



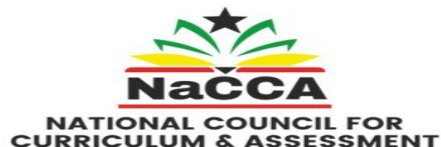
Ministry of Education

REPUBLIC OF GHANA

GHANA ACCOUNTABILITY FOR LEARNING OUTCOMES PROJECT



Ghana Education
Service (GES)



GHANA ACCOUNTABILITY FOR LEARNING OUTCOMES PROJECT

The Ghana Accountability for Learning Outcomes Project (GALOP) is a key initiative aimed at improving learning outcomes in low-performing schools across the country.

Led by the Ministry of Education (MoE), GALOP brings together key Agencies

- National Teaching Council (NTC)
- Ghana Education Service (GES)
- National Council for Curriculum and Assessment (NaCCA)
- National Schools Inspectorate Authority (NaSIA)

Their collaboration focuses on strengthening literacy and numeracy through targeted interventions such as Coaching and Mentoring, teacher professional development, capacity building, curriculum support, and assessment reforms.



RATIONALE FOR GALOP



Evidence of Low Learning Outcomes

Results from the 2016 National Standardized Test (NST) revealed that most pupils in Basic 2, 4 and 6 failed to meet the minimum proficiency levels in core subjects, particularly English Language and Mathematics.

Disparities in Educational Performance

The learning gaps were most severe in under-resourced and disadvantaged districts, where schools often lacked trained teachers, effective instructional supervision, adequate learning materials, and strong school leadership.

Targeted Intervention by GALOP

To address these systemic weaknesses, GALOP identified and targeted over 10,000 of the lowest-performing public basic schools across 261 districts in all 16 regions of Ghana for intensive support and intervention.



PROJECT GOAL AND COMPONENTS

Overall Goal

To improve the quality of education in low-performing basic education schools and strengthen education sector equity and accountability in Ghana

Project Components

1: Strengthening Teaching and Learning through Support and Resources for Teachers

(GES, NTC, NaCCA)

2: Strengthening School Support, Management, and Resourcing

(GES, MoE)

3: Strengthening Accountability Systems for Learning

(NaSIA, GES, MoE)

4: Technical Assistance, Institutional Strengthening, Monitoring, and Research

(MoE, GES, NTC, NaCCA, NaSIA)

5: Supporting the implementation of the COVID-19 Coordinated Education Response Plan for Ghana(Closed in 2021)

(MoE, GES, NTC, NaCCA, NaSIA)



PROJECT DEVELOPMENT OBJECTIVES

1. Increased percentage of targeted schools with teaching practices meeting inspection standards
2. Learners benefiting from direct interventions to enhance learning
3. Increased percentage of targeted KG schools with pupil-trained teacher ratio below 50:1
4. Increased percentage of targeted primary schools with pupil-trained teacher ratio below 50:1
5. Increased number of schools using accountability dashboard data during cluster-level meetings



Component 1: Strengthen Teaching and Learning through Support and Resources for Teachers

Sub-component 1.1:

Teacher capacity building and innovative delivery of in-service training (INSET)

Targeted instruction and structured pedagogy, play-based and active learning pedagogy

