Challenge Fund – End of Project Learning Event

Theme: Mobilizing Local Resources and Partnerships to improve the professional preparation of Pre-Service Teachers in Ghana’s Colleges of Education

October 31 – November 1, 2017
Capital View Hotel, Koforidua
1.0 Introduction
As part of strategies to achieve its overall programme outcome, T-TEL has earmarked funds under the Challenge Fund (CF) to invest in Colleges and their partners to make tangible contributions to better quality teaching and learning, and to girl-friendly and learning-enabling schools. The CF is a competitive funding mechanism for Colleges to address challenges and issues that constrain their achievement of quality education outcomes.

Between August and November, 2016, T-TEL awarded grants to 33 Colleges to implement interventions that will improve the quality of teaching and/or support innovative activities that enable better learning outcomes. The implementation period ranges between approximately 12-18 months.

The Challenge Fund interventions cover specific innovations under the following key issues:
- Trainee teachers’ practical experience of teaching
- Professional development of college tutors
- Quality teaching and learning materials in Colleges
- Girl-friendly and inclusive Colleges
- College management
- Partnerships between colleges, schools and districts

After a year of project implementation, some 7 Colleges’ projects come to an end in the quarters ending August, 2017 and September, 2017 respectively.

A 2-day learning event, with the theme - “Mobilizing Local Resources and Partnerships to improve the professional preparation of Pre-Service Teachers in Ghana’s Colleges of Education” - was held at the Capital View Hotel, Koforidua, from October 31 – November 1, 2017.

The Learning Event provided a common platform for Colleges, their partner schools and key stakeholders to interact and share information on educational issues related to their projects and how this can impact on the colleges and the country as a whole. It also helped the Colleges and its stakeholders to identify emerging issues and opportunities for further collective interventions. Colleges learnt not only from their peers but also identified best practices and strategies to ensure the sustainability and institutionalization of best practices. It was critical that a common platform/space was created for these colleges to share, learn and showcase achievements, impact, lessons, and success stories. General recommendations and way forward was also agreed upon.

A total number of 38 participants attended the Event. The following categories of participants formed the College teams (see Annex 3 for participant list):
1. The Challenge Fund Project Lead
2. The College Accounts Officer who was involved in the project implementation
3. A key member of the implementation team
4. A Lead Mentor of target partner school (if applicable)
5. A target District Director of Education (if applicable)
6. District Assembly Rep (DCE/DCD/Chairperson Social Services Sub-Committee)
7. A traditional Ruler/Rep (if applicable)
1.2 Objectives

The main objectives of the learning event were:

- To harvest results achieved and the impact on the Colleges
- To promote knowledge and information sharing among Colleges and their key stakeholders
- To prioritize emerging issues for further interventions/actions
- To identify and document best practices, lessons and innovative practices for institutionalization and sustainability

1.3 Methodology

The first day of the 2-day event was dedicated to presentations and feedback by the colleges; the second day focused on using group work to share and learn, document best practices and its institutionalization and how to sustain them.

Colleges were given the opportunity to showcase their key achievements and success stories which took the form of:

- Drawings, sketches, paintings, pictorial presentations, etc.
- Event/project pictures that support achievements
- Captions and key statements from stakeholders
- Key strategies, approaches and tools employed for effective project implementation

2.0 Learning Event Proceedings: Day One

The Learning Event kicked off with an opening prayer, which was followed by introduction of participants by project leads and expectations from each project team. The expectations are summarized below:

- To learn more than five innovations from participating Colleges of Education and replicate.
- To learn about how CoEs overcame implementation challenges.
- To know more about what other CoEs have achieved and peer learn.
- To learn best practices in basic school teacher formation based on projects showcased by other colleges.
- New ideas from other CoEs which will improve on future project implementation efforts.

2.1 Presentation on “A Model for Re-conceptualizing Teacher Education in Ghana: Transforming Teacher Education and Learning” By Akwasi Addae-Boahene, Chief Technical Advisor, Ministry of Education - Transforming Teacher Education and Learning (T-TEL)

Prior to delivering his presentation, Mr. Addae-Boahene thanked participants for the good work to date and for the effort and extra time of the implementation teams, irrespective of their day to day roles within the CoEs, to ensure that the projects achieved results.

He continued by saying that all the CoEs present had contributed to the results being realized by T-TEL and apart from being part of our success story, each college is recognized a champion promoting teacher education in Ghana.

A copy of the presentation is attached as annex 5.
2.1.1 Comments, contributions and questions from participants

Q: Is there a plan that allows for teachers with DBE certificates to upgrade themselves further?
A: The Colleges can partner with other universities to help train existing teachers in the classroom to upgrade.

Q: Will the Colleges of Education curriculum be in tune with the basic education curriculum being implemented now? If so what will be the role of the West African Examination Council since the new curriculum lay emphasis on practical skills.
A: There is a proposal to revise the new school curriculum and WAEC is a key stakeholder on it. Therefore issues arising in the new curriculum will be taken care of in examining Pupils in Ghana.

Q: How will Colleges of Education generate Internal Generated Funds to run their Colleges under the new curriculum?
Q: Has T-TEL conducted any study to get the impact of the current DBE curriculum before proposing for the change of the curriculum?
Q: Will the current arrangement of paying DBE teacher trainees allowance continue when the implementation of the new curriculum is rolled out?
A: The new reform is looking at standardizing the way teachers are trained. It does not matter the curriculum being used, but all curriculum used must meet the new standard. But a study will be conducted to see what has been achieved so that it can contribute to what is happening currently.

2.2 Statement by DFID

Ms Janice Dolan highlighted the purpose of the 2-day event, adding that, the support to T-TEL was from the UK taxpayer, which brought with it a lot of pressure on both T-TEL and the colleges to report results which impacted at the basic school level.

She was very pleased about the simple strategy that Holy Child used – ‘spot checks’, system of peer mentoring and 'sit-ins' which had gained results. She added that, all the lessons learnt, both positive and negative, will contribute to the curriculum reform process.

She indicated that committing funds to the CF projects was a huge learning opportunity that was aimed at getting some results, and it was encouraging that some achievements were being made. She hoped that colleges can use their IGF and other sources of funding to sustain the gains made so far. She concluded making an observation on how the Colleges presented their achievements with passion and commended them for the good work done.

2.3 Presentations on Key Achievements, Lessons and Challenges by Colleges

Day One of the event focused on presentations by each College along the following lines:

- 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 plan for sustainability
Below is a summary of each presentation as well as questions and comments from participants.

**Summary of Presentation - St John Bosco's:**

The overall outcome achieved under the CF project titled “Professional development of tutors of St. John Bosco’s College of Education” was “developed professional skills of tutors of St John Bosco's CoE in the areas of gender responsive pedagogy, research and publication and ICT pedagogy”. The project baseline were:

- All teaching and administrative staff of the College had not had any training in gender responsiveness in relation to their professional responsibilities, and as a result were not gender responsive practices.
- 0% of staff have not had training Gender Responsiveness for Educational service delivery

The innovative strategies adopted by the college to achieve its key results and ultimately its overall outcome were capacity building on how to conduct quality research, Basic Concepts in Computing, and web-based systems, using gender responsive teaching and learning materials, and using BQUIP and Scratch Software, etc..

The key results achieved by the college were:

- 46 out of the 59 tutors (80%) acquired knowledge and skill to use gender responsive teaching and learning materials, lesson plans and language
- 46 out of 59 (80%) tutors equipped with knowledge and skills in gender responsive classroom set-up, sexual harassment
- 7 out of 10 (70%) management team members and 41 out of 53 (77%) tutors acquired knowledge and skill in gender responsive management processes and procedures, and as a result; there is 30% increase in Gender Responsive Classroom set-up.
- 20 out of 59 tutors acquired knowledge in Basic Concepts in Computing, and web-based systems; Rapidity Lecture Builder, and Commons Open Educational Resource for teaching and learning
- 20 out of 59 (34%) tutors acquired knowledge in the use of BQUIP Software for improved teaching methodologies. Teaching is enhanced to take care of visual, auditory and tactile/kinesthetic learners.
- 20 out of 59 (34%) tutors acquired knowledge to use Scratch Software to build interactive stories, games, animations and simulations for teaching and learning
- 20 out of 59 (34%) tutors acquired knowledge and skills to create Multimedia Teaching and Learning Materials for teaching and learning.
- 56 out of 59 (95%) tutors acquired knowledge and skill to conduct quality research for publication; identifying researchable topics, data collection and analysis as well as the use of search engines and online libraries in specific academic disciplines for their research purposes
- 14 out of 59 (23%) tutors conducted research in various disciplines such as; Mathematics (4 tutors), Languages (3 tutors), ICT (1 tutor), Science (2 tutors) Counselling (2 tutors), Public Relations (1 tutor), Social Sciences (1 tutor)
- 10 out of 14 tutors who undertook research presented their academic papers for review by the Editorial Board

The most significant innovation introduced by the project is the college academic journal which has provided tutors the opportunity to progress in their academic career.

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<td>Q: The research and publication result area was supposed to get tutors to undertake research and publish their papers, but not to set up and register a journal for the college. Did the college therefore achieve that result area?</td>
<td>A: The team responded that lack of access to journal and the high fees for publishing was a disincentive for tutors in publishing their work, the availability of the college journal will now serve as a motivation for tutors to write and publish papers at a low cost.</td>
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C: Even though ICT is good for teaching, trainees’ awareness should be drawn to the fact that they should still be able to teach in the event that they are unable to use it due to power or other challenges.

A: Using ICT to teach is an addition to what is already being done in the classroom. And so, without power, teaching should still go on. The BQUIP training shows how to teach actively in classroom and how to teach in classroom. It is designed for all courses.

Comments:

C: The process and results captured on the Gender Responsive Pedagogy was inadequate for participants to understand how the activities for that result area were achieved. The team was advised to include detail information about the results area when revising their presentation.

C: The team was advised to go beyond the BQUIP and SCRATH software which are all tutorial based. Other software such as ChemLab that can help tutors in the science department improve their delivery in practical lessons should also be adopted.

C: The result areas the college implemented was broad enough to be projects on its own. The College was advised to narrow their focus next time to help them achieve more results.

Summary of Presentation – Atebubu:

The project was entitled "Becoming a teacher: The impact of teaching practice on trainee teachers in Atebubu Colleges of Education". From the baseline study, 10% of 50 teachers had no understanding of what TLMs were and 44% of 25 college tutors had satisfactory knowledge on clinical supervision. Following the identification of the gaps, the strategies adopted by the college to achieve its results were stakeholder engagements, capacity building in TLM design and preparation, clinical supervision, observation and peer supervision during the on and off campus teaching practice.

The overall outcome achieved was 73.9% of the targeted teacher trainees had distinction in the off-campus teaching practice. The following key results were achieved by the college:

- About 90% of target mentees performed credibly in lesson delivery. Their confidence level and general performance improved over the performance of their non-pilot mentees.
- 95.50% of teacher trainees use TLM effectively during lesson delivery.
- Almost 80% of the tutors in the college acquired knowledge and skills on clinical supervision.
- The increased supervision from 3 to 6 times of target trainees by their mentors and link tutors has led to improved performance in teaching practice.
- 92% of the 46 mentees demonstrated effective use of TLM in lesson delivery when observed during practicum.
- 95% of 114 stakeholders stated there has been an improvement in collaboration/relationship between stakeholders and the College of Education during the stakeholder forum.

The most significant innovation introduced by the college was the pre and post meetings (clinical supervision) which was instituted as part of the supervision process. This gave the teacher trainee confidence during lesson delivery and hence improved upon their use of innovative ways of lesson presentation.

Questions/Comments | Response
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Q: The number of targeted teacher trainees for the project was 46, whiles the analyzed results from University of Cape Coast showed 39 trainees, what accounted for the difference? | A: All examination results from UCC are yet to be released, the college is yet to follow up on the results of the rest of the teacher trainees. The results yet to be released by UCC includes the 7 remaining target teacher trainees.
Q: To what extent can the performance of the target group as shown in the achievements be attributed to teaching practice?

A: The increase in supervision was intended to help ascertain the performance of mentees through continuous visits to the partner schools.

Q: Is there any reason for increasing supervision from 3 to 6 times for mentees?

A: All tutors of the college participated and acquired skills in clinical supervision and other trainings that were organized by the CF team. As such, this improved supervision is being used by all tutors who go for supervision in other partner schools. The college is using a system called progressive supervision. In that way, the previous performance of the trainee is recorded and any tutor supervising the next time is able to note what the previous performance was as compared to the current.

Q: Why did the college select 3 partnership schools for the Challenge Fund project, how is supervision enhanced in the other partnership schools?

A: All tutors of the college participated and acquired skills in clinical supervision and other trainings that were organized by the CF team. As such, this improved supervision is being used by all tutors who go for supervision in other partner schools. The college is using a system called progressive supervision. In that way, the previous performance of the trainee is recorded and any tutor supervising the next time is able to note what the previous performance was as compared to the current.

C: To improve supervision, a suggestion was made to the team that; tutors of the college should build good relationship with teacher trainees from year one. This will help teacher trainees see supervision as a friendly process and not as punishment and will not panic when during supervision.

C: Advance notice of supervisory visit to mentees should be given before visiting the partner schools.

C: Some mentors from other schools could not benefit from T-TEL interventions. It is wished that such benefits can be extended to such schools.

C: Lead mentor from one of the target schools, Atebubu-Amantin, stated during the discussion that through the interventions, mentors have been trained to support mentees adequately and they know their responsibilities now. Also, tutors sit with mentors and mentees during supervision - they plan together now. The lead mentor further stated that mentees used to panic when ever link tutors were coming to undertake supervision. The increased supervision increased their confidence level.

