



Ghana Education  
Service (GES)

# GUIDELINES FOR THE EARLY CHILDHOOD EDUCATION POLICY IMPLEMENTATION





## **Guidelines for the Early Childhood Education Policy Implementation**

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## FOREWORD

Enabling all four to five-year-old children to achieve their full developmental potential is a fundamental right and an essential requisite for sustainable development. Given the critical importance of enabling children to make the best start in life, the Ministry of Education and the Ghana Education Service (GES) have introduced an Early Childhood Education Policy Framework (which includes a costed implementation plan and an M&E Framework), to serve as enablers and strengthen the ECE sub-system for ECE implementation at national, regional, district and school levels. However, implementation cannot be complete if there are gaps with the ‘how and what to do for young learners in the ECE/KG space’.


The Ghana Education Service (GES) has made available this guideline to serve as the basic tool to address challenges facing ECE Practitioners and other institutions and organizations delivering ECE across the country. Developed through a shared process based on collaboration with regional, district and local partners, this guideline is expected to empower those working in the ECE landscape to understand their roles and responsibilities so far as the provision and delivery of KG specific ECE is concerned.

This ECE guideline contains five chapters, which relates to i) background and context of ECE Policy implementation; ii) trends and key issues of ECE; iii) the ECE policy framework which elaborates on activities and roles towards achieving the goals of the six action areas of the ECE policy; iv) implementation mechanisms, and v) Monitoring and Evaluation Mechanisms. The guideline is recommended to facilitate the implementation of the KG specific ECE Policy and its accompanied costed implementation plan and the monitoring, evaluation and learning framework.

The leadership of GES therefore expects all ECE Practitioners in the ECE/Kindergarten space to use this guideline to enable them gain insight and understand how their various mandates and roles reflect in the ECE Policy. Also, it should be used to develop innovative strategies to engage and respond to the needs of targeted audience including parents and learners as

outlined in the Policy document.

The GES recognizes the important roles played by all ECE Practitioners, especially those in the public sector and is committed to providing the skill and knowledge needed as a major mechanism for change that is aimed at ensuring school readiness amongst our KG learners. It is our wish that this guideline will stand the test of time and contribute towards strengthening the ECE sub-system in Ghana.



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



## ACKNOWLEDGEMENTS

The Ghana Education Service (GES) resonates with joy, as we launch the first ‘National Early Childhood Education Policy’ and ‘Policy Implementation Guidelines’. This ECE Policy Implementation guideline encapsulates the vision of Government of Ghana that human development is fundamental to national success and ECE is the foundation upon which that success is built.

The development of this ECE Policy Implementation Guideline could not have been possible without the support of many people with the requisite knowledge and expertise in ECE. It is a resourceful material that should encourage ECE Practitioners in the public and private sectors to hold onto the noble chosen profession. Let us work in partnership to transform the ECE sector through high quality programming.

The Ghana Education Service (GES) wish to express its gratitude to the entire national Technical Working Group (TWG) that was 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 played active roles in developing this ECE Policy Implementation Guideline. Special gratitude is extended 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 and Berthy Kpiebaya. We are grateful to Margaret Okai and Dr Evelyn Oduro, who are both retired Directors from the Basic Education Division-GES and National Teaching Council-MoE respectively, for their invaluable contributions. Additionally, special thanks go particularly, to our KG teachers and ECE Coordinators from both private and public schools across the country, who were engaged in the development of this guideline.

We are also grateful to the National ECE Coordinator - Ms Vida Barbara Ntow, UNICEF Ghana education specialist - Agnes Arthur, and the National Consultant who led the ECE Policy development process - Dr Eric Daniel Ananga, for their invaluable inputs and coordination

during the entire process of the KG specific ECE Policy Implementation Guideline development process.

We thank UNICEF Ghana for their financial and technical support in the development of this guideline.

Finally, my appreciation goes to my GES leadership – the two deputy directors-general of the GES – Lawyer Anthony Boateng and Dr Kwabena Tandoh, whose leadership have enriched this guideline.

## ACRONYMS

BED	Basic Education Division
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
DFID	Department For International Development
DIC	District Insert Committee
DTO	District Training Officer
DTST	District Teacher Support Team
ECE	Early Childhood Education
EERT	Education Emergency Response Team
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 Campaign Coalition

GPE	Global Partnership for Education
HoS	Head of School
HT	Head Teacher
INSET	In-service Education and Training
KG	Kindergarten
LGS	Local Government Service
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
MoLGRD	Ministry of Local Government and Rural Development
MRQA	Monitoring, Regulation and Quality Assurance
NAB	National Accreditation Board
NaCCA	National Council for Curriculum and Assessment
NAS	National Ambulance Service
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
SHEERP	School Health Education and Emergency Response Programme
SHEP	School Health Education Programme
SMC	School Management Committee
SPED	Special Education Division
SRIM	Statistics, Research and Information Management
SDG	Sustainable Development Goal
TEI	Teacher Education Institution
TLMs	Teaching and Learning Materials
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children and Educational Fund

**CHAPTER ONE:**  
**BACKGROUND AND CONTEXT**  
**OF ECE POLICY IMPLEMENTATION**

## CHAPTER ONE: BACKGROUND AND CONTEXT OF ECE POLICY IMPLEMENTATION

### Background and Introduction

Early Childhood Education (ECE) aims at using a holistic approach to develop the social, emotional, physical, spiritual, language and cognitive skills and learning 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). The experiences of children during ECE equip them with the necessary knowledge and skills for later schooling and lifelong learning.

The SDG target 4.2 reaffirms the international community's focus on ensuring strong foundations for all children in the youngest age group through early childhood care and education. The SDG target on early childhood development, care and education is the only one where two global indicators have been proposed: the participation rate in pre-primary education, and the proportion of children who are developmentally on track. This reflects both a great interest in early learning foundations but also uncertainties over the feasibility of measuring early childhood development outcomes.

### Brief background of ECD in Ghana Context of Early Childhood Education Policy

Ghana implements a two-year 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 if systemic efficiency is to be improved in line with the objectives of the Education Sector Plan (ESP 2018–2030). Issues around planning and management, teachers, curriculum, parents, and community engagement as well as monitoring, regulation and quality assurance were identified as challenges in the ECE sub-sector.

For instance, appropriate age enrolment is a challenge which currently hampers the efficiency

of the system. Issues related to over- and under-age enrolment at KG level have implications for effectiveness and efficiency throughout all levels of education. Specific issues around KG that are raised in the Education Sector Analysis include the following:

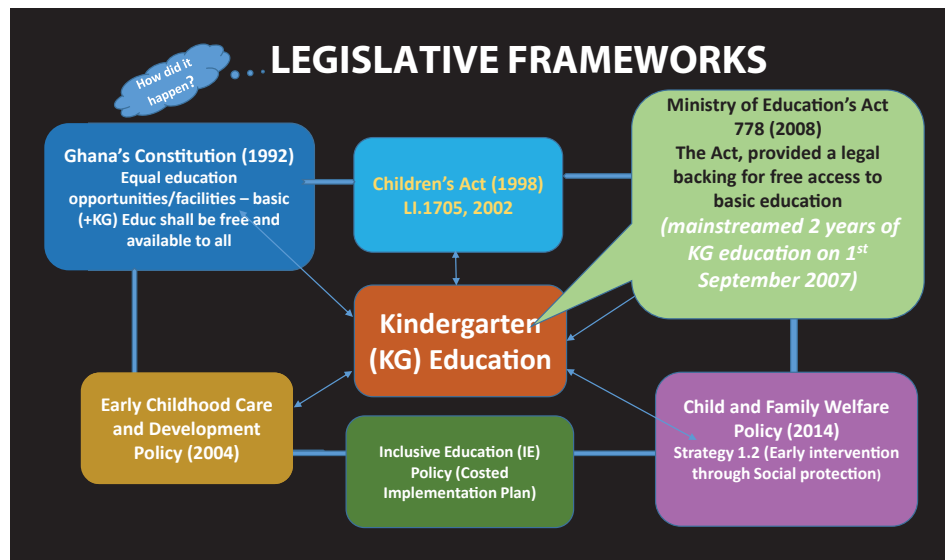
- Weak accountability in education management across the various levels, thus national, regional district, school and community levels.
- Inefficient planning and management of issues related to teacher training, deployment, retention and attrition
- Overage and underage enrolment, creating inefficiency in the system
- Inadequate budgetary allocation for service delivery and infrastructural 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

Addressing the above issues require the coordinated effort of all the key stakeholders in the sub-sector. The legal and policy basis for a coordinated effort aimed at improving KG education include;

- The 1992 Constitution of Ghana
- Children’s Act (1998)
- Early Childhood Care and Development Policy (2004)
- Ministry of Education Act 778 (2008)
- Child and Family Welfare Policy (2014)
- Inclusive Education Policy (2015)



## Legal and Policy Frameworks that Informed the Early Childhood Education Policy and Guideline



### Purpose and Rationale for the ECE Policy Implementation Guideline

The development of this ECE policy guideline and the Medium-Term Development Strategic Plan (MTDSP) is to give assistance to stakeholders on how to implement the ECE policy to the maximum. This Policy Implementation Guidelines has been designed for use as a regular reference and resource, to support ECE practitioners. The guideline highlights key areas of focus in the developed KG policy as well as some of the barriers and bottlenecks that hinder ECE education in Ghana.

It presents to ensure responsibility and care for children as well as educate others in our various districts and communities on the key principles of the ECE policy and its implementation. In using this implementation guideline, the user will continue to learn how to respond to issues

related to school readiness.

### **Objectives of the KG specific ECE Policy Implementation Guideline**

The objectives of the implementation guidelines are to:

- Create awareness of the existence of the ECE Policy
- Promote the involvement of parents and community members in children’s education at the KG level,
- Increase awareness on the effects of overage and underage enrolments,
- Strengthen the capacity of teachers to use play-based pedagogy for teaching all KG children,
- Create awareness about children with special needs education,
- Create awareness to support enrolment and retention of children from disadvantaged backgrounds in school.

### **Action Areas**

The focus of this implementation guideline is on the standardisation of the approaches related to ensuring equitable and inclusive access, retention, and transition in the areas of:

- Planning and Management
- Curriculum Development and Implementation
- Pre-Service and In-Service Teacher Education and Training
- Family and Community Engagement
- Child-Friendly Safe Space and Environment
- Monitoring, Regulation and Quality Assurance

### **How to Use this Policy Guideline Effectively**

Stakeholders, who have direct and indirect responsibility for the effective and efficient implementation of ECE in Ghana, need to understand how the ECE Policy goals, objectives and strategies will be successfully achieved. It is expected that this guideline will be used

at all levels of the ECE sub-sector, thus from policy level, management level through to the schools and community levels. All ECE practitioners and service providers at both national and sub-national levels are expected to use this guideline to help achieve the intended goals and objectives outlined in the ECE policy. The following are recommended to ensure effective use of this guideline:

- Read, familiarize yourselves with and understand fully the ECE Policy framework.
- Take into consideration the peculiar challenge of the environment or community where you want to implement recommended interventions,
- Know and understand the strategic indicators and targets in the ECE policy framework,
- Always consider a broader stakeholder consultation and participation where possible
- Seek further clarification and interpretation for areas of the guideline and/or the ECE policy that you do not understand
- Monitor and evaluate your progress using the recommended Monitoring Regulation and Quality Assurance tools
- Share your experiences, observations, findings with appropriate stakeholders and the lead responsible institutions for further intervention developments
- Use the guideline as a quick reference material before, during and even after developing and implementing an intervention activity or project
- Provide technical support to the district as an expert in Early Childhood Education

**CHAPTER TWO:**  
**TRENDS AND KEY ISSUES IN**  
**EARLY CHILDHOOD EDUCATION**

## CHAPTER TWO: TRENDS AND KEY ISSUES IN EARLY CHILDHOOD EDUCATION

### Introduction

Pre-school education could benefit children's future schooling if it provides children with quality education and if it helps to combat social disadvantage (Siraj-Blatchford, et al. 2008). In many communities, good quality pre-schools help children to deal with negative consequences of poverty, malnutrition, and ill health, which many children in some areas had accumulated from birth until they reached pre-school age. However, some proportions of four to five-year olds are not in KG.

