

Challenge Fund: End of Project Learning Event Report



*Mobilizing Local Resources and Partnerships to Improve the Professional Preparation of Pre-Service Teacher
in Ghana's Colleges of Education*

*July 11 - 12, 2018
Capital View Hotel, Koforidua*

1.0 Background

As part of strategies to achieve its overall programme outcome, T-TEL through the Challenge Fund (CF) supported colleges to implement projects to address issues that constrain their achievement of quality education outcomes. In line with our learning, sharing and sustainability culture, a third end of project learning event on the theme - *Mobilizing Local Resources and Partnerships to improve the professional preparation of Pre-Service Teachers in Ghana's Colleges of Education* was organized for nine colleges - Peki (St. Francis; E. P. CoE, Amedzofe); PWCE, Aburi; Jasikan; St. Teresa's; Agogo; PCE Akropong; SDA Koforidua; Dambai & Akatsi, who successfully ended their projects at the Capital View Hotel, Koforidua, from July 11-12, 2018. The event was to:

- Provide a common platform for Colleges and their key stakeholders to stimulate discussions around best practices on results, lessons and make recommendations related to their projects that will ensure the sustainability and institutionalization of these best practices;
- Identify emerging issues and opportunities for further collective interventions;
- Learn from their peers.

1.1 Overview of Learning Event Methodology and Process

A total number of 97 participants (see Annex 2 for participant list) made up of the Challenge Fund Project Lead, College Accounts Officer, a key member of the implementation team, a Lead Mentor of a target partner school, a target District Directors of Education, a District Assembly Representative, Traditional Rulers and the Media took part in the Learning Event.

A combination of presentations (in plenary) of projects and experiences followed by discussions were used to ensure informed and engaging reflections and deliberations. To pictorially show-case achievements and encourage learning, guided tours of Colleges' exhibitions profiling the interventions of the colleges were included in the program.

2.0 Learning Event Activities

Day-one of the event started with self-introductions in groups based on four pictures (picture 1 to 4 which has been indicated below). Participants were to identify the picture which depicts how they communicate results to their key stakeholders. Following this, they were supposed to:

1. Identify the 3 most common reasons why the group selected that particular picture.
2. Select a spokesperson to:
 - a. Introduce members of the group (name, college, designation, etc.).
 - b. Share the three (3) most common reasons why your group selected the picture.
 - c. Provide one expectation for the Learning Event.



Picture 1: Pattern of ideas coming together and working in unity. (PWCE, Dambai and SDA).



Picture 2: Relationship building and sharing information with a large audience. (Peki, E. P. College, Amedzofe and St. Francis, Jasikan).



Picture 3: Using ICT to communicate from any location (St. Teresa's, Akatsi, and Peki)



Picture 4: Stakeholder engagements creating room for sharing ideas - (Dambai, Agogo, and Jasikan).

Summary of participants' expectations:

- Learn more about improving stakeholders' participation in the practicum process.
- Learn best practices in teacher education from participating colleges for adoption and replication.
- Acquire new ideas from participating colleges which will help sustain the implementation of projects and also improve on future project implementation.
- Share and learn from other college projects' achievements, lessons and challenges.



A cross-section of participants in mixed groups introducing themselves.

2.1 Opening Ceremony

The opening ceremony was presided over by a Traditional Ruler, Togbe Amenu XIII, the Chief of Avenu clan of Peki with support from the acting Principal of SDA College of Education – Koforidua.

In his opening remarks¹, the Team Leader of T-TEL, Mr Robin Todd stressed the need to shift Ghanaian education towards “a system which equips young people to become life-long learners in a knowledge-based economy.” He further said that products of the education system should enable the country to move beyond aid to trade so that the country can stand proud on the world stage as a self-reliant and confident country. The Team Leader also observed that the country's education system was too focused on examinations and did not do enough to develop critical thinking and problem-solving skills.

¹ See annex 4 for opening address from the Team Leader of T-TEL.

2.2 Presentations on Key Achievements, Lessons and Challenges by Colleges

The rest of Day 1 was used by Colleges to share with participants their Challenge Fund project achievements, lessons learnt and challenges. The summarized presentations followed the outline below:

- Achievement of Overall Outcome of Challenge Fund Project
- Challenges Identified/Encountered and how they were addressed
 - *Technical/Narrative Reporting Challenges*
 - *Financial Reporting Challenges*
- Lessons Learnt and Recommendations for Improvement
- How results have been institutionalized and plans for sustainability

Peki CoE (in partnership with St. Francis and E. P. CoE, Amedzofe) in their presentation reported an enhanced security and safety environment for on-campus and off-campus teacher trainees by implementing the project titled "Providing Safe Environment for Teacher Trainees in Peki, E. P. Amedzofe, and St. Francis Colleges of Education through Partnership among Colleges, Districts and Schools."

Other results achieved were:

- Improvement in the safety and security of off-campus student teachers by 98.2% in Peki College, 99% in St. Francis College, 98% in E. P. College – Amedzofe; and improvement in the safety and security of on-campus student teachers by 98.6% in Peki College, 99% in St. Francis College and by 99% in E. P. College, Amedzofe.
- Enhanced security awareness among students (protection of life and property better than before).
- Enhanced students' confidence in the use of acquired self-defense skills.
- Off-campus student teachers worked in secured and safe environment unlike previously.
- The strategies adopted to achieve these key results were:
 - Introduction of occurrence book for recording the entry and exit of vehicles by the trained security personnel.
 - Conducting security checks on vehicles at college entry and exit points.
 - Improvement in door locking systems in halls of residence.
 - Improvement on street-lighting of campuses.
 - Improved response time by college security as a result of training offered by UEW security unit.
 - Construction of fence wall at the female dormitory.



"Formerly, I only saw myself as a watchman and not a security person responsible for protecting life and property. I therefore, used to sleep on the job a lot. But the training offered me and my peers by the security unit of the University of Education, Winneba made the difference. My colleagues and I now use occurrence books to track the movement of vehicles and people in and out of the college and conduct thorough checks on vehicles at every point of entry. My colleagues and I also undertake regular on-campus patrols. Our increased visibility and presence at vantage points of the college have created a reassuring environment for college staff and student teachers.

Hayford Botchway – Security Person, Peki College of Education.

The most significant innovation employed by the project were:-
(i) working with stakeholders, including traditional authorities and assembly members, to ensure that student teachers are able to work in a safe and welcoming environment.

PWCE, Aburi: Improvement in the practical skills of mentors and tutors in using TLMs prepared with low and no cost materials.

PWCE improved its tutors and mentors' pedagogical skills through the successful implementation of the project entitled "Enhancing PWCE Tutors' Practical Experiences in Teaching at the Basic School using Creative Approaches (ET-PET)."

