Innovative Pedagogies Project: Policy Brief

January 2023

photo: Wellspring Foundation for Education and A Partner In Education

Led by the Education Commission in partnership with Inclusive Development Partners; the Institute for Educational Planning and Administration of the University of Cape Coast; The Wellspring Foundation for Education and A Partner in Education; the Aga Khan Foundation and Samuel Hall; the governments of Ghana, Rwanda, and Kenya; and with support from the LEGO Foundation.

Key Messages

- Following the evidence collated in the Save our Future White Paper (September 2021), the Education Commission and the LEGO Foundation launched the **Innovative Pedagogies Project (IPP)** in Ghana, Kenya, and Rwanda to create greater awareness, political will, and action toward adopting adaptive, inclusive, engaging, and playful pedagogies.
- **Country-level research and policy dialogues reveal that national policies in Ghana, Kenya, and Rwanda largely embrace the philosophy of inclusive, engaging, and adaptive (IEA) pedagogies but these policies are not fully implemented in schools and classrooms at primary level.** On average, only 38 percent of observed classrooms showed evidence of all elements of IEA pedagogies.
- **Teachers appear most adept at using engaging and motivating pedagogical approaches,** though the frequency of use varies across countries. Nearly all observed teachers in Ghana (94 percent) used pedagogies that motivate and engage learners, compared to 43 percent of teachers in Kenya and 63 percent in Rwanda.
- **Teachers demonstrate emerging but inconsistent efforts to adapt to different learners' needs.** For instance, nearly all teachers in Ghana, Kenya, and Rwanda reported using diverse ways to assess learners before and after lesson instruction, but few used this information to differentiate instruction or target learners that appeared to be struggling with additional support.
- **Students do not often get to choose how to engage with lesson content.** Across all study countries, students were rarely given choices around how to express their understanding or options to choose what to read, whether to work individually or in pairs, and which problem to work on.
- **Teachers and school leaders are eager to translate national IEA policies into practice, but do not always have the necessary skills or resources to do so.** Across all countries, stakeholders pressed for the need for more training – both pre- and in-service – associated with IEA pedagogies, as well as classroom resources to provide inclusive and individualized support.
- **Each country has formulated a national action plan in consultation with multiple stakeholders.** While each plan addresses the unique gaps identified during the project, actions align to similar goals across the three levels of the system: national, school and community, and classroom.
    - **At the national level:** to provide sufficient policy guidance backed by adequate training and resources;
    - **At school and community levels:** to provide the infrastructure and mechanisms to support safe and adaptive learning environments for all learners;
    - **At the classroom level:** to ensure consistent use of IEA pedagogies, resources, and classroom management approaches that benefit all learners.

1. Introduction

Project Overview

Globally, most students in low- and middle-income countries demonstrate low levels of learning and a lack of foundational skills, resulting in learners lagging far behind their peers in high-income countries at grade-appropriate content levels.[1] This crisis has been further magnified by COVID-19-related school closures, with deeply unequal impacts for marginalized groups.[2] Responding to the learning crisis, however, is not only a function of increasing inputs or getting more children into school.[3] The current classroom model, where teachers deliver standardized content in a uniform manner and with little engagement with learners, must be changed to meet the different learning needs of all children and effectively stimulate learning for all.

Research shows that learning outcomes improve when students are motivated to learn in different ways, when learners can engage with lesson content in a way that works best for them (e.g., hearing, seeing, writing, or acting out information), and when learners have a variety of options to show their knowledge.[4] Moreover, evidence shows that adaptive and differentiated approaches that assess and tailor teaching to individual learner needs, rather than by age or grade, consistently improve learning outcomes.[5] When such teaching practices are applied in inclusive classroom settings, the greatest effect is for marginalized students, helping to close learning gaps.[6]

As the Save our Future White Paper highlighted in its Action Area 2, a focus on engaging, inclusive, and adaptive learning for all is particularly critical in the post-pandemic recovery period to accelerate progress for all learners as children return to school and beyond. In recognition of this, the Education Commission and LEGO Foundation launched the Innovative Pedagogies Project (IPP) to create greater awareness, political will, and action toward adopting inclusive, engaging, adaptive and playful pedagogies at the primary school level in three African countries – Ghana, Kenya, and Rwanda – as well as globally.

Between September 2021 and December 2022, the Education Commission, alongside the Institute for Educational Planning and Administration at the University of Cape Coast, the Aga Khan Foundation, Samuel Hall, A Partner in Education, and The Wellspring Foundation, as well as the governments of Ghana, Kenya, and Rwanda worked to:

- Assess the extent to which inclusive, engaging, and adaptive (IEA) pedagogies have been adopted at the system, school, and classroom levels in the three project countries;
- Identify gaps that hinder successful adoption of IEA pedagogies and best practices that can inform adoption of IEA pedagogies in other contexts;
- Bring together key education stakeholders to jointly develop relevant action plans to facilitate the adoption and adaptation of IEA and playful pedagogies.