#### Some of the causes for late entry to school include:

- Incorrect birth dates, and lack of birth certificates
- Parental beliefs about school readiness
- Inadequate KG infrastructure
- Poverty
- Data on children to access pre-school
- Lack of supply of good quality KG schools and facilities

### Trends in ECE Enrolment

The trends in the participation of KG education are presented in the next section. Overall, the ten-year KG enrolment trend has experienced continuous fluctuations for the gross and net enrolment rates<sup>1</sup> with an average percentage change of about 6% in gross enrolment between 2009 and 2018, showing slight increments in the first three years (2009 to 2011), and significantly moved further upwards from 2012-2016 from 112.4% /115.3% to 131.6%/131.6%

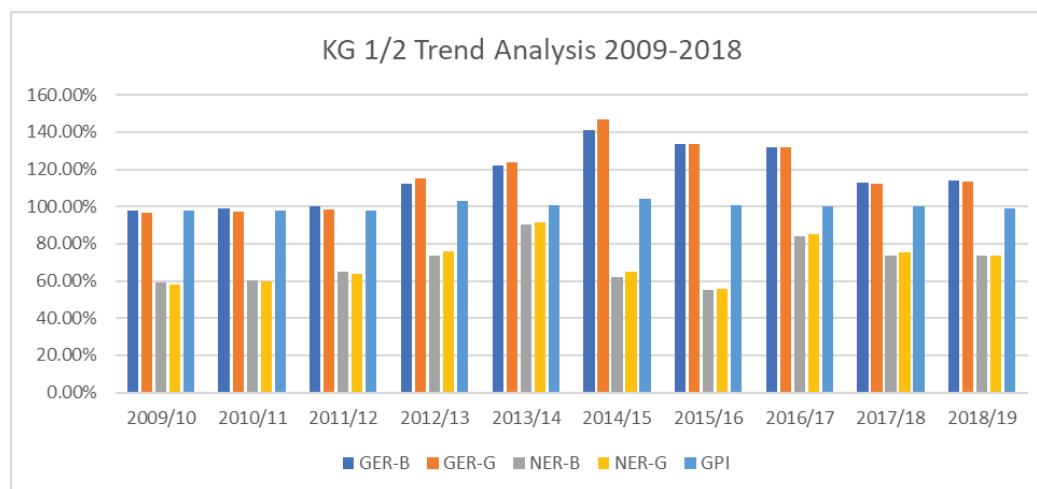
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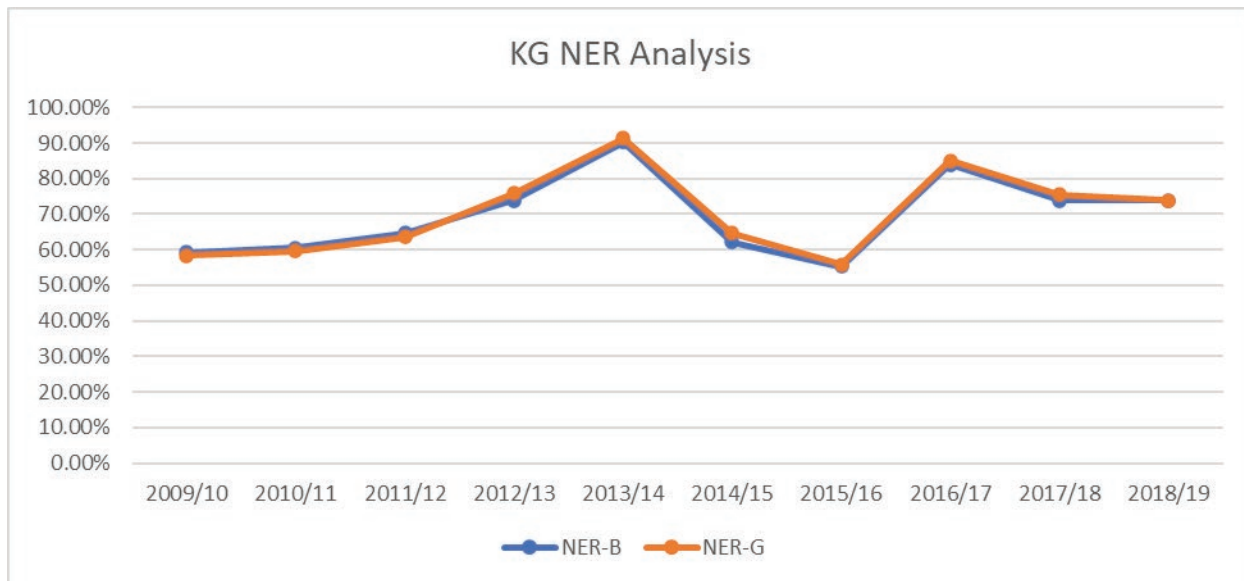
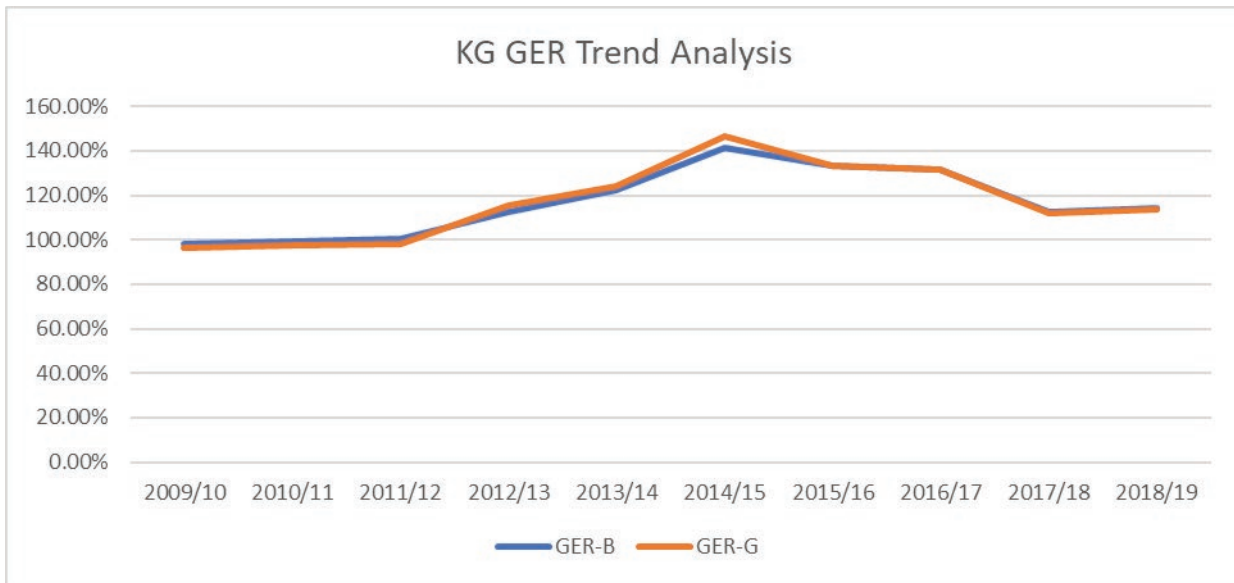
1 GER and NER mean all children irrespective of their age in KG classroom and children with the right age in the KG classroom, respectively.

for boys and girls respectively. There was a decrease in the gross enrolment between 2017-2018 from 112.7%/114.2% and 112.2%/113.5% for boys and girls respectively. Similarly, during the same ten year period, NER experienced fluctuations with significant increments in 2013 and 2016 at 90.2%/91.3% and 83.9%/85.1% for both boys and girls, respectively.

**Table 1 THE TRENDS IN ECE ENROMENT: 2010 - 2018**

National	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
GER-B	98.1%	99.2%	100.4%	112.4%	122.1%	141.3%	133.5%	131.6%	112.7%	114.2%
GER-G	96.5%	97.5%	98.4%	115.3%	123.9%	146.6%	133.6%	131.6%	112.2%	113.5%
NER-B	59.2%	60.5%	64.7%	73.8%	90.2%	62.1%	55.2%	83.9%	73.8%	73.8%
NER-G	58.3%	59.7%	63.6%	75.9%	91.3%	64.7%	55.9%	85.1%	75.4%	73.8%
GPI	0.98	0.98	0.98	1.03	1.01	1.04	1.01	1.00	1.00	0.99





The pace for the increments in the KG enrolment irrespective of the age seem higher compared to children with the right age and the figures indicate that the system is experiencing both over and under-age children, who sit in the same classroom with those with the right ages. The key evident challenge with under and over-age enrolment being addressed with support from strategic stakeholders including UNICEF, is the launch of a social and behaviour change communication campaign on “Right-Age Enrolment” to promote children entering school the right age and to ensure that all children, especially with the right age including those with Special Educational Needs are in school and learning.

### **Maintaining Standards & Registration/Regulation in ECE Service Provision**

As enshrined in the Early Childhood Education (ECE) Policy and also envisioned in the Education Strategic Plan (2018-2030), all public and private ECE service providers must adhere to laid down standards including registration and strict adherence to existing and future regulations that guide teaching, learning and play-based activities at the ECE sub-sector of Education.

#### **Documents that inform the basis for presentation in the Guideline**

- Early Learning and Development Standards (ELDS: 2004),
- Ghana’s Early Childhood Care and Development (ECCD) policy (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 (2011)

In this guideline, the standards and regulations that guide ECE at Global, regional and National levels have been outlined. It is worthy to note that while most of these documented standards and regulations have existed over time, new ones are also being formulated and it is expected that best practices that will be introduced and/or adapted by the Ministry of Education, the Ghana Education Service and their partners in future will still be strictly enforced and implemented even



if it is not captured in this guideline.

### **ECE/KG Teacher Standards and Development**

For the purposes of the ECE Policy, teacher standards refer to the minimum levels of practice that all trained KG teachers must reach by the end of their pre-service teacher education programme or exhibit in their teaching career (NTS, 2018). The Standards are a set of core competencies required by all KG teachers. These core competencies include: critical and reflective thinking, problem solving, play-based pedagogical instruction and assessment, personal development and leadership, digital literacy, creativity and innovation, communication and collaboration, and commitment to life-long learning.

#### **In summary**

Access and participation in KG in Ghana have been improving yet there remain some categories of children who are not fully benefiting from KG education in Ghana. Multiple causes of non-participation in KG that are described as barriers and bottlenecks have been shown. Knowledge and understanding about the causes of this non-participation in KG by stakeholders who will implement this ECE policy, will help support the effective implementation process.

**Table 4 The Standards are divided into seven elements, each with its expectation of the KG teacher**

Standards	The KG Teacher(s) should:
Differentiated Teaching and Learning	<ul style="list-style-type: none"> <li>• Employ a variety of play-based pedagogical instruction (e.g. discovery, participatory, integrated and enquiry based) that encourages student participation.</li> <li>• Pay attention to all learners, especially those with Special Educational Needs, using differentiated learning including the universal design for learning (UDL) ensuring their progress.</li> <li>• Employ instructional strategies appropriate for mixed ability and multilingual.</li> <li>• Set meaningful activities that encourages learners’ active engagement, socially interactive making it joyful and iterative</li> <li>• Produce and use a variety of teaching and learning resources including ICT, to enhance learning.</li> </ul>
Knowledge of educational frameworks and curriculum	<ul style="list-style-type: none"> <li>• Demonstrate familiarity with the education system and key policies guiding it.</li> <li>• Have comprehensive knowledge of the official school curriculum, including learning outcomes.</li> <li>• Have secure content knowledge, pedagogical knowledge, and pedagogical content knowledge for teaching kindergartens.</li> <li>• Have good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading, and writing.</li> <li>• Use at least one Ghanaian language as a medium of instruction.</li> </ul>
Knowledge of students	<ul style="list-style-type: none"> <li>• Understand how children develop and learn in diverse contexts and apply this in teaching.</li> <li>• Take account of and respect learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.</li> </ul>

Standards	The KG Teacher(s) should:
Managing the learning environment	<ul style="list-style-type: none"> <li>• Plan and deliver varied and challenging lessons, showing a clear grasp of the intended outcomes of teaching.</li> <li>• Carry out small-scale action research to improve practice.</li> <li>• Create a safe and encouraging learning environment.</li> <li>• Manage behaviour and learning with small and large classes.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Integrate a variety of formative assessment modes into teaching to support learning.</li> <li>• Listen to learners and give constructive feedback.</li> <li>• Identify and remediate learners' difficulties, referring learners whose needs lie outside the competency of the teacher.</li> <li>• Keep meaningful records of every learner and communicate progress clearly to parents and learners.</li> <li>• Demonstrate awareness of national and school learning outcomes of learners.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Improve personal and professional development through life-long learning and Continuous Professional Development.</li> <li>• Demonstrate effective growing leadership qualities in the classroom and wider school community.</li> <li>• Critically and collectively reflects to improve teaching and learning.</li> </ul>
Community of Practice	<ul style="list-style-type: none"> <li>• Be guided by legal and ethical teacher codes of conduct in his or her work as a professional teacher.</li> <li>• Engage positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public.</li> <li>• Develop a positive teacher identity and act as a good role model for pupils</li> <li>• See his or her role as a potential agent of change in the school, community and country.</li> </ul>

## Barriers and Bottlenecks that Shape Participation in ECE

Two sets of demand side barrier and supply side barriers as well as bottlenecks are highlighted below. However, it is important to emphasise that these issues are inextricably linked to each other. Points raised in this section have been mentioned in the backgrounds of all the 5 action areas of the ECE policy.