The following key results were also achieved by the college:

19 out of 20 of college tutors and; 63 out of 65 of mentors recorded progress using practical teaching skills using low and no cost TLMs.

The College adopted the following strategies:

- Stakeholder engagements to gain buy-in and support.
- Capacity building workshops to enhance the competencies of student teachers, tutors and mentors.
- Model teaching using creative approaches and continuous reflective practice.
- Significant innovations introduced by the college through the use of games, storytelling and group work.

St. Teresa's Mentoring support of "Academic Champions" improves female student teachers' academic performance in English, Mathematics and Science (EMS).

The College significantly improved the performance of student teachers in EMS by 73%, through the adoption of the following strategies:

- Formation of Mathematics Club to discuss challenges faced by student teachers.
- Organizing field trips for teacher trainees to Meagasa Mathematics Academy to observe practical application of Mathematics.
- Monthly mentorship/role model sessions with alumni for student teachers to be inspired to improve upon their performance in EMS. Increased contact hours for teaching EMS from 2 hours to 4 hours a week.

Tutors devoting more attention to low performers.

Other results achieved by the college:

All 35 tutors use appropriate TLMs and gender friendly pedagogical skills in teaching of Mathematics and Science.

Most of targeted student teachers use appropriate TLMs and gender friendly instructive skills during OCTP.

Role-play and the focus on using low/no cost materials and activity-based learning such as using cans, bottles, papers, bottle tops which are readily available to teach.



Mentors from partner schools of PWCE - Aburi preparing TLMs with low and no cost materials.



"I had a misconception that EMS was difficult, but my encounter with Ms. Loretta Ackah, an alumna during the EMS clinic made me realize that I just needed to persevere to excel in EMS" - Pascaline Amegavi Mawusi – Student Teacher St. Teresa's College

Innovations introduced by the college included:

Use of high achievers like Professor Sitsofe Anku; the Founder and Executive Director at Meagasa Mathematics Academy and President of the Ghana Mathematics Society to facilitate Mathematics clinics.

Use of academic champions (student teachers within the first-class category) to mentor peers.

Jasikan College recorded 80% improvement in the practical teaching skills of Early Child Education (ECE) teacher trainees' incorporating creative approaches. This is an improvement on the 70% target set.

Additionally, the following key results were achieved:

- 321 out of 406 ECE teacher trainees of Jasikan College are able to teach early childhood lessons with innovative approaches such as rhymes, games, role-play, drama etc.
- Tutors of Jasikan College demonstrated practical skills in teaching ECE students using creative approaches such as rhymes, games, role-play, drama etc. appropriate at the ECE stage.

The strategies adopted by the college to achieve its results were:

- The timetable was revised to include OCTP for first year teacher trainees.
- A policy put in place where there was an increase in observation and practice lessons in demonstration schools for second and third year teacher trainees of the college to enhance their teaching skills in ECE.
- Organized ECE seminars for teacher trainees on career guidance, progression and prospects.

Agogo: Building the Capacity of Tutors in the Preparation and Application of Indigenous Teaching and Learning Aids (TLAs).

Agogo recorded 20% increase in application of TLAs by pre-service teachers. The college also achieved the following at the end of the project:

- 293 out of 300 (97.7%) pre-service teachers now prepare and apply TLAs using indigenous and locally-based materials during off-campus teaching practice.
- 210 out of 300 (70%) of pre-service teachers developed portfolio of locally made TLAs and used them during on-and off-campus teaching practice.

The strategies adopted by the college to achieve its key results were:

- to build the capacity of tutors, mentors and pre-service teachers in TLA preparation and its application in lesson delivery using indigenous and locally-based materials
- Portfolio and Cataloguing of TLAs prepared.

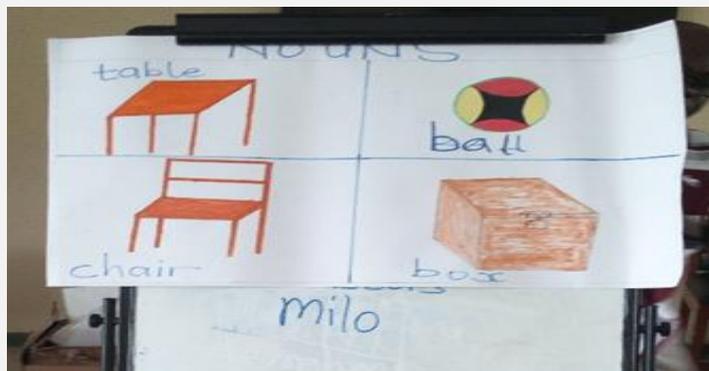


Antoinette Abotsi, a tutor of Jasikan College using drama to teach a lesson at a partner school.

The most significant innovation that helped the college achieve its results were;

- Development and use of ECE mentoring handbook.
- Intensive orientation using experts to change mindset/negative perceptions about the ECE programme, highlighting the relevance of the ECE programme.
- Use of observation guides by mentors and mentees to observe lessons and provide feedback.

Innovative strategies used by the college to achieve its key results by enhancing the capacity of tutors and student teachers in the use of locally-made TLMs in lesson delivery.



Sample TLMs produced by student teachers.

- 1.1 Peer teaching by tutors and conducting demonstrating lessons with pupils from basic schools.
- 1.2 Creation and hosting of Resource Centre for storage and access to tailor-made TLAs in the College.

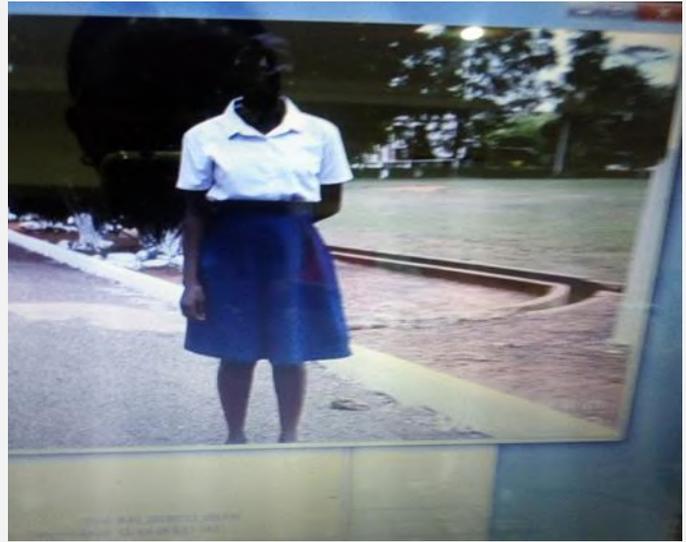
PCE: Improving Academic Performance of Second Year Female Teacher Trainees.