The project had two phases:

1) Desk research alongside a series of workshops to develop a framework to define, identify, and assess critical components of IEA pedagogies.
2) Country-level rapid research and policy dialogues, culminating in a country research brief and a national action plan.

[1]The World Bank, UNESCO, UNICEF, USAID, FCDO, and Bill & Melinda Gates Foundation. 2022. The State of Global Learning Poverty: 2022 Update. Conference Edition.
[2]The World Bank, UNESCO, and UNICEF. 2021. The State of the Global Education Crisis: A Path to Recovery. Washington, D.C., Paris, New York: The World Bank, UNESCO, and UNICEF.
[3]Dubai Cares and Education Commission. 2022. Rewiring Education for People and Planet. https://educationcommission.org/wp-content/uploads/2022/10/Rewiring-Education-for-People-and-Planet-Final-Version.pdf
[4]CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org
[5]Abdul Latif Jameel Poverty Action Lab (J-PAL). 2019. "Tailoring instruction to students' learning levels to increase learning." J-PAL Policy Insights. https://doi.org/10.31485/pi.2522.2019
[6]Ibid.

Country-level Rapid Research and Policy Dialogues

At the country-level, the IPP project included three key components: 1) Desk review and rapid field research, 2) two national policy dialogue events, and 3) a final cross-country dialogue. During the rapid research process, country teams reviewed national strategic documents in the education sector and conducted school observations, key informant interviews, and lesson observations in primary school classrooms.

Two policy dialogue events were also convened with key education stakeholders (see Table 1). In the first policy dialogue, stakeholders completed a diagnostic rubric developed from the IPP framework to assess the extent to which IEA pedagogies and their enabling factors were found within primary education systems. The rubric was structured by five levels – system, operational, school, community, and classroom – with 29 standards and 57 guiding questions. The second policy dialogue was convened to triangulate findings from the rapid research and rubric responses, as well as to facilitate the development of a national action plan to make education more inclusive, engaging, and adaptive.

The final cross-country dialogue offered the opportunity for peer learning across the country governments and sustained momentum for action. Country partners shared that the interactive approach of the policy dialogues was helpful to bring together stakeholders at the outset, to reflect on findings, and build consensus and clarity on the actions needed to implement and embed IEA pedagogies at scale.

photo: Wellspring Foundation for Education and A Partner In Education

Table 1. Summary of participation in rapid research and policy dialogues

	Ghana	Kenya	Rwanda
Country Partners	Institute for Educational Planning and Administration (IEPA)	Aga Khan Foundation; Samuel Hall	A Partner in Education (APIE); The Wellspring Foundation for Education
Rapid Research	24 schools (1 urban and 1 rural in 12 districts)	30 schools (14 urban, 9 suburban, 7 rural across two counties)	27 schools (5 public-urban, 5 public-semi-urban, 10 public-rural, 3 inclusive, and 4 private schools across 11 districts)
	120 stakeholder interviews	90 stakeholder interviews	135 stakeholder interviews
1st policy dialogue	April 13-14, 2022	May 11-13, 2022	July 5-6, 2022
	42 participants	29 participants	41 participants
2nd policy dialogue	July 7-8, 2022	June 8-9, 2022	August 30, 2022
	61 participants	23 participants	38 participants
Cross-country dialogue	November 4, 2022		
	42 participants		

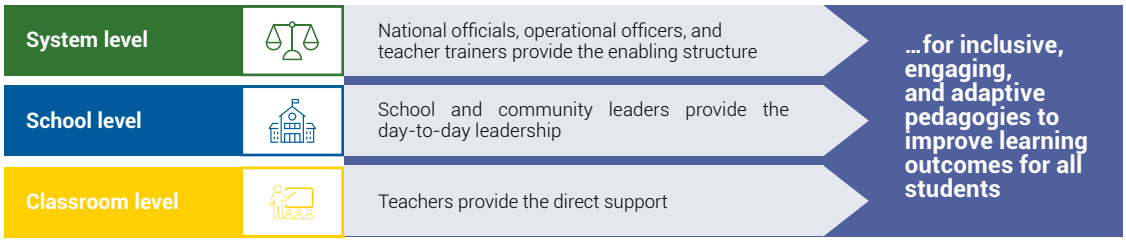
Defining Inclusive, Engaging, and Adaptive Pedagogies

The project defined innovative pedagogies as inclusive, engaging, adaptive (IEA), and playful pedagogies that meet the needs of ALL learners. These pedagogies take place in the classroom and are supported at the school and system levels, which provide enabling policies and structures as well as day-to-day leadership. The definition integrates evidence-based practices of Universal Design for Learning (UDL),[7] which acknowledges the great variability in how children learn, as well as the need for safe and accessible learning environments and social and emotional learning (SEL), both of which are precursors to an effective learning environment. The following figure describes the components of IEA pedagogies in more detail:

Figure 1. Elements of Innovative Pedagogies

Inclusive Pedagogy	Promotes teaching in a way that addresses the needs of all learners; girls, boys, children living with disabilities, cognitive diversity, ethno-religious diversity, socio-economic diversity, and those at risk of being pushed out of school.
Engaging Pedagogy	Draws on innovative pedagogical practices to make learning an enjoyable experience and motivates students to be involved in their learning process. This includes, for example, learning through play, which has been associated with the improved intellectual, social, emotional, and physical development of children.
Adaptive Pedagogy	Refers to classroom instruction approaches aligned with the specific developmental needs of learners; teaching in a way that prioritizes and adapts to the unique learning needs of diverse learners.

