



GHANA NATIONAL EDUCATION  
CAMPAIGN COALITION (GNECC)

# STRATEGIC PLAN 2021-2025



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## 1.0 Introduction

The formulation of this new Strategic Plan 2021-2025 marks the end of the Strategic Plan 2015-2019. The new 5-year plan builds on the experiences of the previous one. It also uses the lessons from impact of COVID-19 on the Education system indicated by the unearthing of the inherent weaknesses and disruption in the educational programmes and services.

The plan provides an opportunity for GNECC to reflect on its performance and re-brand itself by intensifying its research, advocacy and capacity building to support the transformation of the educational system in Ghana to become more resilient. Moreover, focussing on the achievement of the Sustainable Development Goal 4 (SDG4: 'to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and other internationally agreed Education protocols and national policies to enhance quality, equity and inclusion in the educational system in Ghana.

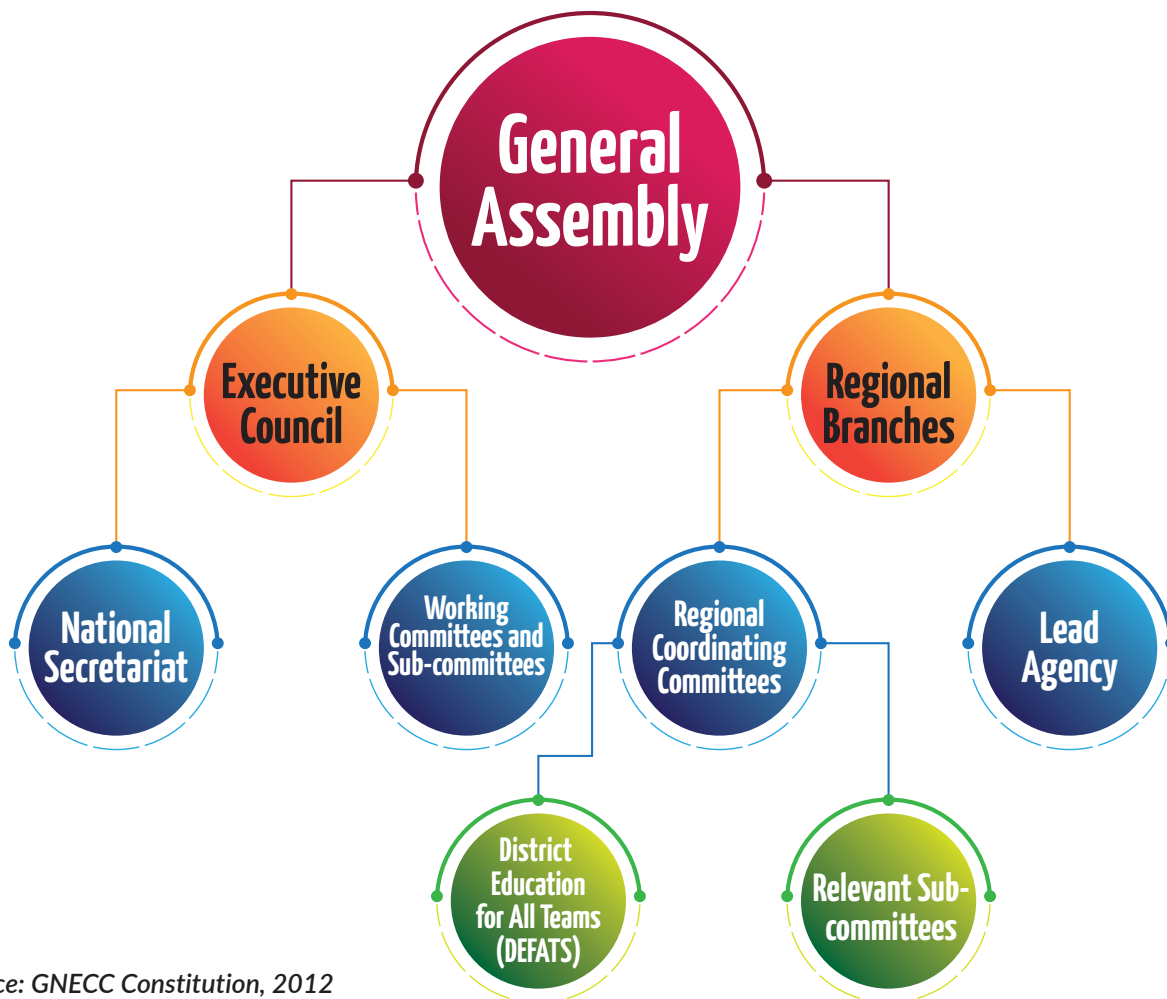
## 1.1 The Impact of COVID -19

GNECC notes that the impact of the COVID-19 pandemic on Education systems globally and nationally revealed the lack of readiness and inadequate preparation by the Sector in responding to external shocks. The COVID-19 pandemic exposed the glaring inequity, poor access and exclusion of many low-income households to educational opportunities. Many low-income families in hard to reach areas were unable to take advantage of interventions in e-learning designed to sustain the educational programmes and services during the pandemic. The survival of Education systems after the COVID-19 pandemic will depend on efforts to re-position schooling and educational activities as a critical force for social change. These efforts would include the adoption of Technology and other innovative means for conducting the teaching and learning interaction, as well as in the management of Education.

## 2.0 Who Are We?

The Ghana National Education Campaign Coalition (GNECC) is a network of civil society organisations, professional groupings, educational/research institutions and other practitioners interested in promoting quality lifelong education for all. Established in 1999, GNECC has steadily grown over the years with a current membership of over 200 organisations and individuals.