By the end of the Challenge Fund project, 9 female teacher trainees of PCE graduated with first class honors which has not happened since 2005. This is an improvement from a baseline of 0%.

Strategies adopted by the college were they:

- Organized extra classes for female teacher trainees in English, Maths and Science (extra tuition).
- Introduced of additional assessment scheme during the semester apart from the regular assessment (quizzes).
- Quiz competitions organized amongst female student teachers of PCE and PWCE.

The innovative strategies adopted by the college to achieve its key results were organizing extra tuition for third year female teacher trainees in Mathematics, Science and English; and a gender responsive pedagogy training for college staff, mentors, circuit supervisors and municipal girls' child officers.



“I have improved upon my performance in that in the first semester exams I had 4As however, I have 8As in the second semester. I even had 100% in Mathematics.”

Yvonne Martey, a Student Teacher - PCE, Akropong.

“Empowering teacher trainees: Innovative Approaches to Practical Teaching (ETT: IAPT).”

90% (195 out of 217) teacher trainees and tutors of Dambai College demonstrated requisite pedagogical skills appropriate for teaching at the basic school level. The results that contributed to the overall achieved outcome were;

- Commencement of On-Campus Teaching Practice from year one to ensure the early development of teaching competencies of student teachers.
- Increased duration for OCTP sessions from 4 weeks to 7 weeks to facilitate enough practice and acquisition of the essential instructional skills of student teachers.
- Increased reflective practice sessions between college tutors, mentees and mentors led to improvement in lesson delivery.
- Development and use of content appropriate TLMs during teaching practice sessions to contextualize learning and bring it to life.



Capacity building workshop for mentors of Dambai College.

The innovative strategies adopted by the college to achieve its overall projected outcome were:

- To sign of an MoU between the college and partner schools to collaborate in preparing pre-service student teachers.
- Mandatory basic school pedagogical skills development for tutors.
- Introduction and use of training manual on “Improving Basic School Pedagogical Skills of College Tutors” which supported tutors to demonstrate appropriate pedagogical skills in lesson delivery at the basic level.

- Introduction and use of training manual on “Improving the Mentoring Skills of Basic School Teachers for Effective Teaching” supported mentors to display strong mentoring skills.
- Increased supervision time by tutors to facilitate the provision of effective feedback to student teachers.
- College website developed (with e-portal for uploading of lessons taught by tutors and student teachers) for continuous reflective practice.
- Development and use of content appropriate TLMs during teaching practice sessions contextualized learning and made lessons more interactive.

Akatsi: Learning English, Mathematics and Science (EMS) with digital animation.

- 10 out of 15 EMS tutors of Akatsi College are now independently able to set-up and use ICT for teaching.
- 5 out of 15 (one-third) EMS tutors now integrate ICT in lesson delivery with little support compared to the baseline figure of 0.

The achievement of the overall outcome was basically due to capacity building workshop held for EMS tutors on the development and use of digital animations in teaching.



EMS tutors of Jasikan College engaged in group work during training workshop

3.0 Learning Event: Day Two

Day two of the learning event was devoted to group engagements and sharing amongst participants. It offered space for further networking through group work. There was also a facilitated discussion during the gallery walk where Colleges took the opportunity to further demonstrate to fellow participants the impact of their projects and the way forward.

3.1 *Best Practice, Sustainability and Internal Challenges to Address*

Insights from participants' reflections from Day One

Participants highlighted best practices learnt from day one worth implementing:

- Use of teacher trainees as Academic Champions to support weak students to improve upon their performance in English, Mathematics and Science (EMS).
- Set up a TLM Resource Centre for Colleges.
- Use of EMS clinics to improve the academic performance of pre-service teachers.
- Use of the alumni to continuously mentor present student teachers.
- Preparation and use of low and no cost local materials for TLMs preparation and practical demonstration in lesson delivery.
- Involve all college staff in project implementation in order to reduce the work load on project teams.

Participants identified the following to focus on in order to scale up:

- Partnering with internal and external stakeholders of the college.
- Keep a portfolio of teaching and learning materials.
- Use human resources within the college to facilitate capacity building workshops where applicable.
- Strengthen relationships with partner schools so that, the impact is felt at the local level.
- Involve alumni and student teachers in project implementation.

The under-listed were identified as internal challenges Colleges would want to address going forward:

- Gain buy-in and cooperation from internal and external stakeholders.
- Improve internal security to guarantee the safety of staff and student teachers.
- Decentralise project implementation to enhance ownership.
- Establish research and development units to coordinate all project activities in order to meet reporting timelines.
- Involve college stakeholders in all aspects of project implementation to reduce misconception.

3.2 *Guided Gallery Walk*

A guided photo gallery tour was facilitated around participants' significant achievements which had been captured in pictures and displayed by colleges. From the guided tour, participants identified good practices, innovations, tools and approaches which they found interesting for adoption to improve their college system.

Some of the good practices identified for replication include;

- An establishment of TLM Resource Centre by SDA College which encourages sharing (borrowing) of TLMs.
- E-portfolio for assessing off-campus student teachers by Ada & Mt. Mary Colleges incorporated into the College's website.
- Use of academic champions to facilitate peer support and use of English, Mathematics and Science clinics to improve the academic performance of female students by St. Teresa's College.

Some of the interesting tools identified by participants include:

- Using log books and MoUs as mechanisms for engaging District Assemblies, Traditional Leaders, School Representative Council (SRC), Banks and Opinion Leaders to promote effective stakeholder participation in the practicum process by Peki College (St. Francis College; E. P. College, Amedzofe College, Agogo College and PCE College).
- Use of occurrence books by Peki College to track the movement of vehicles entering and exiting the college.
- Using e-portal for continuous reflective practice by Dambai College.

Opportunities for collaboration were also identified:

- St. Teresa’s College committed to support Akatsi, PWCE, Agogo and Dambai to organize EMS clinics and mentoring sessions for female student teachers.
- Jasikan College offered to work with St. Teresa’s to facilitate the patronage of Early Childhood Programme.
- PCE offered to share with other colleges on how to get the School Representative Council (SRC) and financial institutions to commit funds to support the practicum process.

3.3 Media Engagement with Colleges of Education

The uniqueness of this third Learning Event was the live engagement with the media. The Media Engagement session with the college teams has highlighted the impact being made by the colleges, which would have gone unnoticed. Colleges had the opportunity to demonstrate their readiness towards the implementation of the new curriculum. Five Colleges (SDA, St. Teresa’s, Peki, PCE and Agogo) participated in a moderated media discussion.

A summary of the discussion has been listed below.

