

Isle of Man Government Project Report

Please use the following template when preparing your final report.

1. Aims and objectives

Please include a short narrative on how well the original objectives were met.

The education sector in Ghana is beset with multiple challenges, including geographic imbalances in access to and quality of education. For example, 60% of 6-year-old children in rural areas are not in school, while school completion rates in northern Ghana are the lowest in the country at 83%. Additionally, primary teachers are largely untrained or undertrained, with little knowledge in child-centred, activity-based pedagogical skills. Compounding the situation is the existence of various forms of gender discrimination and cultural barriers that are particularly unfavourable to girls' education.

In response, this project aimed to improve the quality of education for 10,560 children aged 4 to 15 years across three districts (Tolon, Kumbungu, Savelugu) in northern Ghana. This work built upon previous interventions undertaken over the past 2 years to improve learning outcomes and life skills acquisition that contribute to better school attendance and academic skills. Project delivery made an impact against three specific objectives:

1. Improved life skills amongst children to support their development and learning in school.

The project reached 11,968 (5,584 females) children and youth across the intervention districts. Teachers and coaches trained through the project regularly engaged children using gender-sensitive play-based approaches to impart knowledge and skills at least twice a week inside and outside the classroom. The intervention empowered child clubs on their rights and responsibilities to challenge negative gender roles and practices by engaging parents and other stakeholders through sensitisation and community engagement approaches.

2. Strengthened learning environment within schools to promote play-based learning, and gender sensitive practices.

Capacity building for teachers and education stakeholders helped to strengthen the learning environment within schools. 275 teachers (42% females) participated in 8 trainings on the use of gender-sensitive play-based approaches. This provided teachers with positive, participatory, inclusive, gender communication strategies and interactive activities to help deliver classroom lessons. Forty head teachers and thirty-two Ghana Education Service (GES) officials from the Government were trained to provide supervision, mentoring and support to teachers to ensure the use of these approaches at a high standard after the life of the project. The Government District Education Directorate monitoring report indicated that 80% of trained teachers integrated games into their lessons, while 90% of schools improved their hygiene and sanitation facilities, helping to provide a better environment for children while they attend school.

3. Enhanced local community support for children's education to reduce barriers to

entering and staying in school.

Different forms of community engagement were applied during the project to help increase understanding and awareness of the barriers to education. This community outreach included sport tournaments (see activity 3.1), community group dialogue (see activity 3.2) and working with Parent Teacher Associations (PTAs) (activity 2.2). Positive results transpired through this combined approach as the majority of schools recorded increases in attendance rates, especially for girls. Over 12 months a 13.5% increase in attendance was recorded. In some schools attendance rates increased from 72% to 89% by the end of the project.

2. Project activities

Please include a short narrative about each activity set out in the original proposal and how these were implemented

ACTIVITY 1.1: *Delivering Teacher Training to build capacity*

275 teachers (42% females) participated in 8 separate trainings on the use of gender-sensitive play-based approaches for effective delivery of basic school curriculum lessons. The trainings were co-facilitated by officials of GES (see 2.1 below) and Right To Play staff for three days each. Teachers' knowledge and skills were built in key areas such as stages of child development, effective questioning skills, addressing gender issues in schools, group and behaviour management, integration of games in lesson planning and delivery of lessons in a more inclusive manner. After the training, teachers were then supported with teaching and learning materials to enable them to deliver effective practical and skills-based classroom lessons. All trained teachers are also members of a Teacher Network (see activity 2.1 below).

ACTIVITY 1.2: *Supporting teachers to deliver gender-sensitive, child-friendly, play-based learning through regular structured games and sports that promote life skill development for children*

Trained teachers met quarterly through Teachers Networks established under the project. The network meetings provided a platform to share lessons learnt, best practices and challenges in the use of gender-responsive play-based approaches. Trained teachers were provided with teaching and learning materials such as textbooks on play-based learning, abacus, manila cards and markers. The Networks were also supported to conduct community outreach activities to sensitise communities on the value of girls' education. Ghana Education Officials were also supported to provide quarterly monitoring visits to schools to provide technical assistance to teachers (through coaching and mentoring) to help teachers integrate gender responsive play-based learning in their lesson delivery.

ACTIVITY 2.1: *Training education officials to support/mentor trained teachers for effective implementation of gender-sensitive, child friendly, play-based learning approaches.*

Thirty-two Ghana Education Services (GES) officials from the Government of Ghana received two trainings from Right To Play to develop their capacities in gender-responsive play-based approaches. The training also included capacity building on coaching and mentoring skills that the GES officials could use to help support teachers after the project finished. Once trained, the GES officials facilitated most trainings for teachers

and coaches, and supported in the provision of monitoring teachers on the use of play-based approaches.