The operations of the organisation is guided by the structure shown by the figure below (see Figure 1).



Source: GNECC Constitution, 2012

## 2.1 Core Values

The core values of GNECC are:

- Equity
- Mutual Respect
- Self-reliance
- Honesty
- Transparency
- Accountability and probity
- Inclusion
- Justice

## 2.2 Mission

To work at changing attitudes and practices and influencing policies of institutions (local, national and international, governments and intergovernmental bodies, donors) and the general public, towards ensuring quality education for all through working with Civil Society Organisations and communities.

## 2.3 Vision

Become an organisation fit for purpose and the future which advocates for relevant, quality, inclusive life-long education and learning for all children and young persons regardless of their ethnic, religious belief, physical state and socio-economic background.

### **Philosophy of GNECC**

The philosophy of the organisation is:

**ADVOCATE AND  
PROMOTE THE  
RIGHT OF EVERY  
CHILD AND YOUNG  
PERSON IN GHANA  
TO ACCESS AND  
PARTICIPATE IN  
QUALITY AND  
INCLUSIVE LIFE-  
LONG EDUCATION.**

## **3.0 Purpose of the new Strategy (Strategic Plan 2021-2025)**

The preparation of this new Strategic Plan is because the previous one ended, and the impact of the COVID-19 pandemic on Education both globally and nationally. These developments have inspired GNECC to re-access its advocacy strategy and its recognition of the importance of building stronger partnerships through strategic networking and collaboration with partners to manage the 'new normal' in the provision of Education services. GNECC is therefore committed to using the duration of the new Strategic Plan to advocate for transformations in policy, schooling, teaching practice and learning, to serve the best interest of every child in Ghana towards the attainment of SDG4.

Consequently, the theme adopted for this new Strategic Plan 2015-2025 is: Advocating for the building of a resilient education system that fulfils Education for All.

### **3.1 Reference Documents**

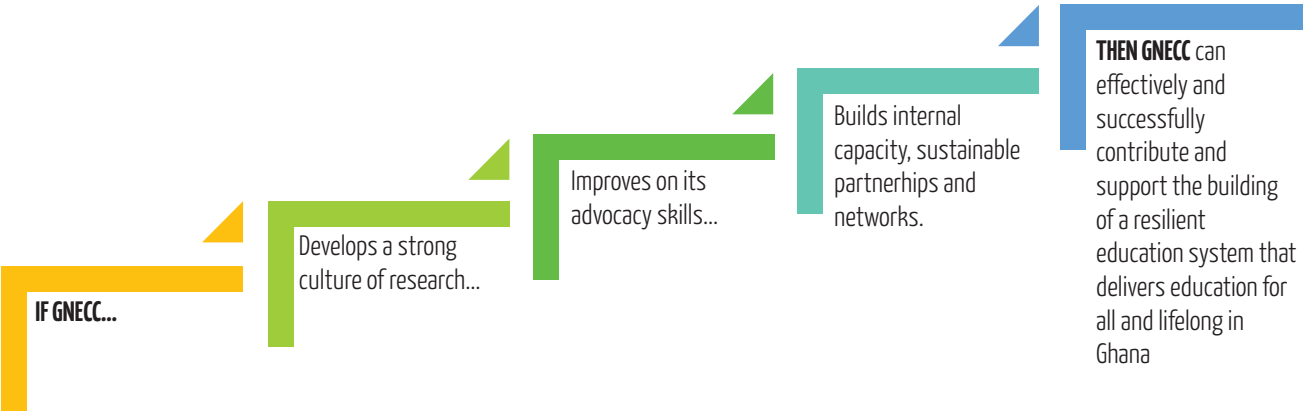
The Strategic Plan 2021-2025 draws inspiration from the following documents:

- Education Strategic Plan 2018-2030
- Sustainable Development Goals, particularly Goal 4
- Africa Union Agenda 2063
- Continental Education Strategy for Africa (CESA 16-25) 2016-2025
- Global Campaign for (GCE) Strategic Plan 2019-2022
- Africa Network Campaign on Education for All (ANCEFA) Strategy 2019-2023
- Abidjan Principles, 2019
- Marrakesh Principles, 2013
- Africa Human Capital Plan, 2019
- Other Strategic Plans of partners

## 4.0 Theory of Change (ToC)

GNECC believes that the Strategic theme and the objectives identified under the new Strategic Plan 2021-2025 can achieve its stated results if a there is a committed and collaborative effort to carry out the processes described in the ToC below:

Figure 2: Theory of Change



## 5.0 Strategic Objectives (SO) and Key Results Areas (KRA)

In line with its philosophy, strategic theme and the theory of change envisioned for Strategy 2021-2025, the following Strategic Objectives (SO) and key results areas (KRA) will guide the implementation during the period of the Plan.

## SO1: Promote Innovative Teaching and Learning Facilitated by Technology

The strategic objective is a direct outcome of the impact of COVID-19 on the education system. GNECC will campaign for more in-service training for teachers and students and the procurement and use of technological devices in all schools. Teachers need more training in teaching online and using a variety of technological gadgets to facilitate and enhance learning in all schools and out of school. Similarly, students also need skills to use technological devices to encourage, support and improve their learning.

GNECC acknowledges the intention of the Ministry of Education to strengthen computing and the use of Technology in Education. The onset of the COVID-19 pandemic revealed the slow response to implementing this policy, eventually emerging under the pandemic to reveal the gaps in teaching and learning in schools. This challenge also highlighted concerns in equity and access, mainly, in the case of persons with special education needs and children living in deprived communities.

### Key Results Areas:

- *The capacity of Teachers built in the use of Technology in Teaching.*
- *Teachers capacity built in the use of technological devices and gadgets to facilitate teaching.*
- *Electricity or alternative energy extended to all schools.*
- *Learners with a special education needs included in capacity building to enhance the adoption and use of technological devices in such schools.*

## SO2: Advocate for Strategic Financing of the Education Sector for Improved Teaching and Learning achievement

One major challenge confronting the strategic utilisation of the Education Sector budget is the imbalance in the allocation of education finances. The situation is because of the high share of the Compensation and Allowances item of the Education budget allocation. According to the Education Sector Performance Report 2018, the percentage share of the Compensation item of the 2018 Education Budget stood at 95.4 per cent , while Goods and Services and Capex (i.e. Capital Expenditure) were 4.6 per cent and 0.6 per cent respectively. As part of its campaign, GNECC will analyse the trends in education financing in the Sector. Moreover, the organisation will draw attention to financial inequities in the system and demand an increase in the percentage share of goods and services to ensure adequate funding for educational inputs to support teaching and learning services.

### Key Results Area

- *Analysis of the Education Financing completed.*
- *Financial allocation for Goods and Services increased to ensure adequate inputs for teaching and learning (e.g. textbooks, equipment and training)*
- *Purchase of adequate inputs for teaching and learning materials effectively and timeously distributed to every school everywhere.*
- *Available financing leveraged to attract additional funding to support effective teaching and learning in schools.*



### **SO 3: Advocate for Improved Water, Sanitation and Hygiene (WASH) in Schools**

The COVID-19 pandemic exposed the insufficient water, sanitation and hygiene in schools. Education Statistics reveal that about 67 per cent of public basic schools do not have access to water and toilet facilities. The situation poses a clear risk to children as it makes schools with poor hygiene a potential hub for spreading the virus. GNECC believes that the availability of adequate water sanitation and hygiene facilities in schools is necessary for reducing the risk of the spread of infectious diseases in schools.