Summary of Presentation by St. Francis (Peki and Amedzofe):

The project was entitled “Improving Teacher Trainees' Competence in Teaching through Innovative Practicum for Effective Lesson Delivery”. From the baseline study, teacher trainees were inadequately prepared by tutors for practicum (coaching from college tutors in the various subject areas); some mentors were not equipped in the use of the creative approaches with which teacher trainees were being taught to use in the classrooms; some mentors did not meet the minimum standards for mentorship (at least 3 years of teaching experience).

The most effective innovations adopted by the college to achieve their results were:

- Videoing of On Campus Teaching Practice Sessions in the 3 CoEs
- Assessment of off-campus/third year teachers trainees in partner schools of the 3 CoEs by Lead Mentors and Mentors

Some of the key results achieved by the college, contributing to their overall achieved outcome of “70% of target mentors apply creative approaches in mentoring teacher trainees” were:

- Tutors and management well informed on their role in teaching practice with management committing to transparency in teaching practice budget.
- Second year teacher trainees of St. Francis CoE; Peki CoE and E. P. CoE, Amedzofe acquired knowledge on the roles of mentors during teaching practice.
• Observed lessons delivered by second year teacher trainees of St. Francis CoE; Peki CoE and E. P. CoE, Amedzofe and reviewed by tutors to identify the best practices in lessons delivery.

• Second year teacher trainees acquired skills in preparing lesson plans on learner centred themes appropriate for teaching at the basic school level.

• 310 from St. Francis CoE; 184 from Peki CoE and 137 from E. P. CoE, Amedzofe second year teacher trainees developed skills in lesson plan preparation.

• 283 of second year teacher trainees from St. Francis CoE; 202 from Peki CoE and 154 from E. P. CoE, Amedzofe equipped with lesson presentation and evaluation skills.

• 345 from St. Francis CoE; 211 from Peki CoE and 171 from E. P. CoE, Amedzofe second year teacher trainees developed skills in TLMs preparation and use.

• Second year teacher trainees' assessment scores in practicum increased by 6.6% in St. Francis CoE, 5.4% in E.P CoE Amedzofe and 5.2% in Peki CoE.

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<td>Q: How did the college apportion their milestones? Is it according to the college semester timetable or Basic School timetable?</td>
<td>A: With regards to the scheduling of activities, activity plans were prepared in consultation with project stakeholders teacher trainees in particular in the three Colleges of Education</td>
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<td>Q: How did the college achieve the milestones?</td>
<td>A: The second year on-campus teacher trainees were the target group for the OCTP sessions. Besides, four (4) to six (6) OCTP sessions were conducted during the semester, within the time frame that was agreed on for the project.</td>
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<td>Q: Which year group was the target group for the OCTP sessions?</td>
<td>A: The results showcased are for individual colleges and not aggregated for the partnership. The number of OCTP sessions carried out by the three implementing Colleges of Education were scored, evaluated and compared to the baseline scores.</td>
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<td>Q: Does the achievements reported for each milestone reflective of each individual College of Education in the partnership, or is an aggregate of the OCTP scores?</td>
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**Summary of Presentation by Holy Child:**
The project implemented was entitled "Developing mentees pedagogical skills during teaching practice in Sekondi-Takoradi Metropolis and Ahanta West District of the Western Region of Ghana". From the baseline conducted, 75% of teacher trainees did not demonstrate enough pedagogical skills to enable them teach effectively after their pre-service training. Following the gap identified, the strategies adopted by the college to achieve its results were stakeholder engagements and capacity building. The most effective innovations and good practices that helped the college achieve its results were peer mentoring and sit-ins. Some of the key results achieved that contributed to the overall achievement outcome of "58% of teacher trainees able to demonstrate mastery of their pedagogical skills during teaching practice" were:

- 343 first year teacher trainees' performance in 4 core subjects (Mathematics, Science, English Language & Social Studies) improved by 17%.
- 343 first year Holy Child teacher trainees' performance in 4 core subjects (Mathematics, Integrated Science, Social Studies and English Language) improved by 51%
- 0.6% increase in performance of 343 first year teacher trainees in 4 core subjects - Mathematics, Integrated Science, Social Studies and English Language (92% - 1st Semester to 92.6%-2nd Semester)
- Knowledge and skills in pedagogy of 326 second year teacher trainees improved by 41%
- 60.8% improvement in spot-checks, best practices and in-class coaching skills of 36 mentors. (Comparison of evaluation survey average of 76.5% and baseline survey average of 15.7%)
- 33 college tutors' knowledge and skills in using activities that involves creative approaches in lesson delivery improved by 94%.
- 38.8% improvement in the usage of creative approaches in lessons by 33 college tutors (comparison between evaluation survey of 98.1% and baseline average of 59.3%).

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<td>Q: What are spot checks? Is spot check the same as monitoring?</td>
<td>A: Spot check is a practice of monitoring teacher trainees to identify weaknesses and provide feedback for improvement during practicum. Monitoring on the other hand involves using a check list and providing feedback based on the checklist.</td>
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<td>Q: Why should the marks of a mentee who is supervised 4 or 5 times be divided by 6 to compute the average?</td>
<td>A: The number of supervisions as part of the teaching practice policy 6. All trainees are aware of, and their scores are therefore divided by 6 irrespective of the actual supervision received.</td>
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<td>Q: Does the frequent movement of link tutors of the college for spot checks, not disrupt the academic calendar of the college and expected contact hours?</td>
<td>A: The spot checks do not conflict with college programmes because tutors have a designated timetable for undertaking spot checks. The project team further co-opted other link tutors to join in undertaking these spot checks.</td>
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<td>Q: The use of spot checks on female teacher trainees can draw some negativity for the trainees when they have personal issues with a link tutor. How is the college going to address this issue?</td>
<td>A: Spot checks are not conducted by only link tutors, but also lead mentors. The process is therefore open and transparent to avoid any form of victimization or suspicion. And during spot checks, the first point of call is the lead mentor, then the mentor before the team moves to meet the teacher trainee. Spot checks are not used as punishment measures, but just to ensure that mentees are in school and are using the skills acquired in the course of teaching and learning.</td>
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| Q: Can the college review the impact of improved performance following the training and mentorship offered to teacher trainees? How can you justify that the training offered to teacher trainees is being used for the intended purpose? Have you considered conducting a follow up monitoring survey and tracer studies to assess impact and how to continuously improve? | C: The focus of concentration on entry behaviour does not relate well with project title. The college should consider revising this.  
C: A lead mentor from Holy Child partner school stated that spot checks make teacher trainees “sit on their toes.” Hitherto, teacher trainees reserved their best subjects for supervision, but now they prepare well for all lessons because supervision can be done at any time.  
C: Holy Child College confirmed that mentorship training was not organised, it was reviewed to focus on coaching because T-TEL through the Professional Development (PD) sessions organised a nationwide mentorship training. Clarifying further, the T-TEL Funds Officer informed participants that, once T-TEL was... |
organising mentorship training for all colleges, colleges cannot replicate the same training as that is not value for money. As such all colleges who planned to conduct mentor training as part of their CF activities were asked to stop.

**Summary of Presentation by OLA:**
The college’s overall outcome achieved under the CF project titled “*Improving the practical skills of teacher trainees through innovative pre teaching activities*” was “69.65% of teacher trainees performed creditably in the OCTP indicating their preparedness for practical teaching”. From the baseline study, preparation of pre-service teachers for their on campus teaching practice (OCTP) was 25%.
The innovative strategies adopted by the college to achieve its key results and ultimately its overall projected outcome were the orientation sessions organised for first year teacher trainees to change their mind-set. The key results achieved by the college were:

- 20.6% increase in performance of 401 first year teacher trainees in 6 selected second semester quiz & mid-semester subjects - Mathematics, Science, English, Education, Social Studies & Ghanaian Language (66.6% to 87.2%)
- 2.8% increase in performance of 401 first year teacher trainees in 6 selected second semester examination subjects - Mathematics, Science, English, Education, Social Studies & Ghanaian Language (93.95% to 96.75%)
- Knowledge and skills in best teaching practice gained by 90% of 400 second year teacher trainees through first-hand observation demonstration lessons.
- Practical skills in lesson delivery demonstrated by 70% of 400 level 200 teacher trainees during OCTP.
- 75% of the level 200 pre-service teachers demonstrated mastery in their elective subjects’ lesson delivery
- 65% of the level 200 pre-service teachers demonstrated mastery in core subjects’ lesson delivery.
- 8.6% improvement in practical knowledge and skills of 399 second year teacher trainees in lesson delivery (70% to 78.6%)
- 4.8% improvement in practical knowledge and skills of 399 second year teacher trainees in core subject lesson delivery (65% to 69.8%).
- 12.7% improvement in practical knowledge and skills of 399 second year teacher trainees in elective subject lesson delivery (75% to 87.7%).

**Questions/Comments**

| Q: Will the taking of school pupils from their natural classroom environment to the college assembly hall for demonstration lessons affect their participation in class? Would bringing the pupils to the college not make it artificial and miss the key achievement that was targeted. | A: The challenges in the colleges necessitate bringing the children to the college. Again, children of today are very free and not intimidated by their environment. The pupils were more active and never felt intimidated even though they were in a new environment. |
| Q: What was the purpose of the survey that looked at why some teacher trainees saw the college as a second option and also applied to other higher institutions of learning? | A: The issues identified by the baseline were necessary to enable the college focus on changing the mindset of the teacher trainee about teaching and to get the best out of them as teaching professionals. |
| Q: How can colleges of education and other institutions motivate teacher trainees to stay in the classroom after completing their course? |  |
Q: Was the teaching practice coordinator part of the CF team - How is he taking the increase of teaching practice from 3 to 5 weeks?

Q: How did the baseline survey play into the project? For example, the low income and other indicators identified. The issues identified in a baseline should always be looked at in terms of how to address the challenge.

Comments:
C: The colleges can develop a tracer system to track trainees graduating from the colleges. Also, the strategy of using women/men achievers can help change the mind set of some teacher trainees about the teaching profession.

Summary of Presentation by St. Joseph’s:
The college’s overall outcome achieved under the CF project titled “Effective Partnership For Quality Practicum” was “20% improved performance in English Language Methodology by trainees”. The project baseline were:

- 56% respondents have never attended any refresher or update course on mentoring and mentorship.
- 67% respondents did not hold reflective meetings because they were not aware or understand it
- 68% were not aware of the existence as well as the purpose of Teaching Practice Journal
- 70% respondents agreed that the relationship among the partners (college and DDE, SMS/PTA, etc.) was weak/very weak
- 77% had never participated in teaching practice evaluation meetings.

The innovative strategies adopted by the college to achieve its key results and ultimately its overall projected outcome were stakeholder engagement, capacity building and regular review meetings. The key results achieved by the college were:

- 75% of stakeholders stated the relationship among the District Education Directorate, District Assembly, Community Level Opinion Leaders, Partner schools, etc. and St Joseph CoE is very strong as far as Teaching Practice was concern.
- 39 link tutors Validated Report on Monitoring and Supervision and agreed with the following feedback from the 279 mentees:
  - Monitors and supervisors visited their schools very often
  - Monitoring and Supervision improved up to 80% and above
  - All 42 link tutors (100%) admitted that improved knowledge and skills improved supervision and monitoring

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<td>Q: Who are the stakeholders involved in the project monitoring?</td>
<td>A: The stakeholders comprised of traditional authorities, district assembly, Ghana Education Service, community members etc.</td>
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<td>Q: How different is the logbook establish by the college for partner schools from the current visitors books they are already kept in the partner schools</td>
<td>A: The logbook for the project was solely for the monitoring of practicum by stakeholders. The visitors' books is meant for the schools themselves. The reasons for which any stakeholder visit the trainees is normally recorded in the log book. The log-book is a monitoring tool to see how stakeholders played their part in effective practicum – to check that the</td>
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Partnership agreement with the stakeholders was followed.

Q: Why are the results of the various stakeholders presented similar/ almost the same
A: The results presented is what was achieved over a period of time - cumulatively. Again, the questionnaire gave a range of numbers for selection. Almost all the stakeholders chose a particular range and so, the results were similar.

Comments:

C: The T-TEL SPA for the Eastern and Greater Accra Zone advised that when new practices are being introduced in schools, the district/municipal director should always be aware. If the district/municipal director is aware of the introduction of a monitoring log book by the college for its stakeholders and the director does not have any reservations, then it is acceptable.

Summary of Presentation by Mampong Technical:
The project implemented was entitled “Effective Teaching of Basic School Science, Mathematics and BDT by Mentees in Six selected Schools in Mampong Municipality”. From the baseline study:

- Lead mentors and mentors stated Orientation for mentees by College before off-campus teaching practice, respondents was below expectation
- Lead mentors and mentors stated the professional support they provided for mentees exceeded expectation
- Lead mentors and mentors stated they were below expectation in the writing of post-internship reports on mentees
- Practicum guide/manual for mentees/mentors/lead mentors/link tutors is not available
- Number of Supervision mentees receive during off-campus teaching practice is not adequate (averagely 3 supervisions)

Following the gap identified, the strategies adopted by the college to achieve its results were the development of a practicum guide, mocking teaching practice and increased time with mentees to support them in content and pedagogy. Some of the key results achieved that contributed to the overall achieve outcome of “60.8% of target mentees demonstrated key competencies in the teaching of Mathematics, Science and BDT during practicum” were:

- Lead mentors, mentors and target mentees acquired practical skills and knowledge in the teaching of Science, Mathematics and BDT through first-hand observation during the micro teaching.
- 75% of mentors and lead mentors, acquired knowledge and skills in effective supervision, mentoring and coaching for effective teaching of Mathematics, Science and BDT during practicum through capacity building workshops
- The project produced a Practicum Guide for the Performance of mentees have improved with some defending a distinction score (6/16 out of 35/288).
- 80% target mentees confidence and preparation to teach Mathematics, Science and BDT improved teaching of Mathematics, Science and BDT.
- 93.8% of 16 target mentees demonstrated key competencies in use of appropriate teaching strategy and inclusion of available resources and materials during lesson delivery during practicum

Questions/Comments | Response
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C: The college was advised to buy camera for their college activities instead of hiring the services of a camera person all the time which may more expensive in the long term. | A: The college had a challenge with the pictures that were taken, therefore the college agreed that a professional photographer can be hired to support.
with subsequent events so that quality pictures can be acquired

Q: Is the mock teaching an innovation of the college or is a practice that existed before? What about the mock exercise made it an innovation? In as much as we bring new systems into a project, the existing systems must be enhanced as well.