Refresher training on DL conducted for 70,000 teachers and SISOs

Sub-component 1.2 : School-based support and instructional leadership

Coaching and mentoring at the district & School levels

1,004 SISOs were trained to provide coaching and mentoring support to schools

Sub-component 1.3: Provision of TLMs

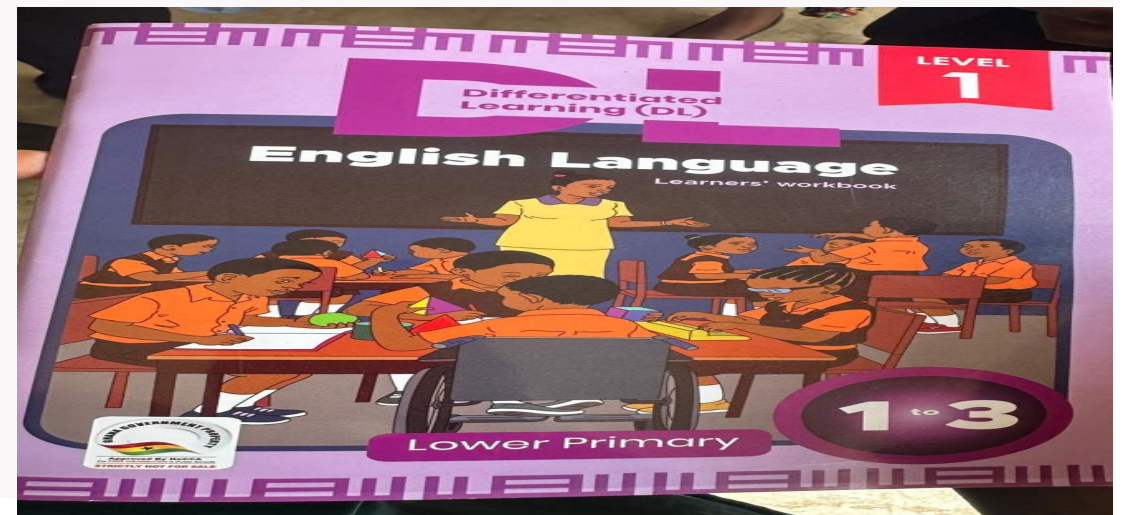
DL Workbooks, e-readers for KG1 & KG2

DL Workbook (Math) Lower and Upper Primary (L1-L3)

DL Workbook (English) Lower and Upper Primary (L1-L3)

DL Teacher Guide (English) Lower and Upper Primary (L1-L3)

250,000 each of the resources have been distributed to Schools



Component 2: Strengthen School Support, Management and Resourcing

Sub-component 2.1: Learning grants to support activities focused on learning

- Learning grant
- Base grant
 - Per capita

Sub-component 2.2: Strengthening District Education Management Capacity

Refresher training on SPIP and Cluster level meetings (subnational levels, including SISOs, head teachers, and teachers)

Sub-component 2.3: Strengthening SMCs for Enhanced Citizen Engagement

Refresher training was conducted for SMC members to improve citizen engagement

Sub-component 2.4: Strengthening support for schools and OOSC through (EOF)

- 21,103 learners completed the ALP for Cohort 2 (Lot 1-6)
- 14,399 learners started the ALP for Cohort 3 (ongoing)
- Lot 7A launched with Plan International
- Lot 7B launched with Father Campell SVD Foundation



Component 3: Strengthen Accountability Systems for Learning

Sub-component 3.1: Development and implementation of an accountability for learning framework

- Accountability dashboard developed and functional linking mSRC, EMIS, and other Dashboards with the education sector
- Refresher training for Regional and District level officers and SISOs in all GALOP schools

Regular school inspection with the harmonized school inspection tool (School inspection conducted in 989 schools)

- 1.39% of the schools attained outstanding rating
- 17.6% of the schools attained a Good rating
- 64.71% of the schools attained a satisfactory rating
- 16.3% of the schools attained an unsatisfactory rating

Sub-component 3.2: Development and implementation of a national assessment strategy

- National Assessment Strategy developed and roll-out
- P4 2024 NST was conducted nationwide with 326,221 learners from GALOP schools participating, and aggregated results in GALOPs are as follows:
 - ❖ Mean score (%) for Literacy was 59.46
 - ❖ Mean score (%) for Numeracy was 52.46

Sub-component 3.3: Policy reforms for efficient education sector human resource management,

- Teacher Deployment and Transfer Strategy developed.
- Teachers serving in rural areas qualify for study leave with pay after 2 years
- 20% basic salary incentive packages have been proposed in the 2025 budget awaiting approval.
- Instructional calendar includes CPD initiatives such as PLCs with weekly implementation on the school's timetable



Component 4: Technical Assistance, Institutional Strengthening, Monitoring, and Research

Sub-component 4.1: : Technical assistance for capacity building and institutional strengthening

- EMIS and the ICT Unit are undergoing structural reforms to provide servers to host the MoE data for ease of storage and retrieval
- Continuous professional development framework developed to provide the blueprints for CPD points

Sub-component 4.2: Monitoring and evaluation, management and operational costs.

- Subnational level monitoring
- National Education Week was supported under this subcomponent to conduct annual progress reviews

- Safeguards refresher training conducted for 2,000 participants from Subnational Levels
- Online GRM Platform developed and functional
- All hotline subscriptions have also been renewed

- Mid-term review completed
- Impact evaluation completed
- Environmental and safeguards audit completed
- Procurement audit completed
- Fiduciary review completed
- Communication strategy completed



Ministry of Education
REPUBLIC OF GHANA



Foundational Learning Compact (FLC) Trust Funds in Ghana

Accelerator

Supporting 2 critical activities to enhance Foundational Learning

1. Review the literacy and numeracy curriculum to support foundational learning
2. Review the current teacher in-service training package effectiveness to support teaching and learning in the Classroom

Implementation Science

Mainly research led and supporting evidence gathering to strengthen implementation of 2 major areas of the GALOP

***Differentiated Learning (DL)
Implementation
Coaching and Mentoring***

Approach is through an experimental design in 150 schools to understand what works best with DL and Coaching and Mentoring and scale-up best approaches in implementation

Accelerating Learning Measurement for Action (ALMA)

Supporting Ghana's capacity to meet UIS benchmarks for using national assessments to report on the SDG4.

