

## Country Brief: Ghana

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EdTech Hub supports the Ministry of Education in Ghana to reach its ambitions under the Education Strategic Programme 2018–2030 (ESP) through the effective use of education technology. Since 2022, the Hub has provided advice and guidance to the MoE through its membership of the MoE's System Support Team (SST). The SST is the MoE body tasked with guiding the ministry on ICT in Education. EdTech Hub is the only external member of the SST.

EdTech Hub provides direct support to the National Education Reform Secretariat (NERS), with a specific emphasis on supporting the MoE's internal capacity development initiatives on data for decision-making. Increasing the MoE's ability to use data to inform decision-making on policy and practice is a core component of the Ghana Accountability for Learning Outcomes Project (GALOP), financed by World Bank International Development Assistance (IDA). The project aims to improve the quality of education outcomes in Ghana by supporting teaching and learning.

Reflecting the above, EdTech Hub support has included:

1. Providing tailored technical assistance to support the MoE's Performance Management and Data Visualisation Dashboard (PMDV) project (ongoing since June 2022). This has included providing product and capacity development support, third-party contractor management assistance, and personnel hiring support.
2. Conducting a review of the data governance policy and processes of the MoE and its agencies and departments (April–June 2023). The review will inform the development of the MoE's revised data governance strategy (planned for completion by end 2023), also with EdTech Hub support.
3. Providing input in the review and selection processes of third-party education technology providers (March–May 2023).

EdTech Hub also completed a mapping exercise (second half of 2022) of MoE EdTech initiatives in collaboration with the Centre for National Distance Learning and Open Schooling (CENDLOS). In addition, the Hub actively seeks to support the development of the Ghanaian EdTech sector, including contributing to both non-profit and for-profit initiatives, for example, through the [EdTech Evidence for Entrepreneurs Course](#) and targeted research projects.

### EdTech Hub's Helpdesk in Ghana

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EdTech Hub has handled four Helpdesk requests in Ghana. Two were for FCDO, one for the MOE (Ministry of Education), and one was a joint request from FCDO and the World Bank.

These requests were mainly about using data for decision-making, open education resources, and distance learning.

## Example

- [Open Educational Resources in Africa: A Curated Resource List](#)

## EdTech Hub's work in Ghana

Activity	Description
<p>Situational analysis of the data governance practices across the Ghana Ministry of Education (MoE) department and agencies.</p> <p>(Completed in June 2023)</p> <p>Small (GBP 50K or less)</p>	<p>Ghana's MoE sees improving the governance of education data as a means to harness the full potential of its education data to aid decision-making and reach its Education Strategic Plan 2018–2030 ambitions. To further this goal, the MoE has prioritised the development of a data governance strategy and associated programmes. The situational analysis provides a review of data governance in practices of the MoE, its agencies, and departments.</p>
<p>EdTech Hub is working with the National Education Reform Secretariat on the Performance Management and Data Visualisation Dashboard (PMDV).</p> <p>(Ongoing)</p> <p>Medium (GBP 50K–250K)</p>	<p>EdTech Hub is providing technical assistance to support the development and roll-out of the PMDV. This includes co-developing product development processes, hiring support, monitoring and review of MoE internal and third-party project development processes, and input into nationwide roll-out plans.</p>
<p>Technical assistance to map EdTech initiatives in Ghana, with emphasis on MoE-linked initiatives</p> <p>(Completed in September 2022)</p> <p>Small (GBP 50K or less)</p>	<p>EdTech Hub worked with CENDLOS and other MoE agencies to capture EdTech initiatives across all MoE departments. The exercise complemented earlier non-government and private-sector mapping.</p>
<p><i>Voices and Evidence From End-Users of the GLTV and GLRRP Remote Learning Programme in Ghana: Insights for inclusive policy and programming (Report)</i></p> <p>(Completed in November 2021)</p> <p>Small (GBP 50K or less)</p>	<p>This <a href="#">study</a> provides an assessment of EdTech use and its effectiveness for teaching and learning in Ghana during the Covid-19-related school closures, using the Ghana Learning Television (GLTV) and the Ghana Learning Radio and Reading Programme (GLRRP) as case studies. By assessing the EdTech environment in Ghana, the study explores blended means of enhancing teaching and learning for all learners (particularly girls, learners with disabilities, and out-of-school and non-returning-to-school children) through EdTech in the post-Covid-19 era. The Hub's research sets out the views and perspectives of end-users of the GLTV and GLRRP from urban and rural locations throughout Ghana, in the Greater Accra, Ashanti, and Northern regions.</p>

