

AI Literacy Among Basic-School Teachers in Ghana — University of Cape Coast Study

AI in Education · Good practice · Ghana

Quality score: 27/100

Evidence strength: Cautionary / limited

Summary

A University of Cape Coast study surveyed 319 Ghanaian basic-school teachers with a validated AI-literacy scale, finding moderate literacy (~2.9/5) across knowledge, application, evaluation and ethics, with a significant gender gap favouring male teachers.

Key dimensions

Dimension	Score
Evidence of learning impact	0/3
Equity & inclusion	1/3
Transparency, ethics & data protection	1/3
Teacher capability & pedagogy	2/3
Scalability & sustainability	0/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-07-12

[University of Cape Coast, College of Distance Education](#) — accessed 2026-07-12

[Discover Education \(Springer\): Exploring AI literacy among basic school teachers in Ghana](#) — accessed 2026-07-12

[ERIC record: EJ1478500](#) — accessed 2026-07-12

[ResearchGate: full-text PDF](#) — accessed 2026-07-12

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