Key activities below:

1. Strengthen NaCCA's systems to successfully submit 2024 national assessment for international reporting (SDG4)
2. Support NaCCA in 2025 NST to meet UIS standards for SDG 4.1.1a
3. Strengthen NaCCA's technical and institutional capacity
4. Support the development of a portal for NaCCA assessments

ACHIEVEMENTS

PBSs

Remarks

PBC 1.1: Baseline for teaching practices established in targeted schools

Conducted

PBC 2.2.3: Number of targeted schools utilizing at least 80% of learning grant

Disbursed

PBC 3.2.2: Number of schools using accountability dashboard during cluster level meeting

Disbursed

PBC 5.1.1: Percentage of targeted KG schools with PTTR below 50:1

Awaiting Confirmation and Disbursement

PBC 1.2: Percentage of targeted Primary schools with PTTR below 50:1

Awaiting confirmation and Disbursement

ACHIEVEMENTS

PBCs	Remarks
PBC 1.3: Number of schools with coaching and mentoring	Completed and report shared with the World Bank
PBC 1.4: Percentage point increase from baseline in percent of target schools with teaching practices meeting inspection standards	Completed and report shared with the World Bank
PBC 4.3: increase from the baseline established in PBC 4.2 in percent of P4 pupils in targeted schools with proficiency in Mathematics and English	Completed and report shared with the World Bank
PBC 3.3: Timely disbursement of capitation grant	Verification ongoing
PBC 6.1: Improved average learning gains in P2 and P4 in numeracy and literacy in GEOP beneficiary schools	Yet to be verified
PBC 6.2: Improved placement retention and learning gains for OOSC	Yet to be verified



PROJECT ACHIEVEMENT (GES) DIFFERENTIATED LEARNING (DL)

- DL pedagogy equips teachers to teach according to each learner's ability level through targeted remedial interventions
- DL supports learners in acquiring foundational skills that enable them to perform at their appropriate class level in English and Mathematics
- The DL approach is delivered during school hours, for one hour a day, four days a week, over a period of eight weeks per term. Learners are grouped based on their learning levels
- Teachers use formative assessments to monitor learners' progress and promote those who show improvement, particularly after the mid-term assessment



PROJECT ACHIEVEMENT (GES) DIFFERENTIATED LEARNING (DL)

- Currently, all 10,579 primary schools under the GALOP project are implementing the Differentiated Learning (DL) approach
- Over 70,000 teachers and School Improvement Support Officers (SISOs) have been trained in DL pedagogy.
- To support teaching, over 1.5 million DL teaching and learning materials (TLMs)—including workbooks and teacher guides—have been distributed to schools
- Monitoring, evaluation, and support have been intensified at all levels to ensure effective implementation of the programme in schools



PROJECT ACHIEVEMENT(NTC) COACHING AND MENTORING



A total number of 1,004 SISOs were trained



1,644 SISOs submitted data



10,003 schools visited



Impact of Technology Induced Professional Development Model on Coaching and Mentoring of Teachers published



PROJECT ACHIEVEMENT (NaSIA) INSPECTION OUTCOMES

Key Findings

The inspection results show that teaching and learning have improved from the baseline to the midline. At the start (baseline), most schools (75.8%) were rated as Satisfactory but 20.9% were “Unsatisfactory.” By the midline, fewer schools (16.3%) were Unsatisfactory, and more schools (17.6%) moved up to the “Good” category, showing progress.

