

Training in Africa Programme

GHANA 2026



This booklet tells the story of our two-day teacher training delivered in Accra, Ghana, in partnership with Parenting Education Network Ghana (PEN).

Over 50 teachers of children aged 0–11 took part in practical, participatory sessions on critical thinking, positive discipline and problem-solving, with digital and information literacy running across the programme.

This field report captures what happened in the room, what worked, the challenges we identified, and what we are taking forward as we continue supporting parents, teachers and communities.

delivered by



in partnership with



part of the
Africa
Training
Programme



Training Begins With

LISTENING

A good training session isn't about delivering content. It starts with listening before the programme is even designed.

Before each training, local partners tell us about current classroom challenges, teacher needs and community realities. We propose topics, discuss priorities, refine the structure and adapt the activities. This is how we accomplish a training grounded in needs analysis, dialogue and iteration.

This time, we worked with teachers of children aged 0–11 through lively, practical, participatory sessions focussed on:



Critical Thinking



Positive Discipline

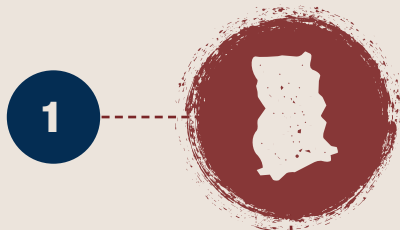


Problem-solving

The result?

A **memorable** training experience that proved **challenging** and yet **useful** and **enjoyable**.

Table of CONTENTS



1

CONTEXT

Our location, our partner, and the purpose of our training.



3

PEOPLE

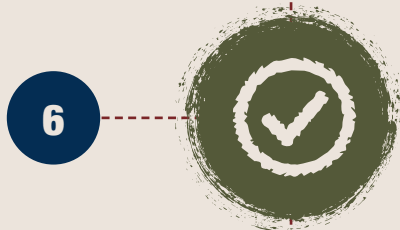
Our trainers, participants, and age groups.



4

CONTENT

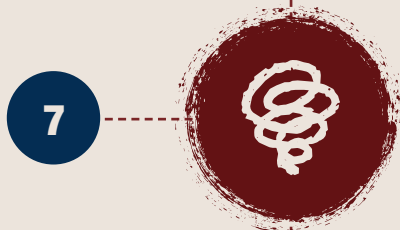
The topics we explored and the techniques we used.



6

STRENGTHS

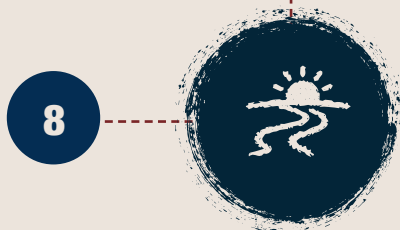
No two trainings are the same. Here is what worked well this time.



7

CHALLENGES

No training is without its challenges. This is what caught our attention.



8

WHAT'S NEXT

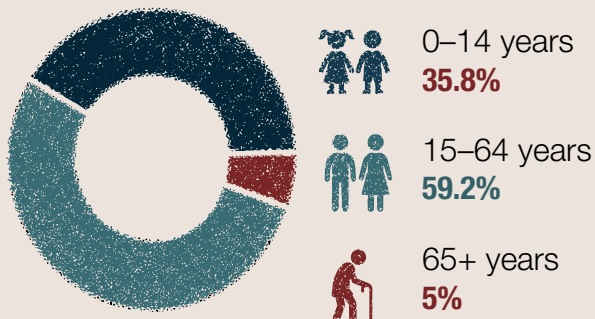
The journey continues. Here's how you can be part of it.

GHANA

At a glance

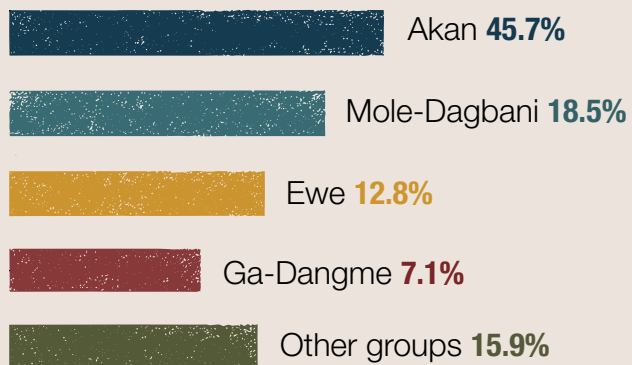
1 A YOUNG COUNTRY

35.8% of Ghana's 34.4 million people are under 15.