### Demand Barriers

- **Socio-cultural:** Demand barriers remain difficult to trace as they are constructed through social practices that are difficult to measure, gather data about and provide evidence for.
- **Gender:** Uncertainties about girls' safety in school and on their way to and from school exacerbate fears of girls being exposed to harassments in cases where the home is far from the school.
- **Disability:** There is a constitutional right for all disabled persons in the country to have access to education, yet many disabled children are subjected to discrimination, abuse, social marginalisation, and exclusion, with their basic human rights being violated.
- **Nomadic people:** Access to quality education is more difficult in rural areas but nomadic/pastoralist groups often found in very remote areas are the most disadvantaged. Children from groups with nomadic or migratory lifestyles often have little access to schooling and providing accessible, meaningful education to these mobile populations is a challenge.
- **Other marginalised groups:** There are groups in the population that are under stress because of poverty, displacement, discrimination, minority status or stigma. These people are often marginalised or disenfranchised with little space, time, or capacity to demand educational provision for their children.
- **Family income and poverty:** Most people in Ghana live in rural contexts characterised by low income generating opportunities and high levels of poverty and impoverished households where the availability of food and water are central to survival. This absorbs the time and energy of household members, so they leave little time for the education of their children.

## Supply Barriers

- **Schools and resources: these barriers include;**
  - inadequate and inappropriate KG schools, KG provision has been uneven and unregulated
  - the provision for children with special needs has been minimal
  - KG classrooms operate in conditions of over-crowding with poor and sub-standard facilities. Where there are no KG classrooms, classes are held outside, sometimes under trees and sheds.
  - lack of potable water and toilet facilities
  - teaching resources and textbooks have been found to be uneven across different communities in the country.
  - insufficient number of trained teachers for KGs.

## Quality: Some factors that affect quality ECE include:

- large class sizes,
- lack of qualified teachers,
- poor attendance to school by teachers and pupils
- insufficient TLMs

## Supply Bottlenecks

**Political Context:** Political influence play important role in the provision of schools.

- Policies regarding regulation of schools remains unclear
- Uncoordinated systems among MDAs

**Governance and Capacity:** Some of the issues centre around:

- Education decentralisation
- Lack of capacity in collecting and management of data

- monitoring and evaluation of KG schools in some districts
- Inadequate information flow among relevant sectors
- Keeping and managing school records
- Inadequate trained personnel
- Lack of institutionalisation of capacity building programmes

#### **Finance:**

Inadequate financial resources and budgetary allocation remains a challenge in all districts.

#### **In summary**

Access and participation in KG in Ghana have been improving yet there remain some categories of children who are not fully benefiting from KG education in Ghana. Multiple causes of non-participation in KG that are described as barriers and bottlenecks have been shown. Knowledge and understanding about the causes of this non-participation in KG by stakeholders who will implement this ECE policy, will help support the effective implementation process.

**CHAPTER THREE:**  
**THE EARLY CHILDHOOD**  
**EDUCATION POLICY FRAMEWORK**

## CHAPTER THREE: THE EARLY CHILDHOOD EDUCATION POLICY FRAMEWORK

### Introduction

The ECE policy framework has been developed around the six action areas (see section 2 of the ECE policy). The policy goal of each action area, the related policy objectives, strategies, and activities are presented in the policy framework. It is therefore a guide for this implementation manual. The indicators for monitoring each objective, strategy and activity have been presented in the policy framework. During implementation, it is important that stakeholders take a careful look at every aspect of the policy framework to see how each of them is related to their activities during implementation. The backgrounds to the six action areas are presented in the next section.

### The Six Action Areas of the ECE Policy

In the ECE Policy, six action areas have been identified. The implementation of the policy is also organised in line with these six action areas. They include:

- 1. Planning and Management:** The aim of this action area is to create an enabling environment that will support effective planning and management systems for quality KG delivery in Ghana. It is important to plan and manage activities that will address the issues related to ECE delivery. There is the need to ensure effective coordination, and information flow among relevant sectors. The policy goal is to create: An environment that supports a well-governed and equitable KG subsector.
- 2. Curriculum Development and Implementation:** The second action area is focused on effective implementation of the approved Kindergarten curriculum. It is aimed at creating opportunity for quality learning experiences and the promotion of inclusion to ensure the physical, social, emotional, and cognitive development of all children including those with Special Educational Needs (SEN). The KG curriculum should focus on the Following:



- participatory *play-based pedagogy*
- equitable and inclusive teaching and learning
- active and collaborative involvement of parents, teachers and the private providers
- individual uniqueness of children

The policy goal is to ensure: A curriculum that is effectively and efficiently implemented to promote pre-primary children's holistic development

### **3. Pre-service and In-service Teachers:**

- Teacher education should be based on the approved Teacher Education framework prepared by MoE with support from DFID and in line with the National Teaching Standards (NTS).
- All teachers are required to possess the NTS which lay emphasis on professional knowledge, professional practice, Professional attitudes and values.
- All teachers will be certified and registered by NTC after passing teacher education and licensure examinations respectively.
- Preservice and in-service KG teachers are to be equipped with the necessary skills of using play-based pedagogy as outlined in the approved KG curriculum framework.
- KG attendants and care givers are to be trained in the requisite pedagogical skills and competencies at regular intervals.
- Teachers will undergo continuous professional development (CPD) through School-based and Cluster-based SBI/CBI.

To raise the status of the profession and strengthen the professional knowledge, attitudes, values and practice of ECE teachers, it is necessary to harmonise the ECE curriculum at both PRESET and INSET levels. 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. The policy goal is to ensure: Improved skills and competencies of KG teachers in play-based pedagogy.

#### **4. Family and Community Engagement:**

The policy action area seeks to ensure that: Families and Communities are actively engaged in their Children's ECE. Family and community engagement is key in the development of the Child. GES, Schools and communities must ensure the following:

- regular sensitisation and advocacy drive
- Organise SPAM, Open days and PTA meetings regularly
- Build capacity of parents in child education to guide their children at home using appropriate materials.
- Encourage Home schooling with effective support from GES, NGOs and service providers
- GES should draw up guidelines for family and community engagement in KG education.

#### **5. Child-Friendly Safe Space and Environment**

Action area five seeks to create a policy environment that will ensure that a child-friendly safe space and environment is built and attached to all primary schools throughout the country for KG children. 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. The policy commitment of government 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. The policy goal is to create a Policy environment supportive of building child-friendly and inclusive infrastructure for KG service delivery.

## **6. Monitoring, Regulation and Quality Assurance (MRQA):**

The sixth action area of the policy seeks to ensure: Quality Assurance that improves the pre-primary sub-sector through Monitoring, Evaluation, and Research. The Monitoring Regulation and Quality Assurance will use monitoring framework tools to track indicators in the policy. Data collection processes will be strengthened and data from monitoring will be used for decision-making. Action Area six therefore, seeks to promote data use for organisational learning, track the 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.

**CHAPTER FOUR:**  
**IMPLEMENTATION MECHANISMS**

## CHAPTER FOUR: IMPLEMENTATION MECHANISMS

### Introduction

The implementation of the ECE Policy requires well-defined structures and defined specific roles and responsibilities of key stakeholders at all levels. The functional structures must ensure effective supervision, timely delivery of inputs as well as monitoring and evaluation of performance indicators. A range of key public and private institutions within their requisite mandates have considerable influence on the quality of ECE delivery in Ghana. Their collaboration with the Ministry of Education (MoE) in critical areas of interest shall be an important activity under the ECE policy. The implementation structures include Ministries, Departments and Agencies (MDAs), and relevant stakeholders including unions, media, civil societies, and development partners who will be working either as a lead or a collaborating/ supporting partner in the implementation of the policy. The list of implementers is not exhaustive and interested partners through the appropriate authorisation can join.

### General information:

#### 1. Planning and Management

Identify the stakeholders to be consulted and engaged in Planning and Management of ECE issues in your jurisdiction as follows:

- Refer to the objectives and strategies in the planning and management action area and align your activity accordingly
- Check for the other action areas that may have direct relationship to what you plan to execute in the ECE sub-sector
- Check for the Output and Outcome indicators and check the monitoring and evaluation mechanisms
- Factor all the above procedures into the Planning and Management of the intended activity to be performed; be it provision of infrastructure, teacher professional development,

safety and inclusion of children or monitoring and supervision.

## **2. Curriculum Development and Implementation**

- Identify and consult with the lead Responsible Institution
- Check for the curriculum Standards and identify the gaps you intend to address
- Present your proposed curriculum content and additional implementation approach to the responsible institution for approval
- Implement the approved activities in a broad consultative manner
- Follow reporting procedures to present lessons learned, observations and challenges

## **3. Pre-Service and In-Service Teacher Education and Training**

- Provide the training content to be executed to the Lead Responsible Institution for review and approval
- Align your goals with the specific indicator targets for continuous teacher professional development
- Use recommended standards and approaches to train and coach teachers to improve ECE service delivery
- Follow reporting procedures to present observations and challenges to lead responsible institution and other stakeholders

## **4. Family and Community Engagement**

- Consult with the Lead Responsible Institution for the activity you wish to undertake
- Refer to the specific guidelines for family and Community engagement
- Align your specific goals to the Objective and Strategy indicator targets for the action area
- Use recommended language and procedures to engage with family and community members
- Follow reporting procedures to present observations, achievements, and challenges to the lead responsible institution

## 5. Child-Friendly Safe Space (Environment)

- Ensure that policy provision is made for all Public Primary Schools have child-friendly and inclusive KG infrastructure attached
- Develop a mapped-out plan and strategy for the construction of KG's in Public Primary Schools without KG
- Follow planned strategy to construct KGs infrastructure to close the infrastructure deficit gap in Public Primary Schools across the country.

## 6. Monitoring, Regulation and Quality Assurance

- Consult with the Lead Responsible Institution for Monitoring, Regulation and Quality Assurance
- Request for the Monitoring, Regulation and Quality Assurance recommended tools
- Align your specific intervention to the standardized Monitoring, Regulation and Quality Assurance tools and mechanisms
- Engage the Monitoring, Regulation and Quality Assurance team to carry out planned activities and Reporting
- Follow reporting procedures to make available the results of the Monitoring, Regulation and Quality Assurance to facilitate decision-making by management.

### In summary

The ECE policy framework has been developed around the six action areas which have been costed in the summarised estimated budget of the policy. The implementation of the policy centres on these six action areas. All the action areas are interconnected and needs to be checked during the implementation period. The implementation mechanisms presented in section three of this guide should be viewed in line with the six action areas of the ECE policy.

## Critical Agencies and Implementers and their Roles:

### Ministry of Education

The Ministry shall provide overall leadership for the Early Childhood Education Policy. The ministry shall have the responsibility of:

- Overseeing policy implementation, review, coordination, monitoring and evaluation and impact assessment.
- Leading the submission of budget proposals for ECE financing while working closely with the Ministry of Finance to ensure inflow of funds to ECE programmes.
- Assessing progress against targets.
- Overseeing the review of curriculum, training, and professional development of all educational personnel in collaboration with all key stakeholders.

The provision for ECE activities in the annual budget allocation will cover such costs as:

- Activities of GES/BED regarding the implementation of the Policy
- Training cost for key staff and other key national stakeholders
- Procurement of resources and materials for schools
- Physical and environmental accessibility of educational facilities
- Supervision, monitoring and evaluation
- Data collection, management, and analysis

### Pre-Tertiary Directorate

The Pre-Tertiary Directorate which serves as the policy development and coordination unit of the Ministry would be responsible for:

- Overall coordination of the policy and its related activities.
- Coordinating reporting on ECE to Management and relevant stakeholders.
- Monitoring implementation to advice on re-strategizing the Policy where necessary.



## GES

The Ghana Education Service (GES) is tasked with oversight of the implementation, ensuring that the issues defined in the ECE policy are implemented through the national, regional and district structures to the school and community levels. It shall act as the body that provides advice and direction as well as monitoring progress and instituting mechanisms for ensuring compliance in the education system on ECE delivery as defined by the policy.