#### **Key Results Areas**

- *Increased percentage of schools with access to water and toilet facilities, estimated at 90 per cent of schools at the end of the period.*
- *All schools adhering to the protocols of COVID-19.*
- *All schools have separate urinals and toilets for boys and girls, and where possible changing rooms for girls*

### **SO4: Promote Access, Equity, and Quality Education for all Children**

Access, equity and quality are the critical hallmarks of Education under the SDG4. To achieve this, GNECC will intensify its advocacy and research to create awareness of the gaps and commend the progress made during the period. Currently, the large numbers of children out-of-school, numbering around 400,000 in Ghana, remains a dent in the country's efforts to attain full enrolment by 2030.

GNECC will support the current efforts to promote right age access to Education, at the Early Childhood Education level. GNECC will use community campaigns and the provision of infrastructure for Kindergartens at this level of Education. Furthermore, GNECC notes the efforts of the Ministry of Education to strengthen access through Complimentary Basic Education Programmes and will intensify its efforts to create awareness for children who for various reasons are unable to access formal schooling.

#### **Key Results Areas**

- *Research conducted into the status of out-of-school children in Ghana.*
- *National campaigns targeting parents and out-of-school children to enrol in learning centres in the communities supported.*
- *Campaign to include skills development in the CBE programmes intensified.*
- *Research conducted into the provision of skills development under the CBE programme.*
- *Campaigns to promote right age access to Education supported.*
- *Diverse support provided for over-aged children who continue their Education in public schools after completing Complementary Basic Education..*



## **SO5: Strengthen youth engagement in activities that sustains interest in life-long learning and good citizenship**

The absence of a coordinated response to dealing with the challenges confronting the youth appears to undermine the building of an inclusive and participatory governance system. The recognition of the youth's voices is now critical in all the spheres of national development. Under this strategy, GNECC identifies that a resilient education system is possible with engaging youth voices'. One response to tackling this gap is engaging young persons in discussions on education policies that influence their education and well-being. GNECC will create opportunities for the youth to engage policies that affect their education and well-being.

Furthermore, GNECC will organise different forums that expose young persons to skills development and lifelong learning opportunities. Besides, education authorities will be encouraged to consider ways to deepen young persons' inclusion in decisions that affect them. GNECC will leverage its research agenda to study into issues that will identify emerging topics of interest in strengthening youth engagement in decision-making and management.

### **Key Results Areas**

- *Workshops, seminars and other learning sessions organised for the youth*
- *Heads of schools and education managers engaged on youth inclusion opportunities and processes.*
- *Research conducted on youth concerns and findings disseminated.*

## **SO6: Conduct Quality Research in Gender, Equity and Inclusion**

Research is at the core of the work of GNECC. Robust research culture is required to build knowledge and understanding of education in Ghana. During this period, GNECC will research to strengthen its advocacy to tackle gender, equity, and inclusion gaps. The study outcomes will also help promote the effectiveness of teaching and instructional leadership in schools. Other research will support efforts to strengthen teacher professionalism and create more awareness of the importance of achieving effective schools through high professional teacher competency.

### **Key Results areas**

- *Research conducted on the impact of education policies, school leadership and accountability; progress towards achieving SDG4 indicators and targets.*
- *Reports on issues researched disseminated, and progress on critical recommendations tracked.*
- *Tracking of research undertaken to strengthen advocacy to tackle the gaps in gender, equity, and inclusion.*

## **SO7: Support Community Education for Effective Schooling**

The successful implementation of education policies and high learning achievement and outcomes involves a healthy communication system that creates awareness and allows all stakeholders input to inform policies. In recent times, many parents appear to renege on their responsibilities to their wards, partly due to lack of knowledge and understanding of Government policies and the importance of parental support to learners. GNECC will support stakeholders in understanding the different legislation and policies in the Education Sector, thereby enabling parents and community members to appreciate their roles and responsibilities.

Another strategy under this objective will involve advocating that schools create opportunities for parents to track their wards' performance and support the schools to deliver quality education for learners. Schools will be encouraged to take advantage of Open days and School Performance Appraisal Meetings (SPAM) to invite Parents and other community members to improve learning.