A: Mock teaching has been a practice in the educational system, but for some time now institutions were not implementing it. The college therefore revived it to enhance its practices. With regards to the innovation, instead of bringing the pupils into the college, the schools were visited.

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<td>C: With regards to results which states that the confidence level of trainees have increased, questionnaires should be developed with set of questions that the tutors can use to test the confidence level of the trainees to determine the increase in their confidence level. When trainees are allowed to indicate whether their confidence level has increased or not, the responses will be skewed because they will all agree that the confidence level has increased.</td>
</tr>
</tbody>
</table>

### 2.4 General Comments

1. All colleges should focus on the impact of teacher trainees on the basic school pupils rather than concentrating on the semester grades of teacher trainees
2. All colleges should develop an M&E system to monitor funding for projects in their colleges beyond the T-TEL project
3. Colleges can have inter and intra partnerships. This form of partnership can be on college level or departmental level, where the college or a department will collaborate and implement various projects.
4. Participants agreed they have learnt from the presentations of the other colleges. They were however cautioned to examine the innovations of the other colleges to see which ones suit their situations before adopting.
5. With regards to the innovations learnt from the various colleges, participants agreed that, not all innovations presented can fit other colleges. Colleges were advised to use innovative ways to select and adopt such best practices. Again, the colleges were advised that, partnerships among colleges is key. When colleges are implementing similar projects, they can form partnership to learn from each other and improve.
6. Finally, the Fund’s Officer thanked all for effectively participation in “Day one” and encouraged such participation the next day.
<table>
<thead>
<tr>
<th>No.</th>
<th>College</th>
<th>Project Title</th>
<th>Overall Outcome Projected</th>
<th>Overall Outcome Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>St Joseph</td>
<td>Effective Partnership For Quality Practicum</td>
<td>Improved performance of Target Mentees of St. Joseph College of Education</td>
<td>20% improved performance in English Language Methodology by trainees’</td>
</tr>
<tr>
<td>2</td>
<td>Mampong Technical</td>
<td>Effective Teaching of Basic School Science, Mathematics and BDT by Mentees in Six selected Schools in Mampong Municipality</td>
<td>Effective Teaching of Maths, Science and BDT during practicum in Six Target Basic Schools in the Mampong Municipality</td>
<td>60.8% of target mentees demonstrated key competencies in the teaching of Mathematics, Science and BDT during practicum</td>
</tr>
<tr>
<td>3</td>
<td>Holy Child</td>
<td>Developing mentees pedagogical skills during teaching practice in Sekondi-Takoradi Metropolis and Ahanta West District of the Western Region of Ghana</td>
<td>60% of teacher trainees demonstrate mastery of their pedagogical skills on and off campus teaching practice</td>
<td>58% of teacher trainees able to demonstrate mastery of their pedagogical skills during teaching practice</td>
</tr>
<tr>
<td>4</td>
<td>Atebubu</td>
<td>BECOMING A TEACHER: The impact of teaching practice on trainee teachers in Atebubu Colleges of Education</td>
<td>Effective Practicum Process in Atebubu College of Education</td>
<td>73.9% of the targeted teacher trainees had distinction in the off-campus teaching practice</td>
</tr>
<tr>
<td>5</td>
<td>St John Bosco</td>
<td>Professional Development of Tutors of St. John Bosco's College of Education</td>
<td>To develop the professional skills of tutors of the college in the areas of Gender Responsive Pedagogy, Research and Publication, and ICT Pedagogy</td>
<td>Developed professional skills of tutors of St John Bosco’s CoE in the areas of gender responsive pedagogy, research and publication and ICT pedagogy</td>
</tr>
<tr>
<td>6</td>
<td>OLA</td>
<td>Improving the practical skills of teacher trainees through innovative pre teaching activities</td>
<td>60% of teacher trainees are adequately prepared in terms of practical teaching at the end of their second year.</td>
<td>69.65% of teacher trainees performed creditably in the OCTP indicating their preparedness for practical teaching</td>
</tr>
<tr>
<td>7</td>
<td>St Francis [Peki and E.P. CoE, Amedzofe]</td>
<td>Improving Teacher Trainees' Competence in Teaching through Innovative Practicum for Effective Lesson Delivery</td>
<td>Improved performance of teacher trainees in teaching practice by at least 55%</td>
<td>70% of target mentors apply creative approaches in mentoring teacher trainees</td>
</tr>
</tbody>
</table>

Table 1: Summary of Overall Outcomes Achieved

3.0 Learning Event Proceedings: Day Two

3.1 Recap of Day One
What new things (innovations and/or Best practices) did you learn yesterday that your college may consider adopting or piloting?
Participants highlighted the best innovations learnt from day one that their college will consider adopting and implementing. Reference was also made to some bad practices that hindered the progress of their work in their various colleges. The following innovations were identified to be carried forward:

- Multi-dimensional approach used by Holy Child (sit-ins; spot checks and peer mentoring) to improve practicum for teacher trainees.
• Use the “Academic Journal” of St. John Bosco to enhance the research skills of college tutors and their teaching competencies.
• Use video recording and analysis for Reflective Practice (Atebubu).
• Use of mock teaching sessions to observe teacher trainees for continuous improvement (Mampong Technical).
• Adapt the progressive mentoring of the performance of teacher trainees (Atebubu).
• Extension of OCTP sessions (OLA).
• Establishing the mind set of pre-service teachers to help them adapt to the career paths they have chosen (OLA).
• The study of TLMs as a course in second year (Atebubu).
• The use of hyper link to share information (results, evidence, etc.)
• The use of the scratch and BQUIP soft wares to enhance teaching (St John Bosco)

Apart from the innovations to be adopted, participants also shared the following lessons:
• The adoption of other innovations should be based on “local” circumstances - not just wholesale adoptions.
• Use College of Education Teachers Association of Ghana to support “policy advocacy”
• Intensify project team review meetings to continuously improve.
• It is important to track the impact of interventions on the teacher trainees

The following practices were identified as bad and the colleges will stop:
• Working alone instead of working as a team (Atebubu)
• Delays in the reporting leading to delays in releasing project funds to project teams (Mampong Technical).
• Leaving the work to a few people in the project team to work on.
• Team members not adequately motivated
• Too much work placed on few people to work on all projects

3.2 Group Work (1)

What are the implications of the Teacher Education Curriculum Reform to the Colleges of Education amidst current systems, structures and capacity: “What are the positives and anticipated challenges”

(a) St. John Bosco

The positives identified were:
• Improved training systems: content, pedagogy and practice
• Improved management and administrative structures: from council to the teacher trainees
• Improved/strengthened academic structures: semester programmes, academic programmes, academic board, convocation, professional & academic capacity of tutors, science and technology.

The anticipated challenges highlighted were:
• Administrative capacity: inadequate personnel for all relevant units
  o College secretariat unit
  o Quality assurance unit
  o Academic affairs unit
  o Finance unit
  o ICT unit etc
• Lack of physical structures. For instance class rooms for lectures
• Staff migration

During the post presentation discussion, some participants mistook the point on course content as negative. St. John Bosco team explained that, the changes in course content was not meant to be a negative change, but general changes, mostly positive that will come about due to the new system.

(b) Atebubu
The positives identified by the college were:
• Enhancement of professional and social status of the trainees from the college
• Uniform curriculum for teacher education in Ghana
• Improvement of economic activities in the colleges’ communities
• Specialization will bring about quality teaching and learning
• Improvement of infrastructure in the colleges

The anticipated challenges highlighted were:
• The need for tutors to build their capacity
• Infrastructure challenge (classrooms, labs, hall of residence, etc)
• Financial challenges (IGF)
• Condition of services of staff

During the post presentation discussion, some participants noted that, IGF will rather be enhanced with the new system, contrary to the opinion of the Atebubu team. There will be an opportunity for the colleges to make use of the economic activities within the new system to improve the college finances. The current system is that colleges should remit the government with 34% of funds generated. Therefore, the University College of Education (UCOE) will have to increase their IGF and help the colleges to embark on development programmes. Participants all agreed that uniformity of the curriculum is necessary to ensure a standardized system.

Participants also supported the idea that, financial challenges is an anticipated challenge. For instance dealing with infrastructural development of the colleges.

(c) OLA
The positives identified by the college were:
• The new system provides the opportunity to identify gaps that needs to be addressed
• The curriculum will reflect the basic education syllabus
• The involvement of key stakeholders in the writing process
• There will be harmonization of CoE and Basic schools
• There will be employment opportunities
• Improved capacity to meet challenges

The anticipated challenges highlighted were:
• Financial burden; i.e., increase in wage bill, etc.
• Inadequate infrastructure
• Inadequate logistics
• Capacity building; inadequate capacity of tutors
• Loss of jobs/positions
• Problem with efficiency: the issue of sending in national service personnel to teach basic schools during the one year period when new teachers will not be available.

A major concern raised by participants was the one year gap without new teachers as a result of the transition from 3-4 years. As such, national service personnel may be sent to teach at basic schools during this period. Most participants were concerned about the quality of teaching that will be delivered by the national service personnel during this period.
To dispel such fears, the participants were informed that consultations going on included Ministry of Education and all relevant stakeholders before the start of the new system. Measures would be put in place to ensure that such national service personnel are trained in some basic knowledge in education to properly fill in the gaps. Another suggestion was to enroll these service personnel into sandwich programmes to train them in-service. Finally, GES should consider posting teachers based on their specialization.

Others thought that, it could also be an opportunity for teachers with certificates who are not employed to also be employed.

(d) Mampong Technical
The positives identified by the college were:
• Finance & Commerce:
  o Increase in employee compensation – salaries, allowances etc
  o Boom in economic activities in the locality
• Staffing
  o Opportunity to employ more staff
  o Staff challenged to aspire to higher qualification- academic & professional studies
• Students
  o Increase in enrolment – variety in modules (regular & sandwich)
  o Programme options in specialism – certifications
  o Well baked professionals – competitive teachers; local and global
  o Management
    o Qualified management
      - improves capacity of institution
      - Improves on efficiency
      - Creates credibility in sourcing for funds

The anticipated challenges highlighted were:
• Financial constraints
  o Increase in infrastructure needs
  o Increase in employee’s compensation and remuneration
• Demand for higher qualification of staff
• Higher entry requirements of students
• Staff redeployment and redundancy
The participants discussed the entry requirements for admissions set by NCTE and NAB. The minimum entry requirement was C6, this was revised to D7 because most principals thought they were not getting enough teacher trainees admitted into the colleges. All the participants agreed that the capacity of the colleges when upgraded to university colleges of education could be a challenge. The colleges have to start planning towards the capacity building of their colleges. The teacher unions should stand strong and negotiate for their members during the stakeholder consultations to achieve better placements for their members within the new system.

(e) Holy Child
The positives identified by the college were:

- Systems
  - Stability in admission requirements
  - Improved policies used in running the colleges
  - More emphasis on practical component than theory
  - Increase in number of years spent resulting in increased quality of trainees

- Structures
  - Quick institution of the colleges' councils
  - Upgrading of existing physical structures (user-friendly structures)
  - Resourcing the existing departments and creating new specialized departments

- Capacity
  - Upgrading of tutor qualification (capacity building, staff development)

The anticipated challenges highlighted were:

- Colleges to cope with existing inadequate resources/structures until new structures and resources are made available (e.g. accommodation challenges)
- Expansion and upgrading of existing infrastructure has huge financial implications
- Staff upgrading to meet new requirements comes with financial implications
- Challenges in feeding since existing infrastructure does not allow for cooking

Once the reform is completed and the new system is implemented, government will be mandated to address the challenges identified, so that the system can work effectively. To address the challenge with infrastructure, distance programmes and non-residential admissions should be considered by the colleges to reduce the infrastructural stress. Renovation of the current dormitories in the colleges of education to make room for kitchenettes for trainees.

(f) St. Francis
The positives identified by the college were:

- Reviewed policies and committees
- Strengthened governance structure in CoE
- Improvement in teacher education
- Improved professional and academic portfolio
- Change in statutes of CoEs
- Improvement in infrastructure in CoEs

The anticipated challenges highlighted were:
Participants thought that most of the colleges have to change their policies to reflect the new system. As the colleges are piloting policies that are yet to be approved by their councils, the revision of Act 847 which guides the current college system would be reviewed in the midst of the transformation of the colleges into university colleges. Therefore, depending on the new Act, colleges would be required to review their policies.

Some participants wanted to know what certification will be awarded with the new system and whether it would be a degree in education or a degree in a specialized subject. Further consultations are needed on the processes towards the introduction of a new system, and so such issues as raised above can be addressed.

Colleges were encouraged to ask all the critical questions that are needed to enable them eliminate all ambiguities. Some colleges may be given specializations, colleges would be asked to affiliate with other universities, etc. A lot of discussions and engagements are still on-going, and so colleges should endeavor to make inputs when they are consulted.