Questions/Comments	Response
No college was able to say whether project funds received was small or too much for project. Why?	<ul style="list-style-type: none"> • Relative to some activities, funds received were not enough. The College Management had to top it up and, in some instances, used Internal Generated Funds (IGF) to complement funds received. • In some cases, savings made were pushed to other areas but prior to that, official requests were made to the T-TEL Key Advisor on Funds for approval (Peki College).
What challenges did you seek to solve and what has been the outcome?	The EMS clinics focused on practical ways of learning the 3 subjects so pre-service student teachers appreciate the concepts, and thereafter mainstream these in the cause of their practice. Outcomes realized were shared in the college presentation - (St. Teresa’s College).
Are there mechanisms for tracer studies to assess what is going on at the basic school level?	Academic Champions are using the skills gained to support low performers. The college also intends to initial MoU with the GES directorates within the catchment areas of the college to facilitate effective monitoring and assessment - (St. Teresa’s College).
What measures are in place to ensure that expected practices occur at the basic levels?	<ul style="list-style-type: none"> • The College will undertake tracer studies to ensure that pre-service teachers are doing what is expected of them. In some cases, the real issue relates to resource constraints on the part of GES and this needs to be looked at – (SDA). Besides, GES structures are not well coordinated to facilitate effective teaching and learning but the opportunity to reverse this trend is a shared one - (Agogo College). • In-service trainings need to be undertaken to build the delivery competencies of teachers – (Peki College).
What plans are in place to reach out to the other partner schools who were not part of the Challenge Fund project?	Colleges intend to use their own resources to extend these interventions to other schools.
When will the new Basic Education Curriculum be implemented?	It will be implemented from October 2018.

<p>What kind of risk analysis has been undertaken relative to the incoming reforms of teacher education and how do you intend to overcome these?</p> <p>Will pre-service teachers still be expected to wear uniforms when the new curriculum is rolled out?</p> <p>How will the election of prefects be managed? Will the incoming first years remain prefects from the second year to the final year?</p> <p>College governance is important but presently there are no governing councils and statutory committees. What can colleges do to solve the problem?</p> <p>Internet connectivity remains a challenge. What can colleges do so it does not become a stumbling block during the implementation of the new reforms?</p> <p>What systems are in place to retain and promote qualified staff such as PhD holders?</p> <p>What will happen to the policies that have already been developed and are being piloted by colleges of education?</p> <p>How can the issue of remuneration and motivation for college tutors be resolved?</p> <p>What practical actions and practical assessment plans are in place to ensure that pre-services teachers are able to produce something visible for practical teaching at the basic level?</p>	<p>These are all national policy issues that need to be dialogued upon and collective decisions taken.</p>
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3.4 Group Work

Based on achievements, learnings, challenges and opportunities shared by the colleges within their groups, the following were identified as being the best practices that could be embedded and rolled out across Colleges. Also identified are the key strategies that could sustain and consolidate the results of their projects and the specific roles and support that their key stakeholders (internal and external) could provide to sustain the gains beyond T-TEL. The summarized presentations from each college has been presented below.

<i>Best practice, sustainability, support from key stakeholders</i>	
<p>Peki College in partnership with St. Francis College, Amedzofe</p>	<p><i>Best practices from project</i></p> <ul style="list-style-type: none"> • Effective communication and transparency in dealing with stakeholders. • Advance preparation and detailed work plans for project activities. • Incorporating the use of digital animations in teaching and learning. <p><i>Key strategies to sustain and consolidate results/gains of the project</i></p> <ul style="list-style-type: none"> • Extension of capacity building programmes to mentors in partner schools. • Development and implementation of an effective monitoring and evaluation plan. • Continuous collaboration with project partners and communities. <p><i>Roles and support of key stakeholders</i></p> <p><i>Internal: College Management</i></p> <ul style="list-style-type: none"> • Continuous commitment and financial support to the process. • Embark on fund raising to complement the college's internal generated funds • Partner and cooperate with college stakeholders and sign commitment MoUs.

External:

- GES, lead mentors and mentors will monitor and report to the college on impact and areas in need of strengthening.
- College alumni would be encouraged to raise funds to support initiatives of colleges.
- Provision of residential accommodation for mentees by traditional authorities and partner communities.
- Financial institutions will be lobbied to provide financial resources to colleges for the capacity building of tutors and student teachers.

Agogo College

Best practices from project

- Development and use of students' portal for reflective practices
- Use of academic champions to mentor underperforming student teachers.

Key strategies to sustain and consolidate results/gains of the project

- Strengthen existing partnership with partner schools.
- Periodic mass production of TLMs
- Collaborate with other colleges

Role and Support of key stakeholders

Internal

- Financial support from college management and governing council.
- Commitment of tutors and student teachers to own the process to promote ownership.

External

- Management: provision of logistics to support the efficient running of the project
- District Assembly and financial institutions providing financial support for the acquisition and preparation of TLMs.
- District Education Office tracking the performance of student teachers and mentors in partner schools and submitting periodic reports.

St. Teresa's College

Best practices from project

- Improve upon the content of EMS clinics and use more alumni to support the process.
- Build the capacity of college tutors in modern pedagogy.
- Incorporate and upscale ICT and digital animations in teaching and learning of EMS.

Key strategies to sustain and consolidate results/gains of the project

- Strengthen partnership with college stakeholders.
- Write grant proposals to varied funding sources.
- Replication of the project in partner schools of the college.

Role and Support of key stakeholders

Internal

- College staff mainstream EMS clinics into college calendar
- Commitment of tutors and student teachers to the process
- College management explore innovative ways to sources for funds to sustain the gains.

External

- The District Education Office makes available officers to continue effective monitoring and supervision in collaboration with the college as part of their normal work schedules.
- District Assemblies provide material and financial support to college
- Traditional authorities continue to monitor activities of mentees in their communities and also provide accommodation for mentees.
- The college collaborates with District Education Office to organise capacity building workshops for mentors and lead mentors.

PWCE

Best practices from project

- Extension of extra tuition time to cover all subjects.
- Use of animations and ICT to teach EMS.

Key strategies to sustain and consolidate results/gains of the project

- Institutionalisation of challenge fund project initiatives as part of college policy.
- Constant monitoring and evaluation by internal stakeholders of the college.

Internal

- College management needs to mobilise resources to consolidate the gains made and even upscale.
- Continuous involvement of college tutors so the work is not left to a few individuals.
- Tutors should be committed to the training of student teachers.

External

- Municipal Education Directorate need to complement the efforts of the college in monitoring and evaluation.
- Community leaders need to provide accommodation for student teachers posted to their communities.
- Financial institutions need to support the college with funds for the organisation of mentorship workshops for student teachers.