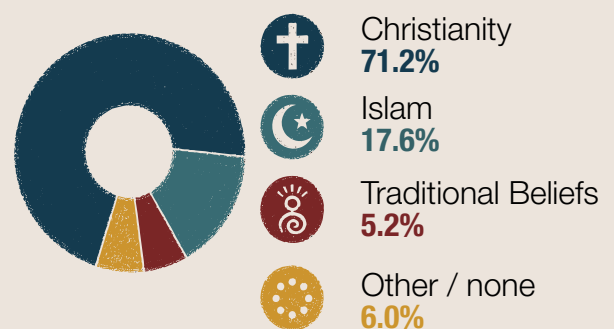
2 A DIVERSE COUNTRY

Ghana is home to many different ethnic groups.



3 RELIGIOUS DIVERSITY

Ghana has a Christian majority and a large Muslim community.



4 ACCESS TO EDUCATION

Access has expanded, but gaps remain. 623,500 primary-school-age children are still not enrolled in primary school.



623,500



Challenges facing TEACHERS

Teachers of children aged 0–11 help shape how children act in the world, how they learn, how they feel about themselves, and how they relate to others.

When asked about their work, the teachers we met were candid about the difficulties they experience.

THE REALITIES TEACHERS FACE



LARGE CLASSES

Managing many children with different needs at the same time



TIME PRESSURE

Heavy workload and limited time for preparation and reflection



LIMITED RESOURCES

Insufficient teaching materials, space, or support



PARENTAL ENGAGEMENT

Families facing stress, poverty, and limited access to support



DIGITAL OVERLOAD

Rapid access to digital tools without strong digital and information literacy

the PEOPLE

In the room

Good training is not created by **trainers** alone. It depends on **local knowledge**, committed **participants**, and **partners** who understand the realities on the ground.

OUR LOCAL PARTNER



Parenting Education Network Ghana is a parent-led organisation that promotes parental engagement, child rights, and community education.

PARTICIPANTS



Over 50 teachers of different ages, backgrounds and communities came together for an unforgettable training experience.

Some participants had already joined earlier trainings. Their voluntary return is positive feedback in itself and points to a growing commitment to continued learning.

OUR TRAINERS



Eszter Salamon

Expert in parental engagement, child rights, inclusion and family-school-community partnerships.



Judit Horgas

Specialised in trauma-conscious education, participatory learning and support for teachers.



Emanuele Bertolani

Communication expert with a background in cross-cultural mediation.

What we TRAINED ON

The training brought together practical topics selected because they respond to everyday classroom challenges and the realities teachers and children experience.

We designed each section to be concrete, adaptable, and connected to classroom life.



POSITIVE DISCIPLINE

Understanding behaviour, setting respectful limits, using calm, constructive responses.



CRITICAL THINKING

Helping teachers and children ask better questions, examine assumptions, and avoid jumping to conclusions.



DIGITAL AND INFORMATION LITERACY

Distinguishing reliable information and misinformation, questioning digital and AI-generated content.



PROBLEM-SOLVING

Using practical methods to break down problems, explore options, and make better decisions.



COOPERATION AND COMMUNICATION

Building listening skills, teamwork, and respectful communication among children and adults.



CLASSROOM PRACTICE

Adapting activities, routines and tools to local realities and different age groups.

How we TRAINED

We don't deliver lectures. We create an environment where participants can experience new approaches, test ideas, make mistakes, reflect, and try again.

We designed the training to be practical, participatory and grounded in real classroom situations.

The aim is take-home value: participants leave not only with ideas, but with individual activity plans they can adapt, use and share.

WHY THIS APPROACH MATTERS



Participation

Teachers learn through direct engagement and experience, not passive listening.



Reflection

Time is built in to think, adapt and plan next steps.



Practice

Ideas are tested in realistic situations and classroom scenarios.



Transfer

Experience is shaped for classroom use, not left as theory.

KEY TRAINING INGREDIENTS



Discussion and dialogue

Open conversations that allow experience, questions and different perspectives to surface.



Role-play and simulation

Safe practice with real situations, classroom reactions and possible responses.



Movement

Lively activities that keep energy high and help participants experience embodied learning.



Group work

Shared tasks that make cooperation, communication and problem-solving concrete.



Reflection and planning

Debriefing what happened, developing individual activity plans and sharing them to support a community of practice.

STRENGTHS

we observed



The training also revealed clear strengths. These are promising foundations we can continue to nurture in classrooms and communities.

1

ACTIVE PARTICIPATION

Teachers engaged readily in activities, discussion and shared tasks. They asked questions, contributed ideas and showed willingness to try new approaches.