(g) St. Joseph’s CoE

The positives identified by the college were:

- Curb teacher absenteeism in schools
- Build capacities of teachers
- Accessibility of university education
- Ensure national teaching standards
- Amendment of CoEs Act (847)
  - Full autonomy
  - Legal backing
  - Upgrading of CoEs to UCoEs

The anticipated challenges highlighted were:

- Constraints in physical structures, for instance lecture auditorium, offices for staff, proper library system, internet connectivity
- Inadequate staff – academic/non-academic due to technical and financial clearance
- Institutional resistance to change
- Change of government or will power of government
- Resources to commit to the reform – personnel in CoE

Regarding the issue of political will, participants were informed that, a cabinet memorandum has been approved for the national teaching standard and the national teacher education curriculum framework leading to the reform in the teacher education sector. The only two issues left is the conversion of the colleges into university colleges and conversion of the diploma certificate programme into a degree
programme. There are copies of the national teachers standard available online on the T-TEL website and can be assessed by participants.

3.3 General Comments, questions and discussion after Group work 1
Some participants needed confirmation that opportunity would be given to the other universities to access the new curriculum. This will enable the colleges to choose a university they wish to affiliate with and also avoid the monopoly power enjoyed by UCC.
In response, 5 universities are currently involved in the negotiations and therefore UCC is not the only one going to be mandated to conduct assessment for the colleges. These issues may be addressed during the process of negotiation.
Some participants also wanted to know if the specialisation in the new curriculum (e.g. technical education) will be considered by GES when posting mentees or newly qualified teachers.
As GES is a key stakeholder in the reform processes these issues will be addressed by GES. If not, their attention will definitely be drawn during consultation.
Other questions asked by participants included the following:

1. Will the curriculum be rolled out to all colleges at the same time or on pilot basis as done with the technical universities? If it is on a pilot basis how will this be done?
2. The colleges are currently having provisional accreditation, if the colleges are re-assessed and they do not pass what happens to the teacher trainees in that college.
3. The private colleges of education are rolling out like 1700 teacher trainees. How are they monitored? And what role will they play in the sector. The private colleges are not monitored for the same standard as the UCC, UEW and CoEs. The UCC and UEW newly qualified teachers are not posted but private newly qualified teachers are, why?
4. With the private colleges, the entry requirements, courses and the on/off campus teaching practice are all different but they have accreditation from the NAB and students receive the same certificates from UCC. Will these colleges also use the new curriculum or use the old one?

The third and fourth questions were addressed with the explanation that; the curriculum and reforms are national and all colleges (public and private) will be required to use it.

A suggestion was made that, co-operative education for the colleges should be conducted for all staff (teaching and non-teaching) to ensure that the capacity of staff is at par with the level of upgrade as done for the polytechnics during their upgrade to technical universities but not for the colleges. It will be good for this to be done for all the colleges of education.

The T-TEL communications officer assured the colleges that their comments and concerns would be transcribed and forwarded to the T-TEL Steering and Technical committees to discuss and address as they are negotiating with key stakeholders.

It was stressed that these questions and discussions are to flag or highlight the possible challenges with the proposed reform and curriculum.
3.4 Group Work 2: Consolidating Gains – Way Forward

As a college, if you have an opportunity to consolidate your gains and achieve bigger results within 6 month’s period – what will bigger result be? And what specific key activity/activities will realistically help you achieve that result?

(a) Mampong Technical

A mock teaching will be conducted to identify specific learning gaps in the learning of mathematics, science and basic design and techniques (BDT). The mock teaching gaps will be used to design a remedial programme for an experimental or pilot teaching by the tutors. Feedback from tutors will be used to train the mentors and teacher trainees (mentees). Monitoring and follow ups will be done by lead mentors, mentors, link tutors and mentees. The reports on the monitoring will then be written by the lead mentors in the form of a monthly report.

During feedback and discussions from presentation, the college was asked to differentiate between the proposed scale up and the initial project. In response, the college indicated that gaps were identified during implementation of the CF project but were not addressed as it was not the main focus of the project. This proposed scale up would identify the gaps using the model teaching and then address the gaps within the 6 months.

The college was advised that this should not be a new project, it should be something that will be successful because this will be a build-up on the previous project, to address the gaps that have been identified. The team was tasked to go back to the drawing board.

(b) Atebubu

The college proposed to sustain the effective practicum process by training tutors and mentors on their roles in clinical supervision and TLM preparation, usage and application. Again, the college will improve the provision of materials for TLM preparation. Finally, the college will conduct a tracer study on the 46 newly qualified teachers (target of the completed project).

To ensure continuity and sustainability the college intends to increase the number of mentors to be trained in TLMs by at least one third because of the major transfers happening within the district. The same increment would be applied to the target mentees.

Following presentation, the college was advised that conducting further training because of the transfers of mentor is not good enough and not sustainable. This is because mentors will always be transferred. The college responded that an MOU would be signed with the District Education Office to ensure that the trained mentors will not be transferred. But this was still not satisfactory to the peers from the other colleges.

The college was advised that, the project should focus mainly on how to sustain the completed project and not focus on the transfer of the mentors. The college was further advised to assess the training on the TLMs and determine how to improvise. The best practice is to use low cost materials within the local environment of mentees, tutors and mentors for TLMs design and preparation.

Again, the college can bring the mentees who benefitted from the first project to mentor the new target mentees or teacher trainees to share how they are using the skills acquired.
The college team can also develop a tracer system to track how the mentees and mentors are using the skills acquired in TLMs preparation.

(c) St John Bosco's
St. John Bosco mentioned the gains achieved in the completed project as the knowledge and skills gained by tutors to conduct research, write papers and publication of journals. To sustain these gains further, capacity building will be conducted to enhance research and publication capacity of staff to aid in their career progression and to improve teaching, learning and the education system within the college. The proposed scale up will build on the skills to enable the tutors upgrade, write and publish the papers to aid their promotion.

The key activities that will be conducted to achieve the tangible results will include 2 training sessions (mentoring and peer reviewing sessions) and 2 academic conferences to share and discuss researches conducted. This is because the rest of tutors are yet to catch up on the academic publishing as there have been only 10 papers ready for publication in the Journal.

During feedback and discussions after presentation, the project team was advised to organize national academic conference and invite tutors from other colleges of education to share their research. The college tutors can learn from such conferences to improve their work.

The team should introduce a new and innovative strategy to sustain the gains of the research and publication result areas.

(d) St. Joseph’s
The scale up project being proposed by the college seeks to achieve an effective monitoring and supervision by all stakeholders based on the pilot where the stakeholders were trained on their roles and responsibilities. All the partner schools will be trained, including the non-pilot partner schools on their roles and responsibilities in the practicum process. The key activities that will be conducted to ensure the achievement of the bigger results will be the adaptation of the teaching practice monitoring log book in all partner schools; undertake frequent supervision, monitoring and review/feedback sessions. Motivation for the stakeholders will be improved to include intrinsic, citation or certificates.

During feedback and discussions after presentation, the college was advised that, instead of training every school, the key assembly person and stakeholders should be trained and then a TOT carried out as it will be done on district basis.

Other comments/questions included the following:
• The activities for the six months are the same as what the college had implemented already. The one year project targeted 5 schools, but the college want to scale up and cover more schools within the extension period. How can the college use six months to scale up the project to cover more schools.
• What is the driving force for requesting to scale up their project to cover other partner schools and stakeholders?
• The college responded that, they intend to use the trained stakeholders (mentors, teachers, and traditional authorities) to serve as facilitators for the six months. For sustainability of the project, the college was advised to involve GES officers to continue the process and mentors who were trained initially can also serve as trainers for teachers and community members.
(e) St Francis (Amedzofe; Peki)
The colleges as part of the scale up seeks to achieve an improvement in the performance of trainees' practical competence by 40%. To achieve this, M&E systems would be strengthened in the following areas, planned announced and unannounced lesson observation visits with mentors. Mentors will join the colleges’ link tutors to undertake the supervision of mentees at least 3 times. The training workshops on creative approaches will be conducted for all the mentors and lead mentors of the practicing schools of the college.

Key clarifications needed by the other participants included the following;

• How will the project implemented for the six months be measured?
• How will the performance of the mentees on practicum be compared with their performance during on-campus teaching practice sessions?
• What is the sustainability measure for this project after the six months of implementation?

The colleges responded that, they will continue with the announced and unannounced visits to supervise mentees to assess the performance of the mentees. The colleges were advised that, they need to involve other stakeholders e.g. mentors and circuit supervisors to check the competence of mentees even after completion of the college. Sustainability strategies for the project are key and should be identified and institutionalised in the college. Also, the Circuit Supervisors should be included in the proposed scale up.

(f) OLA
A bigger result the college seeks to achieve following the successful implementation of the Challenge Fund project would be to pilot sit-ins and peer mentoring with level 100 teacher trainees during OCTP. As part of this, the college would conduct an orientation session for the level 100 teacher trainees and then group them into programmes. The level 100 teacher trainees would then be assigned to level 200 teacher trainees for mentoring. Sit-in and peer mentoring sessions would be conducted to get feedback.

Following the presentation from OLA, clarification was sought on how the bigger results and activities related to the just ended project. Also, how the college was going to continue and sustain the activities they are proposing to pilot within the 6 months period. The college was advised to develop a more innovative project.

(g) Holy Child
The bigger result the college seeks to achieve following the successful implementation of the Challenge Fund project will be to extend the follow-up actions (spot checks in-class coaching and best practices) to all the college’s partner schools. To achieve this bigger results, the college will:

• organise orientations for stakeholders
• identify and select key stakeholders for supervision (CS, team lead, lead mentors)
• identify and select key stakeholders for monitoring (Assembly-men and SMC, PTA executives)
• develop a monitoring tool for stakeholders involved in monitoring and supervision (logbook, video analysis)

During feedback and discussions after presentation, the college was advised to concentrate on developing monitoring tools to collate data about mentees during practicum to establish the trends. The roles and duties of the stakeholders during monitoring for instance in spot checks should be clearly defined.
3.5 General Comments after Group Work 2

The exercise is supposed to trickle the minds of colleges to assess themselves by asking the question, “what next” after the pilot projects. To enable the colleges tell their stories very well to attract more funding. It is also important that colleges establish vibrant websites and keep their college information on the sites up-to-date to attract donors. Finally, bigger projects can emanate from this group activity for some colleges and should be taken seriously and rework on the proposed six months projects with the feedback received and send back for consideration.

4.0 End of Project Reporting Template

Participants were guided on how to complete the End of Project reporting template using a step-by-step approach. Clarifications were sought and questions asked about all areas of the template. An inclusive approach was used to facilitate this session where other Colleges were encouraged to respond to their peers and to ask as many questions as possible in order to address any ambiguities.

The colleges were given a two week timeline to complete and submit the report.

5.0 Identified Challenges and Feedback from T-TEL

T-TEL provided feedback spanning the period of the project implementation of the colleges were:

- Online reporting deadline were not met
- Tampering with reporting template
- Not providing adequate supporting documents
- No justification/explanation for significant variances
- Not aligning expenditures to key activities conducted
- Payment to college staff
- Misuse of Honour Certificates
- Spending without recourse to approved budget
- No proper MoUs/contract with service providers or consultants
- Unaccounted expenditures
- No effective teamwork
- Most accounts officers not involved in the process
- Inadequate communication with T-TEL Funds Team and among college project team members

6.0 Closing Remarks

Bring the Learning Event event to a close, some general comments were made by the Funds Officer and Nana Kromanteng Ampong of the Traditional Council Techimantia (a stakeholder of St. Joseph College).

The Funds Officer in his final remarks, highlighted the fact that colleges should give special attention to GES issues in their project, since these are very important in development work. He also advised the colleges to use the gains made so far to seek other funding support in order to build on the gains achieved.

Nana Kromanteng Ampong in his remarks acknowledged that he had learnt a lot from the event and hoped that the colleges will continue with the gains made. He thanked all for the maturity shown during the workshop and wished everyone safe journey to their various destinations.
The Key Advisor expressed her appreciation for the active participation of the colleges. She mentioned that, even though College management had busy schedules, there were times when the Funds Team still had to push the colleges, and this was intended to achieve the gains made so far by the college. She added that the two days had been useful in consolidating the gains made and hoped to receive their end of project reports by the agreed deadline.
**Annex 1: Learning Event Evaluation Form**

**Challenge Fund**

**2-Day End of Project Learning Event (for completed projects)**

**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!

<table>
<thead>
<tr>
<th>1. Date</th>
<th></th>
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<tbody>
<tr>
<td>2. Venue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Category of Participant Group</th>
<th>Please <strong>tick</strong> the best option</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Project Implementation Team</td>
<td>☐ District Education Directorate</td>
</tr>
<tr>
<td>☐ Traditional/Religious Authority</td>
<td>☐ Lead Mentor/Mentor</td>
</tr>
<tr>
<td>☐ Other (please, specify)</td>
<td></td>
</tr>
</tbody>
</table>

### SECTION A: Evaluating the Learning Event

Please **tick** the appropriate box, the option that best reflects your evaluation of the learning event:

<table>
<thead>
<tr>
<th>4. The group work were:</th>
<th>☐ Very Good</th>
<th>☐ Fair</th>
<th>☐ Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The amount of information/results on the projects shared was:</td>
<td>☐ Too little</td>
<td>☐ Just right</td>
<td>☐ Too much</td>
</tr>
<tr>
<td>6. Were you able to participate and share your ideas?</td>
<td>☐ Definitely</td>
<td>☐ Sometimes</td>
<td>☐ Not really</td>
</tr>
<tr>
<td>7. Was your time productively spent at the Event?</td>
<td>☐ Definitely</td>
<td>☐ To a large extent</td>
<td>☐ Not really</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Share any 2 lessons learnt from the 2-day event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. How would you rate the overall achievements from the projects presented?</td>
<td>Please <strong>tick</strong> as appropriate. Scale 1 - 5 (1:Excellent; 2:Good; 3:Average; 4:Poor; 5: Very Poor)</td>
</tr>
<tr>
<td>10. How would you rate the overall approach used to share the results?</td>
<td>Please <strong>tick</strong> as appropriate. Scale 1 - 5 (1:Excellent; 2:Good; 3:Average; 4:Poor; 5: Very Poor)</td>
</tr>
<tr>
<td>11. What challenges, if any did you encounter during the 2-day learning event? (E.g. venue, accommodation, etc.)</td>
<td>Please <strong>tick</strong> as appropriate and <strong>explain</strong>.</td>
</tr>
<tr>
<td>12. Any recommendations for improvement in future learning events?</td>
<td>☐ Yes</td>
</tr>
</tbody>
</table>

### SECTION B: Proposed Future Improvements and Sustainability

| 11. Did you gain any knowledge that will help your college sustain the results of your project? | Please **tick** as appropriate and **explain**. |
| 12. What emerging best practice(s) from the learning event will you adapt and implement in your college? | ☐ Yes | ☐ No |
| 13. What strategy will your college adopt to track/harvest additional results/impacts from your completed project? |  |

**Annex 2: Analysis of the Learning Event Evaluation**
Over 90% of the 39 participants stated that the amount of information shared during the event was just right while 81% were able to participate effectively and share their ideas. About 75% of the participants stated that the overall achievements presented by the colleges was good and the approach used to share the results was also good (70%). Finally 95% of the participants stated the gained additional knowledge that can improve their college systems.