Jasikan College

Best practices from project

- Incorporating the concept of academic champions into practicum process in the college.
- Continue to collaborate with partner schools in all project activities.

Key strategies to sustain and consolidate results/gains of the project

- Commencement of OCTP from year one to ensure the early development of teaching competencies of student teachers.
- Increased duration for OCTP sessions from 4 weeks to 7 weeks to facilitate enough practice and acquisition of the required pedagogical skills of student teachers.
- Increased reflective practice sessions between college tutors, mentees and mentors.
- Development and use of content appropriate TLMs during teaching practice sessions to contextualise learning, making it more activity-based.
- Use of group work, role plays, storytelling and dramas in lessons to facilitate cooperative learning.
- Collaborate with the GES directorate and local level stakeholders in the practicum process.
- Organise regular professional development sessions for mentors as well.

Role and Support of key stakeholders

Internal

- Budget allocation by college management to support project implementation
- Tutors making their expertise available
- Support from management through Internal generated funds (IGF) to acquire the needed resources

External

- Effective and appropriate collaboration between the college, the District Education Office and the community
- Seek for and receive support from GCB Bank Limited and Jasikan District Assembly.

Dambai College

Best practices from project

- Use of academic champions to support low performing student teachers in the college to improve.
- Training teacher trainees on the development and usage of TLMs in various subject areas

Key strategies to sustain and consolidate results/gains of the project

- Signing of MoU with stakeholders specifying roles and responsibilities in the practicum process.
- Enhancing the partnership between the college, partner schools and communities.
- Engaging college management and staff in the activity budgeting process so all activities are captured and budgeted for.

Role and Support of key stakeholders

Internal

- Effective monitoring and supervision of mentees by link tutors
- Providing coaching support to student teachers by tutors

External

- Effective monitoring and supervision of mentees by link tutors GES and community leaders and reporting to the college.
- Provision of accommodation for mentees by partner communities.
- Provision of funds to support the implementation of project activities of the college by District Assemblies.

PCE

Best practices from project

- Integrate the use of animations and ICT in the teaching and learning.
- Organise extra remedial classes for female student teachers to improve upon their academic performance.
- Organise mentorship workshops for student teachers to build on their self-esteem.

Key strategies to sustain and consolidate results/gains of the project

- Strengthen stakeholder participation in college activities
- Organise inter-college EMS quizzes competition among nearby colleges.

Role and Support of key stakeholders

Internal

- The SRC is committed to support the college with 10% of total dues paid by student teachers
- College management and tutors will work together to consolidate the gains made.

External

- Akuapem Presbytery of the Presbyterian Church has made a commitment to raise funds to support the college.
- GCB Bank Limited and MTN Ghana Foundation have pledged some financial support to the college.

Akatsi College

Best practices from project

- Institutionalise EMS clinics into the calendar of the college.
- Integrate the use of animations and ICT in teaching and learning.

Key strategies to sustain and consolidate results/gains of the project

- Organise frequent master classes for tutors in specific subject areas.
- Extend the use of animations to other departments of the college.

Role and Support of key stakeholders

Internal

- College management will provide computers and projectors to aid teaching and learning by tutors.
- SRC will commit a percentage of student dues to pay for internet connection.

External

- Akuapem Presbytery of the Presbyterian Church has made a commitment to raise funds to support the college.
- District Assemblies where mentees are posted will complement the efforts of the college with computers and projectors.
- District education office will support the college in the supervision and monitoring in the use of animations by student teachers in basic schools.

SDA College*Best practices from project*

- Devote more time to teaching female student teachers so they perform at par with their male counterparts
- Organise mentorship workshops for female student teachers using high achievers to motivate them to perform better.

Key strategies to sustain and consolidate results/gains of the project

- Strengthen stakeholder participation in college activities
- Organise inter-college EMS quiz competition among nearby colleges.

*Role and Support of key stakeholders**Internal*

- Allocate a percentage of the college's internal generated funds for project implementation.
- Commitment and buy-in of college management and tutors to consolidate the gains made.
- Create an endowment fund to consolidate the gains made.
- Continue to use no and low cost TLMs in teaching and learning.

External

- Seek material and financial support from alumni of the college.
- Seek support from bankers of the college - GCB Bank, NIB Bank.
- Submit proposals to NGOs and philanthropists to support the college.

4.0 Closing Remarks

Mrs. Benedicta Atiku from Peki College of Education appreciated the continuous mentoring support offered to colleges. Togbe Vulle V, a traditional leader from Hohoe also encouraged colleges to consolidate the gains so that the expected learning outcomes are realized.

Mrs. Noshie Iddisah the Key Advisor for T-TEL Funds expressed her appreciation to all Colleges for the vibrant discussions and good work done.

Annexes

Annex 1: Agenda



Challenge Fund – End of Project Learning Event

Wednesday 11th and Thursday 12th July 2018
Capital View Hotel, Koforidua

Theme: Mobilizing Local Resources and Partnerships to Improve the Professional Preparation of Pre-Service Teachers in Ghana's Colleges of Education

Day One Schedule

Timing	Session	Facilitator / Presenter
Wednesday, 18th July		
08.30-09.00	Registration	ZFS
09.00-09.45	Opening, Introduction, Expectations and Ground Rules Welcome statement and event objectives by Robin Todd	Funds Team Robin Todd
09.45-11.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none">• Peki• Jasikan	Daniel Alimo / College Rep
11.15-11.45	Tea Break	
11.45-13.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none">• PWCE• SDA	Daniel Alimo / College Rep
13.15-14.00	Lunch	
14.00-15.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none">• St. Teresa's• Agogo	Daniel Alimo / College Rep
15.15-15.30	Water Break	
15.30-16.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none">• PCE Addressing identified implementation and reporting challenges	Daniel Alimo / College Rep
16.15-16.45	Reflections and Wrap up of Day 1	Funds Team



Timing	Session	Facilitator / Details
Thursday, 19th July		
08.30-09.00	Re-cap of Day One proceedings and introduction to Day Two	Funds Team
09.00-10.30	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none"> • Dambai • Akatsi 	Daniel Alimo / College Rep
10.30-11.30	Project Exhibition/Gallery Walk	Funds Team
11.30-12.00	Tea Break	
12.00-14.00	Your College Beyond T-TEL <ul style="list-style-type: none"> - Consolidating gains – Way forward (Sustainability and replication) - Crosscutting issues (GESI) <i>(Funds Team to set parameters for group work and subsequent presentations)</i>	Funds Team / Colleges to present
14.00-14.45	Lunch	
14.45-16.00	Media Engagement with Colleges of Education <i>(facilitated panel discussion)</i>	Funds Team
16.00-16.30	Next steps and event evaluation	Funds Team
16.30-17.00	Wrap up and closing statement – Robin Todd	Robin Todd