- The GES through its decentralized structures shall provide all schools and pupils including learners with special educational needs with adequate and requisite teaching and learning materials.
- The Service shall collaborate with the Ghana Health Service to conduct training for ECE, SHEP, SPED and G&C Coordinators in the implementation of the Policy.
- The Service shall collaborate with communities, parents, and PTAs in the implementation of the Policy.

## Basic Education Division

Basic Education Division is expected to ensure that the following issues are addressed in the school plans and programmes:

- All school-age children shall be entitled to two-years quality kindergarten education.
- All basic schools shall make their content of curriculum or programmes of study inclusive and play-based for the wide range of learners.
- All schools shall ensure that their classrooms are friendly and safe for all learners.

## ECE Unit

The implementation of the ECE policy requires a well-established unit within the key implementing agency (GES) to translate the goals and objectives of the policy into actual programmes at the national, regional, district and community levels. The ECE Unit will therefore ensure the achievement of the above and co-ordinate the implementation at regional and district levels, in line with Government's decentralization programme.

## NaCCA

The National Council for Curriculum and Assessment (NaCCA) shall be responsible for:

- Developing and reviewing of KG curriculum and related teacher resource materials
- Assessment, approving and recommending textbooks for KG

## NIB

The National Inspectorate Board (NIB) shall provide an independent external evaluation of:

- The quality and standards in ECE delivery on periodic basis.
- Play a lead role to regulate the establishment and registration of pre-school (Kindergarten) in the country.

## NTC

The implementing agency shall collaborate with the National Teaching Council (NTC) to ensure:

- improved professional development of all KG teachers to deliver effectively in schools
- organised INSET for all KG teachers
- registration, certification, and licensing of all teachers

## Ministry of Gender and Children

The Ministry of Education shall liaise with the Ministry for Gender, Children and Social Protection to:

- Ensure equal educational opportunity and promote rights of children
- Ensure the formulation of gender and child specific development policies, guidelines, advocacy strategies and plans for implementation by MDAs, and MMDAs
- Ensure all schools work under child protection policies
- Ensure that Social Protection programmes for children are effectively implemented and take account of the special vulnerability of children with disabilities, orphans, street

children and other marginalized groups.

### **Ministry of Health/Ghana Health Service**

The Ministry of Education shall liaise with the Ministry of Health (MoH) and Ghana Health Service to take the lead role and be responsible for:

- Pupil/student early assessment processes. This will include but not limited to screening, treatment, and referrals.
- Provide facilities for early detection and assessment and management of children with disabilities from age 0 to 6 years with the help of educational as well as medical professionals.
- Ensure the provision of appropriate health care delivery for all children, i.e. early detection, assessment and management.
- MoH shall be required also to make annual budgetary allocations that will be geared towards the early detection of disabilities amongst children and provision of equipment that shall assist in identifying and working with all these cases at an early age.

### **Collaborating Stakeholders:**

#### **Teacher Unions**

The teacher unions in both the private and public domains should:

- Sensitise members on the Policy and the importance of CPD in early childhood education.
- Assist the GES to create and sustain child-friendly environment in their schools by welcoming all learners and their families, ensuring safe spaces for them, and communicating well in response to their needs
- Collaborate with NGOs to sensitise community on enrolment of all children including those with SEN at the right age.
- Undertake research in the relevant field when needed.

#### **Development Partners**

In implementing the ECE policy, the Development Partners' community shall be encouraged

through strategic collaboration to provide support in this regard in the form of technical assistance and financial support in the following areas:

- Development of adaptive teaching/learning materials and resources.
- Provision of Basic Screening Materials and Assistive devices.
- Strengthening capacity building for implementation of ECE.
- Assisting with Monitoring and Evaluation in collaboration with implementing agencies and units.
- Facilitate platforms for information sharing and best practices from other countries.
- Contribute to the development of research, monitoring and evaluation of the policy.

### CSOs (NGO/FBO/CBO)

The Civil Society group shall contribute to the policy implementation in the following ways:

- Undertake regular community sensitization on the need to engage parents to support and provide for their children
- Creating awareness to change negative attitudes.
- Offering Scholarships /supports to learners at the risk of exclusion.
- Mobilise resources and advocate for increased funding for ECE.
- Provision of adapted teaching /learning resources.
- Mobilise and sensitise communities on enrolling their children at the right age.
- Construction and modification of schools to make them physically and environmentally accessible.
- Contribute to the development of research, monitoring and evaluation of the policy.

### The Media

The implementing agencies should liaise with the media to ensure that they:

- Use their medium to disseminate the ECE policy widely.
- Act as watch dogs and monitor the implementation of the Policy

- Advocate for the promotion of the education of children with Special Education Needs.

### **Local Structures:**

#### **MMDAs**

The ECE policy recognises the critical roles Metropolitan, Municipal and District Assemblies (MMDAs) must play in the implementation of the policy, and especially at the school level and harnessing support in the community. Local authorities are responsible for a range of services for children and youth, including access to education and social services. All MMDAs shall therefore be responsible for:

- Mainstreaming issues of the ECE policy in their medium-term development plan.
- Allocating resources within the guidelines of the district assembly common fund (DACF)
- Act as focal points for policy coordination units and ensure the implementation of ECE at local levels.
- Creating a platform to share experiences and good practices in ECE delivery.

#### **SMC/PTA**

The School Management Committees/PTAs are tasked with the following responsibilities:

- Play advocacy role for the rights of all children.
- Support School Heads and Teachers to implement the Policy in the best interest of Children
- Collaborate with the community (community welfare groups, district assemblies, traditional authorities, and opinion leaders) to create awareness on enrolment issues (Right Age Enrolment Campaign) to foster attitudinal change.

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

Policy Objective	Activities	Sub-Activities	What should be done	Responsibility	When
<b>1. Strengthen alignment of KG Guidelines with other key documents at global, regional, and national levels for effective KG delivery</b>	Coordinate information-sharing and the operationalisation and alignment of KG guidelines	Assign a schedule officer in ECE to be responsible. (For operationalising the information coordination and sharing system).	Disseminate information on ECE activities at all levels	Lead: GES (Regional Directors, MMDEs) Collaborators: SISOs, ECE coordinators, NGOs Development Partners	Termly
	Leverage on the MoE/GES data visualisation dashboard to gather and share information on ECE	Review and revise the harmonised data system to include additional KG information	Make harmonized data system accessible to primary data collectors	MoE GES (EMIS Outfit, KG Heads) NGOs Development Partners	Yearly
		Conduct training for the system managers (planning statistics and ICT officers) at all levels	Train system managers at all levels in zones	MoE GES National, Regional, District Planners and Statistic officers, NGOs Development Partners	Yearly

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

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).	Constitute a team to prepare key messages on effective and quality KG delivery based on the SBCC	Identify persons with knowledge on SBCC to draft key messages on effective and quality KG delivery.	MoE (PTE) GES (ECE unit), Experts (Social Communicators, Media practitioners), NGOs, Development Partners	Yearly
	Organize stakeholder engagement to reach consensus on the key messages	Engage stakeholders to reach consensus on key messages	GES (ECE unit), Experts (Social Communicators, Media practitioners), NGOs Development Partners	Yearly
	Train PR and relevant staff on the key messages to disseminate to identified groups/bodies in line with SBCC	Orient relevant staff to disseminate the agreed key messages	PR Unit, ECE Co-coordinators, Media Social communicators. NGOs Development Partners	Termly

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

<p><b>2.Ensure coordination of KG policies and programs for both Public and Private actors at national and sub-national levels</b></p>	<p>Constitute a Committee of actors for coordination of KG programs</p>	<p>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)</p>	<p>Select experts in ECE/ECCD to coordinate policies and programmes of KGs</p>	<p>MoE (PTE), GES (ECE Unit, SPED, SHEP) GHS, GCSP, Local Government  NGOs  Development Partners</p>	<p>Yearly</p>
	<p>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</p>	<p>Use database information to streamline KG service delivery.</p>	<p>Consult EMIS outfit for database information to streamline KG service delivery</p>	<p>MoE  GES (ECE Unit, ECE Coordinators,)  NGOs  Development partners</p>	<p>Yearly</p>



**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

			Use database to identify and address disparities in KG service delivery at all levels		
		Sensitize KG actors on their roles and responsibilities and the need to provide regular reports to management	Orient coordinators on ways to use database information to address disparities in KG service delivery	MoE, GES (ECE Unit, Directors, ECE Coordinators,) NGOs Development partners	Yearly
			Use existing structures to sensitize KG actors on their roles and responsibilities at all levels		
	Orient and train policy makers, managers, and coordinators on existing KG guidelines and the ECE policy.	Print KG policy documents for distribution nationwide	Make policy document available to schools	MoE, GES (ECE Unit, Coordinators) NGOs Development Partners	Yearly

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

		Organize orientation and periodic refresher training workshops for Policy makers, managers, and coordinators at all levels	Organize workshops for both public and private key actors at all levels to understand the concept of the ECE policy document	MoE, GES (ECE Unit, coordinators) NGOs Development Partners	Yearly
<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 infrastructural audit, based on Established guidelines with focus on accessibility and safety	Provide logistical support to Monitoring, Regulation And Quality Assurance to conduct infrastructural audit	Using data from Monitoring, Regulation And Quality Assurance to conduct infrastructural audit	MoE, GES NGOs, Development Partners	Yearly
	Support KG Curriculum development and implementation	Collaborate with NaCCA to establish KG curriculum development and review process, build capacity of KG teachers/ attendants to implement the curriculum.	Participate in the development and review process of the KG curriculum  Build capacity of KG teachers /attendants to implement curriculum	Lead: NaCCA Collaborators: GES-BED, (ECE Unit, Coordinators, Headteachers and teachers)  Development Partners NTC, Private Practitioners	As and When

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

	Screen all children before admission into schools to facilitate early detection and management of special educational needs	Co-ordinate with Ministry of Health/ Ghana Health Service, Ministry of Gender, Children and Social Protection to plan for screening of children	Support the Ministry of Health/Ghana Health Service, Ministry of Gender, Children and Social Protection to plan for screening of KG children	Lead: GES-BED Collaborators: MoH/GHS, MoE-ECE Coordinator, GES- REO and DEO, MoGCSP SHEP, ECE Coordinators, Headteachers and teachers) NGOs Development Partners	Termly
		Conduct relevant screening of children in all schools prior to admission	Support the screening in all schools prior to admission	MOH/GHS, GES (SPED, SHEP, ECE Coordinators, Headteachers and teachers	Yearly
		Collate report on children with special educational needs for further action	Make available data on children with special educational needs for requisite action	EMIS, SPED, ECE Coordinators, Headteachers and teachers, Development Partners	Yearly

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

	Provide teaching learning materials for all children and assistive devices for children with special education needs	Use monitoring research and quality assurance data to identify TLM needs for all children including special educational needs	Use data from Monitoring, Regulation And Quality Assurance to identify TLMs for all children including children with special needs	Lead: GES- BED/ SPED  Collaborators: MoH/GHS, MoE- ECE Coordinator, GES- REO and DEO, MoGCSP, MoE, GES (ECE Unit, SPED). Development Partners, NGOs	Yearly
		Use existing guidelines on TLM package to Procure and Distribute the TLMs	Use existing guidelines on TLM package to procure and distribute TLMs to all children including children with special educational needs		Yearly
	Set-up and Support structures to respond to emergency situations	Develop a comprehensive Education Emergency Response manual and Distribute to key players across the structures at national and sub-national levels	Identify and define the types of Emergencies in Education and the related step by step Response Mechanisms in a manual to guide the structures at National, Regional and District levels	Lead: GES - BED/ SHEP  Collaborators: MoE-PT, MoH/GHS, GES- REO and DEO, MoGCSP, MMDAs, LGS, GES (ECE Unit, SHEP, SPED). Development Partners, NGOs, NAS	Year one of Implementation

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

			Work with a team to develop the manuals, print and distribute		
		Identify and Train an Education Emergency Response Team (EERT) at national and sub-national levels	Train the EERT at national and sub-national levels on how to respond to emergency situations	Lead: GES - BED/ SHEP Collaborators: MoE-PT, MoH/GHS, GES- REO and DEO, MoGCSP, MMDAs, LGS, GES (ECE Unit, SHEP, SPED). Development Partners, NGOs, NAS	Year one of implementation
	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)	Organize capacity building workshop for KG teachers and practitioners	Organize capacity workshop for KG teachers and practitioners on the implementation of safe school concept	Lead: GES-BED Collaborators: MoE-ECE Coordinator GES – BED/KG Unit, NaCCA, NIB, NTC, MoE-PBME, Private Practitioners, MoE, GES (ECE Unit), NGOs, Development Partners	Termly