28% of the 39 participants stated that team work and commitment promotes the successful implementation and sustainability of the project as the key lessons learnt from the event. 19% of the 39 participants learnt that the use of peer mentoring & sit-ins will help improve teaching practice skills of mentees.

In response to the knowledge gained to help colleges sustain the results achieved by the project, 8% of the 39 participants identified stakeholders engagement (internal and external – circuit supervisors, traditional leaders, GES and lead mentors) as the most important way to sustain the results achieved so far. The second important measures to help the colleges sustain their results achieved so far was scaling up of project and building the capacity of college tutors (5% of the responses).

Emerging best practices that would be adopted by the participants following the event were peer mentoring, spot checks, in class coaching and sit-ins in teaching practice (32%). Also key in the responses were effective monitoring and supervision (11%), team work (5%) and improving the mind-set of teacher trainees towards the teaching profession (5%).

Some of the shared strategies that would be adopted by colleges to track results was the engagement of stakeholders (GES, Mentors, Traditional leaders, etc.) in monitoring, evaluation and supervision of the achievements of the project.

About 70% of the participants made recommendations on how to improve the learning event. The suggestions included strict adherence to time and program outline, inviting beneficiaries of the project to share their experiences, increasing the number of days for the workshop to at least 3 days, and final reporting template should be completed early to have more time for discussion. Please see annex 6 for more details on the evaluation feedback.
Summary of Completed Evaluation Forms

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<thead>
<tr>
<th>Category of Participants</th>
<th>Frequency</th>
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<td>16.2</td>
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<td>Traditional/Religious Authority</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Lead Mentor/Mentor</td>
<td>4</td>
<td>10.8</td>
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<tr>
<td>Other</td>
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<td>Missing</td>
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<td><strong>Total</strong></td>
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Section A: Evaluating the Learning Event

The group work/exercises responses:

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<tr>
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<tr>
<td><strong>Total</strong></td>
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</table>

The amount of information/results on the project shared was:

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<td>0</td>
</tr>
<tr>
<td>Just Right</td>
<td>34</td>
<td>91.9</td>
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<tr>
<td>Too much</td>
<td>2</td>
<td>5.4</td>
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<tr>
<td>Missing</td>
<td>1</td>
<td>2.7</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
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Were you able to participate and share your ideas?

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<tbody>
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<tr>
<td>Sometimes</td>
<td>6</td>
</tr>
<tr>
<td>Not really</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
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</table>
Was your time productively spent at the Event?

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<tr>
<td>To a large extent</td>
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Lessons learnt from the 2-day event responses

- Engagement of External Stakeholders (Circuit Supervisor, Assembly Members) in mentoring mentees is important and should be encouraged.
- Good Planning speeds up the implementing process
- Sit-in and peer mentoring
- Researching into the mind set of first year teacher trainees
- Partnership with other colleges
- Participating in group work
- Innovative ideas presented by the colleges
- Acquired an in-depth knowledge in project implementation and reporting
- Good to share ideas and information
- How to write good reports
- Motivating and inspiring mentors
- Sustainability of the project
- Team work yield very good results
- The use of multidimensional approach to tackling improvement of teacher trainees’ teaching competencies
- Peer mentoring for level 100 students
- Best practices used by some colleges to achieve overall project outcome. Eg peer mentoring
- Effective monitoring
- Involvement of key stakeholders in implementation process
- T-TEL programme is a preparatory event for a reform in teacher education
- Emphasis on collaboration and partnership with stakeholders
- Innovative ways of which teacher education outcomes could be improved
- New projects that can be replicated in other colleges
- Learning outcome exchange
- Completion of end of project template
- Stakeholders are key and must be involved in all school activities
- Team work is very essential for the success of the project
- Commitment on the part of the participants
- Evidences and documentation of events need to be taken very serious
- Completing of the final reporting template
- How to write project report
- Spot checking on the mentees to develop their competency levels
- Sit-ins by mentees to learn from their mentors
- Spot checks on mentors should be conducted on regular basis
- The curriculum for both colleges and basic schools are going to be standardized
- Project sustainability
- Benefit and challenges of the proposed curriculum reform
- Learning effective process of dealing with teaching practice and stakeholder cooperation
- Using tracer study to follow up on how teacher trainees are performing
- Progressive teaching practice
- End of project reporting
- Sustaining and scaling up the CF project
- Team work and partnership

How would you rate the overall achievements from the projects presented?

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<tr>
<td>Total</td>
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How would you rate the overall approach used to share the results?

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<tr>
<td>Total</td>
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What challenges, if any did you encounter during the 2-day learning event? (Eg. Venue, Accommodation, etc.)

- Participants not speaking directly to issues during discussions
- Poor Time Management
- Not strictly adhering to the agenda
- Over packed activities for the learning events
- Bringing on board unscheduled activities
- Change in eating times (supper) due to unforeseen/unintentional long hours spent during learning event
- Over feeding - too much food was available
- Short breaks after long hours of sitting
- The learning event was stressful
- Air condition was not functioning (Hotel room)
- Choice of food not served especially lunch
- Workshop lasted more than the time indicated on the programme

Any recommendations for improvement in future learning events?

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<th>%</th>
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<td><strong>100</strong></td>
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</table>

Recommendations for future learning were:

- Participants should be prompt to speak to main issues being discussed when they deviate
- Effective M&E promotes sustainability
- Strictly adhering to time and programme outline.
- Beneficiaries of the project should be invited to share their experiences.
- Project should be extended to the partner schools
- Increase the number of days for the workshop to at least 3 days
- Stay within the programme planned
- The main final reporting template should have been completed early to have more time for discussion
- The event should be repeated for the other colleges as well
- Such workshops should be organized at the regional level
- Increase supervision(assessment) of mentees from 3 to 6
- Central location/venue should be considered when organizing such events
SECTION B: Proposed Future Improvements and Sustainability

Did you gain any knowledge that will help your college sustain the results of your project?

<table>
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<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
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The knowledge gained during the 2-day event to sustain the results achieved by participants included:
- Establishing M&E systems to sustain projects
- Involvement of key stakeholder in project implementation
- Help build the capacity of tutors and mentors
- Enormous knowledge gained in project implementation
- The colleges should champion/own the project
- Brainstorming with colleagues/team members help identify ways of sustaining the project
- Effective planning help identify anticipated problems
- Integration of ICT in lesson delivery
- Use of ICT tools for improved teacher education outcomes.
- Finding out the mind set of first years’ teacher trainees.
- Introduction of Spot checks and sit-ins
- Opportunity to scale up projects
- Conduct tracer studies
- Video recordings of mentees teaching will help in addressing their teaching challenges
- Peer Mentoring
- To solicit for help from other organizations to sustain the project because of the benefit derived
- Spot checks and sit-ins are going to be adopt to sustain the result of the project
- Ability to motivate staff

What emerging best practice(s) from the learning event will you adapt and implement in your college?
- Peer mentoring and Sit-in for teaching practice
- Effective monitoring and supervision through the introduction of the teaching practice log book which keeps all stakeholders involved in the training of teachers
- Different strategies presented by the colleges
- Good reporting system
- Creating of resources and operationalization of the research and profession development unit.
- The use of the college journal
- Promoting the involvement of external stakeholders
- Effective monitoring and supervision
- Use of learning platforms
- Using ICT to improve teaching and learning
- Team work and collaboration
- Project skills and delivery
- Mock teaching
- Group work and the collaboration of schools from the Volta region.
- Working on first year teacher trainees mindset about the teaching profession
- The use of sit-ins, spot-checks, best practices in teaching, peer mentoring and in-class coaching
- Timely reporting of events
- Proper planning and scheduling of activity plan
- Peer mentoring and sit-ins methods of OCTP
- Video recordings during OCTP and
- Discussing second years mentoring first year teacher trainees on pedagogical skills
- Learning from other colleges to beef up knowledge in project reporting
- Changing the mind set of trainees teachers to be committed to the teaching profession
- Course in TLM for level 200 students OCTP should be 3 credit (2nd semester - second year)
- Good record keeping
- Spot Checks
- Progressive Supervision
- Partnership

What strategy will your college adopt to track/harvest additional results/impacts from the completed project?
- Team Work
- Shared Responsibility
- Calling for articles for publication
- Conduct survey
- Follow ups to project areas
- Effective monitoring and supervision of teaching practice
- The use of mock teaching
- Collaborative engagement of stakeholders (D Doe, PTA/SMC, Mentors, Traditional/Religious Authority) to monitor and supervise the mentees during teaching practice
- Tracking of pupils performance in target schools
- Encouraging Colleges to develop and maintain college websites, so that other colleges could track activities of sister colleges and replicate.
- Developing of new projects for my college
- Regular monitoring of teaching practice (off campus teaching practice) by the teaching practice unit.
- Regular visit to practice schools to assist mentors supervise mentees
- Conducting tracer studies
- Monitoring of all the various aspects of the project implementation
- Orientation of SMC/PTA to own the project so as to sustain it
- Spot Check
- Effective monitoring and supervision to enhance teaching and learning
- Monitor the products of the project
- Constant engagement with stakeholders and discussion on the way forward
- Spot Checks
- Tracer studies
- M&E
- Ability to generate more IGF
<table>
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<tr>
<th>No.</th>
<th>College</th>
<th>Name</th>
<th>Designation</th>
<th>Email</th>
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<td>1</td>
<td>Atebubu</td>
<td>Amidu Bashiru</td>
<td>Challenge Fund Project Lead</td>
<td><a href="mailto:bashidow@yahoo.com">bashidow@yahoo.com</a></td>
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<td></td>
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<td>Implementation team member</td>
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<td>Lead Mentor (Methodist Primary A., Atebubu)</td>
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<td>2</td>
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<td>Project Lead</td>
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<td></td>
<td></td>
<td>Rejoice Gbostyo</td>
<td>District Director’s Rep. Ahafo Ano (Tepa)</td>
<td><a href="mailto:senarejoice2000@gmail.com">senarejoice2000@gmail.com</a></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>John Dadzie (Hon)</td>
<td>Tano South District Assembly (Presiding Member)</td>
<td><a href="mailto:dadziejohn64@gmail.com">dadziejohn64@gmail.com</a></td>
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<tr>
<td></td>
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<td>Ernest Agyei-Boadi</td>
<td>Finance Officer</td>
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<td>Callistus Nakpih</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
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<td>Lead Mentor</td>
<td><a href="mailto:forsterasante@yahoo.com">forsterasante@yahoo.com</a></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Hon. John Buckman</td>
<td>Metro Assembly Rep (chairman of Education Sub-Committee)</td>
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<td>0273119748</td>
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<tr>
<td>8</td>
<td>T-TEL</td>
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<td>0243426718</td>
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<tr>
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<td></td>
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<td></td>
<td>Alberta Tackie Larkai</td>
<td>Zonal Field Supervisor, ASHBA</td>
<td><a href="mailto:Alberta.tackielarkai@t-tel.org">Alberta.tackielarkai@t-tel.org</a></td>
<td>0244595664</td>
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<tr>
<td></td>
<td></td>
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<td>0243 88 73 52</td>
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<td>0262483449</td>
</tr>
</tbody>
</table>
Annex 4: Agenda

Challenge Fund – End of Project Learning Event

Theme: Mobilizing Local Resources and Partnerships to improve the professional preparation of Pre-Service Teachers in Ghana’s Colleges of Education

October 31 – November 1, 2017
Venue: Capital View Hotel, Koforidua

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30-09:00</td>
<td>Registration</td>
<td>Recap of Day 1</td>
<td>ZFS/Daniel</td>
</tr>
<tr>
<td>09:00-09:00</td>
<td>Opening</td>
<td>Consolidating Gains - Way Forward</td>
<td>Daniel/Noshie</td>
</tr>
</tbody>
</table>
| 09:00-11:00 | Presentation on Key Achievements, Lessons and Challenges by CoE:  
  • St. John Bosco  
  • Atebubu     | Final Project Reporting:  
  • What is Expected    | Daniel/Noshie   |
| 10:30-11:00 | Project Exhibition by Colleges and Snack Break | All                       |                 |
| 11:00-13:00 | Statement by DFID            | Orientation on the Final Project Reporting Template | Daniel/Noshie   |
| 13:00-14:00 | Lunch Break                  |                              | All             |
| 14:00-15:30 | Presentation on Key Achievements, Lessons and Challenges by CoE:  
  • St. Joseph, Bechem (Brong Ahafo)  
  • Holy Child, Sekondi-Takoradi (Western) | Cross-Cutting Issues  
  • GESI  
  • Sustainability  
  • Replicable | Noshie/Daniel   |
| 15:30-16:00 | Snack Break                  |                              | All             |
| 16:00-17:00 | Presentation on Key Achievements, Lessons and Challenges by  
  • Mampong Technical (Ashanti)  
  • Addressing Identified Implementation and Reporting Challenges | Closing  
  • Closing Statement  
  • Event Evaluation  
  • Wrap-Up          | Daniel/Noshie   |
Annex 5: Presentation by Chief Technical Advisor

Outline
- Challenge
- Intervention
- The Reform Process
- Theoretical underpinnings and assumptions
- The Model
- Principles underpinning the model
- What makes this model unique?
- Next Steps: Road to Implementation
- Implementation Plan
- Inherent challenges
- Way forward

The Challenge

Transform Initial Teacher Education in Colleges of Education and in Universities that train teachers in to provide highly qualified and motivated teachers who are able to inspire their pupils to achieve better outcomes in basic education.