<p><i>T-Tel Covid-19 Impact Assessment Study (Report)</i> to assess remote teacher training approaches during college closures.</p> <p>(Completed in July 2021)</p> <p>Small (GBP 50K or less)</p>	<p>This <a href="#">study</a> assessed an intervention in Ghana supporting remote initial teacher training. The study aimed to generate evidence on whether the approaches adopted during the closure of Colleges of Education in Ghana due to Covid-19 led to improvements in teaching and learning for student teachers. It also considered the impact of these approaches on different groups of students (including female students and students with special educational needs (SEN)). The study examined the resilience and sustainability of Ghana's teacher training system.</p>
<p><i>Dialling up Learning: Testing the Impact of Delivering Educational Content via Interactive Voice Response (IVR) to Students and Teachers in Ghana</i></p> <p>(Completed in October 2021)</p> <p>As part of a project undertaken in Ghana and Sierra Leone. Overall project value: Medium (GBP 50K–250K)</p>	<p>This <a href="#">study</a> explored the potential impact of interactive audio content for students and teachers delivered via IVR in Ghana following the reopening of schools. The content for the lessons was drawn from the Rising On Air (ROA) audio library, a 20-week programme developed by Rising Academies to support student learning over the radio during Covid-19 pandemic-related school closures. Rising Academies' 30 low-cost private primary schools, known as Omega schools, were included in a randomised controlled trial.</p>
<p>Research into the use of positive messaging to support access to education and support returns to school, particularly for girls.</p> <p>(Ongoing)</p> <p>Medium (GBP 50K–250K)</p>	<p>This study aims to find out the extent to which the characteristics of messages that improve the effectiveness of messaging interventions on school attendance can be identified. This includes determining to what extent an iterated version of the messaging intervention affects attendance in comparison to a baseline intervention which has not followed an innovation process.</p> <p>The study is also trying to pinpoint key lessons about designing messages to promote school participation and how the learnings can inform other contexts and messaging interventions.</p>
<p>Research into what the Girls' Education Challenge (GEC) project demonstrates about the effectiveness of technology use within girls' education.</p> <p>(Ongoing)</p> <p>As part of a cross-country research project. Overall project value: Medium (GBP 50–250K).</p>	<p>The study focuses on GEC projects with EdTech components that have shown good or promising value for money. It covers projects with EdTech solutions integrated from their inception and studies that adopted EdTech components as part of their response to Covid-19 and associated school closures. The research adopts a mixed-methods approach, including assessing available datasets and project documentation and conducting in-depth interviews with key informants at both the project and portfolio levels.</p> <p>The <a href="#">pre-print (anonymised peer-reviewed journal article)</a> is available on the Hub's evidence library</p>

## Examples illustrating the impact of the Hub's work in Ghana

### Accountability in systems and partnership in Ghana

Ghana's Ministry of Education (MoE) has a strong ambition to build its ability to ensure evidence-based decision-making. With this vision in mind, the MoE is developing and implementing a Performance Management and Data Visualisation Dashboard (PMDV)

(also known as the Accountability Dashboard and Comprehensive Data Management System). The dashboard combines all the data systems within the education system to foster cross-ministry information sharing. The MoE is currently developing a new database structure and building data visualisation tools for its users at national, district, and school levels. The MoE is also working towards creating a culture of data use, where the focus is not just on reporting but also on decision-making.

To support the smooth roll-out of the system, the MoE has formed a Systems Support Team made up of representatives of the ministry's departments and agencies, including EdTech Hub. For example, when third-party supplier delivery challenges threatened the development and implementation of the dashboard, the MoE, EdTech Hub, and development partner BigWin Philanthropy facilitated the processes to resolve the issues. This included the Hub and the MoE leading a two-day workshop held with national directors and regional statisticians on:

1. Perceptions of the PMDV
2. Identification of data needs in decision-making
3. How the PMDV addresses current data needs
4. Adopting good data culture practices in making decisions using data
5. Capacity-building needs for the MoE's data management process.

EdTech Hub is also working with the MoE to co-create a data governance structure that allows for the responsible management and use of data by multiple stakeholders at national, district, and school levels. Our support will help the ministry create a pathway for good implementation, an effective data management system for decision-making, and avoid making costly mistakes when introducing the system.

The PMDV will be rolled out to 360 district-level officials – from the Minister of Education to the School Management Committees – responsible for more than 12,000 (approx. 50%) Ghana Education Secretariat-administered schools in Ghana to support decision-making.