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

		Make available safe school concept guidelines (hard/soft copies) to all teachers and practitioners	Make hard/soft copies of the safe school concept guidelines available for use by all teachers and practitioners	GES (ECE Unit, Guidance and Counselling Unit, RMMD officers), NGOs, Development Partners	Yearly
	Ensure accreditation of all KG schools and renewals to meet the required standards	Update the accreditation procedures and requirements for KG schools to include play-based pedagogy	Periodic review of the accreditation procedures and requirements for KG schools to include play-based pedagogy	Lead: NIB Collaborators: MoE-ECE Coordinator, GES – BED/KG Unit, NaCCA, NTC, GES-REO, DEO, Private Practitioners	As and When
		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	Sensitize the public on new accreditation requirements for KG schools	Lead: GES-BED Collaborators: NIB, MoE/GES-PR, Private Practitioners, Development Partners	Termly

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

		Support NIB to enforce the accreditation requirements	Support NIB to enforce compliance with the accreditation requirements	Lead: NIB Collaborators: GES-BED, Private Practitioners, MoE, GES (ECE Unit, RMMD officers, ECE Coordinators) NGOs, Development Partners	Termly
<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	Use information from the dashboard to inform teacher deployment in the declared vacancies		Lead: GES-HRMD / BED Collaborators: 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	Develop a sensitization strategy for school leaders and management on recruitment of KG attendants based on play language of pupils		Lead: GES-BED / HRMD Collaborators: NTC, NaCCA, REOs, DEOs, Private Practitioners	

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

		Implement sensitization plan to include community outreach and meeting with school heads and SMCs			
<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	Make input into Monitoring, Regulation And Quality Assurance to develop tools for assessing key ECE/KG areas including: 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 standardized assessment tools, etc., for further action	Lead: MoE-PBME Collaborators: GES-BED, NIB, NTC, NaCCA, MoE GES (ECE Unit, RMMD officers, ECE Coordinators) NGOs Development Partners	Yearly



**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

	Use evidence from Monitoring, Regulation And Quality Assurance to inform major Policy decision on KG at all levels	Constitute an Advisory team to support evidence-based decision making on ECE	Be part of the advisory team on ECE/KG areas	Lead: MoE-PT Collaborators: GES-BED, MoE-ECE Coordinator, MoE-PBME GES (ECE UNIT) NGOs Development partners	Every two years
		Use findings from Monitoring, Regulation and Quality Assurance on the Key ECE/KG areas monitored and evaluated for further action	Evaluate the releases in the allocation	MoE GES (Budget officer, ECE Coordinators)	Yearly
<b>6. Ensure adequate budgetary allocation to promote KG programmes and activities</b>	Support monitoring, regulation, and quality assurance to analyse the current budgetary allocation to KG and advocate for increase to support nationwide implementation of KG programmes	Support Monitoring, regulation, and quality assurance to conduct a trend analysis of budgetary allocations to KG sub-sector		Lead: MoE-PBME Collaborators: GES-BED, MoE-PT	

**Action Area 1: Planning and Management Policy Goal: An environment that supports a well-governed and equitable KG subsector.**

		Support in Disseminating findings on budgetary allocations to KG and the state of existing facilities to key stakeholders			
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**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/Roles	Sub-Activities/ Sub-Roles	What should be done?	Responsibility	When
<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.	Collaborate with NaCCA to review the list of ECE curriculum experts (including teachers and coordinators) to review and revise the KG curriculum	Identify and build database on curriculum experts	Lead: NaCCA Collaborators: GES-BED, NTC, MOE-PT, NIB, Publishers, NGOs, Development Partners	Yearly
	Liaise with NaCCA to generate evidence to inform KG curriculum review	Conduct analysis of KG curriculum in line with national and international standards	Use Monitoring, Regulation And Quality Assurance evaluation report to feed into the analysis of KG curriculum	MoE (PBME), GES (Budget/Planning Unit), NaCCA, NIB	Yearly

**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**

		Engage selected stakeholders (including SMC and PTA) to share findings of the KG curriculum analysis and to gather their input into the curriculum review	Organize regional stakeholder forum to share findings of the KG curriculum for input into review  Use the input from stakeholders on the findings to revise KG curriculum	MoE (PTE)) GES – National, Regional and District (Early Childhood Unit) NGOs, NaCCA, GES	yearly
		Collaborate with experts in academia to conduct research on KG curriculum implementation to inform review		Lead: NaCCA Collaborators: GES-BED	
	Sensitise parents and other key stakeholders on the revised KG curriculum	Use the Communication for Development (C4D) structure to Organize community wide sensitization on revised KG curriculum	Use existing systems to orient identifiable groups (FBOs, Teachers, NGOs, and parents, etc.) in the community on the KG curriculum	Lead: GES-BED Collaborators: GES-PR, REOs & DEOs, PTAs & SMCs, Private Practitioners, DAs, NGOs Development Partners	Termly

**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**

2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs	Support NaCCA to develop “play-based” teacher manuals and supplementary materials	Constitute a technical working group of experts to collaborate with responsible agency to develop KG teacher manual and supplementary materials	Identify experts to constitute a technical working group to develop teacher manual and supplementary materials	Lead: NaCCA  Collaborators: GES-BED, NIB, NTC, Private Practitioners, MoE, GES (ECE Unit, ECE Coordinators, SISOs), Development Partners, NGOs, Publishers	Yearly
		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	Validate the draft teacher manual / resource pack on KG curriculum  Print teacher manual/resource pack on KG curriculum	GES, NGOs, NaCCA, Publishers, NGOs, District Assembly	As and When

**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**

	Distribute Teacher Manuals and supplementary materials to all KGs in the country	Distribute Teacher Manuals and supplementary materials (Soft and hard copies) to all KGs across the country	Monitor teacher accessibility and use of the manual/resource pack on KG curriculum  Evaluate impact of use of teacher manual/resource pack on KG curriculum	Lead: GES-BED  Collaborators: REOs & DEOs, Das, MoE, NIB, GES –SISOs, ECE Coordinators, NGOs, Development Partners, GES – (Planning and Evaluation Unit), Monitoring & Supervision Unit & NIB	Yearly
	Build capacity of trainers and teachers (public and private) for curriculum implementation	Train trainers, teachers, coordinators and supervisors for curriculum roll out	Organize workshop for teachers on curriculum implementation	Lead: GES-BED  Collaborators: NTC, REOs & DEOs, Private Practitioners	Termly
			Monitor workshop for teachers on curriculum implementation efficiency	GES – DTST, Master trainers on the curriculum, Coordinators, GES-National- District	Termly

**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**

		Provide follow-up support (e.g. top-up trainings, classroom coaching and mentoring) for teachers to strengthen implementation		Lead: GES-BED Collaborators: NTC, REOs & DEOs, Private Practitioners	
		Supervise and Monitor trained teachers in the implementation of the curriculum			
	Trialing current ECE curriculum for inputs and feedback incorporated for review	Coordinate the process of trialing current ECE curriculum and supplementary materials in first year of implementation.	Sample KG schools and assess suitability of curriculum and supplementary materials	Lead: NaCCA Collaborators: GES-BED, NTC, GES, NIB	Yearly

**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**

	Revise and convert the KG Curriculum into multiple formats (e.g. braille, audio and other formats) for users with special educational needs.	Coordinate the revision and translate KG curriculum into braille, audio and other format.	Input into the review process to translate KG curriculum into Braille, audio, and other format	Lead: NaCCA Collaborators: GES-BED/SPED, Private Practitioners MoE, GES (ECE Unit, SPED, ECE Coordinators), NGOs, Development partners	As and when
		Sensitize stakeholders on the revisions made and the available format (braille, audio and other format) for special educational needs	Make curriculum accessible to all stakeholders	MoE, GES (National, Regional, District, ECE Coordinators), Development Partners, NGOs, Non-State Institutions	Termly
			Organize stakeholder forum on the revised curriculum and the available format		

**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**

	Distribute KG curriculum to in-service and pre-service teachers and public libraries in right quantities and on time.	Print and distribute KG curriculum to in-service and pre-service teachers and public libraries in right quantities.	Monitor the distribution and use of the KG curriculum by in-service and pre-service teachers and the libraries	Lead: GES-BED Collaborators: NaCCA, NCTE, Ghana Library Authority (GLA), Private Practitioners GES – ECE Unit, ECE Coordinators, Logistics Unit, NTC, NGOs, Development Partners, Non-State Institutions	Yearly
		Provide easy access (e.g. electronic) to KG curriculum for state and non-state practitioners	Upload electronic version of KG curriculum to existing websites for easy access	MoE, NaCCA, GES, Development Partners, NGOs, Non-State Institutions	As and when
	Develop and review standardised assessment tools in line with the Curriculum including that of school readiness	Develop a school readiness assessment tool	Identify experts to draft school readiness assessment tool	Lead: GES-BED Collaborators: NIB, NTC, NaCCA, Private, Practitioners MOE, GES, Development Partners	As and when



**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**

		Develop and align standardised assessment tools to the current curriculum	Develop and align the standardised assessment tool  Print and distribute the standardised assessment tool	Lead: NaCCA  Collaborators: GES-BED, NIB, NTC, Private Practitioners MoE, Development Partners, NGOs, Publishers	As and when
	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.	Conduct Training of Trainers workshop on the assessment tools	Organize workshop for teachers and supervisors on the use of the assessment tool	Lead: GES-BED  Collaborators: NTC, NIB, REOs & DEOs GES (ECE Unit, ECE Coordinators), Non-State Actors, NGOs, Development Partners	Termly
		Training for teachers and supervisors on the assessment tools		GES (ECE Unit, ECE Coordinators), Non-State Actors, NGOs, Development Partners	Termly

**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**

	Make assessment tools available to state and non - state KGs across the country	Orient state and non-state KG practitioners on the assessment tools developed	Train teachers on use of the assessment tools	Lead: GES-BED Collaborators: NIB, REOs & DEOs GES (ECE Unit, ECE Coordinators), Non-State Actors, NGOs, Development Partners	Termly
		Distribute assessment tools to all state and non-state KGs across the country in right quantity and on time	Monitor accessibility and use of the standardised assessment tools	MoE, NIB GES (ECE Unit, ECE Coordinators)	Yearly
		Trial assessment tool and scale it up with inputs from the field	Use trial outcomes to input into scaling up	MoE, GES (ECE Unit, ECE Coordinators)	Yearly

**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**

	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.	Support Monitoring, Regulation And Quality Assurance to conduct assessment of all KG schools 1. Sensitize state and non-state practitioners on the minimum standards for setting up a KG through the C4D	Train field officers and ECE Coordinators on the KG assessment tool  Disseminate information to ECE practitioners and other stakeholders on the minimum KG standards	Lead: GES - BED  Collaborators: MoE- PBME, NIB, NTC, NaCCA, Private Practitioners, MoE, GES (ECE Unit, ECE Coordinators), Non-State Actors, NGOs, Development Partners	Yearly
		Collaborate with NIB to enforce the minimum standards.	Make copies of minimum standards available to practitioners  Orient practitioners on minimum standards	Lead: GES – BED / NIB  Collaborators: Inspectorate & SPED, NTC, NaCCA, Private Practitioners MoE, GES (ECE Unit, ECE Coordinators), NGOs, Development Partners	Yearly

**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**

		Develop and build capacity of GES management team to support and enforce minimum standards (infrastructure, class size, learning environment, teachers etc).	Conduct periodic visits to the schools to guide practitioners to improve compliance with standards  Organize training for GES management at all levels	MoE, NIB, GES (ECE Unit, ECE, Coordinators), MoE, GES National	Termly  Yearly
	Distribute, make available and enforce implementation of the minimum guideline for establishing KG	Print, distribute and make available the minimum guideline for establishing KG across national and sub-national levels	Make printed minimum guidelines for establishing KG available for distribution across the country	Lead: GES - BED  Collaborators: MoE -PT, REOs, DEOs Private Practitioners MoE, GES (ECE Unit, ECE Coordinators), NGOs, Development Partners	Yearly
		Upload electronic copy of the minimum guidelines for easy access by wider stakeholders	Electronic copies of minimum guidelines for establishing KG uploaded for easy access by wider stakeholders	Lead: MoE – PT  Collaborators: GES – I.T unit, MoE- PBME /EMIS MoE, GES (ECE Unit, ECE Coordinators), NGOs, Development Partners	Yearly

