



DISSEMINATION REPORT

**Investigating the Role of Supported Teaching in Schools (STS) in Improving
Teaching of Foundational Literacy & Numeracy in Ghana**

Executive Summary

This dissemination report documents how evidence from the Supported Teaching in Schools (STS) research was shared, tested and taken up to inform policy and practice in Ghana's teacher education system. Dissemination was designed as a continuous learning process rather than a single end-of-project event, ensuring that findings influenced decision-making while the research was still underway.

Findings from the STS research were shared on an ongoing basis with the Research Steering Committee and through stakeholder consultations convened by the President of Ghana's Committee on Education¹. These engagements provided early platforms for interrogating emerging evidence, particularly on foundational literacy and numeracy (FLN) instruction, mentorship quality, access to teaching and learning resources and alignment with the National Teachers' Standards (NTS). Feedback from these forums informed subsequent phases of the research and strengthened the relevance of final outputs.

A major public dissemination milestone occurred on 3 October 2025 at the Ghana Teacher Prize Symposium, convened annually by the National Teaching Council and attended by approximately 800 education stakeholders. Findings from Phases One and Two of the STS research were presented at the symposium, enabling wide professional scrutiny and validation of the evidence. The event provided an opportunity to test the practical implications of the findings with teachers, school leaders, policymakers and development partners and to gather feedback to inform final synthesis and recommendations.

The dissemination process directly contributed to policy uptake. Evidence from the STS research informed the development of a policy brief submitted to the President's Committee on Education. The findings were subsequently incorporated into the Committee's report, following which the President issued a mandate for the implementation of the recommendations contained in that report. This outcome demonstrates the effectiveness of linking research dissemination to formal policy advisory structures.

Overall, the STS dissemination approach demonstrates how research can function as both an evidence base and a catalyst for system learning.

¹ By the time the Phase One report was ready, a new government had assumed office and President John Dramani Mahama convened a National Education Forum Committee chaired by Professor Oduro. Professor Oduro was one of the principal investigators for this study from UCC and he has subsequently been appointed as Technical Advisor to the Minister of Education. The National Education Forum Committee was tasked with engaging the public and collecting ideas on how to improve education in Ghana.

1. Purpose of the Dissemination

The dissemination of findings from the STS research was designed to serve two core purposes. First, to ensure that evidence generated through the research informed national dialogue and decision-making on initial teacher education and practice-based learning. Second, to test the relevance, clarity and usability of the findings with practitioners, policymakers and system leaders and to use that feedback to strengthen final outputs.

Rather than treating dissemination as a one-off event at the end of the project, the STS programme adopted an iterative dissemination approach aligned with the phased nature of the research.

2. Ongoing Dissemination and Stakeholder Engagement

Dissemination of STS findings took place throughout the life of the research programme. Interim findings from Phases One and Two were shared regularly with the Research Steering Committee, which included key institutional stakeholders across teacher education and basic education. These engagements provided an opportunity for stakeholders to review emerging findings, challenge assumptions and link the evidence directly to ongoing policy discussions.

Findings were also shared during stakeholder consultations convened by the President of Ghana's Committee on Education. These consultations provided a high-level policy platform for interrogating the implications of STS evidence, particularly in relation to foundational literacy and numeracy, mentorship and alignment with the NTS. Feedback from these engagements directly informed the framing of the later research phases and the synthesis of findings.

3. Ghana Teacher Prize Symposium Dissemination

A major public dissemination milestone took place on 3 October 2025 at the Ghana Teacher Prize Symposium, convened annually by the National Teaching Council. This event attracts approximately 800 education stakeholders, including teachers, school leaders, policymakers, development partners, civil society organisations and the media.

Findings from Phases One and Two of the STS research were formally presented at the symposium. This platform provided an opportunity to:

- Share evidence from the research with a broad and diverse audience;
- Test the resonance of findings with frontline practitioners;
- Gather feedback on the practical implications of the evidence; and

- Strengthen the legitimacy of the findings through public professional scrutiny.

The symposium discussion reinforced the central conclusions of the research, particularly the importance of mentorship quality, access to teaching and learning resources and the need for stronger alignment between colleges of education and placement schools.

Some photographs from the dissemination event are included below.



4. Policy Uptake and Influence

The dissemination process contributed directly to policy uptake at the highest level. Evidence from the STS research informed the development of a policy brief submitted to the President's Committee on Education. The findings were subsequently captured in the Committee's official report to the President of Ghana, titled *Transforming Education for a Sustainable Future*.

The report includes several recommendations that were directly influenced by the STS research. These include: increasing enrolment into the B.Ed. Early Grade Education programme; strengthening practical foundational literacy and numeracy instruction across all B.Ed. specialisations, in recognition of persistent literacy and numeracy gaps among Upper Primary and Junior High School learners; and enhancing collaboration between Colleges of Education and District Education Offices to improve resourcing for the practicum component of the B.Ed., known as STS. The report also calls for a review of current STS practices to strengthen quality and relevance, with particular attention to the preparation and role of school-based mentors.

Following consideration of the Committee's report, the President issued a mandate for the implementation of the recommendations contained therein. This represents a significant policy outcome of the STS research and demonstrates the value of sustained dissemination that is embedded within formal policy advisory and decision-making structures.

5. Dissemination as a Learning Mechanism

The STS dissemination strategy functioned not only as a communication activity, but as a learning mechanism. Engagements with stakeholders surfaced important reflections on feasibility, sequencing and system readiness, which were incorporated into the final synthesis of findings and recommendations.

The research team presented evidence across multiple levels of the system, from technical steering committees to national forums, allowing them to triangulate perspectives and ensure that the conclusions were both analytically sound and practically grounded.

6. STS as a Blueprint for Evaluating Educational Practice

The STS research and dissemination process offers a practical blueprint for evaluating educational practices within large-scale reforms. Key features of this approach include:

- Embedding research within implementation rather than treating it as an external audit;
- Using phased dissemination to inform learning and adjustment over time;

- Engaging policymakers, practitioners and system leaders as active interpreters of evidence; and
- Translating findings into actionable policy through targeted briefs and formal advisory processes.

This model demonstrates how rigorous research, when paired with deliberate dissemination, can influence both professional practice and national policy.

7. Conclusion

The dissemination of STS research findings was systematic, sustained and consequential. Through ongoing stakeholder engagement, public dissemination at the Ghana Teacher Prize Symposium and formal policy processes linked to the President's Committee on Education, the research achieved reach, relevance and impact.

As a result, the STS practicum research did not conclude with publication alone. It informed national debate, shaped policy direction and provides a reference point for future evaluations of practice-based teacher education reforms in Ghana.

8. Annex – Pictures from dissemination of findings at the Ghana Teacher Prize



Figure 1. Vice President of Ghana Prof. Jane Naana Opoku-Agyemang opening the event



Figure 2. Speech from the Registrar of the National Teaching Council talking about key issues including the research study



Figure 3. Speech from the Executive Director of T-TEL, talking about key issues including the STS study.



Figure 4. STS research presentation by Abdul-Karim Kadiri, Data, Monitoring and Evaluation Manager (T-TEL)



Figure 5. STS research presentation by Prof. Brandford Bervell of UCC DRIC and Abdul-Karim Kadiri