Figure 2. Implementation Levels of Innovative Pedagogies



[7]UDL is an evidence-based instructional approach that supports learning outcomes for all students. It moves away from focusing on individual differences and vulnerabilities to supporting teachers and schools to increase variability in their instructional techniques so that they can engage more learners. There are three principles of UDL: 1) Multiple means of Engagement so learners are motivated to learn in different ways and have options to do so; 2) Multiple means of Representation so learners use methods that work best for them (hearing, seeing, writing, or acting out information); and 3) Multiple means of Action and Expression so learners can illustrate learning and have a variety of options to select how they prefer to show knowledge. See: (Hayes,A., Turnbull,A., & Moran, N. (2018) Universal Design for Learning to Help All Children Read: Promoting Literacy for Learners with Disabilities (First Edition). Washington, DC. USAID International Disability Alliance. (2021). Universal Design for Learning and its Role in Ensuring Access to Inclusive Education for All.

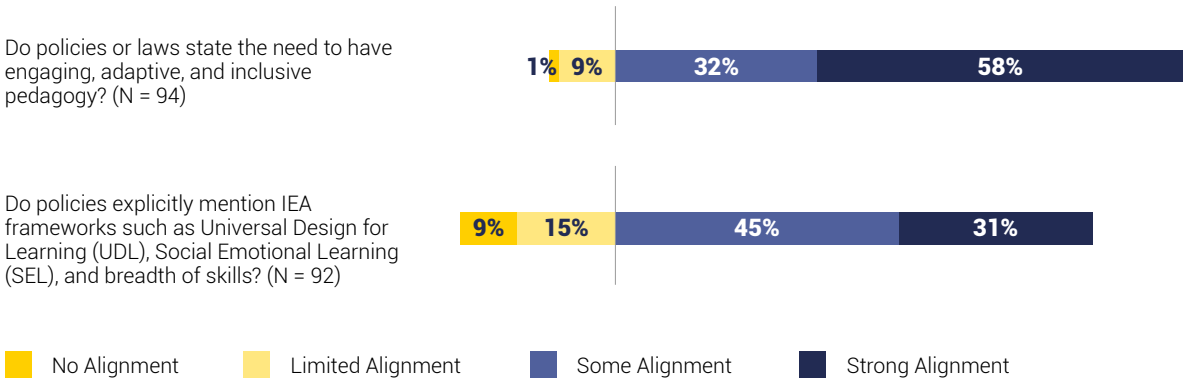
2. Main Findings

Inclusive, Engaging, and Adaptive Pedagogies in National Policies

Across the three project countries, national laws, policies, and plans are mostly aligned to and support the adoption of IEA pedagogies. In general, laws and policies strongly emphasize the usefulness of IEA-related principles and concepts such as the right to quality education for all, inclusion, active and engaging teaching and learning practices, SEL, and life skills such as critical thinking and problem-solving. On average, 90 percent of stakeholders across the three countries indicated that policies state the need for IEA pedagogies, and a further 76 percent indicated that such policies explicitly reference UDL, SEL, and breadth of skills.

Figure 3. Perception of national-level laws, policies, and plans in relation to IEA pedagogies

Weighted average of stakeholder responses across Ghana, Kenya, and Rwanda responding to rubric prompts asking the country/system's degree of alignment to standards listed in the question.



For instance, the three partner countries have recently adopted competency-based or standards-based curricula, which requires teachers to shift from traditional methods of instruction to adopt participatory and interactive methods that involve learners in the learning process in an active, engaging, and personalized manner.

Translating Policy Into Practice at the School and Classroom Levels

Despite an enabling policy context, IEA pedagogical approaches are not yet holistically implemented at the school and classroom levels. On average, only 38 percent of observed classrooms showed evidence of the delivery of all elements of IEA pedagogies. The extent to which IEA approaches have translated to classroom practice varies among study countries, as well as in the use of some instructional strategies and environments over others.

Pedagogical Approaches

In Ghana, nearly all stakeholders agreed that teachers use engaging approaches to support learning and offer students multiple ways to participate with lesson content. This perception was affirmed during lesson observations in primary school classrooms, where 94 percent of teachers were observed using pedagogies that motivated and engaged learners and 69 percent of teachers adopted strategies such as small-group work, working in pairs, and peer engagement (see figures 4 and 5).