**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**

		Monitor compliance of the minimum guidelines for establishing KG in Ghana	Conduct monitoring to check compliance of the KG minimum guidelines in all schools	Lead: NIB Collaborators: GES-BED, Inspectorate, SPED, REOs, DEOs, Private Practitioners MoE, NIB, GES (ECE Unit, ECE Coordinators) NGOs, Development Partners	Yearly
<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	Undertake needs assessment of teachers on the use of play in curriculum delivery	Field officers to monitor teachers on the use of the play-based pedagogy in curriculum delivery	Lead: NTC Collaborators: NaCCA, GES-BED, REOs, DEOs, Private Practitioners MoE, NIB, GES (ECE Unit, ECE Coordinators)	Termly

**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**

		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	Train teachers in the use of play-based learning approaches and resource pack	Lead: GES Collaborators: NTC, NaCCA, GES-BED, NIB, REOs, DEOs, Private Practitioners MoE, NaCCA, GES (ECE Unit, ECE Coordinators), NGOs, Development Partners	Yearly
	Acquire and Install the play materials and equipment for schools. This activity should be budgeted for under AA1.	Leverage on dashboard data visualization to identify KGs lacking indoor and outdoor play materials and equipment	Liaise with EMIS for data on KG facilities lacking indoor and outdoor play equipment for decision making	Lead: GES - BED Collaborators: MoE -PT, PBME, REOs, DEOs, Private Practitioners MoE, NIB, GES (ECE Unit, SISOs, ECE Coordinators), NGOs Development Partners	Yearly

**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**

		Acquire and Install the play materials and equipment for schools.	Purchase, distribute and install play materials and equipment for KG schools  Monitor effective use of play equipment	Lead: MoE-PT  Collaborators: GES-BED/Logistics, REOs, DEOs, Private Practitioners MoE, GES (ECE Unit, SISos, ECE Coordinators), NGOs, Development Partners	Yearly
		Set up well-equipped Model/ Demonstration KG in each circuit to serve as resource centre for other teachers.		Lead: MoE-PT  Collaborators: 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/Roles	Sub-Activities/ Sub-Roles	What should be done?	Responsibility	When
<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)	Map out all KG schools (both state and non-state) in the country	Collate on data from NIB, EMIS and GES to map out all KGs	Lead: NTC  Collaborators: MoE -PT, CoEs, GES-BED, REOs, DEOs, Private Practitioners	Yearly
		Collaborate with Teacher Education institutions to match their admission of student teachers with KG teacher demands	Provide sponsorship package for student teachers who are interested in pursuing courses in ECE		



**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**

		Develop Assessment Framework to assess KG teachers' competences (using the National Teachers Standards and National Teacher Education Curriculum Framework)	Print and distribute the National Teaching Standards (NTS) to all schools		
			Assess teachers based on the NTS document. E.g. assessment of teacher portfolios		
		Leverage on Monitoring, Regulation And Quality Assurance analysis of findings on teacher competencies for further action	Distribute (soft / hard copies) of Monitoring, Regulation And Quality Assurance report to key actors at national and sub-national levels	Lead: NTC Collaborators: MoE -PT, CoEs, GES-BED, NaCCA, Private Practitioners	Termly

**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**

		Develop training programmes and schedule to address the identified gaps	1. Liaise with teacher training institutions to address ECE curriculum gaps	Lead: NTC Collaborators: GES-BED, NaCCA, Private Practitioners	Yearly
			2. Post certified ECE teachers to KGs based on vacancies declared.		
	Organise training for teachers to update their knowledge and competencies	Conduct training for national and district level trainers	Train KG teachers to improve their competencies.	Lead: NTC Collaborators: GES-BED, NaCCA, Private Practitioners	Termly
		Conduct training programmes on zonal levels to address teachers' needs	1. Train KG teachers in zones (Southern, Middle, Northern) to address teachers' needs	Lead: GES-BED Collaborators: GES-BED, REOs, DEOs, NTC, NaCCA, Private Practitioners	Yearly

**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**

			2. Organise regular CPDs for teachers to improve their competences. (A special tailored program should be considered for untrained KG teachers)		
<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	Develop an assessment tool to evaluate training modules to ensure compliance with national standards (e.g. NTS).	Checklist on training modules to ensure compliance with National Teaching Standards developed	Lead: NTC Collaborators: NaCCA, GES-BED, REOs, DEOs, Private Practitioners	Yearly
			Check compliance with NTS		
		Evaluate training modules based on the assessment tool	Review the assessment tool	Lead: GES-BED / HRMD Collaborators: NTC, NaCCA, REOs, DEOs, Private Practitioners	Yearly

**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**

		Orient INSET providers and institutions (both public and private) on ECE teacher resource materials (assessment tool, INSET framework and National Teachers' Standards)	Inform institutions on ECE teacher resource material	Lead: GES-BED / HRMD Collaborators: NTC, NaCCA, REOs, DEOs, Private Practitioners	Termly
	Certify facilitators for INSET	Public and private INSET providers collaborate with NTC for certification of facilitators	Use existing structures to inform NTC for certification	Lead: NTC Collaborators: GES-BED/HRMD, CoEs, REOs, DEOs, Private Practitioners	Yearly
	Develop standard enforcement and compliance framework to quality assure ECE delivery	NTC, NIB collaborate to review the harmonized assessment/ inspection tool to include KG INSET framework	Make input into the review and revise of the framework	Lead: NTC Collaborators: NIB, NaCCA, GES-BED, Private Practitioners	Yearly

**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**

	Organise annual INSET Review meetings to evaluate progress of implementation for improvement	Engage Service Providers to analyse progress of implementation of INSET Programmes and address the gaps that may be identified.	Participate in the review meeting	Lead: GES-BED / HRMD  Collaborators: MoE-PT, NTC, NaCCA, REOs, DEOs, Private Practitioners	Yearly
	Set up minimum qualification standards and competency framework for ECE Teacher-educators (INSET)	NTC, NTCE, NGOs, collaborate to Develop Standards and competency For ECE teachers-educators	Review and harmonize tools based on emerged issues	Lead: NTC Collaborators: MoE-PT, NaCCA, Private Practitioners	As and When
	Organize training programmes to build the capacity of school managers (Heads of schools, assistants heads and proprietors) in ECE administration	Identify and classify school managers (Heads of school, assistants heads and proprietors) based on competency needs	Use indicators based on the NTC standards	Lead: GES-BED / HRMD  Collaborators: REOs, DEOs, Private Practitioners	Yearly
		Group identified ECE administrators and Conduct training	Use EMIS database and conduct training		Termly

**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**

	Build capacity of KG teachers to conduct Action Research to improve learning outcomes	Group KG teachers into zones/districts and Conduct training through the INSET structure	Train KG teachers in zones (Southern, Middle, Northern) on the ECE framework		Yearly
<b>3. Promote the development and training of KG support staff</b>	Develop modules and schedules for training KG assistants	Identify qualification requirements for KG assistants/ support staff in line with the current curriculum	Use EMIS data and orient KG assistants Input into the modules	Lead: NTC Collaborators: NaCCA, MoE-PT, GES-BED / HRMD, Private Practitioners	Yearly
		Develop modules in line with curriculum standards to train attendants	Use developed modules in line with standards to train attendants, using existing structures		Termly
		Conduct training for national and district level trainers. Leverage on Trainer of Trainers for KG teachers to conduct the training	Use the Master trainers, DTSTs and TOTs to organize trainings	Lead: GES-BED / HRMD Collaborators: NTC, NaCCA, REOs, DEOs, Private Practitioners	Termly

**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**

		Develop training schedule and conduct district level training for KG assistants	Use schedule to organize training		Monthly
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**Action Area 4: Family and Community Engagement Policy Goal: Families and Communities Are actively Engaged in their Children’s ECE**

Policy Objective	Activities/Roles	Sub-Activities/ Sub-Roles	What should be done?	Responsibility	When
<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	Engage experts to conduct a situational analysis (desk review) and evidence synthesis on best practices and approaches for family-community engagement	Identify and bring together experts to conduct situational analysis on best practices and approaches for family and community engagement	Lead: GES-BED Collaborators: DoSW, LGS, Private Practitioners	As and When

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

		Organise stakeholder workshops to validate the findings of the situational analysis and evidence synthesis	1. Organize zonal stakeholders’ workshop (Southern, Middle, Northern) leveraging on the C4D strategy	Lead: GES-BED Collaborators: MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners	Yearly
			2. Engage stakeholders at community / circuit level		
	Develop guidelines for effective family-community engagement based on the evidence gathered	Develop a terms of reference document to guide the operation of the working group	Constitute a committee to develop terms of reference	Lead: GES-BED Collaborators: MoE-PT, Private Practitioners	As and When
		Develop the guidelines for family and community engagement	Supervise and support the process of the guideline development		As and When



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

		Organise validation workshop on the draft guidelines	Identify and invite stakeholders in zones, to validate the draft guidelines (Southern, Middle, Northern)		As and When
	Roll out the guidelines for effective school-family-community engagement	Review and prepare plan to scale up the guidelines	Review and prepare plan to scale up the guidelines	Lead: GES-BED Collaborators: MoE-PT, MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners	As and When
		Use INSET structure to train national and sub-national practitioners, including the champions, on the guidelines	Use INSET structure to train national and sub-national practitioners, including the champions on the guidelines		Yearly
		Print guidelines for distribution nationwide	Print guidelines for distribution nationwide		Yearly

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

		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.	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.		Termly
		Sensitise community leaders/ faith-based leaders/other community stakeholders on their role in the guidelines that have been developed.	Use existing structures to sensitise community leaders/faith-based leaders/ other community stakeholders on their role in the guidelines that have been developed.	Lead: GES-BED Collaborators: FBOs, NGOs, MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners	Termly

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

<p><b>2. Strengthen the capacity of early childhood education practitioners to implement the family and community engagement strategy</b></p>	<p>Engage Teacher Education Institutions to adopt the guidelines for effective school-community engagement in ECE teacher education course curriculum</p>	<p>Integrate guidelines into pre-service teacher training and teacher training curriculum</p>	<p>Integrate family and community engagement guidelines into pre-service teacher training and teacher training curriculum</p>	<p>Lead: MoE-PT Collaborators: NTC, NCTE, GES-BED, Private Practitioners</p>	<p>Per review period</p>
<p><b>3. Promote emerging issues on family - community engagement in Early Childhood Education</b></p>	<p>Use National mass media campaign to communicate ECE issues (e.g. Right Age Enrolment)</p>	<p>Develop key messages for media campaign</p>	<p>Identify team to develop key messages for media campaign</p>	<p>Lead: GES-BED Collaborators: MoE-PT, GES-PR unit, Mass Media practitioners, REOs, DEOs, Private Practitioners</p>	<p>Yearly</p>
		<p>Use the activation manual (community town hall meetings, community engagement, floating, community information centres, durbar, etc) to create awareness on ECE issues.</p>	<p>Intensify advocacy on family and community engagement on what families need to do at their level to support KG</p>	<p>Lead: GES-BED Collaborators: MoE-PT, GES-PR unit, SPED, Mass Media practitioners, MMDAs-DoSW, LGS, REOs, DEOs, Private Practitioners</p>	<p>Termly</p>

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

		Conduct talk shows/ commercials/ radio dramas on the role of parents and communities in providing ECE on various media platforms (TV, Radio)	Identify resource persons for publicity campaigns		Termly
			Orient resource persons on key messages to use for the campaign		
<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	Establish a Programme Working Group to integrate the best practice programme(s) into government systems and oversee scale up and sustaining of the programme	Constitute a working group with members drawn from the broader stakeholder groups in education	Lead: GES-HQ Collaborators: NIB, NaCCA, NTC, GHS, Ministry of Gender, Children and Social Protection, Private Practitioners	As and When

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

		Evaluate and apply lessons learned for further scale up	Produce an evaluation report detailing lessons learnt for scale up		Per evaluation period
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**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/Roles	Sub-Activities/ Sub-Roles	What should be done?	Responsible Institution	When
<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 to help in developing a mapping plan	Work with EMIS and the appropriate team to do the need assessment of KG infrastructure deficits in the country	Lead: MoE-PBME Collaborators: FPMU, MoE-PT, GES-ECE	Yearly
	Develop construction strategy based on the mapping plan	Develop a Mapping plan & construction strategy	Task the team to come out with the mapping report and a strategy for construction	Lead: MoE-PBME Collaborators: FPMU, MoE-PT, GES-ECE	Yearly

