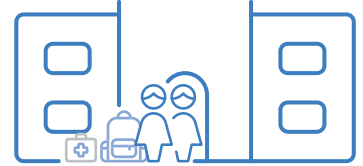# GIRLS LEARNING AND DISABILITY INCLUSION (OUTPUT 1)

Less corporal punishment after **16,500 teachers and mentors trained** on reducing violence in schools and reporting procedures

Girls attending more often and performing better in class after **285,000 hygiene kits provided in secondary schools**

Teachers more aware of zero tolerance policy after **33,000 copies of new Teacher Code of Conduct (TCoC)** produced and disseminated with Teaching Services Commission
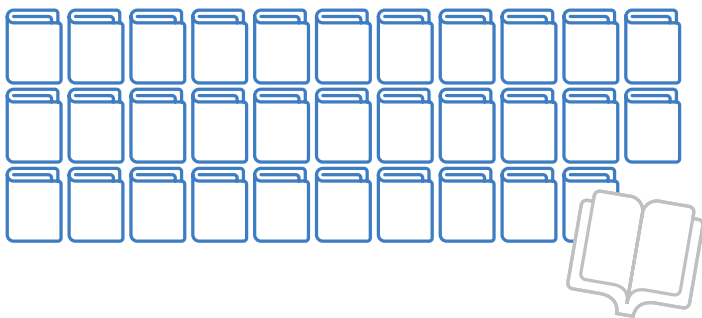
More equal learning opportunities with assistive devices for over **2,000 children with impairments and disabilities**

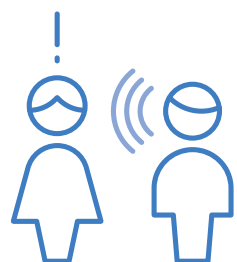Glasses for **2,085** visually impaired children

Voice recorders for **114** blind children

940 English Language braille books for (JSS 400 & SSS 540) distributed to 6 Special Needs Schools

1,500 pupils offered more enriching and inclusive space (Girls' and Boys' Clubs) to learn about SRGBV prevention, reporting and response mechanisms, as well as SRH and life skills

IMPROVING LEARNING CONDITIONS IN SCHOOLS (OUTPUT 2)

Learning more structured and pupil-centred after **27,000** **English and Maths teacher lesson plans** produced for JSS and SSS

More children able to access remote learning after **community radio stations** supported to broadcast learning programmes in wake of COVID-19

CPD tailored to teacher needs after **coaching for 7,000 English and Maths teachers** in all government assisted JSS and SSS

All pupils now have a learning resource of some kind after **3.3 million** **English and Maths Pupil Handbooks** produced for JSS and SSS

New emphasis on **pupil-centred learning** and learning as fun activity after pupil remediation approaches piloted in **30 schools**

220 **teachers have better knowledge** of how to understand what does and doesn't work in their classrooms after conducting action research (teacher research)

Stronger school level accountability as result of Board of Governor training in **1,385** schools

Heads of English and Maths can lead more effectively after training on how to lead teaching and learning in their subject

Teachers can access **low cost coaching** and professional discussions via **SSO WhatsApp groups**

Tangerine classroom activity data now used as evidence to create teacher CPD content after **200 SSOs and all principals and HoDs in assisted JSS and SSS trained to use classroom data**

STRENGTHENING MBSSE'S CAPACITY TO PLAN, MONITOR & MANAGE SERVICE DELIVERY (OUTPUT 3)

Successful candidates now placed quicker after support to MBSSE to analyse all NPSE, BECE and WASSCE results

Candidates have more choice over school they attend after help to automate placement of pupils moving from primary to JSS, and JSS to SSS
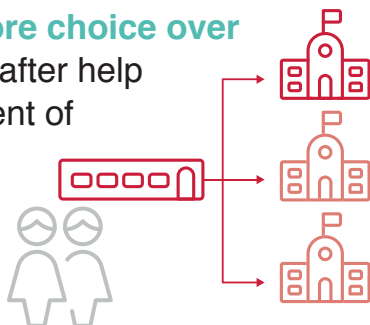
Less cheating in exams after help to unite key players to combat examination malpractice

More financial resources for MBSSE to invest in developing the next ESP following LWL support to a successful grant application

Less misuse of GoSL funds after contribution to policy guidelines on all school approval and use of fee subsidies by government

New confidence to quickly gather data on key issues after **2,200 schools sampled** in rapid assessment of COVID-19 protocol compliance

More time for coaching and greater performance management and accountability after development of **real-time data dashboards** reduced administration and processing time

Evidence of small-scale projects designed by partners are informing policy, after help to launch and sustain the Education Innovation Challenge (EIC)

STRENGTHENING DISTRICT CAPACITY TO HOLD SCHOOLS & TEACHERS TO ACCOUNT (OUTPUT 4)

More consistent and higher quality feedback after **100,000+ classroom observations** reported through Tangerine

Decisions at school, district and national level informed by Tangerine data collected by **200 SSOs, all supervisors and inspectors and 250 principals**

Schools have more effective support and data for education managers, after digital training for **200 supervisors**

Districts now regularly reflect on performance after **monthly performance management meetings** linked to priority actions introduced

Districts more likely to attract funding for priorities after support to help them create priority activity plans and activity-based budgets

Stronger management and guidance for district education staff, including SSOs, after capacity building for district support officers

MONITORING, RESEARCH AND LEARNING (OUTPUT 5)

Stakeholders have robust nationally and regionally representative learning and teaching data after nationwide learning assessments targeted **13,774 secondary school pupils**

Lessons from **9 better performing schools** captured and shared through a deep dive study

Pilot of Tangerine devices with **20 principals and SSOs** showed how SGLA items embedded in Tangerine can help principals, mentors and teachers
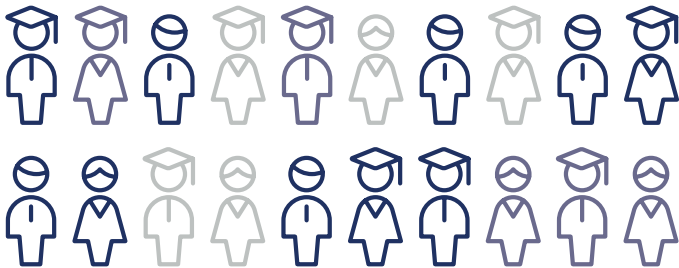
New understanding of impact of COVID-19 school closures on **2,256 children's learning, well-being and safety** through Back to School study