In comparison, in Rwanda, most observed lessons involved teachers making oral presentations and writing notes on the board, with learners following passively. While 63 percent of teachers utilized instructional approaches that appeared to motivate and engage learners, the number and types of these were limited in each class. For example, 5 teachers used songs, 9 teachers used games, and 30 teachers linked content to learners' personal experience. These observations are in line with stakeholder perceptions, where just 53 percent of stakeholders agreed

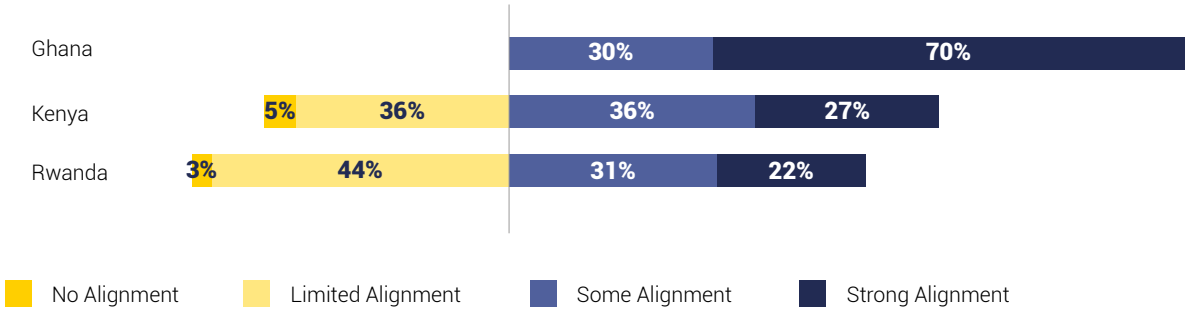
that learners are supported through multiple instruction approaches, and less than half of respondents agreed that teachers use interactive pedagogical approaches more frequently than teacher-led or rote memorization approaches.

Stakeholders In Kenya had a slightly more positive view as to whether teachers use engaging and motivating approaches (64 percent) compared to the percent of teachers observed that utilized diverse means of engagement (43 percent) such as songs and dances, learning through play, and linking instructional content to learners' personal experience. This could be explained by the perception that these approaches do not occur as frequently as more traditional approaches such as teacher-led or rote memorization approaches.

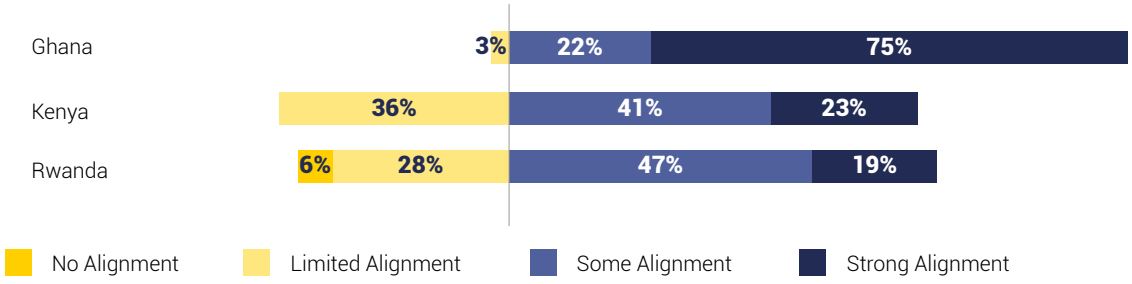
Figure 4. Perception of engaging teaching practices

Stakeholder responses to rubric prompts asking the country/system's degree of alignment to standards listed in the question.

a. Do teachers use multiple approaches to engage and motivate students (create games, storytelling, and play opportunities to support learning)?



b. Are learners supported through multiple instructional approaches, such as working in pairs or small groups to discuss or practice lesson content?



c. Do teachers use interactive pedagogical approaches more frequently than teacher-led or rote memorization approaches?

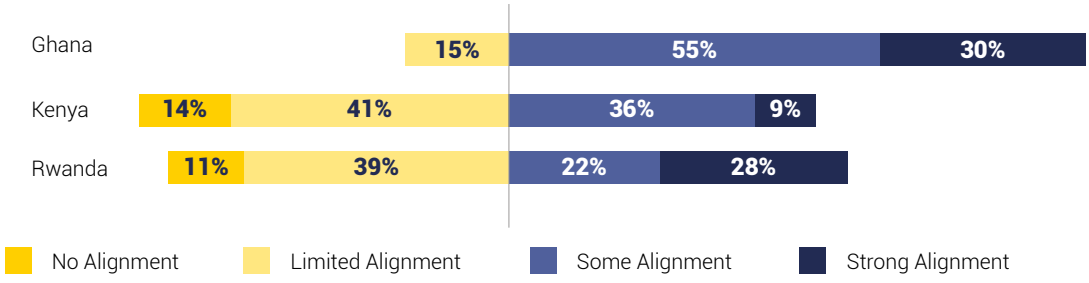
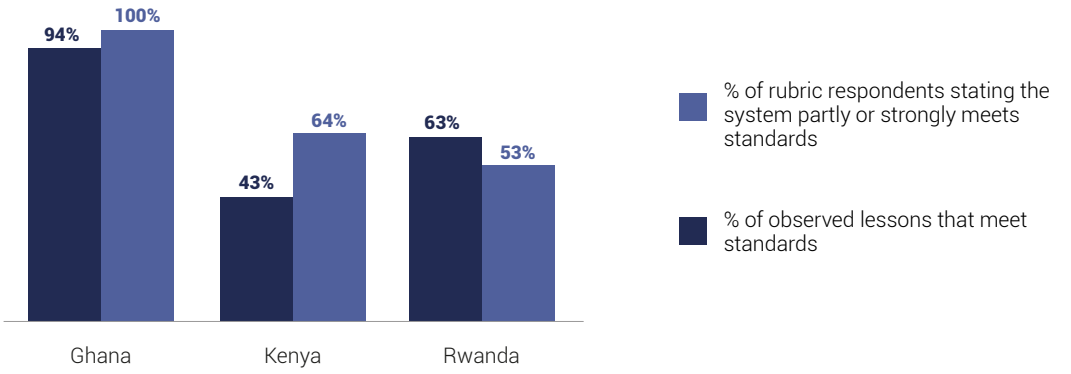


Figure 5. Alignment between rubric responses and classroom observations on whether teachers use multiple approaches to engage and motivate students



Adapting to Student Needs

IEA pedagogies emphasize the need to differentiate for learners' different needs and be able to adapt teaching to support all learners. The use of formative assessments to identify struggling learners and offer additional support is critical, as well as providing learners the opportunity to select the means of interacting with content and demonstrating understanding.

On a positive note, teachers in Ghana reported that they assessed their learners through written and verbal assessments given at the end of lessons and used the outcomes to identify learners who need remediation support. Lesson observations confirmed that 81 percent of teachers provided additional support to learners who appeared to be struggling. In comparison, in Kenya, 97 percent of teachers interviewed reported using diverse ways of assessing learners during lesson instruction, such as completing short classroom tasks, assignments, and continuous assessment tests. But less than half (47 percent) of the teachers reported using the assessment outcomes to identify and offer additional support to struggling learners, though sometimes assessment feedback was reported by some teachers to help involve parents and caregivers to support children at home.

In Rwanda, 70 percent of teachers indicated that they carry out assessments before starting a lesson to assess learners' understanding of the previous lesson and provide support accordingly. Six observed teachers even used this information to group learners according to their abilities, either by placing struggling learners with more able learners, or by grouping those with the same abilities together. However, lesson observations suggest that formative assessments could be made more effective. Observed teachers generally asked verbal questions expecting short verbal answers, usually provided by vocal learners. Written assessments are rare and feedback, when given, is generalized rather than individualized. These findings confirm rubric results, which indicate that teachers generally do not use assessment results to differentiate instruction.

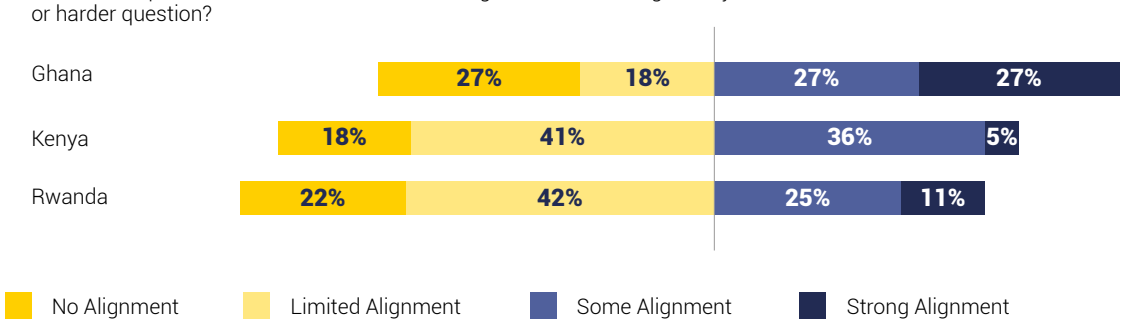
Findings were more consistent across all study countries in that learners were rarely given choices on how to express their understanding or how to engage with lesson content, such as choosing what to read, whether to work individually or in groups, and which problem to answer. This is vital for enhancing autonomy and critical thinking and replicates the diversity of ways of applying knowledge in real life.

In Rwanda, for instance, just 9 percent of observed teachers allowed their students to choose how to answer to problems. Similarly, in Ghana, 19 percent of teachers allowed students to choose to work in pairs or individually and 15 percent had learners choose the problem they could work on. In Kenya, only 33 percent of teachers provided students with options for what to read, whether to work individually or in pairs, and whether to respond by speaking, gesturing, or drawing. Classroom observations reveal a starker picture than stakeholders perceive. On average, nearly half (44 percent) of stakeholders agreed that learners are provided choices about learning, and half (50 percent) agreed that learners can choose how to show their knowledge.

Figure 6. Perceptions on differentiated teaching practices

Stakeholder responses to rubric prompts asking the country/system's degree of alignment to standards listed in the question.

a. Are learners provided with choices about learning, such as selecting a storybook to read or whether to answer an easier or harder question?



b. Are learners given choices on how to show their answer (in writing, verbally, drawing or pointing)?

