



NATIONAL EDUCATION WEEK

THE EDUCATION TRANSFORMATION AGENDA: EVIDENCE FROM 2017

EVIDENCE SUMMIT 2024

INTRODUCTION AND BACKGROUND

Globally, efforts are being made to identify proven interventions that transform the teaching and learning process across countries and address the learning crisis confronting the world. Despite increased school enrolments, an estimated 250 million children could read, write, or count well whether they have been to school or not according to the UNESCO 2013 Global Learning Crisis Report. Also, over 200 million young people leave school without the required skills to thrive (UNESCO, 2013). New data presented in a joint report by the World Bank, UNICEF, FCDO, USAID, and the Bill & Melinda Gates Foundation also stresses that COVID-19 has increased the learning crisis that already existed before the pandemic. School closures and other interruptions have left a measure of children unable to read and understand simple text by age 10 (The State of Global Learning Poverty, 2022).

Ghana has come a long way in testing, learning, and adapting some proven interventions that have informed its educational policies and strategies for improving access, quality, and management of the education sector. In line with this, numerous initiatives have been implemented by the government targeting specific aspects of the education system that need to be revolutionized. These efforts have led to continuous improvement that has changed Ghana's education system in structural, financial, curricula, pedagogic, and human resource spheres.

In line with Ghana's national agenda of creating prosperity and equal opportunities for all through the **Coordinated Programme of Economic and Social Development Policies (CPESDP, 2017-2024)**, the government has also implemented several initiatives including restructuring of basic education; implementation of the free senior high school policy; reforms in school curricula; teaching of Science, Technology, Engineering, Mathematics (STEM) and ICT; strengthening Technical Vocational Education and Training (TVET) education; accelerating programmes for teacher development and professionalism; expansion of educational infrastructure and strengthening regulatory agencies under the Ministry of Education¹.

The Ministry of Education (MoE) is organizing this year's National Education Week (NEW) to reflect on both the outputs and outcomes of the ongoing transformation agenda. The event will also create the opportunity to assess progress toward the achievement of Strategic Development Goal 4 based on the transformational education

¹ [i] The Coordinated Programme of Economic and Social Development Policies (2017-2024) Abridged Version P51

initiatives outlined in CPESDP (2017-2024) as well as the government's flagship programmes.

Details for this year's event are as follows:

Theme: **The Education Transformation Agenda: Evidence from 2017**

Venue: **UPSA Conference Centre**

Date: **18th – 22nd November 2024**

OVERVIEW OF THE EVIDENCE SUMMIT 2024

The NEW series has been instituted by the MoE to annually take stock and feedback on the status of policy, programme, and project implementation. The NEW event brings together all stakeholders in the education sector to interact and critique Government policies and programmes in the education sector.

As part of the week-long event, the Ministry in collaboration with the Innovations for Poverty Action (IPA) organizes the Evidence Summit to create a platform to share research-proven innovations and education best practices and draw out lessons for improving education policies and planning. More specifically, the Evidence Summit will aim to:

- **Share high-quality research results on evaluations of any of the listed transformational programmes or what works** to promote effective implementation of these transformational programmes; (i.e., Free S.H.S. STEM education and ICT, Curriculum reforms, school inspections, TVET education, etc).
- **Engage and inform stakeholders** of emerging practices and innovations to improve education services delivery and attain quality education.
- Translate evidence into action by highlighting **policy recommendations** to inform the technical discussions and planning process during the business meeting of NEW.

This year's Evidence Summit is scheduled for the third day of the week's event. Papers presented should be linked to this year's NEW theme, across the sub-sectors of education from early grade to tertiary level. This will assist the policymakers and sector practitioners with evidence to inform reform, planning, and policy implementation for improved service delivery of the sector. More specifically, the evidence that will be shared at this event will feed into technical group discussions and further inform the

development of an aide-memoire that will guide education policy planning and activities in the ensuing year. It is expected that the evidence that will be shared will also inform improvement in the government programmes such as the free S.H.S policy, roll-out and implementation of government initiatives such as the Differentiated Learning, KG INSET roll-out, STEM and ICT policies, Inclusive Education policies, etc.

CALL FOR PAPERS

A Call for papers is being made to solicit an array of research and evaluations carried out across the country or internationally that align with the cross-cutting themes outlined below:

- **Innovative Pedagogies in Early Years:** This panel will focus on showcasing evidence on innovative teaching methods that promote improving learning at the KG level and improving school readiness [e.g. Play-based pedagogy]
- **Innovative Pedagogies & Foundational Learning:** This panel will share evidence on Differentiated Learning (DL) and other structured pedagogies aimed at bridging the learning gaps among students and improving learning outcomes.
- **Gender and Inclusive Programmes in Education:** This panel will showcase proven interventions that promote inclusivity at all levels of education [Universal Design for Learning (UDL), Gifted and Talented Students (GATES) programme].
- **Technology in Education:** This panel will showcase and assess evidence-based EdTech programmes that the government is implementing to promote learning and inform best practices from research to improve these programmes.
- **Government Flagship Programmes:** Free S.H.S, Curriculum Reform, Free Technical and Vocational Education and Training (TVET), Science, Technology, Engineering, and Mathematics (STEM), Ghana's SMART school projects, Teacher Licensure programme / Accelerated programmes for teacher professional development, TVET Reform Tertiary Education Policy, Ghana Learning Passport, Virtual Lab program, ICT In Education, Communities of Excellence, Ghana Education Outcome Project (GEOP), COVID-19 Education emergencies, etc.

Ghanaian or African context evaluation research is preferred for this year's submission. The deadline for the submission of the Call for papers is **31st October 2024**. A Review Panel made up of members from the MoE, academia, and IPA will convene to review the submissions and select high-quality studies with lessons that can contribute to this year's theme and the sector's planning processes.

Papers can be submitted to <https://forms.gle/wFYPRDP7sWBXYtMj9>

For all inquiries, you can email GHA_NEW@poverty-action.org

PARTICIPANTS

Participants for the summit will be drawn from across the education sector as follows:

