



Right To Play in Ghana

GOING TO SCALE WITH LEARNING THROUGH PLAY

Right To Play has been working in Ghana since 2001, initially partnering with the Ghana Health Service to support vaccination campaigns and health-focused sensitization events. Since then, Right To Play has expanded its programs to address quality education, gender equality, and child protection needs across the country.

Right To Play was one of the key technical partners in the development of Ghana's early childhood education policy and kindergarten curriculum, and subsequently supported the development of the kindergarten in-service training framework. Working with the Ghana Education Service, National Teaching Council, National Council for Curriculum and Assessment, and district officials, Right To Play is now assisting in the district-level roll-out of the revised basic education curriculum.

Based on a multi-year cooperation with the Government of Canada and a leveraged partnership with the LEGO Foundation, Right To Play is poised to take these efforts to scale, aligning with the World Bank, USAID, UNICEF, and other education stakeholders to support the Ministry of Education's efforts to improve learning in the 10,000 lowest performing schools through its Ghana Accountability for Learning Outcomes Project (GALOP).

In 2019, Right To Play reached over **104,000 girls and boys** in the Greater Accra, Volta, Northern, Upper East, Ashanti, Central, and Western regions.

The challenges faced by children and youth in Ghana

The Government of Ghana has made a major investment in education to transform Ghana into a “learning nation.”¹ Free compulsory basic education was introduced in 1995, enabling Ghana to make significant progress on access and gender parity in pre-tertiary levels of education. However, children are not attaining expected learning outcomes due to an overly ambitious curriculum, a shortage of appropriate learning materials and inadequate teacher training and coaching support.²

The child protection system in Ghana has been decentralized to improve the responsiveness and accessibility of services. However, children continue to face serious protection issues. Approximately 14% of children aged 5 to 17 are involved in hazardous forms of child labour.³ Children are also subjected to various forms of violence and abuse.

- 57% of children (aged 14 to 17 years) said they were beaten at home while 34% confirmed being beaten in school.⁴
- Factoring in what they actually learn, children receive the equivalent of only 5.7 years of school by age 18.⁵
- 64% of primary schools have limited sanitation facilities; 36% have no or unimproved sanitation facilities.⁶



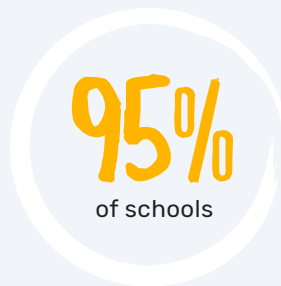
Achievements

CHILDREN ARE LEAVING HAZARDOUS WORK



In 2019, **209** out of **219** identified child laborers returned to school or began learning a trade.⁷

BETTER HYGIENE PRACTICES AT SCHOOL



95% of schools supported under Right To Play's WASH program are acting to stop open defecation.⁸

IMPROVED TEACHING PRACTICE

Female Teachers:



Male Teachers:



After one year, teachers are delivering significantly more lessons that engage students through child-centered learning.⁹

¹ Ministry of Education, Education Strategic Plan, 2018 – 2030.

² World Bank, GALOP, Project Approval Document, 2019.

³ Ghana Statistical Service, Ghana Living Standards Survey Round 6 Child Labour Report, 2014.

⁴ Ministry of Gender, Children and Social Protection/UNICEF, "Child protection baseline research report", 2013.

⁵ World Bank, GALOP, Project Approval Document, 2019.

⁶ UNICEF, <https://data.unicef.org/topic/health-and-nutrition/wash-in-schools/>, Data from 2016.

⁷ Cocoa Life, Project Overview, 2020.

⁸ Promoting Sanitation and Hygiene Behaviour Change through Sport and Play, Joint monitoring report, 2019.

⁹ Taking the Lead, Midterm Evaluation, 2011.

Program Overview



STRENGTHENING THE EDUCATION SYSTEM FOR BETTER LEARNING OUTCOMES

Right To Play's comprehensive in-service teacher training program has been designed in alignment with the national curriculum to improve the teaching practice of pre-primary and primary school teachers. In addition to working directly with 495 schools in 7 target districts, Right To Play will support the Ministry of Education to reach all teachers in the 10,000 GALOP-designated primary schools by assisting in the effective implementation of In-Service Education and Training and school-level professional development plans. Right To Play will support the integration of play-based learning into the teacher training, coaching and mentoring, and assessment materials to be used by Master Trainers, district support teams, and teacher champions.

In an effort to institutionalize play-based learning in pre-service teacher training, Right To Play is working in partnership with the University of Education, Winneba to create a center of excellence that will link the university's departments, teacher training colleges, and selected primary schools. These model schools will serve as practicum sites for student teachers and as research sites for further study of the effectiveness of play-based learning approaches.



FOSTERING PARENTAL AND COMMUNITY SUPPORT FOR LEARNING

Right To Play uses a variety of strategies to engage parents, community members, and local civil society organizations in addressing the gender-specific learning needs of girls and boys. Through participatory gender analysis and action planning, Right To Play has supported community members, School Management Committees, and Parent Teacher Associations to identify and address the major barriers that prevent girls and boys from succeeding in their studies. Together with local civil society, Right To Play is enhancing the opportunities for children to continue their learning outside of school through the establishment of community-based reading clubs.



CREATING SAFE AND HEALTHY SCHOOLS AND COMMUNITIES

Right To Play has built the capacities of teachers, children, and government officials to strengthen healthy WASH practices in schools. Over 265 school health clubs have been established in 6 regions to empower children to engage parents, caregivers, traditional authorities, and other community members on hygiene promotion through WASH-themed play days, clean-up campaigns, and house-to-house visits. Many health clubs have constructed tippy taps at their schools, resulting in significant improvements in handwashing behavior. Playful approaches have also been used to discuss the importance of improved menstrual hygiene management, helping to remove the taboos associated with discussing menstrual hygiene in public.

Right To Play has equipped Community Child Protection Committees and community mobilizers in cocoa-growing communities to ensure that they effectively realize their mandate to identify, document, and refer cases of child labor and abuse. In an effort to encourage working children to return to and stay in school, Right To Play has trained teachers on how to create welcoming classroom environments and supported Parent Teacher Associations to undertake school improvement initiatives.



The benefits of the approach to children include increased ownership... Also, because they are involved in an activity, they don't forget what they've learned and are able to transfer knowledge to other topics. The approach promotes teamwork and builds leadership skills... The relationship between teacher and student that develops as a result of the approach is cordial. Everything is done together.

– Teacher Trainer¹⁰



Right To Play International

Right To Play is a global organization that protects, educates, and empowers children using all forms of play – games, sport, poetry, performance, dance, art and music. We work with children in some of the most difficult and dangerous places on earth, empowering children with the knowledge and skills to drive change in their lives, their families and their communities. In 2019, Right To Play transformed the lives of 2.35 million children in 15 countries around the world, working in collaboration with teachers, governments, communities, and parents.

In 2018, Right To Play launched the Gender Responsive Education and Transformation (GREAT) program with the financial support of the Government of Canada provided through Global Affairs Canada. Active in three countries, Ghana, Mozambique and Rwanda, GREAT uses Right To Play's play-based learning approach to remove barriers to education, especially for girls, and to build teacher capacity to improve learning outcomes.



Through structured play, children develop core competencies such as communication and collaboration.

Supporters



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