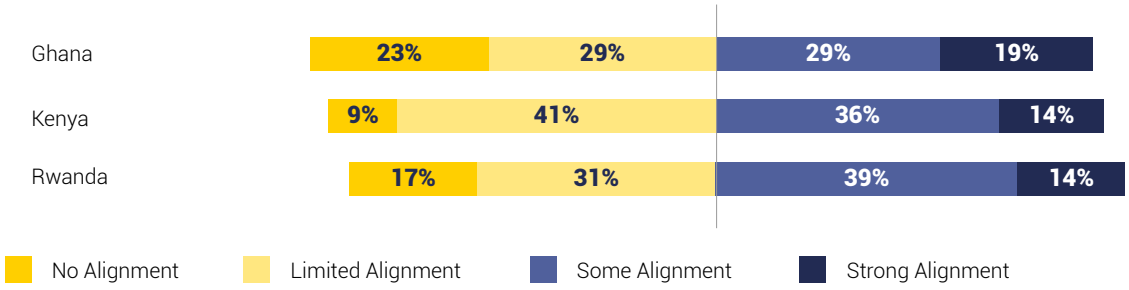
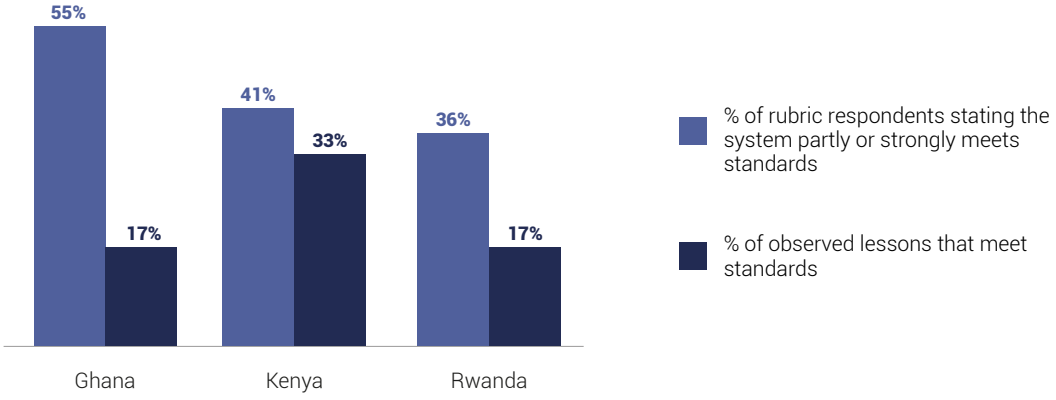


Figure 7. Alignment between rubric responses and classroom observations on whether teachers provide students with choices about learning



Classroom Management and Learning Environments

The inclusive element of IEA pedagogies includes both physical inclusion (classroom accommodations for learners with disabilities) and social inclusion (where learners are free from social and psychological stressors like bullying and discrimination).

For the most part, rapid research suggests that classroom environments are largely supportive and inclusive for all learners. For instance, 83 percent of teachers in Kenya and 98 percent of teachers in Ghana instructed in a language that learners were familiar with and according to interviews with stakeholders, teaching and learning materials in Kenya have been adapted to ensure they are gender-responsive and include representations of learners with special needs.

In Rwanda, similarly, textbooks include positive imagery and texts with learners with disabilities studying and playing with other children, and textbooks address conflict prevention, anti-bullying, non-violent behavior and children's rights. However, one exception to having an inclusive learning environment is that English is the medium of instruction for numeracy lessons, which is a foreign language for many learners. This affects the confidence of both teachers and learners to engage. For instance, learners in observed numeracy classrooms mostly listened to teachers and their engagement in class was very limited. When they were called to the blackboard to solve a problem, they would do it in silence. In group work, they completely switched to Kinyarwanda and the class became livelier. Similarly, when teachers switched to Kinyarwanda, learners became more active.

Countries varied, however, in terms of inclusive classroom management techniques, including teachers' use of positive behavior supports. In Kenya, nearly all observed teachers (93 percent) acknowledged and praised learners for correct responses and behaviors, and over half (57 percent) implemented SEL principles. Comparatively, teachers in Rwanda were rarely observed applying principles of positive behavior support. Interviews with stakeholders in schools and classrooms suggest this could be because teachers are unaware of alternative approaches to ignoring negative behaviors.

In terms of physical inclusion, learning environments in the three partner countries also varied in the extent to which they accommodate learners with disabilities. For example, supplementary aids and services (e.g., braille for learners with visual disabilities and sign language for learners with hearing impairments) were inconsistently available in classrooms Kenya, partly owing to large class sizes and under-resourced schools, and some teachers in Ghana were observed to give less attention to learners with disabilities. In Rwanda, such accommodations are present but almost exclusively available in "inclusive" and specialized schools.

photo: IEPA Ghana

3. Enabling IEA Pedagogies In Practice

National laws, policies, and plans are translated into practice through operational-level programs in areas such as workforce training. Classroom practices must also be supplemented by other factors in the wider learning environment, including the availability of teaching and learning materials, accessibility of schools, and the relationship with the wider community.