2

ACCESSIBILITY

Role-play, movement, and hands-on activities helped turn ideas and concepts into usable classroom practices.

3

PEER SUPPORT

Participants often helped one another understand tasks, language and examples.

4

REFLECTION AND NEW PERSPECTIVES

Debriefing and honest discussion helped participants notice habits, assumptions and alternatives.

5

CLASSROOM USE LINK

Participants linked ideas back to age groups, routines and real classroom situations.

CHALLENGES

we cannot ignore

Through observation, participation and shared reflection, five teacher-competence challenges stood out during the training. Naming them clearly is not a judgement on teachers. It helps us focus future support where further practice, guidance and training can make a difference.



POSITIVE DISCIPLINE IS STILL UNFAMILIAR

Many teachers recognised that harsh words and aggressive body language can harm children as a whole. Positive discipline techniques still needed concrete practice and support.



ADULT COOPERATION CANNOT BE ASSUMED

Teachers need tools for building trust, listening and shared responsibility among the adults around children.



USE OF DIGITAL TOOLS MOVES FASTER THAN DIGITAL LITERACY

Generative AI, TikTok and other tools are widely used, but many teachers were less confident verifying sources or questioning AI-generated content.



ASSUMPTIONS DISTORT RELATIONSHIPS

Teachers need practice in noticing how assumptions about parents, children and colleagues can lead to misunderstanding, bias and poor decisions.



SEDENTARY SCREEN TIME FOR YOUNG CHILDREN

Some teachers suggested sedentary screen time for toddlers as a way to keep children occupied. This highlighted the need for clearer guidance, practical alternatives and more confidence in proposing active, non-screen options.

Trainers'

FEEDBACK

Over the last 12 months, the use of ChatGPT and platforms like TikTok has become nearly universal among these early childhood and primary teachers. Far more of them use AI actively than their European counterparts. At the same time, most of them have never heard of hallucination in the AI context, and are not very confident in verifying content or about which sources to trust. This means an interesting mix: while there were participants who identified TikTok videos as a reliable source, they did not find it difficult to identify why a BBC video shown to them was disinformation.

Eszter Salamon

While several teachers instinctively understood that harsh words and aggressive body language are detrimental to the learning of children (and adults) and could soften their approach in the role-play activities, the positive discipline techniques were mostly unfamiliar.

Judit Horgas

There was a discussion in which the use of screens for toddlers was brought up, and the audience was shocked when I mentioned that showing videos to toddlers, especially on tablets and mobile phones, can have a powerful effect on the brain's reward system, in ways often compared to addictive substances. While as an organisation we advocate for approaches that empower responsibility, there are plenty of non-screen alternatives that can be deployed to much better effect.

Emanuele Bertolani

TAKEAWAYS

From what we heard, observed and experienced, five lessons guide the next steps of our work.



TRAINING MUST BE PRACTICAL

Teachers learn best when training connects to real classroom situations. Hands-on practice builds confidence and skills. Simple, usable strategies make the biggest difference.



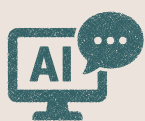
LOCAL CONTEXT IS KEY

No classroom or community is the same. Solutions must fit local needs, strengths and limits. Listening first makes action more useful.



POSITIVE DISCIPLINE NEEDS MODELLING

Children learn from what adults do, not only what they say. Calm, respectful behaviour makes classrooms safer. Positive discipline starts with modelling.



DIGITAL LITERACY NOW INCLUDES AI

Digital tools are powerful, but not neutral. Teachers need skills to use them wisely and safely. AI must be questioned, not simply trusted.



ADULT COOPERATION MATTERS

Children benefit when adults work together. Trust, communication and shared responsibility matter. Strong adult relationships support children.

RESOURCES

from our Parent Help Library

DRONE - Digital Navigator

A practical guide for teachers on digital literacy, source checking, online information and responsible use of digital tools.

DEMOCRAT - Trauma-informed education

A guide for teachers on understanding trauma, supporting participation and creating safer, more responsive learning environments.

SAILS Seafarer guide

A practical guide supporting families and children affected by seafaring work, parental absence and changing family routines.

CLICK EACH COVER TO OPEN THE RESOURCE.

DEMOCRAT - Stakeholder engagement and activity planning

A guide for planning meaningful activities with families, schools, communities and other education stakeholders.



The time is **NOW**

This work continues long after the training ends. With your support, we can reach more teachers, parents and communities — where it matters most.



DONATE

Your donation helps train more professional educators



SHARE

Tell others about this work. Help us grow a community of care.



PARTNER

Work with us to strengthen schools, families and communities.

Follow us



parentsinternational.org