ACTIVITY 2.2: Supporting head teachers and school management committees to embed strategies that promote play-based, gender-sensitive learning environments across the school.

Once trained, GES officials also supported 40 school head teachers to establish positive learning environments with their schools. The head teachers received training in these processes from Right To Play, and the involvement of GES officials will help to embed and institutionalise the changes after the life of the project.

283 (66 female) Parent Teachers Associations (PTA) and School Management Committees (SMC) members received training in the effects of negative socio-cultural norms, fund raising and action plan development to help them address barriers to education for children. The training helped the PTAs and SMCs to develop School Action Plans that address barriers and create positive learning environments within the schools. One example of an Action Plan included the provision of school farms to provide food for children at school time during the dry season when food insecurity levels increase. Another example is a school that started building a kindergarten classroom for children who commute long distances to school.

ACTIVITY 3.1: Delivering school and community play days and tournaments for children and community members

Twenty-one community play days and tournaments were held over the year. These events served as a mechanism for community engagement to address gender and socio-cultural norms, to improve support for the value of girls' education and increase understanding of the barriers girls face in staying in education. Many of the events coincided with thematic international days such as International Women's Day, Menstrual Hygiene Day Celebration, Child Labour Day and United Nations Day of the African Child. This allowed the project to maximise the promotion of key messages related to child rights. Through these events, over 8,000 parents and community members (including key community influencers) received these messages and were able to see sport and play-based learning activities directly. Many of the events included participation from local government stakeholders, such as the Ghana Education Service and the Ghana Health Service. The involvement of Government stakeholders added legitimacy to the activities and their messages, and helped to promote the importance of the issues being discussed in relation to children's education and rights.

ACTIVITY 3.2: Engaging community groups in dialogue on gender equality and the value of education for girls and boys

81 young people (36 women) from community youth groups were engaged to discuss solutions to negative socio-cultural gender roles and practices, and support the value of education for girls and boys. The meetings empowered coaches and youth groups with the requisite knowledge, skills and attitude to integrate play-based learning into their activities to develop life skills and competencies of children. Participants developed plans to support girls and boys in their learning needs after school hours and during school vacations. Some community groups provided supplemental learning activities such as extra classes, house-to-house visits to check on vulnerable girls, school vacation classes and life skills activities for girls such as a girl's vacation football tournament and excursion trips to higher education facilities.

3. Timeframe

A summary of how the project went according to the original plan, particularly if delays were experienced.

The project commenced in September 2017 to fully align with the academic calendar and maximise time with teachers and pupils over the 12 month implementation timeframe. All activities were successfully completed as scheduled and the project timeframe was fully adhered to. Project completion and close out was undertaken in August, with reporting and financial reporting finalised in September 2018.

4. Replication

How are the lessons from the project and its success going to be used elsewhere?

Key lessons that will be taken forward into the implementation of future education programmes include:

- Joint monthly meetings with Government officials – these meetings brought together Ghana Education Service (GES) staff to share best practices and learn from each other in the use of gender-responsive play based approaches. This process also brought an element of ‘healthy competition’ amongst Government district personnel to devise and display the best practices to improve quality education.
- Teacher networks role in capacity building – it transpired that teachers in the networks began to support each other’s professional development. We will seek to replicate this development when establishing and supporting teacher networks in future projects.

5. Development education

Did the organisation undertake any development education in the Isle of Man or in relation to this project? If so, please provide details.

Through our partnership with the Isle of Man based company PokerStars (Rational Group) we have disseminated information about the project and the support provided by the Isle of Man Government. This has included blog posts for their internal company intranet to staff in Onchan, while a handful of staff members have visited project work in Ghana.

Our engagement in the Isle of Man also continued through ongoing involvement with Douglas Athletic Football club, where Right To Play remains a charity partner. We have used this connection to promote the work in Ghana and the funding provided by the Isle of Man Government. One of the team players also spoke at a Right To Play fundraising gala in London mentioning his previous visit to Ghana and support from the Isle of Man Government in helping to reach disadvantaged children in this country.

Athlete Ambassador and social media promotion of our partnership with the Isle of Man Government has continued. Last year Mark Cavendish expressed support. This year former international hockey player, PokerStar professional and Right To Play Ambassador Fatima Moreira expressed her thanks to the Isle of Man Government. Fatima has visited the areas of Ghana targeted by this project. Her video message can be viewed via this

link: <https://vimeo.com/276006502/b18c9fedd4>

6. Beneficiaries

Please set out the estimated number of direct and indirect beneficiaries in the proposal compared with the actual number of direct and indirect beneficiaries at the end of the project.