These components work in tandem to provide adequate incentives for IEA pedagogies, and weaknesses in any one of these components have the potential to undermine the successful implementation of IEA approaches in schools and classrooms.

Enablers: Operational level

It is critical that teachers and school leaders at all levels are trained to create and sustain an inclusive, learner-centered environment. This is shown in the case of Ghana – which demonstrates more consistent adoption of IEA pedagogies in classrooms – where stakeholders agree that IEA pedagogies form a core part of pre-service (80 percent) and in-service (62 percent) teacher training packages. As part of Ghana's curriculum reform process, pre-service teacher training has been amended to ensure instruction is both relevant and responsive to children's diverse learning needs; modules have also been developed to support inclusive in-service teaching education.

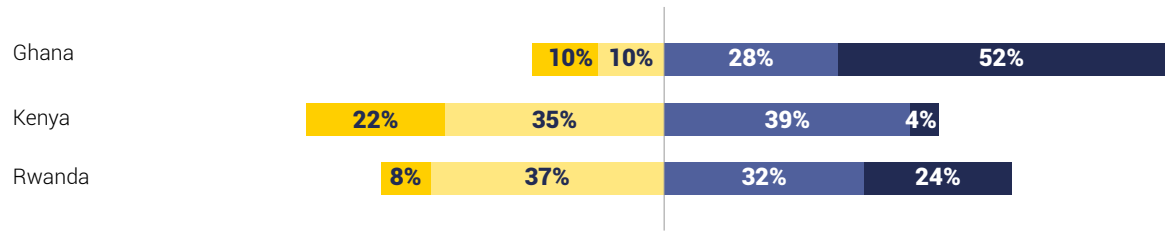
In comparison, fewer than half of stakeholders in Kenya agreed that IEA pedagogies are a core part of pre-service (43 percent) and in-service (41 percent) teacher training. While teachers and headteachers reported being aware of national policies and frameworks related to inclusivity and instructional leadership, they reported that they lack sufficient training to translate these principles into practice. Findings emphasize that teacher training programs are infrequent, too brief, and/or accessible only to a few staff members. Current funding and resource allocation plans are insufficient to address these limitations.

For Rwanda, training in IEA is not yet systematically available for school leaders, leading to a limited ability to provide constructive teacher feedback and quality assurance in schools. Positively, however, the government has developed teachers' Communities of Practice and school leaders' Professional Learning Communities to ensure peer learning is defined and supported. Within the professional standards for effective school leadership, there is an expectation that school leaders will develop the capacity to lead teaching and learning in their schools and support professional development for teachers. School leaders are given training opportunities from government and development partners, which are aligned with the development of IEA pedagogies in their schools.

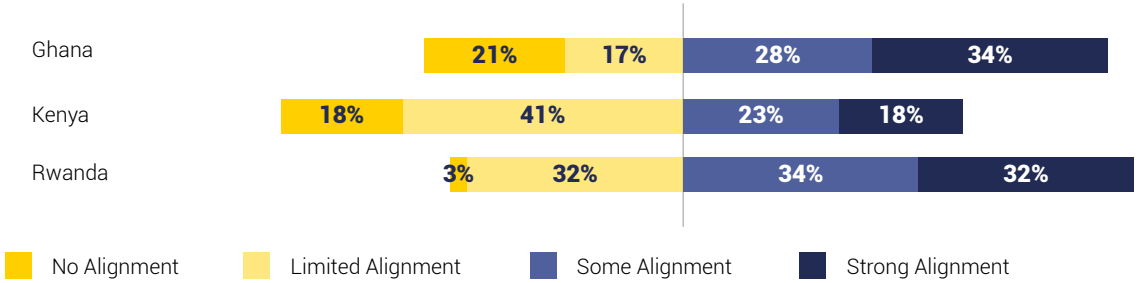
Figure 8. Perceptions on workforce training

Stakeholder responses to rubric prompts asking the country/system's degree of alignment to standards listed in the question.

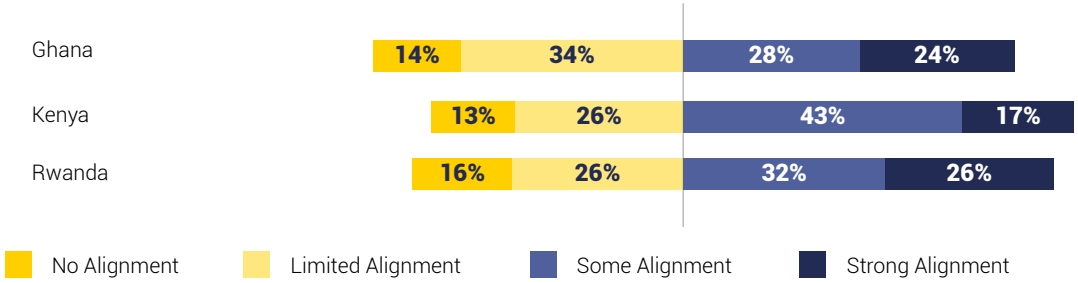
a. Does pre-service training address IEA pedagogies?



b. Are IEA pedagogical approaches part of the core in-service teacher training package for all teachers?



c. Do all school leaders receive training on instructional leadership, including IEA pedagogies?