Annex 2: List of Participants

Challenge Fund – End of Project Learning Event					
Participant Contact List					
No	Name	College	Designation	Email	Tel. No.
1	Togbe Amenu XIII	Peki	Traditional Ruler	michealamenu@gmail.com	0243039418
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Challenge Fund – End of Project Learning Event

Participant Contact List

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Challenge Fund – End of Project Learning Event

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Challenge Fund – End of Project Learning Event

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Challenge Fund – End of Project Learning Event
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93	David Ayertey	Rite FM	Koforidua	davidkofiayertey@gmail.com	0249431427
94	Ham Agbadza	ATV	Accra	hamaronkuk@gmail.com	0503268054
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Challenge Fund – End of Project Learning Event

Evaluation Report

July 11 – 12, 2018, Capital View Hotel, Koforidua

Introduction

This report presents 63 participants assessment of the Challenge Fund (CF) – End of Project Learning event organized by T-TEL from 11 to 12 July 2018 at the Capital View Hotel in Koforidua. The event which provided a common platform for nine colleges and their key stakeholders was used to learn and share best practices on educational issues related to their CF projects and how these can impact other colleges and the Ghanaian educational sector as a whole. Nine colleges participated in the learning event with a total number of 96 participants.

A questionnaire was developed in addition to the several approaches (e.g. group discussions and recap of activities) used to measure the effectiveness of the learning event. The questionnaire was in two key sections – Section A which evaluated the learning event and Section B which evaluated future improvements and sustainability. Out of a total of 96 participants who attended, 63 participants evaluated the learning event.

The following were the categories of participants who evaluated the learning event:

Categories of participants	Number of Responses
Lead Mentors/Mentors	8
Municipal/District Education Office	6
Other (Alumini, Media, Security)	7
Project Team Members	29
Traditional Authority	3
Teacher Trainees	8
Not Classified	2
Grand Total	63

SECTION A: Evaluating the Learning Event

This section assessed the information shared by all nine participating colleges, and their engagement with the media, the extent to which all participants were able to participate effectively during the event and recommendations for future improvements. From the feedback provided by the 63 participants, their time was well spent at the event as they were able to participate in all aspects of the learning event – e.g. the group work and presentations, the gallery walks, the engagement with the media and they learnt at least 2 new ideas during the period.

The details of the feedback provided by the participants have been highlighted below:

The group work and presentations were	Participants Response	Percentage (%)
Very Good	49	78
Good	12	19
Fair	1	2
No response	1	2
Grand Total	63	100

The project exhibition/gallery walk was	Participants Response	Percentage (%)
Very Good	28	44
Good	28	44
Fair	5	8
No response	2	3
Grand Total	63	100

The engagement with the media was	Participants Response	Percentage (%)
Very Good	42	67
Good	18	29
Fair	2	3
N/A	1	2
Grand Total	63	100

Amount of Information shared on the various college projects was	Participants Response	Percentage (%)
Just Right	52	82
Too little	3	5
Too Much	8	13
Grand Total	63	100

Were you able to participate and share your ideas?	Participants Response	Percentage (%)
Definitely	42	67
Sometimes	17	27
Not at All	1	2
Not Really	3	5
Grand Total	63	100

Participants spent their time productively at the event	Participants Response	Percentage (%)
Definitely	48	76
To a large extent	15	24
Grand Total	63	100

Main Lessons Learnt from the event	No. of responses	% of total responses (excluding N.A.)
Stakeholder Engagement & Collaboration including partnerships with other colleges	20	22
EMS Clinics and use of Academic Champions & Alumni to improve performance in core subjects- particularly for female teacher trainees	16	17
Use of Animations, ICT and multimedia in teaching and learning	12	13
The importance of documenting and sharing good practice	12	13
Use of indigenous and low-cost materials in preparing Teaching & Learning Materials (TLMs)	8	9
Improving college security systems	6	6
Importance of practical teaching experience in classrooms, particularly during Year 2 (not just Year 3)	4	4
Adequate preparation, focus on pedagogical skills and problem solving to achieve results	4	4
Team Work	3	3
Preparations and plans for introduction of new 4 Year B.Ed.	2	2
Income generation within College	1	1
Willingness to work with necessary encouragement	1	1
Hold Professional Development sessions with mentors	1	1
Utilise all communications methods	1	1
Effective organisation	1	1
Results can be achieved through perseverance	1	1

Overall Achievements of Challenge Fund Projects were	Participants Response	Percentage (%)
Excellent	26	41
Good	34	54
Average	1	2
Poor	2	3
Grand Total	63	100

Overall Approach used to share results at event was	Participants Response	Percentage (%)
Excellent	38	60
Good	21	33
Average	1	2
Poor	3	5
Grand Total	63	100

Any challenges encountered during event?	Participants Response	Percentage (%)
No	60	95
Yes	3	5
Grand Total	63	100

One of the participants who responded 'Yes' stated the challenge was with the quality of the Wi-Fi service. The other two participants did not give a reason.

Recommendations for improving future events	No. of responses	% of total responses (excluding N.A.)
Involve more Colleges in future events	7	21
Make the programme longer because 2 days was not enough	6	18
Some presentations were too long- presenters should stick to time.	5	15
More focus on actual practices within basic school classrooms and participation of basic school teachers in Learning Event	2	6
Expansion of membership of future Events including more student teacher representatives e.g. SRC	2	6
Involve Principals in future programmes particularly as there were some questions that only management could answer	2	6
Challenge Fund project timetable should be better aligned with College semesters including not holding events during exam time	2	6
Improve Monitoring & Evaluation of projects	1	3
Include more life testimonies and achievements	1	3
All Colleges should have fair engagement with the media	1	3
Allocate more funds to projects	1	3
Participants should be given the programme in advance.	1	3
Always use hotels for such events	1	3
Need better choice of food in the hotel	1	3
The hotel needs better Wi-Fi	1	3

SECTION B: Proposed Future Improvements and Sustainability

In this section, participants shared the key knowledge gained that can be replicated in all colleges of education in Ghana. Also, key in this section are the emerging best practices in teaching and learning.

Did you gain any knowledge that will help your College sustain results?	Participants Response	Percentage (%)
Yes	61	97
No	2	3
Grand Total	63	100

A total of 61 out of the 63 participants responded “yes” to having gained additional knowledge during the event. Below are the details of the knowledge gained by the participants.