Direct and indirect beneficiary targets were exceeded in all areas as outlined below. This increased in numbers reached by the project did not negatively affect overall project delivery or impact.

Participants	Planned Reach	Actual Reach
Children	10,560	11,968 (5,584 female)
Teachers and coaches	352	356 (150 female)
GES Officials	30	32 (4 females)
School Management Committee	176	283 (66 females)
Community members (indirect reach through community mobilisation events)	7,040	8,121 (4,655 females)

7. Community involvement

Please set out a short narrative on how the community were involved or provided support.

The intervention built the capacities of 283 (66 female) SMC and PTA members to identify barriers to children's education and negative gender norms. Trained SMC and PTA members held 160 meetings to engage community members through dialogue and to develop Action Plans to reduce barriers affecting children's education. While some SMC and PTA embarked on sensitisation drives, others initiated projects to make their school environment child friendly, as mentioned previously under activity 2.2.

Child clubs engaged community members on various issues through community play and sports tournaments. These platforms promoted the buy-in of community members to champion the welfare of children through quality education delivery.

The project deepened the work of community coaches by supporting them to have supplementary learning activities for children. These coaches conducted free vacation classes, excursion trips to further education settings and sport tournaments to discuss barriers to education. Right To Play also supported seven community youth groups to form female football teams and provided them with jerseys and footballs. These teams regularly meet to discuss issues affecting girls.

8. Liaison with relevant authorities

Please set out a short narrative on how relationships with the relevant authorities

were maintained and how the project helped with local or national plans for development.

Right To Play engaged relevant government institutions such as the Ghana Education Service, District Assembly, Ghana Health Service and the Department of Social Development throughout the project. Meetings were held with the District Directors of Education, Assistant Directors for Supervision, Circuit Supervisors and Girls Education Officers on a monthly basis to plan activity delivery, and align activities with district and national education priorities. These meetings also helped the government district personnel to come together to share best practices to learn from each other. This process of engagement with relevant authorities is also key to ensuring sustainability of activities once funding ended.

9. Sustainability

How will the communities maintain this project after the end of the funding? And if possible please provide follow up information on how they are a few months later.

Project sustainability has been ensured through the following approaches implemented through the project:

Establishing Teacher Network: The capacity building for teachers provided a deeper understanding of gender sensitive play-based approaches. Trained Teachers strengthened their Teacher Network Associations by establishing a constitution and electing executives. These executives are teacher champions who will support teachers in the use of play-based approach through in-service trainings. The network will continue to meet physically every term and through social media platforms (WhatsApp) to share best practices in gender responsive play-based approaches.

Provision of materials and teaching aids: Teachers were supported with resources such as literacy and numeracy games manuals. These books are reference materials for teachers in the preparation of lesson plans and for delivering classroom sessions.

Child Clubs: The project deepened the knowledge of children on their rights and gender issues. Child clubs will continue to engage adults to discuss violations of child rights and make referrals to appropriate institutions when safeguarding issues arise. The clubs will also provide an avenue for networking among children to gain new experiences.

Community youth group initiatives: Community youth groups received trainings to initiate activities that will contribute to quality education in their communities. Through this investment, youth groups such as the Parliament Youth group – Pong Tamale, Moglaa youth group and Agape Youth Group have taken the initiative to conduct supplemental learning activities for children through free vacation classes, evening classes and vacation football tournaments. Youth Groups have plans to continue these initiatives to engage children. This is a strong catalyst to reduce teenage pregnancy and child migration, which are very common during vacation periods.

SMC and PTA Action Plans: The project supported SMCs and PTAs to produce Action Plans that will contribute to positive planning environment. This is a key sustainability factor, as staff from GES will continue to monitor the implementation of these initiatives as part of their routine support work with schools. Therefore, an existing support structure has been enhanced through the project that will continue into the future.

10. Monitoring and Evaluation

Please provide a short summary of any monitoring and evaluation of the project, addressing impact as well as outcomes.