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

	Construct KGs in phases for primary schools that have KG infrastructure deficits	Work with management to kick-start and oversee the construction of KGs in phases to address the KG infrastructure deficits across the country	Work with PBME by providing technical expertise, using mapping plan to develop different scenarios and strategies based on approved funds that can facilitate hybrid model KG infrastructure in the country	Lead: MoE-PBME Collaborators: FPMU, MoE-PT, GES-ECE	Yearly
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**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/Roles	Sub-Activities/ Sub-Roles	What should be done?	Responsibility	When
<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 and Quality Assurance system for KG service delivery	Identify ECE indicators and areas in the policy framework for Monitoring, Regulation and Quality Assurance	Collate identified indicators	Lead: MoE-PBME Collaborators: MoE-PT, NIB, GES-BED/ Inspectorate	Yearly
			Organize forum to explain the indicators to relevant players		

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

			Use indicators and areas in the ECE policy framework for monitoring and evaluation		
			Use the findings from monitoring and evaluation for requisite action at all levels		
	Analyse current budgetary allocation to KG and advocate for budget increase to support nationwide implementation of KG programmes	Conduct a trend analysis of KG budgetary allocations	Collate budgetary allocation figures/ estimates from cost centres for trend analysis	Lead: MoE-PBME Collaborators: MoE-PT, NIB, GES-BED/ Inspectorate	Yearly
	Conduct evaluation of KG facilities	Share findings from evaluation with Planning and Management to disseminate to key stakeholders	Organise stakeholder meeting to share findings		Yearly

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

2. Ensure an efficient system for collecting data, analysing, and reporting to inform management decision-making on KG	Harmonise assessment tool to include data on indicators of the Key ECE areas	Orient data collectors on the use of the harmonised assessment tool	Use the existing structures (EMIS field officers, MSRC, DQMSE, etc.) to orient data collectors on the use of the harmonised assessment tool	Lead: GES-BED Collaborators: MoE-PBME, MoE-PT, NIB, GES- Inspectorate, GES-I. T Unit, REOs, DEOs, Private Practitioners	Yearly
			Orient ECE coordinators and Directors on use of the harmonised assessment tool		
			Support practitioners to understand the content of the assessment tool to facilitate data reporting		
		Use harmonised assessment tools to capture ECE data for the dashboard		Termly	



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

		Establish a reporting system on the Key ECE areas to share with planning and management			As and When
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**In summary**

With a well-defined structure and roles for Implementation of the ECE Policy at all levels, it is important that they are monitored and evaluated throughout the implementation period. This will ensure effective supervision and, timely delivery of inputs. The next section highlights the monitoring and evaluation mechanisms of the policy and this is linked to the monitoring and evaluation framework.

**CHAPTER FIVE:**  
**MONITORING AND EVALUATION MECHANISMS**

## CHAPTER FIVE: MONITORING AND EVALUATION MECHANISMS

### Introduction

The successful implementation of Ghana's ECE policy depends on the institutionalisation and operationalization of appropriate monitoring and evaluation mechanisms to assess the impact of the policy. Hence strengthening data collection, analysis, reporting, usage, and management as well as other monitoring and evaluation mechanisms will be pivotal to the achievement of the goals and objectives outlined in the ECE policy.

### Monitoring and Evaluation Mechanisms

Periodic monitoring and evaluation of policy implementation shall be carried out to provide timely feedback to relevant stakeholders. The ECE policy will be reviewed and revised after five years of implementation. However, a mid-term review of the policy implementation will be conducted in the third year (Year 3) to determine progress made towards achieving the policy goals and objectives, and make modifications, where necessary, to strengthen efforts.

Monitoring of the policy will be integrated in the existing Monitoring and Evaluation systems of MoE and GES. The Ministry's Planning, Budgeting, Monitoring, and Evaluation (PBME) Unit will therefore lead the coordination and reporting on the progress towards achieving the policy goals. Through research, annual and other periodic data collection mechanism set out in the KG Monitoring and Evaluation Indicator Framework, critical evidence needed to inform continuous implementation of the policy will be collected, analysed, and fed into the decision-making processes. Annual progress reports will be developed based on the indicator framework and policy targets to guide the policy implementation.

The Monitoring and Evaluation process will involve all key agencies and stakeholders engaged in the implementation of the policy (refer to chapter 4 for the schedule). For both the mid-term and end line review of the policy, all stakeholders will be consulted to ensure a holistic

review of the policy. The indicators to be monitored during the implementation of the ECE policy is focused on four (4) dimensions and sub-dimensions which are summarised in table 4.

**Table 6 DIMENSIONS, SUB-DIMENSIONS, AND INDICATORS FOR MONITONG THE ECE POLICY**

No.	Dimension	Sub-dimension	Type
1.	Access	Access: Availability	Input
			Outcome
		Equity of access / accessibility and affordability	Input
			Outcome
2.	Quality	Parents and caregivers	Process
		Staff	Input
			Process
		Safety and health	Input
		Infrastructure and facilities	Input
		Learning and play materials	Input
Child development	Outcome		
3.	Inclusive education	Staff	Process
			Input
		Infrastructure and facilities	Input
Transportation and accessible entry	Input		
4.	System-level output indicators	Universal access to inclusive early childhood education	Output
		Professionalization of early education teachers and staff through qualification frameworks, training, and improved working conditions	Output
		Parental involvement in children’s early learning	Output
		Inclusive early childhood education standards and monitoring of coverage, quality and outcomes	Output
		Every child supported by effective and efficient governance	Output

The MEL framework of the KG specific ECE policy has details on each of the four dimensions, their sub-dimensions, the type of indicator, source and disaggregation of data, and its interpretation.

## **Accountability tools for appraisal**

### **Output of work**

One of the ways of ensuring accountability in the education sector is through the appraisal of the impact of the work of a teacher on learners. This is where the output of work of the teacher comes to play. Output of work is the ability of the teacher to integrate professional competence, and available resources.

### **SPAM**

SPAM stands for School Performance Appraisal Meeting. It is an accountability activity designed to keep all stakeholders in education, particularly local communities, well-informed about the quality of teaching and learning that has taken place in schools.

Organising SPAM on ECE is important as it provides opportunity to all stakeholders, especially parents and other members of the community, to participate in identifying and analysing the challenges affecting the performance of their schools and contributing to the development of strategies to improve the outcomes of the schools in subsequent years through the School Performance Improve Plan (SPIP). This fulfils the attainment of Action Areas One and Four of the ECE Policy, which seeks to ensure effective planning and management, and engage families and communities to deliver quality ECE in Ghana.

SPAM can be organised on termly or annual basis using School Report Cards, assessment tests or report, and monitoring reports. It can also be organised when there are incidences of low enrolment, high over-age enrolment, and high under-age enrolment. Other challenges such as poor attendance to school by teachers and pupils, inadequate staffing, inadequate infrastructure, insufficient TLMs, and natural disasters can call for the conduct of SPAM.

It is important to actively involve all stakeholders in the school-community in the organisation of SPAM by assigning roles before, during and after the conduct of the SPAM but not to allow the process to be hijacked by few persons.

SPAM is organised at four levels: school, community, circuit, and district levels. At each level, three key players (the chairman, convenor or facilitator and a secretary) need to be present to ensure effective conduct of the process.

### **Targets and indicators to measure accountability**

The ECE policy and its accompanying monitoring and evaluation indicator framework outline targets and indicators to improve quality ECE delivery and strengthen accountability. The policy establishes specific targets for each policy objective with their measurable indicators, strategies, and strategy indicators. These targets which are set for the next five years are in line with targets under the Education Sector Medium Term Plan 2018-2021 and the Education Strategic Plan 2018-2030. All the six action areas of the policy have specific policy objectives which are tied to annual targets.

The monitoring and evaluation indicator framework presents a comprehensive list of all indicators to be measured. The indicators are categorized under dimensions of access, equity, quality, and system-level to ensure that all policy relevant indicators are covered. Also, the framework identifies the types of indicators (input, process, output, and outcome based on ESP 2018-2030 see summary in Table 6), the types of disaggregation, sources of the data, interpretation of indicators and frequency of analyses.

### **National Assessment**

National Assessments are curriculum-based measures of pupils' competencies acquired in formal settings or schools across the country. The goal of any National Assessment is to ascertain the level of knowledge and skills (competencies) acquired by learners at key stages of the educational system. The competencies are measured through the conduct of tests based on the national curricula, whose items have high degree of reliability and some proportionate range of difficulty. Results from the National Assessments are disaggregated by sex (male/

female), location (urban/rural), type of school (public and private), and district (deprived and urban) and by region.

The results from the National Assessments not only give insight into learners' understanding, recall and processing of information, but also provide quality information to the MoE, GES, development partners, civil society organisations, teachers and parents to improve teaching and learning. Such information could be shared during SPAM, where parents, teachers and other stakeholders meet to discuss issues on school management and improving the quality of teaching and learning.

### **School Improvement Support Officer (SISO)**

The School Improvement Support Officer (SISO) plays a key role in the education sector by promoting effective teaching and learning in all schools. The role of SISOs is to support the delivery of quality ECE as outlined in Area Three of the policy, especially on Pre-Service, which is also acknowledged in the Education Sector Medium Term Plan 2018-2021.

As part of the responsibilities of the SISO, s/he is expected to be a curriculum leader and an evaluator of teaching and learning in schools under her/his jurisdiction. This means that the SISO is expected to support teachers and school heads by providing professional guidance and advice to improve school management and classroom instruction with a view to develop the potential of every student to optimise learning outcomes. Through this, the SISO collects, analyses, and uses the data to generate reports that are used to improve effective teaching and learning. The report can therefore help to identify the strengths and weaknesses in the policy that would require some modifications to ensure the achievement of the ECE policy goals that facilitates preparation of children in KG to be school ready for primary education.

### **NIB Inspection Report**

In line with its mandate to undertake inspection of schools and enforce quality standards in public and private pre-tertiary institutions in Ghana, the National Inspectorate Board (NIB) will as part of its periodic school inspections collect credible data on ECE delivery in schools. The inspection process focuses on school leadership, teaching and learning, curriculum and

planning, school environment and management, all of which are key to effective ECE delivery. The NIB inspection report will therefore serve as an essential guide to ensuring constant monitoring and evaluation of the ECE subsector.

The inspection report will provide MoE with reliable evidence-based data to inform the review, financing, and management decisions on the ECE policy. It will equally serve as a review mechanism to ascertain the extent to which stakeholders are effectively implementing the ECE policy. The report will reveal weaknesses and strengths in teaching and learning, school leadership and the school management as pertains to the ECE subsector. In so doing, the inspection reports will guide the development of strategies for the enforcement of quality standards among public and private KG schools in the country.

The reports will be useful especially to school staff and parents as they represent key actors in improving ECE delivery at the school-community level. Findings from the inspection process will constitute valuable information for the development of the school's improvement strategies during School Performance Appraisal Meetings (SPAM). School Management Committees and Parent Teacher Associations can use the report to inform the School Performance Improvement Plan (SPIP). Again, making the inspection reports available to the public can help parents make informed decisions on the selection of schools to enrol their children.

### **Teaching Portfolios**

Teaching portfolios serve as part of a formal programme that assist teachers to become accountable to themselves, their students, the schools, parents, and society. A teaching portfolio is a way to examine and measure progress, by documenting the process of learning or change as it occurs in one or more areas. This is consistent with the policy objective of Action Area Six, monitoring, regulation, quality assurance of the new policy, by minimising any chance of deviation that might disallow the achievement of the goal of the ECE policy.

Portfolios extend beyond test scores to include substantive descriptions or examples of what teachers/learners are doing and experiencing – measuring change. Portfolio as an assessment



practice involves various stakeholders in the process of selecting evidence to be used for the assessment. This evidence can serve as tools to communicate the impact (feedback) of teaching and learning to stakeholders both inside and outside the school during SPAM. This can be related to Action Area Four, which seeks to strengthen the role of family and community in delivery of quality ECE.

Contents of portfolios (artefacts or evidence) can include drawings, photos, video or audio tapes, writing or other work samples, computer disks, and copies of standardized or program-specific tests. Data sources can include parents, staff, and other community members who know the participants or programme, as well as the self-reflections of participants themselves. Portfolio assessment provides a practical strategy for systematically collecting and organizing such data.

#### **In summary**

Effective monitoring and evaluation are key to the successful implementation of Ghana's ECE policy. The institutionalisation and operationalization of an effective monitoring and evaluation mechanisms to assess the impact of the policy hinge on a comprehensive MEL framework. Strengthening data collection, analysis, reporting, and usage, is one area that management needs to focus on during the implementation period. The KG Monitoring and Evaluation Indicator Framework is therefore, a key tool guide and an effective monitoring and evaluation regime towards the achievement of the goals and objectives outlined in the ECE policy.