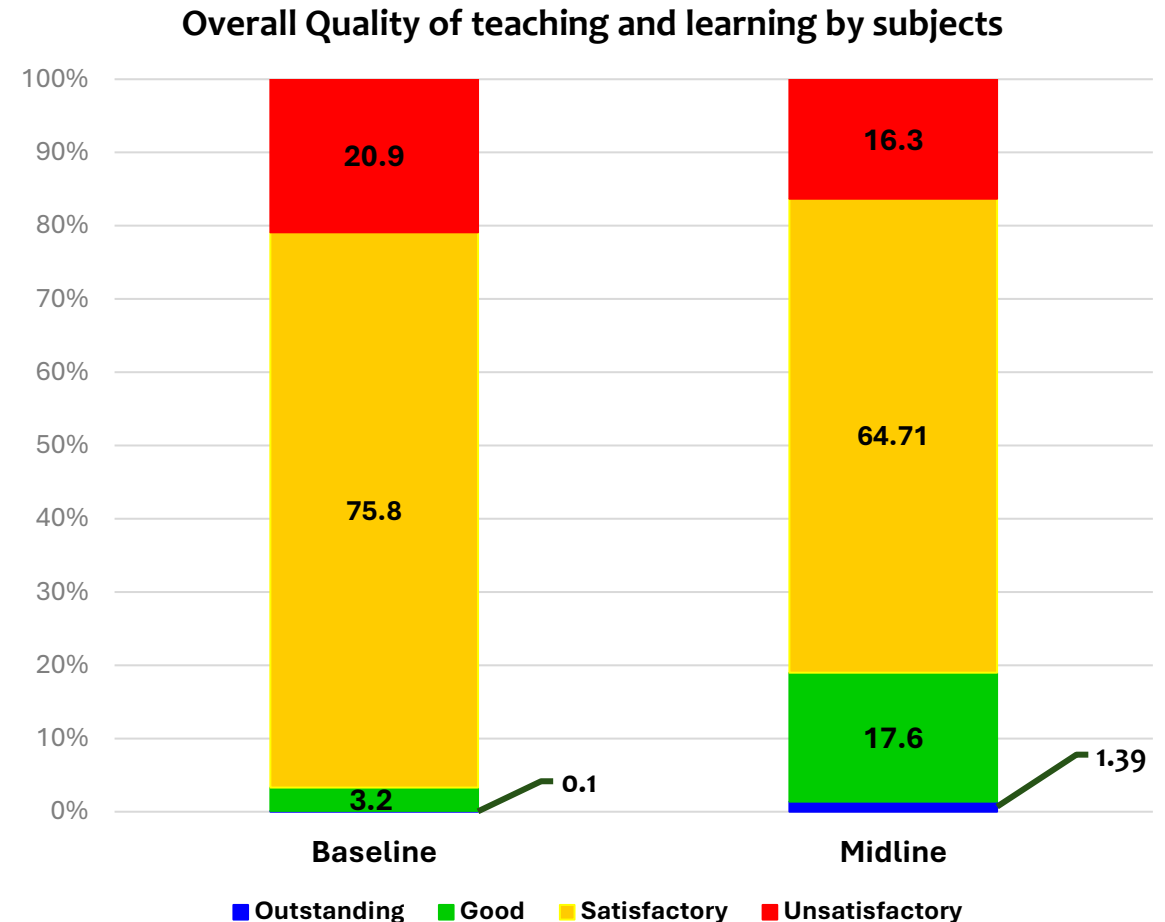


Figure 1a: Overall Quality of teaching and learning by subjects

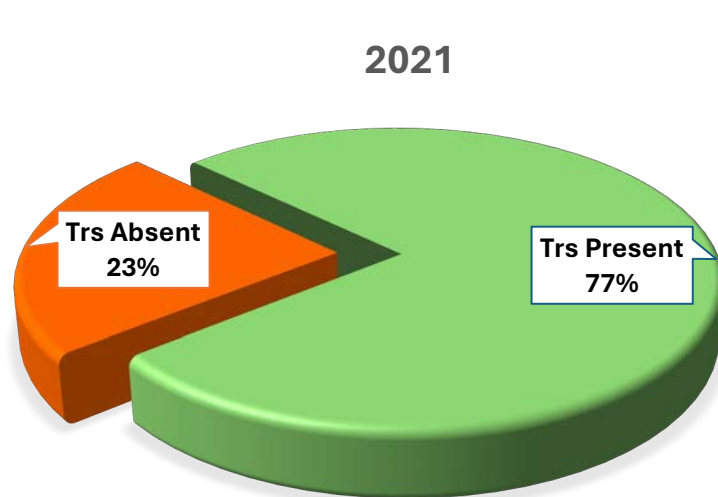


PROJECT ACHIEVEMENT (NaSIA) INSPECTION OUTCOMES

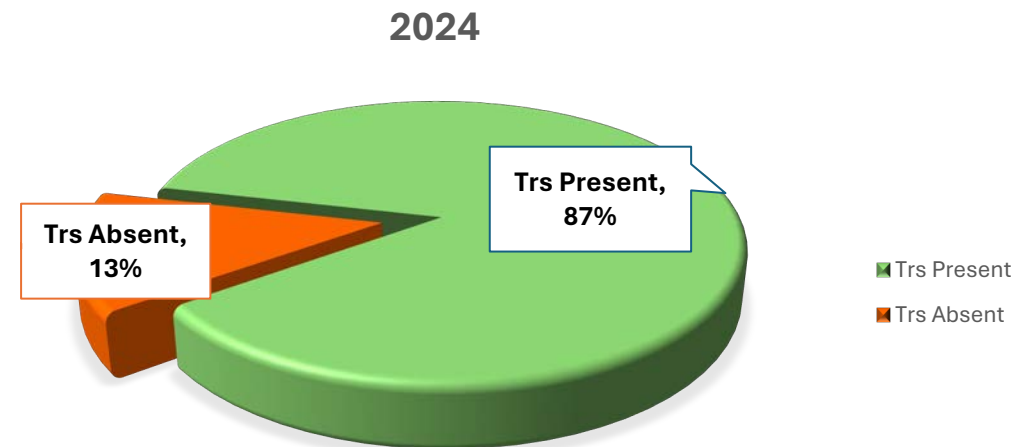
National Teacher Attendance Rate

Teacher attendance has improved from 2021 to 2024. In 2021, 77% of teachers were present, but this increased to 87% in 2024. At the same time, teacher absenteeism dropped from 23% to 13%.

This shows that more teachers are showing up to school, which is good for learners and helps improve teaching and learning.



■ Trs Present
■ Trs Absent



■ Trs Present
■ Trs Absent



PROJECT ACHIEVEMENT (NaCCA)

NST RESULTS ACROSS YEARS

Generate data at the national level on how well learners in Ghana's schools are meeting the standards of the curriculum.

Year	2021	2022	2024
Class	Basic 4	Basic 4	Basic 4
No of Schools	14883	15713	16534
No of Learners	431302	603428	472878

Year	2021		2022		2024	
Subjects	Mean Score (Out of 35)	Mean Score (%)	Mean Score (Out of 35)	Mean Score (%)	Mean Score (Out of 35)	Mean Score (%)
English	18.9	54	19.37	55.33	21.31	60.89
Mathematics	16.1	46	16.72	47.79	20.11	57.47



NEXT STEP

GALOP AF2

PDO

GALOP AF2 is to improve the quality of education in basic education schools and strengthen education sector equity and accountability. This will be achieved through targeted interventions aimed at improving learning outcomes, enhancing teacher capacity, and strengthening data systems.

SCOPE

AF2 expands the scope of GALOP to include all public KG and primary schools in Ghana.
6,000 more basic schools have been selected to benefit under AF2.



KEY SUB-COMPONENTS OF GALOP AF2

1.4 Harmonized teaching approaches, including Play-Based INSET, rollout for all teachers in public KGs