Regular data collection was undertaken to track child participation in sport and play activities and teacher training uptake and performance. Using a performance management framework the project tracked a series of key indicators to assess progress towards key outcomes and outputs. All output level indicator targets were successfully achieved, while impact against key outcome indicators are listed below:

- *Increased knowledge and skills of pre-primary and primary teachers, principals and school administrators to apply and support gender-sensitive, child-centred, play-based learning in schools*

The intervention built the capacities of 275 teachers (42% females) in gender-responsive play based approaches. 80% of trained teachers' integrated games into their lessons, contributing to effective teaching and learning by making classroom lessons interactive and engaging. According to a class four teacher *"the introduction of play-based learning has made boys and girls to work together in groups and has made my work very simple in managing groups of boys and girls"*

- *Improved capacities of education officials and teacher-trainers to train and mentor pre-primary and primary teachers and principals in play-based learning techniques*

Training provided to the GES education officials improved their capacity to train, support and mentor teachers in the use of play-based learning approaches. Through the project the education officials have the required knowledge, skills and competence to transfer this knowledge to other teachers working in other schools outside the scope of this project. This will help in the replication and scaling of the project in future years. GES officers also reported that training through the project has helped improve their relationships with teachers. This change has occurred through more constructive measures to support and guide teachers, moving the feedback mechanism to a more positive dynamic, rather than focussing on finding faults, which was the model used prior to the project. For instance, a GES officer stated, *"Right To Play has made me understand the benefit of using the right model to give feedback to teachers. This has really improved my relationship with teachers in my circuit."*

- *Improved life skills of girls and boys as a foundation for learning*

The project empowered girls and boys to improve their life skills through indoor and outdoor activities such as football tournaments, games, debates, quiz competitions etc. The trainings provided to teachers and the supply of play equipment (e.g. footballs, cones, sportswear, and volleyball court) supported teachers to engage children twice a week using games to build the life skills of children in areas such as teamwork, communication, resiliency, cooperation and collaboration skills. During monitoring visits, teachers mentioned the eagerness of boys and girls to work together in their classes, which at first it was very difficult to see due to cultural beliefs. Another change from the activities was girls openly discussing menstruation issues in public, as one male teacher explained; *"now the girls feel comfortable to come to school during their periods because they can openly approach teachers for support anytime they are in school."* Girls now feel confident to play football in school and to many girls this has made the school environment a lively place for them. One child stated, *"now our teachers involve us in the lesson delivery process and this makes me feel happy to be part of her lessons."*

I don't want to miss madam's lesson and won't be absent myself from school." These preliminary results show that games and play activities are contributing to increasing school enrolment, attendance and performance.

11. Sustainable Development Goals

Please state how the project has helped to address achievement of the Sustainable Development Goal(s) listed in the proposal.

The project contributed to SDGs 4 (Quality Education) and 5 (Gender Equality). The regular delivery of sport and play-based learning activities was designed to ensure a child-centred, participatory learning approach used inside and outside the classroom. This approach is shown to improve participation and learning at school, which acts to increase enjoyment of learning and retention of students. It also serves to reduce key barriers to education by ensuring quality learning and improved enjoyment of learning amongst children. The regular engagement of community members contributed to the cultural mind-shift on the value of girls' education and gender-based violence. Through the intervention, community members have designed by-laws to address gender based violence and issues such as teenage pregnancy and other harmful socio-cultural practices. These by-laws are to safeguard the interest of girls for them to have a better life and future prospects inside and outside of education.

12. Budget

Please provide a report on the budget setting out any changes over the course of the project including details of any underspend.

The project budget is attached to this report. Expenditure has been utilised in line with the initial budget. An underspend of £11,864 (17% of the total budget) has occurred due to local currency depreciation and some exchange rate fluctuations over the life of the project. Some costs were also saved, as the GES were able to provide logistical support to ensure better value for money in the use of project funds. These funds can be returned to the Isle of Man Government if required. Alternatively, the funds can be allocated for the purchase of teaching and learning materials as outlined below. We await confirmation from the Isle of Man Government on which action to take.

Underspend Allocation Request:

- 200 supplementary teaching guides in Mathematics, English, Information Communication and Technology distributed to 5 schools, helping teachers supporting 200 primary school pupils
- 150 metal dual desks for 2 schools that lack any desks requiring children to learn on the floor. 300 children per year will benefit from this provision of desks.
- We have consulted the Education office and reviewed our own profile of schools to determine which schools are most in need of these materials.

13. Additional Information

Please provide any additional information you feel the IOM would benefit from. Any changes to the project, which have not been communicated to the IOM, should be recorded here.

The following changes were made to the project:

- Provision of furniture: Part of the teaching and learning budget was used to provide 100 metal dual desks to support children who sit on the floor to learn in school. This also supported the intervention's advocacy initiatives for classroom furniture from the Local District Assemblies.
- Rehabilitation of play space and volleyball court: the intervention renovated one play space and volleyball court for St. Monica's Roman Catholic Primary school to make the environment more child friendly and provide a safe space for play to be undertaken outside of the classroom setting.