## **ANNEXES:**

**Annex 'A': Mapping of available guidance, tools**

**Annex 'B': Mapping of NGOs (ECD/KG) and National  
Technical Experts**

## Annexes

### Annex 'A': Mapping of available guidance, tools

Materials Developed (National Curriculum and Teacher Training Curriculum materials) available	Year/Status
<p><b>Early Learning and Development Standards (ELDS)</b></p>	<p>2002 – Led by NaCCA (CRDD) developed with key stakeholders (UCC/UEW; NaCCA; NTC; DoC; ECD Practitioners: Indicators used for the development of the KG Curriculum and National KG INSET Framework</p> <p>The ELDS is an age appropriate benchmark, which provides reasonable expectations for children’s growth, development and learning in the preschool years, which informed the National Framework for In- Service Education and Training (INSET) for Kindergarten (KG) and the KG Curriculum to guide teachers in early learning programmes to develop children holistically and evaluate the experiences of KG children.</p>
<p><b>ECCD Policy</b></p>	<p>2004 – Led by MoGCSP and coordinated through Department of Children (with established NCCE to oversee implementation):</p> <p>The ECCD policy (aged 0-8 years) provides a framework for the guidance of government and other relevant sector ministries, District Assemblies, communities, families, the private sector, Non-Governmental Organisations (NGOs) and the Development Partners for investment in, and effective implementation of ECCD programmes. A revised ECCD Policy with emerging ECD components and linked with ECE should be available by 2021.</p>

Materials Developed (National Curriculum and Teacher Training Curriculum materials) available	Year/Status
<b>ECE Teachers' Manual for Pre-Professional Teachers 1, 2 &amp; 3</b>	2011 – initiated by TED from 11 modules merged into 5 modules (3 modules for Pre-service; 2 modules for In-service), which provides rich and detailed instructional content to guide KG pedagogical delivery at both pre-service and in-service:
<b>Teachers' Manual 1</b>	M1      Pre-school Goals, Principles and Procedures Physical Environment, Equipment and Materials Teacher and Curriculum application in the Kindergarten Teaching Kindergarten Children
<b>Teachers' Manual 2</b>	M2      Social Awareness, Health and Safety Language and Literacy in the Kindergarten Building the individual through Science/Environmental Studies The Development of Mathematical skills in the KG
<b>Teachers' Manual 3</b> <b>ECE Teachers' Manual for In-Service (INSET) 1 &amp; 2</b>	M3      Creative Expression and Appreciation for the Arts Handling Children with Special Needs and Challenging behaviours Assessment of Child Progress and Communicating with Families and Community Building Positive Relationship among Children, Colleagues and Communities
<b>Teachers Manual 1</b>	M1      Pre-school Goals, Principles and Procedures Physical Environment Equipment and Materials in ECE. Teaching KG Children Language and Literacy Development of Young Children
<b>Teachers Manual 2</b>	M2      Building the Individual through Science and Mathematics Creative Expression and Appreciation for the Arts Handling Children's Behaviour Assessment of Child's Progress and Communicating with Families

Materials Developed (National Curriculum and Teacher Training Curriculum materials) available	Year/Status
<b>Leadership for Change (A handbook for GES Management Staff)</b>	2014 – Initiated by TED with key stakeholders. Guides Management Level Personnel with knowledge and skills for effective management
<b>Leadership for Learning (A handbook for Head teachers/ Circuit Supervisors)</b>	2014 – Developed with key stakeholders and led by NTC. Available at NTC-MoE: Guides Circuit Supervisors and Head teachers with knowledge and skills for effective learning
<b>National Child’s Progress and Assessment Manuals for KG1/2 Teachers (includes teachers’ manual)</b>	2016 – Led by BED/ECD-GES, developed with NaCCA, NTC with key stakeholders UEW/UCC, Colleges of Education and available at BED/ECD-GES: The child progress and achievement report supports the developmental domains and ability to acquire required skills spelt in the Early Learning Development Standards (ELDS)
<b>Teachers Guide for Inclusive Education Supplementary Readers</b>	2016 – Led by NaCCA/SPED and developed with support from IE expert and available at NaCCA/SPED: A guide to classrooms become child friendly with diverse backgrounds and different abilities to learn, play, socialize and have their needs met. Serve as a resource material and suggests ideas/approaches for teaching by individuals, teachers based on the pack (7 stories-Living together, Learning together)
<b>National Kindergarten Minimum Guidelines</b>	2016 – Led by BED-ECD-GES, developed with NaCCA and key stakeholders - UCC/UEW and available at BED/ECD-GES. Contains minimum guidelines under GES’ quality assurance framework to guide the operations of KG and to ensure all stakeholders follow prescribed instructions for the establishment of KG. Also serve as reference materials for management and monitoring of KG in the country.
<b>National KG In-Service Framework</b>	2016 – Led by NTC(TED) and NaCCA, ECD, SPED, NNTTC, developed with key stakeholders UCC/UEW, CoE, Regional/District KG Coordinators, FHI360, NGOs (Sabre Trust, Lively Minds) Practitioners and Teachers: An integrated and harmonized play-based child-centred framework with teacher and pupil competencies to guide and assess KG pedagogy and the level of knowledge, skills and attitudes for pupils/teachers.

Materials Developed (National Curriculum and Teacher Training Curriculum materials) available	Year/Status
<p><b>National Framework for the development of KG Materials</b></p>	<p>2016 - Led by NaCCA with NIB, BED/ECD-GES and developed with key stakeholders – Publishers, Writers, Institute of Languages, Illustrators, NTCTED, ECD, Association of Writers, National Book Council, FHI360: The Framework is designed to help establish to guide and facilitate with the development of supplementary readers to build strong foundation for KG education. It further facilitates KG resource persons to plan, design and deliver KG pedagogy and age appropriate activities and to use more gender responsive KG approaches and methodologies during KG learning activities for KG pupils. It further serves as a basic guideline (standards) for curriculum developers or writers/designers of supplementary materials to produce age-appropriate and gender/inclusive responsive materials for KG pupils. It is accompanied by 57 different books developed by the Ministry of Education, which serve as illustrators.</p> <p>The focus should be on the 20 story books in a progressive manner for the KG learners to generate interest and improve KG1 and 2 children’s ability to read.</p>
<p><b>Social and Behaviour Change Communication Strategy (for improving quality and access to basic education)</b></p>	<p>2016 - Led by BED-GES with an external expert and wider key stakeholders: Effective communication strategy which creates the awareness and provide a platform for the populace to discuss challenging issues benefiting education to parents and other stakeholders.</p>
<p><b>National Inclusive Education INSET Module</b></p>	<p>2017 - Led by NTC developed with key stakeholders- SPED, NaCCA, Colleges of Education, UCC/UEW, FHI360, Practitioners and IE Resource Persons: The module presents a broad understanding of Inclusive Education, but not limited to disability and designed to empower and equip tutors/teachers with the necessary teaching methodologies and strategies to accommodate the learning needs and speed of all children. It provides simple and replicable solutions adapted to the local context of Ghana.</p>

Materials Developed (National Curriculum and Teacher Training Curriculum materials) available	Year/Status
<b>0-3-year-olds Standards</b>	2018 – Led by the MoGCSP through NECC and coordinated by DoC1[1] and external experts: Developed document on 0 – 3 years standards was developed to complement the other existing ECCD documents which provide guidelines for caregivers, including parents, towards achieving the developmental milestones or competencies within the age bracket 0-3. It also provides recommendations on over-arching strategies and support practices for state and non-state actors towards the achievement of these competencies. This document is important to ensure that all caregivers including parents can support their children based on simulations outlined.
<b>Pre-Service Curriculum Framework</b>	2018 - Led by Transforming Teacher Education and Learning (T-Tel) with UCC/UEW, CoE and external experts: Developing a comprehensive pre-service package that will impact on the preparation of future teachers including the need for: a national vision for teacher education; developing national standards for teachers; a national competencies framework for teachers and ultimately, a new curriculum that will guide the training of teachers to support all learners including those with special needs (+ children with disabilities) in Ghana2[2].

Materials Developed (National Curriculum and Teacher Training Curriculum materials) available	Year/Status
<b>KG (ECE) Curriculum</b>	<p>2019 – Led by NaCCA in collaboration with ECD-GES: The curriculum identified the importance of young children learning in an integrated way, is standards-based. It is our demonstration of placing learning at the heart of the KG classroom and ensuring that all KG children receives quality education to meet the human capital needs of our country required for accelerated sustainable national development. Hence the new KG curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that KG learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use inclusive and gender responsive pedagogy within the context of play and learning-centred teaching methods so that every KG child can participate in every learning process and enjoy learning. It encourages the use of information communication technologies (ICTs) for teaching and learning as teaching and learning material (TLM) at the KG level.</p>
<b>Teaching/Learning Package for KG(ECE)</b>	<p>2019 – Led by GES in collaboration with National Council for Curriculum Assessment (NaCCA); National Teaching Council (NTC) and other key stakeholders in the ECD/ECE space has identified elements for different TLM packages, namely</p> <ul style="list-style-type: none"> <li>Minimum TLM packages,</li> <li>Model TLM packages,</li> <li>Resource Centre packages.</li> </ul> <p>The TLMs for each of the 3 levels include (minimum school package, model school package and schools’ resource centre package), which can either be locally sourced by teachers, PTA and the communities and/or purchased for teachers to enhance their work. At least 95% of all the materials<sup>3</sup> in the minimum package should be available for rating the package as complete. With regards to model package and resource centre, at least 70% of the key elements are required. Additionally, an evaluation tool has been developed for measuring availability of TLMs in schools.</p>



## Annex 'B': Mapping of NGOs (ECD/KG) and National Technical Experts

Organisation	Mandate
<b>Ghana National Education Campaign Coalition (GNECC)</b>	A network of civil society organizations, professional groupings, educational/ research institutions and other practitioners interested in promoting quality basic education for all including KG service delivery.
<b>National Nursery Teacher Training Centre (NNTTC)</b>	Train Public and Private practitioners teaching including the development of training materials for KG
<b>Sabre Education (SE)</b>	Construction of safe sustainable child friendly designed ECE/KG complexes Transformational Teacher Training for Pre-Service and Inservice teachers in play-based pedagogy.
<b>Lively Minds (LMs)</b>	Community engagement and volunteerism, discovering play-based teaching, accepted by MoE/GES and scaled to 60 districts across the country. Support the development of TLMs.
<b>Innovation for Poverty Action (IPA)</b>	Rigorous, applicable research by building foundational research capacity and conducting evaluations in areas of education including ECE (e.g. QP4G research).
<b>ECD Council Association of Ghana</b>	Private practitioners' association, with oversight responsibilities influenced by government's decisions relative to ECD/KG service delivery (possibly registered under them and using the minimum guidelines as a benchmark for measuring standards)
<b>Day Care Centre Association of Ghana (DCCAG)</b>	Private Practitioners association, influenced by government's decisions relative to ECD Centres (possibly) registered under them and using the minimum guidelines as a benchmark for measuring standards)
<b>World Vision International</b>	Provides school infrastructure for KG including the construction of KG schools and provision of furniture, build capacity of KG teachers and supports with the preparation of locally made TLMs.

Organisation	Mandate
Right to Play	<p>Provide capacity building for teachers to influence teaching practice, through the promotion of play-based approach to learning and development with focus on quality education, life skills development, health, gender equality and child protection. Also, advocate for improved learning environment and works closely with communities in the MoE and Agencies to integrate play-based learning into educational policies. Right to Play has a wealth resources which include:</p> <p>Early Child Play manual- outdoor life skills sessions focused on 4 areas of growth (cognitive, social, emotional, and physical development, using play/games</p> <p>Engaging Parents</p> <p>Development of TLMs</p>
OMEP Ghana (World Organization for ECD)	Private Practitioners association, influenced by government's decisions relative to ECD/KG service delivery (possibly registered under them) and using the minimum guidelines as a benchmark for measuring standards
IDP Foundation	Rising Schools Programme was launched in 2009 in Ghana to boost the development of existing low-cost private schools by efficiently delivering financial and capacity building services in an innovative way designed to move away from aid based programmes
FHI360	Learning has developed a systematic, phonics-based reading program that includes evidence-based tools and strategies to improve reading performance including materials to train teachers in reading programmes in 11 official languages starting from KG2
International Child Rights International (ICRI)	In-depth teacher training and administrators on effective methods in early childhood and primary education. Develop local TLMs





Ghana Education  
Service (GES)

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