This sub-component focuses on providing play-based INSET training to all teachers in public KGs. It also includes expanding parental intervention programs to all public KGs and fostering a supportive learning environment for young children.

3.4 Support to CoEx to develop localized solutions for improved learning outcomes and school attendance.

This sub-component supports the development of localized solutions by CoEx to improve learning outcomes and school attendance, addressing specific challenges and needs at the local level.

Sub-component 2.5: Childcare and targeted after-school interventions for improved school readiness

This sub-component aims to improve school readiness by providing childcare and targeted after-school interventions for children in public KGs, addressing developmental needs and promoting early learning.

Ghana Education Evidence and Data Lab (GEEDLab) and strengthened data systems

This sub-component strengthens data systems by establishing the GEEDLab, which will collect, analyze, and disseminate education data to inform policy decisions and improve program effectiveness. The GEEDLab will also support the development of data-driven interventions and evidence-based practices.



KEY PERFORMANCE INDICATORS (KPIs)

16,000

Schools

GALOP & AF will benefit a total of 16,000 public basic schools, ensuring widespread coverage and impact across Ghana

29,000

KG Classes

The AF2 will support an estimated 29,000 public KG classes, providing high-quality early learning

100%

Teacher Training

All teachers in public KGs and primary schools will receive training on effective teaching practices and the use of play-based learning pedagogies, enhancing their skills and capacity

95%

Attendance Rate

The project aims to achieve a 95% attendance rate in public KGs and primary schools, promoting regular school attendance and minimizing dropout rates





Thank you

Q & A