Current teacher training model cannot do it.

Intervention

The Policy on Teacher Education Reform in Ghana as approved by Cabinet represents a fundamental rethinking and radical redesign of Teacher Education in order to achieve dramatic improvements in the quality of new teachers and in the learning outcomes of the children they teach in the basic education sector.

Provides an opportunity for multi stakeholder and political engagement - a partnership in the reform of Teacher Education
The Reform Process

Through the creation of two policy tools:
1. The National Teachers’ Standards (NTS) for pre-service
   – NTS provides the determiner of what a good teacher is and against which all new teachers will have to be assessed for certification and licensing

2. The National Teacher Education Curriculum Framework
   - It is driven by the National Teachers’ Standards as the determiner of what a ‘good’ teacher is for the pre-tertiary sector
   - It concentrates on the essentials a initial teacher education curriculum needs to adhere to prepare the best teachers, as agreed through national consultation
   - It provides the framework against which all Teacher Education Curricula for pre-tertiary sector can be reviewed and revised – to harmonise ITE curricula
   - It supports system change in teacher education and ultimately in education in Ghana to ensure every child’s right to teachers, who are able to support learning and progress, is met.

DOMAINS OF THE STANDARDS

- Professional Values and Attitudes
  - Professional Development: 3
  - Community of Practice: 4
  (7 standards)

- Professional Knowledge
  - Knowledge of Educational Frameworks and Curricula: 5
  - Knowledge of Learners: 2
  (7 standards)

- Professional Practice
  - Managing the Learning Environment: 4
  - Teaching and Learning: 5
  - Assessment: 6
  (15 standards)
What makes this Model unique?

- Raises the status of practical teaching experience through supported and assessed teaching in school
- Concentrates on the pedagogic and subject knowledge for teaching the School Curriculum
- Places significant attention on developing literacy and language skills
- Focuses on assessment of trainees against the Teachers’ Standards through professional portfolios including evidence from: in-school learning; assignments and examination results
- Emphasises strong working partnership between the training institutions, the Ministry of Education, Ghana Education Service and schools.

What makes this Model unique? -2

- Moves from generalist to level specific specialism for K-P3, primary, JHS for teachers in the current basic school system
- Emphasizes a more interactive, learner focused approach to training
- Is explicit in addressing critical cross cutting issues: equity and inclusivity, assessment, core skills, professional values, action research and reflection
- Includes high quality CPD for tutors, mentors, lecturers, school and college / university leaders

Elements of the Approved Cabinet Memo

- National Teachers Standards for pre-service teachers
- National Teacher Education Curriculum Framework (NTECF)
- Design a new four-year Bachelor of Education curriculum for initial teacher education to be offered at the University Colleges of Education

Next steps: the road to implementation

1. Cabinet approves the reform process September 2017
2. Convening the Steering & Technical Committees September 2017
3. Set up writing team with early adopters, begin Curriculum writing, August 2017 to April 2018
4. Approval of model curriculum by MoE & lodged with NAD/NCCE. Mid approve implementation strategy May 2018
5. Preparation for implementation: Consultation with stakeholders, CPD for CoE (Nov 2017 to Oct 2019)
Implementation Plan
The Ministry of Education will set up the Education Policy, Institutional and Curriculum Reforms Secretariat (EPICRIS) immediately after cabinet approves the reform process. The secretariat will:

• Oversee the entire teacher education reform agenda.
• Set up Steering and Technical committees to provide strategic and policy guidance to the teacher education reform process.

Implementation Plan Cont’d

• With support from T-TEL, undertake stakeholder consultation and feedback on the Curriculum as it being written from September 2017 to May 2018.

• Submitting the new four-year curriculum to Ministry of Education for approval and to NAB for accreditation in May 2018.

Implementation Plan Cont’d

• Initiate the legal processes to amend the Colleges of Education Act to create University Colleges of Education.
• Oversee the writing of a 4-year Bachelor of Education curriculum for implementation in the proposed University Colleges of Education.
• Bring Colleges of Education and Public universities offering teacher education programmes together for the writing of the new curriculum.
• Work through T-TEL to set up the curriculum writing team with the ‘Early Adopters’, selected university departments of education and partner colleges in August 2017.
Preparation for Implementation

T-TEL will support the Ministry of Education, Universities and the University Colleges of Education to undertake professional development sessions in Colleges of Education to train the tutors and mentors who train teachers in the use of the new curriculum.

A major stakeholder consultation process will be initiated under the Secretariat to inform and engage all stakeholders from June to October 2018.

Implementation of New Curriculum

Training in the first year of the new four-year curriculum will begin in all new University Colleges of Education, and for all first-year trainee teachers in October 2018.

The impact of this training will be measured and reviewed through the new ITE Quality Assurance and Inspection Framework to be developed with support from T-TEL.

Set out activities to facilitate and support effective on-going reform in teacher education beyond October 2018 with additional support from DFID.

What are the inherent challenges

• Time and Resources constraints to meet timelines
• Capacity of institutions and education system to absorb the reforms
• Capacity of Colleges to function as University Colleges
• Institutional resistance to change and reform
• The complexity and multi-dimensional nature of reform

What is the way forward?

• How will T-TEL structure itself to strategically respond to this new challenges?
• What should be the key thrust of T-TEL programmes, and what should be the drivers of these?
• Which are the key institutions of focus and collaboration?
• What are the key policy drivers for the reform?
• What is the implication of the curriculum reform on teacher educators and universities training teacher educators
Annex 6: Presentation by Colleges

St. John Bosco College of Education

ST. JOHN BOSCO’S COLLEGE OF EDUCATION
T-TEL CHALLENGE FUND PROJECT IMPLEMENTATION

CF PROJECT IMPLEMENTATION TEAM
- Callistus I. Nakpih (Leader)
- James K. L. Kukubor (Member)
- Millicent Ziekah (Member)
- Vincent Asigri (Member)
- Daniel Mamudu (Member)

OVERALL OUTCOME

Projected
- to develop the professional skills of tutors of the college, in the areas of Gender Responsive Pedagogy, Research and Publication, and ICT Pedagogy

Actual
- Developed professional skills of tutors of the college, in the areas of Gender Responsive Pedagogy, Research and Publication, and ICT Pedagogy

Gender Responsive Pedagogy

<table>
<thead>
<tr>
<th>Results Area</th>
<th>Projected Outcome</th>
<th>Actual Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Responsive Pedagogy</td>
<td>Increased use of gender responsive pedagogy among tutors in SJBCOE by 30%</td>
<td>Increased use of gender responsive pedagogy among tutors in SJBCOE by 30%</td>
</tr>
<tr>
<td>ICT Pedagogy</td>
<td>Increased use of ICT tools in teaching and learning by Tutors by 40%</td>
<td>Increased use of ICT tools in teaching and learning by Tutors by 40%</td>
</tr>
<tr>
<td>Research and Publication</td>
<td>Increased quality research and publications by SJBCOE Tutors</td>
<td>Increased quality research and publications by SJBCOE Tutors</td>
</tr>
</tbody>
</table>
Baseline:
- All teaching and administrative staff of the College had not had any training in gender responsiveness in relation to their professional responsibilities, and as a result were not gender responsive practices.
- 0% of staff have not had training Gender Responsiveness for Educational service delivery.

Baseline
- Majority of the tutors of the college had basic or no skills in basic concepts in computing.
- Very few tutors with computing skills integrated some basic ICT tools for teaching and learning.

Results Areas

- Research and Publication
- Gender Responsive Pedagogy
- ICT Pedagogy

Graphs showing skill levels in various areas.
### Gender Responsive Pedagogy

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Achievement</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Sensitized Stakeholders &amp; Institutional Corporation acquired</td>
<td>Stakeholders engagement published in <em>Joy News</em>; TV and webpage.</td>
</tr>
<tr>
<td>Two</td>
<td>Conducted Needs Assessment</td>
<td>Needs Assessment Report Draft Zero Training Module</td>
</tr>
<tr>
<td>Three</td>
<td>46 out of the 59 tutors (80%) trained and acquired knowledge and skill to use gender responsive teaching and learning materials, lesson plans and language.</td>
<td>Videos of Tutors demonstrating Gender Responsive use of TLMs, lesson planning and use of language [Videos Links: <a href="http://sibboegh.com/t-teel.html">http://sibboegh.com/t-teel.html</a>, <a href="http://sibboegh.com/t-teel.html">http://sibboegh.com/t-teel.html</a>]</td>
</tr>
</tbody>
</table>

- Four | 46 out of 59 (80%) tutors were trained and equipped with the knowledge and skills in gender responsive classroom set-up, sexual harassment; 7 out of 10 (70%) management team members and 41 out 53 (77.4%) tutors’ were trained and the acquired knowledge and skill in gender responsive management processes and procedures, and as a result; There is 30% increase in GR Classroom set-up. |
- Developed sexual harassment policy by trained tutors. |
- Developed Gender and Inclusion Policy |
- Gender Desk Officers appointed to fully handle all gender related issues of the college. |

### Research and Publication

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Achievement</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Three</td>
<td>20 out of 59 (33.9%) tutors acquired knowledge in the use of <strong>BQUIP Software</strong> for improved teaching methodologies. Teaching is enhanced to take care of visual, auditory and tactile/kinesthetic learners.</td>
<td>Videos of some classroom activities where BQUIP software and methodologies are used. [Videos Link: <a href="http://sibboegh.com/t-teel.html">http://sibboegh.com/t-teel.html</a>]</td>
</tr>
<tr>
<td>Four</td>
<td>20 out of 59 (33.9%) tutors acquired knowledge to use <strong>Scratch Software</strong> to build interactive stories, games, animations and simulations for teaching and learning.</td>
<td>Lesson notes developed with animations and simulations by tutors,</td>
</tr>
<tr>
<td></td>
<td>20 out of 59 (33.9%) tutors were trained and acquired knowledge and skills to create Multimedia Teaching and Learning Materials for teaching and learning. Tutors now integrate multimedia which improves teaching and learning.</td>
<td>Sample Multimedia TLMs (Computer-Based Training Tool) Computers Based Training tools developed by tutors for teaching and learning</td>
</tr>
</tbody>
</table>

- One | Research and Publication Needs and Facility Assessment conducted |
- Assessment Report |
- The needs assessment was used to model research and publication training for tutors. |

- Two | 56 out of 59 (94.9%) tutors were trained and acquired knowledge and skill to conduct quality research for publication; identifying researchable topics, data collection and analysis as well as the use of search engines and online libraries in specific academic disciplines for their research purposes |
- Research Abstracts |
### Research and Publication

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Achievement</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>14 out of 59 (23%) tutors conducted the research in various disciplines such as; Mathematics (4 tutors), Languages (3 tutors), ICT (1 tutor), Science (2 tutors) Counselling (2 tutors). Public Relations (1 tutor), Social Sciences (1 tutor).</td>
<td>Submitted papers for publication</td>
</tr>
</tbody>
</table>

### Two Most Effective Strategies for our Project Success

**One**
Planning Ahead
- Taking note of activity requirements (human, financial resources and time)
- Using the college Academic Calendar as a guide
- Avoiding scope-creep and always having a contingency plan

**Two**
Team Work
- Keeping a strong team spirit and attributing successes to all team members

### Most significant Innovation

- Tutors are encouraged to undertake research for publication, and at a lesser fee;
- A great opportunity for tutors to progress in their academic career
Recommended good Practices - to other Colleges of Education

- Have a detailed work plan
- Always have a contingency plan
- Effective Communication to all stakeholders- openness and honesty
- Frequent meetings and /or circulars to keep stakeholders updated
- Establish a good relationship consultants beyond official engagement
- Share successes with team members and to all stakeholders

Challenges Identified/Encountered

- Limited resources for effective project implementation;
  For instance; ICT equipment for training and effective integration into teaching and learning.
- Workload on tutors made it challenging for them to effectively conduct research for publication
- Trainings required longer durations than was available within the life span of the college

Lessons Learnt

- Cost of project implementation is a critical factor that must be accepted and considered seriously - for instance in Gender, ICT, Research and Publication
- Other cooperate organizations are willing to support some college projects. Colleges should learn to leverage on these opportunities
- Establishing a good relationship with other organizations could be a great leverage on project cost
- The absence of systemic mechanisms in the college to ensure successful project implementation affects implementation and outcome of project

On-going efforts taken to sustain results in the future

- Modeling a systemic mechanism that will continue to monitor and evaluated all aspects of the implemented projects to assure its benefits to the college for a long period of time.
- Incorporating project outcomes into Q.A appraisals for tutors, to ensure their use of skills acquired as part of their professional responsibilities.
Project intervention can be replicated or scaled up

**RESEARCH AND PUBLICATION**

- It is one of the areas tutors lack the most
- It is a major determining factor for tutors to improve in their academic and professional progression
- Research establishes facts about new trends in teaching and learning and the needed follow up actions by stakeholders

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**Conclusion**

- T-TEL Challenge Fund has offered Colleges of Education a great opportunity to be transformed to better tertiary institutions. Colleges should take the opportunity to benefit fully from the programme.