### **Key Results Areas**

- *Community Education Programmes organised and followed up.*
- *Parental Education activities organised and assessed.*
- *Open days and School Performance Appraisal Meetings (SPAM) in schools facilitated and analysed*

## **SO8: Strengthen the Governance Structures and Systems, and build the capacity of GNECC members**

Under previous Strategic Plans, GNECC has carried out capacity building programmes to strengthen its structures and improve how it implements its strategies. Considering that there is a turnover of staff amid the emergence of new trends and ideas on Education, GNECC intends to continue its capacity-building activities.

Under its new Organisational Development system capacity building to enhance staff's managerial capacity at the Secretariat and the Regional and District offices, especially for the District Education for all teams (DEFAT) will give more credibility to the work of GNECC. The activities will extend to include the reinforcement of the General Assembly and the Executive Council

GNECC will build the capacity in Fundraising and Monitoring and Evaluation for its key staff in the Secretariat and member-organisations. The process will help develop a learning organisation which would impact on the organisation's advocacy strategy.

### **Key Results Areas**

- *Organisational Development activities completed.*
- *Capacity building for Executive Council and General Assembly completed.*
- *Capacity building on monitoring and evaluation and fundraising organised.*
- *Regular fundraising activities carried out at all levels of the organisation..*
- *Capacity building for District Education For All Teams (DEFATs) organised nationwide.*

## **SO9: Promote and Build Partnerships and Networks**

Under this strategy, GNECC seeks to leverage opportunities to build more partnerships and networks to strengthen its advocacy and support towards building a resilient education system. GNECC's has strong partnerships with organisations such as the Global Campaign for Education (GCE), Africa Network Campaign on Education For All (ANCEFA), ActionAid Ghana, and Oxfam Ghana.

It has developed a good working relationship with Plan International Ghana, Association of African Universities (AAU), Campaign for the Education of Girls (CAMFED) and Right to Play Ghana. These organisations have supported the work of GNECC and the Global Partnership for Education (GPE). Besides the organisations and groups mentioned earlier, and in recognition of the importance of partnerships, particularly under the COVID-19 pandemic, GNECC will seek and engage with like-minded organisations to undertake strong advocacy towards achieving the intentions that Strategic Plan 2021-2025 aims to achieve, that is to build a resilient education system.

This strategy will also enable the GNECC to strengthen further its fundraising capacity, taking a cue from the outcome of the organisational assessment conducted by IBIS Ghana and STAR-Ghana. GNECC anticipates setting up an Endowment Fund that will be supported by a Sustainability Project, which will make it possible for GNECC to initiate its projects and respond proactively to emerging and unanticipated educational issues without having to rely on donor support.

### **Key Results Areas**

- *Current partnerships strengthened.*
- *Opportunities for creating more networks and partnerships explored.*
- *The collaboration with new organisations established and nurtured.*
- *Endowment Fund and Sustainability Project revived and completed and sustained.*

## **6.0 Implementing the Strategic Plan**

All members of GNECC are joint owners of the Strategic Plan 2021-2025. The plan's implementation will follow the arrangements in the organisational structure. The implementation will be binding on each member of GNECC and appointed officials. The effectiveness of the implementation of the Strategy will depend on the support and collaboration from the leadership of the organisation and its appointed officials.

The leadership of GNECC at all the levels of its governance structure will provide direction in the implementation of the Plan. The key activities identified under the Plan is a guide that helps the National,

Regional and District levels to undertake their actions related to the Strategic Plan 2021-2025. The Strategic Plan's overall responsibility rests with the Executive Council working through the National Secretariat, which is under the National Co-ordinator's leadership.

## **7. Monitoring and Evaluation**

The Monitoring and Evaluation of the implementation of the Strategic Plan 2021-2025 will be driven by the Framework developed to ensure the achievement of the key results areas and the Strategic Objectives.

The Monitoring and Results Framework will show the baelines, key indicators, targets for each of the Strategic objectives. It will also show the timelines for the review of implementation. The review, besides the monitoring of the implementation, will involve three major phases, an annual, mid-term, and end of duration review sessions. The annual and mid term-reviews will be the learning stages, during which key learning from implementation of the Strategic Plan will be used to further improve the efficacy of the Plan.





**Free Quality Basic Education for All**

[www.gnecc.org](http://www.gnecc.org)