Enablers: School Environments

Having adequate school infrastructure and learning materials enable efforts to offer engaging and adaptive instruction within classrooms as well as the integration of learners with disabilities in mainstream classrooms and schools.

In Rwanda, for instance, newly constructed schools are generally accessible for most children. For instance, all new schools have built-in ramps to facilitate access for children and teachers using wheelchairs, all schools have separate toilets for boys and girls, and new classrooms are well-ventilated with multiple windows and doors. However, school observations in Kenya revealed limited capacity to address the needs of learners with disabilities in schools. Forty percent of observed schools reported infrastructure challenges and most classrooms lacked adequate lighting, had ramps missing, and hallways full of clutter. Similarly, in Ghana, observation data shows that most schools (75 percent) did not have ramps to give easy access for those with physical disabilities.

Schools and classrooms in Ghana and Kenya are generally under-resourced leading to high student-teacher ratios and insufficient teaching and learning materials. In Kenya, nearly one-third of schools visited were overcrowded, with learners sitting on the floor, inhibiting teachers' capacity to address learners' needs on an individual basis and making it practically difficult for learners to follow instruction. Four schools registered over 100 learners per teacher. In Ghana, only 10 percent of lessons observed had textbooks available and in usable condition for all learners.

Enabler: Community Engagement

Partnerships among schools, families and caregivers, and community leaders can help enforce the values of schools, including the need for safe and IEA learning. Schools in Kenya and Ghana demonstrate high levels of community and family engagement. In Kenya, community leaders reported that they met with school leadership every term, although at varying frequencies, to discuss learner performance, student discipline, teacher performance, student well-being, and school infrastructure. There are also clear lines of communication between parents/caregivers and teachers. All parents and caregivers reported that they have a way to communicate with teachers and school administrators and three-quarters (77 percent) of parents reported having sustained communication with teachers who advise them on student progress, practicing

home-based learning, and opportunities for family involvement in school activities. Similarly, stakeholders in Ghana characterized the relationship between the school and community as cordial and collaborative. Regular feedback is provided to parents and caregivers through School Management Committees and Parent Teachers' Associations to ensure learning continues at home.

In comparison, while communication with communities occurs in Rwanda through the Parents' General Assembly, in public schools most communication is reactive rather than regular and focuses on resource mobilization rather than on student learning. Stakeholder interviews suggest that there is limited support for parents to facilitate learning opportunities at home.

4. Next Steps

National Action Plans

Driven by extensive communications and increased political will, each country has formulated a national action plan in consultation with multiple stakeholders, including ministry officials, local government officials, and teachers. While each plan is based on national context and the unique gaps identified during the project, actions align to similar goals across the three levels of the system: (1) At the national level: to provide sufficient policy guidance backed by adequate training and resources; (2) at school and community levels: to provide the infrastructure and mechanisms to support safe and adaptive learning environments for all learners; and (3) at the classroom level: to ensure consistent use of IEA pedagogies, resources, and classroom management approaches that benefit all learners.

Each national plan is exhaustive, detailed, actionable, and measurable. Rwanda has identified 12 recommendations, each with multiple actions at the system, school, and classroom levels, including commitments to conduct a nationwide needs assessment of teachers' knowledge of IEA pedagogies during the current academic year, support teachers to develop their proficiency levels in English and their capacity to teach in English, and set up pedagogic committees in schools for the coordination of activities, including remedial provision. Elements of the action plan have already been included in the recently adopted National Strategy for Foundational Learning (NSFL) led by the Ministry of Education, which promotes foundational learning skills, teacher performance and competency development, and quality assurance systems.

Kenya's national action plan includes both short-term and long-term goals within five domains for change: (1) ensuring sustained teacher professional development and support (both pre-service and in-service); (2) increasing availability of needed resources for classrooms that are adapted to IEA pedagogies; (3) collecting more purposeful and streamlined data to

photo: IDP

adapt funding and programming; (4) enhancing coordination across different stakeholders, including parents and caregivers; and (5) developing additional policy frameworks – and providing clarity where frameworks already exist – to support alignment with IEA pedagogies. To make proposed outcomes and activities more actionable, recommendations were assessed against existing ministry policies and initiatives to identify areas where frameworks for action already existed and could be built upon.

Ghana has identified three main objectives within each of the three levels – classroom, school, and systems – each with multiple time-bound and measurable activities. For instance, the plan includes commitments to create a pool of national, regional, and district IEA training officers, ensure 80 percent of teachers in pre- and lower-primary schools have access to teaching and learning resources for implementation of IEA pedagogies, and create a community resource database and resource map for supporting IEA pedagogies. This plan has been costed in coordination with the Ministry of Education.

We look forward to supporting these country governments and partners to translate these findings into action so teachers and school leaders are better equipped to ensure all children, regardless of their needs, can learn the skills they need to thrive.

photo: Kevin Oloo /Aga Khan Foundation

For more information, please visit: https://educationcommission.org/education-workforce-initiative/