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**THANK YOU**
Atebubu College of Education:

**ATEBUBU COLLEGE OF EDUCATION**

**CHALLENGE FUND PROJECT**

**BECOMING A TEACHER: The Impact of Teaching Practice on Teacher Trainees in the Atebubu College of Education**

**PROJECT OVERALL OUTCOME**

**Projected**

Effective Practicum Process in Atebubu College of Education

**Actual Achieved:**

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**Verified Baseline - 1**

**TEACHERS RESPONSES ON TYPES OF TLMS.**

- Percentage of responses

**Categories of responses**

This result indicates that apart from the 10% of the teachers who knew TLMS are either No cost or Low cost. The rest had several misconceptions on types of TLMS. Some of the teachers could not distinguish among types, categories and examples of TLMS.

---

**Verified Baseline - 2**

**Teachers responses on the point where TLMS should be introduced during lesson delivery.**

- Percentage of responses

Only 32% of teachers who said TLMS should be introduced where they are needed during the lesson. The rest (68%) had varied understanding on where TLMS should be introduced during the lesson.

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Project Result Area 1

To improve performance of teacher trainees in lesson delivery

Actual Achieved: 90% of target teacher trainees (mentees) improved in lesson delivery

<table>
<thead>
<tr>
<th>Rating</th>
<th>Scheme of work/Telets/Resume/ Curriculum materials</th>
<th>% of mentees</th>
<th>Lesson plan</th>
<th>% of mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of mentees</td>
<td>No of mentees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceptional</td>
<td>20</td>
<td>42</td>
<td>18</td>
<td>39</td>
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<tr>
<td>Very High</td>
<td>18</td>
<td>39</td>
<td>20</td>
<td>43</td>
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<tr>
<td>High</td>
<td>8</td>
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<tr>
<td>Average</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Below average</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4</td>
</tr>
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</table>

Mentees Performance in Lesson Delivery

Key Results Achieved-1

- Almost 80% of the tutors in the college acquired knowledge and skills on clinical supervision
- Improved working relationship with key stakeholders (inception meeting, the launch and the stakeholder feedback forum).
- Capacity of tutors, mentors and teacher trainees have been built in clinical supervision and design, preparation and application of TLMs in lesson delivery.
Key Results Achieved - 4

• The Circuit Supervisor for Atebubu West commended the performance of the mentees
• The teacher trainees demonstration of TLMs in lesson delivery improved during teaching practice
• Teacher trainees demonstrate confidence in effective lesson delivery
• About 90% of target mentees performed credibly in lesson delivery. Their confidence level and general performance improved over the performance of their non-pilot mentees

Key Results Achieved - 2

• The project team has also improved in their project implementation and reporting
• Improvement in financial management including value for money in college as a result of capacity building from T-TEL
• There was increased supervision from 3 to 6 times of target trainees by their mentors and link tutors has led to improved performance teaching practice.
• There have been improved mentoring and coaching from the partner schools the mentees undertake their practicum

Key Results Achieved - 3

• The project team has also improved in their project implementation and reporting
• Improvement in financial management including value for money in college as a result of capacity building from T-TEL

Strategies Used

- Inception meetings to brief key stakeholders
- Launch of the project
- Stakeholders' Feedback Forum
- Clinical supervision
- TLM design, preparation and application training for tutors, mentors and mentees.
- Organised a peer supervision session for tutors
- Observation sessions were organised and recorded for micro teaching sessions
- Orientation for mentees before deployment
- Mentees deployment and supervision
- Post-supervision review meeting for link tutors
Strategies Used – (Stakeholder Eng’t)

- The Principal of Akubu College of Education delvering the opening address during the inception meeting.
- Mentors of Danufwa contributing to the discussion at Danufwa during the inception meeting.
- Deputy Director of Education addressing the participants.

Effective innovations/strategies/approaches that helped to achieve results

- Managing risk
  - When the planning work was occurring, the project team identified all known risks. For each risk we determined the probability that the risk event will occur and the potential impact on the project. Those event which were identified as high risk, there were specific plans put in place to mitigate them so they do not in fact occur.
  - Some risk we agree may be inherent in a complex project that may affect all members of the team. Other risks may include not having the right level of expertise which we guided against by contracting people with the needed skills in the organisation of our intervention activities.
  - We relied on unscheduled overtime to hit the deadlines, especially the early times of the project. Luckily we had an able field officer who will always put you on your toes when the time is getting near.

Significant innovation introduced

- The introduction of pre and post meetings (clinical supervision) in the supervision process gave the teacher trainees confidence in their lesson delivery and hence improve upon their use innovative obel way of lesson presentation.
- The use of M and E tools in checking the attendance of tutors during the supervision process.
- Inclusion of mentors in the supervision process
- Increasing the number of visit of tutors to the partner schools for supervision.
- Recording of teacher trainees lesson delivery and playing it back to them for discussion and provision of input increased the teacher trainees knowledge in reflective practice.

Emerging Good practices

- The time spend in planning the project properly resulted in a reduced cost and duration and increase quality over the life of the project.
- Organisational and institutional issues were identified and analyse with clarity and without emotion. The process was carried out throughout the implementation process which made one of the selected partner schools (St Aquinace Primary) which opted out due to lack of accommodation and other issues was invited to attend our stakeholders feedback forum and they apologies to the institution and were ready to accept to their school this time round.
- Stakeholders interest should be considered and aligned to the project objectives for a better collaboration which will lead to a project implementation.
Lessons Learnt/Opportunities

- M&E tools (Pre and post evaluation forms, mentors supervision checklist, TLM demonstration checklist, etc) developed under the project are very useful and the college will adopt and institutionalise their use.
- Documentation and knowledge management are critical for references and institutional memory.
- Involvement of key stakeholders in the practical process of the project has been useful and helpful.

Lessons Learnt/Opportunities - 1

- Late submission of reports affects early disbursement of funds for project implementation.
- Provision of a semester time table for supervision helps in early planning on the part of the link tutors and mentees.
- Regular M&E is critical for impact assessment.
- Regular feedback sessions with stakeholders help to fine tune project strategies and address inherent challenges.

Challenges Identified/Encountered-1

- Since stakeholders are not allowed to be paid on this project, the commitment levels of some were very low especially the project team members.
- Effective planning and team work was also a challenge as work is left on few team members.
- The clash of programmes in the college has put extra demand on tutors and other key stakeholders especially combining classroom work and project implementation.

Challenges Identified/Encountered - 2

- There was no support for the teacher trainees to prepare TLMs during the supervision period.
- The change of the 4-semester DBE to 5- semester and back to 4-semester by NCTE affected the timing of the supervision and training conducted by the college.
- The evidence needed to support the results achieved are difficult to gather especially writing reports for each project activity.
Recommendation/Way Forward

- To harmonize supervision, mentoring and coaching among tutors and mentors there is the need for joint in-service trainings for both tutors and mentors of partner schools.
- The need for Atebubu College of Education to create, resource and operationalize the Research and Professional Development Unit
- The college needs to establish an E-filing system to improve knowledge management and institutional memory
- The college need to institutionalize tracer studies to track the performance of past students (alumni) in the teaching field.

What can be replicated or scaled up?

- The training given to tutors and mentors on Teaching and learning materials should be scaled up for the other partner schools of the college.
- The collaboration between the College, the District Education Directorate and the District Assembly should be strengthened to support education in general in the entire District.
- The M&E tools should be adapted and use by all colleges in Ghana.
- The Training on clinical supervision should be replicated for all the other college tutors who did not took part in the first session.
- Video recording of lesson delivery of teacher trainees and playing back to them as reflection practice.

Efforts to sustain results in the future

- The tutors of the college has been informed to use the clinical supervision approach to supervision to supervise the current mentee on teaching practice.
- The Check list for Mentors, mentee and tutors designed during the Challenge Fund project implementation has been adapted and used in the on going teaching practice process.
- During the orientation before assigning the Teacher trainees to the various partner schools, the team oriented the trainees on the use of the Checklist for tutors and mentors in checking the attendance of the tutors/supervisors.
- Mentors in the pilot schools are using the skills in preparation of TLM and lesson delivery to support the mentees assigned them.
- TLMs prepared during the TLMs training are used to support the mentees in the various schools.
- A follow up has been made to the District Assembly who promised during the feedback forum to provide TLMs for the teacher trainees during their out-segment.

Recommendation/Way Forward-2

- Management should mobilize funds to roll-out the project to cover all the college partner schools.
- The college should improve its working relationship with the District Assembly, Traditional and Religious authorities as they are key education Stakeholders
- T-Tel should provide more funding to roll out successful projects in all colleges
St. Francis, Hohoe/Peki/ Amedzofe Colleges of Education

Project Overall Outcome
Projected:

Improved performance of teacher trainees in teaching practice by at least 55%

Project Title
Improving Teacher Trainees’ Competence in Teaching Through Innovative Practicum for Effective Lesson Delivery in St. Francis, Peki and Amedzofe Colleges of Education in the Volta Zone

Project Overall Outcome-Cont.
Results 1; Milestone 1:

- Establish project parameters (conduct baseline study on current teaching practice activities and performance in the three colleges of education and carry out stakeholder buy-in);
- Teacher trainees sensitized on the role of mentors;
- Tutors and college management oriented on their role in supporting teacher trainees in teaching practice;
- Increase OCTP sessions with emphasis on creative approaches (learner centered themes) increased
Project Overall Outcome

Milestone 1 (Actual Achieved):

1. Baseline survey conducted established that teacher trainees did not possess adequate practical skills in lesson preparation and delivery.
2. Stakeholders of St. Francis CoE; Peki CoE and E. P. CoE, Amedzofe validated and adopted baseline survey report.
3. Tutors and management well informed on their role in teaching practice with management committing to transparency in teaching practice budget.
4. Second year teacher trainees of St. Francis CoE; Peki CoE and E. P. CoE, Amedzofe acquired knowledge on the roles of mentors during teaching practice.

Project Overall Outcome-Cont.

Milestone 1 (Evidence for Actual Achieved):

5. MoU Signed indicating the support of key stakeholders at St. Francis CoE; Peki CoE and E. P. CoE, Amedzofe for the project.
6. Video on OICTP sessions for second year teacher trainees of St. Francis CoE; Peki CoE and E. P. CoE, Amedzofe.
Results 1; Milestone 3: Projected: 2nd year teacher trainees assessment scores in practicum improved by at least 35%

Actual Achieved:

1. 310 from St. Francis CoE; 184 from Peki CoE and 137 from E. P. CoE, Amedzofe second year teacher trainees developed skills in lesson plan preparation.

2. 283 of second year teacher trainees from St. Francis CoE; 202 from Peki CoE and 154 from E. P. CoE, Amedzofe equipped with lesson presentation and evaluation skills.

Baseline

- Teacher trainees were inadequately prepared by tutors for practicum (Coaching from College Tutors in the Various Subject areas)

- Some mentors did not have enough capacity in the use of creative approaches which teacher trainee are been taught to use in the classrooms

- Some mentors did not meet minimum standard for mentorship (at least 3 years of teaching experience)

Result Areas

- R1: 2nd year teacher trainee competency in practicum improved by at least 55%

- R2: 70% of targeted mentors apply creative approaches in mentoring teacher trainees
  - Were they achieved?
  - What is your evidence?
Two most Effective **Innovations**

- Videoing of On Campus Teaching Practice Sessions in the 3 CoE.
- Assessment of off-campus/third year teachers trainees in partner schools of the 3 CoE by Lead Mentors and Mentors

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**Significant Innovation**

- Videoing of teaching practice, on and off-campus
- Introduction of Teacher Trainees to Trainees Professional Development Models developed by T-TEL for the use of Teacher Trainees
- Training workshop to introduce Mentors, Lead Mentors and Circuit Supervisors to the use of the various learner centred themes

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**Good Practices**

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**Lessons Learnt**

**What worked**

- Funding/technical support by T-TEL
- Support by stakeholders (College Management, Municipal Directorate of education, (Lead) mentors, Tutors, student teachers)
- Resilience by Project Team

**What didn’t work**

- One activity could not be implemented
Challenges Identified

Technical
- Putting together the initial proposal (EOI)
- Uploading of supporting docs, explanation of variance

Internal
- Combining CF activities with tight college schedules
- Internet connectivity challenges during uploading of reports
- Leadership challenges at St. Francis CoE (2015 up to Nov. 2016)

External
- College schedules and UCC schedules

Aspect of Project to be Replicated

- Training of mentors and lead mentors in the learner centred themes
- Assessment of mentees by mentors
- Videoing of teaching practice

Sustainability Efforts

- Project team proposed continuation of project

THE END

THANKS FOR YOUR ATTENTION
T-TEL CF - LEARNING EVENT WORKSHOP

Theme:
“Mobilizing Local Resources and Partnerships to improve the professional preparation of Pre-Service Teachers in Ghana’s Colleges of Education”

Date: October 31 - November 1, 2017
Venue: Capital View Hotel, Koforidua

OVERALL EXPECTED OUTCOME:

Projected: 60% of teacher trainees are adequately prepared in terms of practical teaching at the end of their second year.

Actual: 69.65% teacher trainees performed creditably in the OCTP indicating their preparedness for practical teaching.

