped and families/communities engaged
3. Promote emerging issues in family and community engagement in ECE	<i>1. % increase in regional and national right age enrolment</i>	90	94	95	96	97	Awareness of importance of KG created in all districts with low enrolment (baseline 2018/19)
	<i>2. Improved parent participation in KG activities at school</i>	18	30	40	50	60	70% of parents participating in KG activities at school

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
	3. Improved parent practice of quality ECE in the home	50	60	70	80	90	95% of parents practicing quality ECE at home
4. Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school	<i>Evidence-based best practices integrated into government systems and structures and scaled</i>	20	40	50	60	70	80% of KG schools practicing volunteer mothers methodology across 60 districts

**Action Area 5: Action Area 5: Child-friendly Safe Space and Environment: A Policy environment supportive of building child-friendly and inclusive infrastructure for KG service delivery.**

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
1. Ensure that all Public Primary Schools have KG attached	1. Mapped out KG infrastructure deficit	Mapping plan & construction strategy established	Mapping plan & strategy reviewed, and construction started	1 <sup>st</sup> set of 25% KGs constructed	2 <sup>nd</sup> set of 25% KGs constructed	3 <sup>rd</sup> set of 25% KGs constructed	4 <sup>th</sup> set of 25% KGs constructed  Standard design for KG infrastructure available
	2. Percentage of Public Primary Schools with KGs attached			25% of primary schools with KGs with appropriate furnishing	25% of primary schools with KGs with appropriate furnishing	25% of primary schools with KGs with appropriate furnishing	25% of primary schools with KGs with appropriate furnishing  Number of KGs with appropriate furnishing

**Action Area 6 Monitoring, Regulation and Quality Assurance Policy Goal: Quality Assurance that improves the pre-primary sub-sector through Monitoring, Evaluation, and Research**

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
1. Strengthen monitoring, regulation and quality assurance systems to ensure KG Service delivery meets global benchmarks	<i>Areas of monitoring, regulation and quality assurance systems strengthened to improve KG service delivery</i>	<i>Educational Sector Research Group (ESRG) of MoE utilised to develop research agenda, ToRs and secure funding on ECE in Ghana</i>	<i>Capacity of staff on research and M&amp;E built at national and sub-national levels.</i>	<i>At least 1 study on ECE conducted and findings disseminated to provide policy directions on ECE</i>	<i>Assessment of the ECE sub-sector conducted and reports disseminated for management decisions.</i>	<i>At least 1 study on ECE conducted and findings disseminated to provide policy directions on ECE</i>	<i>End line assessment of ECE policy implementation conducted to inform future policy review</i>

Policy Objectives	Policy Objective Indicator	Targets					
		20/21	21/22	22/23	23/24	24/25	25/26
2. Ensure an efficient system for collecting data, analysing and reporting to inform management decision making on KG	<i>KG data available on dashboard<sup>4</sup> to provide evidence for management decisions on KG</i>	<i>Data collection tools, including harmonised assessment tools and EMIS aligned to ECE needs</i>	<i>Harmonised and functional information platform on Education (including ECE) developed by March 2021</i>	<i>Staff capacity on use of harmonised dashboard, M&amp;E and reporting systems strengthened at national and sub-national levels</i>	<i>40% district data available on harmonised dashboard by December 2023</i>	<i>100% district data available on harmonised dashboard by 2024</i>	ECE Reports Generated from Harmonised Accountability dashboard to inform management decisions

4 MoE Dashboard



**ANNEX**

## ANNEX

### **Annex 1: Stakeholders and Collaborators for Early Childhood Education Policy**

Community leaders

CSOs- GNECC, Right to Play, Sabre Education, Lively Minds, Innovation for Poverty Action (IPA) etc.,

DAs

DED

DEOC

DICs

District INSET Committee (DICs)

District Teacher Support Team (DTST)

District Training Officers (DTOs)

ECE Coord. Across all levels

ECE Coordinators

ECE Coordinators at DED, Schools (state and non-state)

EMIS Unit

FBO

FPME

GES - Basic Education Division

GES - National, Regional and District Directorates

GES - Regional and District Levels

GES - HR

GES - PR

GES - SPED, SHEP

GES - ECE Unit

GNCRC  
Guidance and Counseling Unit  
Head Teachers  
Initial Teacher Education Institutions  
Master and District Trainers  
Media Outfits  
MMDAs  
MoE – NTC  
MoE - NCTE  
MoE - NAB  
MoE - NaCCA  
MoE - NIB  
MoE SRIM  
MoE - GES Procurement Unit  
MoE-FPMU  
MoE-PT  
MoE - PBME  
MoE - Pre-Tertiary Department  
MoGCSP  
MoGCSP- ECE Unit  
MoH  
Monitoring and Supervision Unit - REO & DEO  
National House of Chiefs  
National ECE Intra-sectorial Coordinating Committee  
National Nursery Teacher Training Centres (NNTTC)

NC.PECGD  
NCCE – National Commission on Civic Education  
NGOs – Non-Governmental Organizations  
Parents/community members  
Private schools  
Private Schools Association  
PTA Executives  
PTD  
RDE, DDE, DD Sup., ECE Coordinators,  
Planning officers,  
Reps. of non-state actors  
KG School Representative  
HoS,  
Research and Academic Institutions  
RICs  
School Authorities  
SMC/PTAs  
Social Welfare  
Teacher Education Institutions  
Teacher Unions  
Teachers  
Universities, COE







# Early Childhood Education Policy



GOVERNMENT OF GHANA

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EDUCATION

unicef   
for every child