Description of knowledge gained by participants	No. of responses	Percentage of total responses (%)
Stakeholder Engagement and Collaboration	11	18
EMS Clinics	7	11
Replication of best practices	4	7
Partnership between Colleges	4	7
Soliciting financial support from organisations (e.g. banks) and alumni	4	7
Use of TLMs	3	5
Regular Monitoring and performance review in partner schools	2	3
Use of animations to support EMS	1	2
Team Work	1	2
Extend the Challenge Fund	1	2
Tutors must be committed	1	2
Train students to be security conscious	1	2
Use of resource centre to keep records	1	2
Shift from an exam centred curriculum to more practical approaches	1	2%
Use appropriate methods in problem solving	1	2%

Emerging Best Practices that will implemented by other colleges	No. of responses	Percentage of total responses (%)
EMS clinics	24	27
Academic champions	19	21
Use of animations	14	16
Use and promotion of low cost TLMs	14	16
Security strategy to encourage safe environment	6	7
Establishing TLM resource centre and catalogue	5	6
Collaborate with other colleges and share information, particularly related to B.Ed. roll out	3	3
Supervision and monitoring of teachers in basic schools	1	1
Stakeholder engagement	1	1
Improve female performance by learning lessons from PCE	1	1
Raise funds to sustain programme	1	1

Challenge Fund – End of Project Learning Event

11th & 12th July, 2018 @ Capital View Hotel, Koforidua

Theme: *Mobilizing Local Resources and Partnerships to Improve the Professional Preparation of Pre-Service Teachers in Ghana's Colleges of Education*

EVALUATION FORM

To help us improve the quality of our technical support, we would appreciate your feedback!

1. Date	
2. Venue	
3. Category of Participant Group	<p>Please <u>tick</u> the best option</p> <p><input type="checkbox"/> Implementation Team Member <input type="checkbox"/> Municipal/District Education Directorate <input type="checkbox"/> Teacher Trainee <input type="checkbox"/> Traditional/Religious Authority <input type="checkbox"/> Lead Mentor/Mentor <input type="checkbox"/> Other (please, specify)</p>
SECTION A: Evaluating the Learning Event	
Please <u>tick</u> the appropriate box, the option that best reflects your evaluation of the learning event:	
4. The group work was:	<input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
5. The project exhibition/gallery walk was	<input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
6. The engagement with the media was	<input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
7. The amount of information on the college projects shared was	<input type="checkbox"/> Too little <input type="checkbox"/> Just right <input type="checkbox"/> Too much
8. Were you able to participate and share your ideas?	<input type="checkbox"/> Definitely <input type="checkbox"/> Sometimes <input type="checkbox"/> Not really <input type="checkbox"/> Not at All
9. Was your time productively spent at the Event?	<input type="checkbox"/> Definitely <input type="checkbox"/> To a large extent <input type="checkbox"/> Not really <input type="checkbox"/> Not at All
10. Share any 2 lessons you learnt from the 2-day event.	
11. How would you rate the overall achievements from the projects presented?	Please <u>tick</u> as appropriate. Scale 1 - 4 (1:Excellent; 2:Good; 3:Average, 4:Poor) 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
12. How would you rate the overall approach used to share the results?	Please <u>tick</u> as appropriate. Scale 1 - 4 (1:Excellent, 2:Good, 3:Average, 4:Poor) 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
13. Did you encounter any challenge during the 2-day learning event? (E.g. venue, accommodation, etc.)	Please <u>tick</u> and <u>explain</u> as appropriate. <input type="checkbox"/> Yes <input type="checkbox"/> No
14. Any recommendations for improvement in future learning events?	Please <u>tick</u> and <u>explain</u> as appropriate. <input type="checkbox"/> Yes <input type="checkbox"/> No
SECTION B: Proposed Future Improvements and Sustainability	
15. Did you gain any knowledge that will help your college sustain the results of your project?	Please <u>tick</u> and <u>explain</u> as appropriate. <input type="checkbox"/> Yes <input type="checkbox"/> No
16. What emerging best practice(s) from the learning event will you adapt and implement in your college?	
17. What strategy will your college adopt to track/harvest additional results/impacts from your completed project?	

Annex 4: Team Leader's Opening Address

CHALLENGE FUND LEARNING EVENT

OPENING REMARKS BY ROBIN TODD, T-TEL TEAM LEADER

11TH JULY 2018

I am very pleased to have been invited here today to open this Challenge Fund Learning Event. This is an opportunity to celebrate the successes which these nine Colleges have achieved over the past year through their Challenge Fund projects, an opportunity to learn from each other in the spirit of continuous improvement and an opportunity to make the Ghanaian public aware of the excellent work which is going on within the nation's Colleges of Education.

I first came to Ghana 18 years ago, straight from University in the UK, to work as an English Teacher in a Senior Secondary School in the Northern Region. The two and a half years which I spent employed by GES in Wulugu were some of the happiest and most fulfilling of my life. I learnt a lot. Most importantly I learnt that being a good teacher means understanding your students, getting to know each of them individually and developing teaching and learning strategies which meet their needs. And I also learnt that you don't need whiteboards or projectors or DVD players to make a difference in children's lives.

There are three things you need to be an effective teacher:

- Professional Values and Attitudes- the dedication to learn and improve and become the best teacher you can be;
- Professional Knowledge- of the subjects and content of the curriculum being taught and;
- Professional Practice- the understanding of how to encourage participation, critical thinking and achieve intended learning outcomes.

These three elements are set out in Ghana's National Teachers' Standards (NTS) which were approved by Cabinet in September last year. These Standards provide the foundations upon which the country's educational reforms are being built so that effective education starts with the teacher.

Everyone remembers a good teacher- I am sure that you can all think of a teacher who inspired you, who helped you to learn and who encouraged you to believe in yourself. Teachers touch lives in a way that no other profession can. My time in Wulugu was memorable not just for the teaching. I felt very at home and welcome in Wulugu and I married a lady from the village- the Tindana's daughter no less. I feel privileged to have married into a large extended family and hope that, by extension, you will consider me to be a Ghanaian and permit to speak to you as a brother rather than as an outsider.

Fifteen years after leaving Wulugu I returned to the village with my wife and three children and I visited my old school. Much had changed. What was once a day school with 250 students was now a boarding school with over 1,500. There were new buildings and whiteboards in the classrooms. And as I entered the school two teachers greeted me- both of them were my former students- one was now teaching Economics and the other teaching Social Studies. They remembered me and thanked me for being their teacher all those years ago- a practical example of the intrinsic reward to all of us who choose teaching as a profession.

Ghana does not have a bad education system. I have worked in eleven countries in Sub-Saharan Africa and can say that Ghana's system compares favourably with all of them- it is well organised and comprehensive. But repeated surveys and studies show that we are failing in the most important aspect of education- learning outcomes. Too many children in this country are leaving primary school without the ability to read and write to the required standards. Too many children are failing to gain the educational foundation which will enable them to achieve their potential in life.

We also have an education system which is too focused on examinations and which does not do enough to develop critical thinking and problem-solving skills. We have a system which focuses on 'chewing' and 'pouring'- learning facts for examinations- an approach which does not adequately equip our young people for the world of work or enable them to achieve their full potential.

We should aspire for more. We should aspire to better. Change is possible. This is the message behind the Government's current education reforms. We are aspiring towards a genuinely world-class education system. A system which equips young people to become life-long learners in a knowledge economy. A system which enables Ghana to move beyond aid to trade so that we stand proudly on the world stage as the self-reliant, confident country which I know we are. A country where the public education system is so good that no Ghanaian feels the need to send their son or daughter to a private school.

This is the vision. What are we doing to make it a reality? Education starts with the teacher so reforming teacher education is an absolute priority- building upon the strengths which already exist across Ghana's 46 public Colleges of Education. Strengths which we will hear much more about over the coming two days as we hear presentations from Peki, PCE, Jasikan, PWCE, SDA, St. Teresa's, Agogo, Dambai and Akatsi Colleges of Education.

The government wants to raise the profile of the teaching profession. The world's best performing education systems are united by a common thread- the respect and standing of the teacher in society- a respect which means that young people aspire to join the teaching profession. For those of you old enough to remember I am sure you will testify that this was once the case in Ghana where the teacher had almost the same level of status and respect as the chief. How do we build this back?

We are starting by raising the entry requirements for basic school teachers so that they are equivalent to those of other professions. To be a lawyer, architect, engineer, pharmacist or doctor you must first gain a Bachelors' Degree and then secure your license to practice.

From October this year, all new entrants to the teaching profession will be required to study Bachelors of Education degrees offered by Colleges of Education, initially in affiliation with the University of Cape Coast and subsequently with other public Universities. The curriculum offered in these Colleges of Education will represent a significant departure from previous practice.

5 public universities (University of Cape Coast, University of Education Winneba, University of Ghana, Kwame Nkrumah University of Science & Technology and the University of Development Studies) have designed new Bachelors of Education degrees aligned with the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF) and submitted these to the National Accreditation Board (NAB) for certification.

Aligning the new Curriculum with these Standards will ensure that we train the teachers which Ghana needs to deliver a world class education system. The Curriculum will be very practically focused- with 30% of the total assessment marks being related to practical assessments of teaching ability- and will focus on ensuring that teachers are confident in the use of learner-centred approaches to encourage critical thinking and problem solving. Teaching practice in schools ('supported teaching' in the language of the new curriculum) will play a central part in the learning process with student teachers spending time in partner schools in Years 1, 2, 3 and 4- not just in Year 3 as is the case with the current Diploma.

Once student teachers have completed their 4-year Bachelors of Education degree they will then spend one-year teaching in basic schools, employed by GES, before they will receive their License to practice and achieve qualified teacher status. This License is important because it provides an independent validation that each teacher has the practical skills and capabilities to meet the requirements of the National Teachers' Standards. An assessment across the three 'domains' of effective teaching which I mentioned earlier, namely:

- Professional Values and Attitudes;
- Professional Knowledge;
- Professional Practice.

Licensing will be practically focused. It will involve observation of the teacher in the classroom and an assessment of their professional portfolio, lesson plans and other necessary documents. And Licensing is not something that should be feared by any aspiring young teacher. It is something which should be embraced, with confidence, as it provides validation that one has met the standards of a professional teacher, an important step in raising the status of the profession.

It is important to note that these changes in teacher education reform are just one element in the Government's education reform strategy. Alongside the introduction of a new Bachelors of Education degree there will be a new Basic Education Curriculum in Ghana's schools. A curriculum which seeks to instil in young people what it means to be a Ghanaian- stressing the characteristics of honesty, integrity and entrepreneurship which are essential to our growth as a nation.

As the Team Leader of T-TEL, a Government of Ghana programme, we have been working with the National Council for Tertiary Education (NCTE) to support all 46 Colleges of Education to transform teacher education and learning. We have been working with Colleges for the past three years to prepare them for the Teacher Education Reforms. And I would also like to recognise and pay tribute to the important role that the University of Cape Coast have been playing in building capacity and capability in Colleges of Education. I firmly believe that, with this support, Colleges- including all nine Colleges here today- are ready to deliver the new Bachelors of Education degree. I am excited about the opportunities for Colleges and Universities, working in a partnership of mutual cooperation, respect and understanding, to truly transform teacher education and learning. If Ghana achieves these reforms it will stand as a beacon of hope to all of Africa that genuine change in teacher education is possible.

And this change has already begun as the Colleges of Education here today will testify. Through their Challenge Fund projects, they have brought about significant and positive changes in the lives of young people across the country. To name but a few:

- Peki has worked with a wide range of stakeholders, including Traditional Authorities, to ensure that student teachers are able to work in a safe and welcoming environment;
- St. Teresa's has significantly improved the performance of their student teachers in English Language, Mathematics and Science;
- Agogo has enhanced the capacity of tutors and student teachers to use locally-made teaching and learning aids to improve learning outcomes;
- Dambai has enhanced the skills of tutors and mentors to support student teachers to teach effectively in basic school classrooms;
- and Jasikan has prepared student teachers with practical skills to improve delivery of early childhood education – a critical stage of development for the nation's growth.

And this is not the end. Far from it. T-TEL will be there every step of the way, as a Government of Ghana programme, to support Colleges and Universities over the coming years.

- We will work with Universities to provide Continuous Professional Development support to enable all lecturers and tutors to understand all aspects of the new curriculum and deliver it effectively.
- We will seek to strengthen partnerships between partner schools and Colleges, guided by a new School Partnerships Policy- to ensure that experienced teachers are effectively mentoring student teacher in line with the NTS.

- We will provide support to all Colleges to enable them to upgrade the qualifications of their tutors, within a 4-year transitional period, to meet the minimum requirements of the National Council for Tertiary Education (NCTE).
- We will continue to support Colleges to achieve their organisational objectives and development plans through a Payment by Results (PBR) approach, providing funding for Colleges to use as they see fit to improve their infrastructure and learning environment.
- And we will continue to emphasise the importance of Gender and Inclusion- ensuring that opportunities for advancement are available for all in an inclusive and supportive learning environment.

Colleges of Education are already doing great work. They are ready to lead this educational transformation in our nation. The future is bright and the possibilities are exciting. I hope you will take time over the next two days to hear more from the nine Colleges as they tell you their stories in their own words.

Thank you.