PROJECT TITLE

Improving Practical Skills of Teacher Trainees through Innovative Pre - Teaching Activities

BASELINE

Application:
- Pre-service teachers are not adequately prepared in terms of practical teaching skills before they are sent on school placement at the end of their training period as a result of the following:
  - Insufficient exposure to practical sessions for pre Off-Campus Teaching Activities and reflection on classroom practice.
  - Inadequate competencies and skills of link tutors to support both classroom teachers and trainees on the field.

Implementation: Preparation of Pre-service teachers for their On Campus Teaching Practice (OCTP) was 25%.
At least 60% of 1st year pre-service teachers' positively change their mind-set towards the teaching profession and improve their academic performance.

1. Parameters of project established (stakeholders' buy in) - [Mind-Set.docx]

2. 60% Improvement in performance in Internal assessment (Quiz and Mid-Semester)

3. 45% Improvement in performance in external exams - [Charts on ANALYSIS OF QUIZ AND MID-SEM.PPT]

**MOST EFFECTIVE / SIGNIFICANT INNOVATIONS**

- Orientation of 1st Year Pre-service teachers’ for Change of Mind-set.

- Moderation of Tutors’ Questions for Standardisation

- Use of Basic School Pupils for Demonstration Lessons and Significant number of weeks (Sem1 & 2 = 9) for OCTP

**PROJECT RESULT AREA 2**

80% of second year pre-service teachers acquire knowledge and skills in pedagogy - [DemonstrationLessons.docx]

Charts on Analysis on DemonstrationLessons.docx

65% of second year pre-service teachers demonstrate practical skills in lesson delivery - [Sample pictures of the 9 weeks OCTP sessions.docx]

It was realized that 69.65% pre-service teachers performed creditably in the on-campus classroom teaching practice - [Bar chart Analysis of OCTP.docx]

**RECOMMENDATION TO OTHER COLLEGES**

- Organise Orientation for Change of Mind-set of fresh pre-service teachers

- Moderate Tutors’ Questions for Standardisation

- Use Basic School Pupils for Demonstration Lessons

- Make provision for at least five (5) weeks OCTP
LESSONS LEARNT

• The success of the orientation: preparing Pre-service teachers to have a positive mind set towards the teaching profession, calls for the need for such a programme to become part and parcel of the College programmes for freshers in subsequent years.
• Pre-service teachers should not be seen as matured persons to be left on their own to grope, but guidance and encouragement should be given to help them build their confidence.
• The workshop for tutors on supervision brought to bear insufficient knowledge of tutors in supervising other lessons not in their subject area.

LESSONS LEARNT (CONT.)

• Frequent feedback on academic activities to Pre service teachers enhanced their performance.
• Frequent organization of demonstration lessons using basic school pupils enabled the pre service teachers have practical images on lesson delivery in the classroom.
• Encouraging pre service teachers to be innovative in preparing and using TLMs made lesson delivery more interesting and understanding.
• Pre-service teachers need more time to prepare for the practical teaching to enhance effective teaching and learning.
• Meeting Time Lines

CHALLENGES

• The 9 weeks OCTP put a lot of pressure on the academic work of Pre-service teachers. (College has agreed to make it 6 weeks next academic year as provided by T-TEL).
• Some tutors were a bit lackadaisical in supporting the project implementation. (All the same, they helped to make the project successful).

CHALLENGES

• Budget drawn for the project was approved and granted, but changes in its disbursement made some parts of the implementation of the project difficult (eg. allowance to tutors for services rendered after contact hours).
• Release of funds for the implementation of the project at times delayed (internally) putting much pressure on team members.
Feedback/Commendation

- Building the capacities of college tutors in:
  - implementing and managing CF projects
  - Report writing and Meeting timelines
- The development of the College Improvement Plans (CIP) and implementation of Professional Development Sessions (PDS) etc
- The introduction of the Zonal Field Supervisors (ZFS)

Recommendations

- Way of Reporting on projects activities looks complex. It is therefore recommended that it should be simplified (especially the financial and narrative template – eg. outputs achieved, key outcomes/results achieved).

- The current mode of reporting is time consuming and could serve as a disincentive in getting other tutors on board, as they have other tight academic schedules to meet. This should therefore be simplified or Zonal Field Supervisors to take charge of that when documents are provided to them.

Thank You
Holy Child College of Education

**HOLY CHILD COLLEGE OF EDUCATION**

**CHALLENGE FUND PROJECT TOPIC**

*Developing Holy Child College mentees’ pedagogical skills during teaching practice in Ahanta West District and Sekondi-Takoradi Metropolis of the Western Region.*

**PROJECT OVERALL OUTCOME PROJECTED:**

60% of the teacher trainees demonstrate mastery of their pedagogical skills during teaching practice

**ACTUAL:**

58% of teacher trainees able to demonstrate mastery of their pedagogical skills during teaching practice

**REASONS FOR CHOOSING A TOPIC ON TEACHING PRACTICUM**

- Teaching practice is a key component of the teacher training programme.
- Quality teaching results in higher academic performance. Research conducted in Ghana shows that:
  - 90% of the basic school pupils cannot read fluently and understand (NEA, 2013).
  - 75% of the basic school pupils perform poorly in mathematics
- The college sometimes receive complaints about poor performance of teacher trainees produced.

**BASELINE APPLICATION:**

Teacher trainees do not develop enough pedagogical skills to enable them teach effectively after their pre-service training.
BASELINE IMPLEMENTATION:
A tracer study conducted by the Project Team revealed 75% of Teacher trainees did not demonstrate enough pedagogical skills to enable them teach effectively after their pre-service training.

PROJECT RESULTS AREAS
Result 1. 60% of the cumulative grade point average of 1st year teacher trainees’ improved

Presentation on Results 1.pptx

PROJECT RESULTS AREAS CONT.
Result 2. 60% improvement in the pedagogical skills of 2nd year teacher trainees

Presentation on Results 2.pptx
Result 3. 50% improvement in the mentoring and coaching skills of mentors in selected partner schools

Presentation on Results 3.pptx

Result 4. 50% improvement in the usage of creative approaches in lessons by college tutors

Presentation on Results 4.pptx

TWO MOST EFFECTIVE INNOVATIONS/STRATEGIES/APPROACHES THAT HELPED TO ACHIEVE YOUR RESULTS

- Peer Mentoring
  This is where second year teacher trainees mentor first year teacher trainees during OCTP
  - The second year teacher trainees provide support to the first year teacher trainees
  - encouraged cooperative learning
  - improved interpersonal relationship between first and second year teacher trainees
  - Helped first year trainees to acquire process skills.
- (3rd Quarter) Evidence for 3rd quarter/ institute peer mentoring systems/Pictures of some 2nd year teacher trainees (mentors) engaging 1st year teacher trainees (mentees) during peer mentoring PDF

Sit-ins
- 1st year teacher trainees sit-ins during 2nd year teacher trainees’ OCTP
- Exposed the 1st years to best practices in teaching e.g. Class management
- help first year teacher trainees develop skills needed in the On and Off campus teaching practices.
- Boost 1st year teacher trainees confidence during their On and Off campus teaching practices.
- Develops cooperative and collaborative skills
- Constructive criticism from the 1st year teacher trainees sharpened second year teacher trainees’ pedagogical skills, content knowledge and pedagogical content knowledge
THE MOST SIGNIFICANT INNOVATION THE TEAM INTRODUCED IN IMPLEMENTING THIS PROJECT

SIT-INS & PEER MENTORING

GOOD PRACTICE(S) THAT EMERGED FROM IMPLEMENTING PROJECT INTERVENTION AND WOULD RECOMMEND TO OTHER COLLEGES

- Spot-checks
- In-class coaching
- Best practices forum
- Increasing the number of supervisions (link tutors)
- College Tutor Monitoring Tool (CTMT)
- Women achievers (Survey)
- Baseline survey
- Remedial classes

RECOMMENDATIONS TO T-TEL

- Funds especially for 1st quarter should be released on time to avoid delays
- T-Tel should help colleges familiarise themselves with the reporting template before the implementation of the project
- Certificates should be provided to the project implementation team

LESSONS LEARNT (WHAT WORKED, WHAT DIDN’T WORK, ETC.)

- Committee system
- Monitoring of teaching and learning
- Commitment on the part of the stakeholders (e.g. CIP committee, the quality assurance officer, the vice principal, HoDs, tutors) ensured the success of the project, partner schools,)
CHALLENGES IDENTIFIED/ENCOUNTERED

- Inadequate lecture rooms & storage rooms
- Inadequate resources (teaching and learning)
- Narrative & finance reporting
- Change in the DBE curriculum
- Delay in mentoring aspect of the project. (Seek permission from T-Tel)

EFFORTS TAKEN TO SUSTAIN RESULTS IN THE FUTURE

All the practices that helped to achieve results are going to be sustained through:

- IGF from the college
- Appeal to NGOs/Donors for assistance
- Stakeholders (District Assembly, traditional rulers, etc.)

Aspects Of Your Project Intervention Can Be Replicated Or Scaled Up

- Peer mentoring
- Sit-ins
- Spot checks
- In-class coaching
- Best practices forum
- Self efficacy

Thank you for listening.

Any questions?
St. Joseph, Bechem (Brong Ahafo)

St. Joseph’s College of Education, Bechem
Challenge Fund
End of Project Learning Event

Project Title
EFFECTIVE PARTNERSHIP FOR QUALITY PRACTICUM

Project Overall Outcome
Improved performance of Target Mentees of St. Joseph’s College of Education
Actual
20% improved performance in English Language Methodology by trainees (at end of semester analysis of 2016 and 2017 results)

Verified Baseline from Survey
Baseline survey conducted and validated by stakeholders revealed the following:
- 70% of the respondents agreed that the relationship among St. Joseph’s College and its stakeholders (District Education Offices, District Assemblies, Traditional Authorities, Landlords and Landladies, Religious Heads, Partner Schools etc) was very weak.
- 56% respondents have never attended any refresher or update course on mentoring and mentorship. This affected them in mentoring trainees.

- Majority (67%) did not hold reflective meetings because they were not aware or understand it.

- Also, 68% were not aware of the existence as well as the purpose of Teaching Practice Journal. For this reason respondents were of the view that trainees do not keep Teaching Practice Journals (TPJ).

- Finally, majority (77%) had never participated in teaching practice evaluation meetings.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Strong</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Strong</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Weak</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>Very Weak</td>
<td>4</td>
<td>8</td>
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</table>
Verified Baseline from Survey - cont’d

Table 2: Causes of weak or very weak relationship between JOSCO and stakeholders

<table>
<thead>
<tr>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Communication</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>No stakeholder engagement</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>No review meetings</td>
<td>5</td>
<td>10</td>
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</table>

Verified Baseline from Survey - cont’d

Table 3: Refresher/update courses on mentoring and mentorship

<table>
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<th>Last Date Attended</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1 Year</td>
<td>11</td>
<td>24.4</td>
</tr>
<tr>
<td>2 - 3 Years</td>
<td>7</td>
<td>15.5</td>
</tr>
<tr>
<td>4 - 5 Years</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Never</td>
<td>25</td>
<td>55.6</td>
</tr>
</tbody>
</table>

Project Result Area 1

Strong Working Relationship Among District Education Stakeholders for Quality Practicum

Actual

End of project evaluation report revealed that:
1. 75% of stakeholders stated the relationship among the District Education Directorate, District Assembly, Community Level Opinion Leaders, Partner schools, etc and St Joseph CoE is very strong as far as Teaching Practice was concern.

Project Result Area 1 - cont’d

Reasons for the very strong and strong relationship to the outlined were:
- Involvement in the Teaching Practice Activities
- Stakeholders show interest in Teaching Practice Activities
- Workshops and Stakeholder engagements
**Project Result Area 2**

Enhanced knowledge and skills of tutors and Stakeholders on the practicum process

**Actual**

- 39 link tutors Validated Report on Monitoring and Supervision and agreed with the following feedback from the 279 mentees:
  - Monitors and supervisors visited their schools very often
  - Monitoring and Supervision improved up to 80% and above
  - All 42 link tutors (100%) admitted that improved knowledge and skills improved supervision and monitoring

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**EFFECTIVE STRATEGIES USED**

1. **Stakeholder engagement**

   - Identified key stakeholders and had one-on-one briefing on the project (district by district)
   - Organised inception meeting before the launch.
   - Launched the project to create public awareness, support and buy-in
   - Drafted, validated and signed an MoU with Partner Schools and their stakeholders
   - Drew a practicum monitoring roadmap for District Education Officers and Traditional Authorities.
The Most Significant Innovation

- Used Monitoring Logbook to check stakeholder involvement in the practicum process was very useful.
- Awarding active stakeholders in the practicum process
- Regular stakeholder engagement and review meetings
- Feedback session with mentees (post practicum review meeting)

EFFECTIVE STRATEGIES USED - cont’d

2. Capacity Building and Regular Review Meetings

- Organised workshop on the role of stakeholders in the practicum process.
- Conducted Knowledge and Skills Gap Assessment on Tutors, Mentors and Lead Mentors.
- Trained Tutors, Mentors, Lead Mentors on Mentoring and Supervision of Mentees.
- Organised Comprehensive Orientation for mentees prior practicum.
- Organised a half-year review with stakeholders to assess progress of the project.

Teaching Practice Monitoring Logbook
Lessons / Good practice(s) that emerged

1. Engage Stakeholders in the project
2. Introduce Monitoring Logbook to check stakeholder involvement in the practicum process
3. Award active stakeholders
4. Organise half-year review meetings
5. Organise feedback sessions with mentees

Challenges

- Some mentees failed to pay their fees on time, this challenged the facilitation of their postings to schools of practice.
- Difficulty in uploading evidence for quarter reports due to network challenges.
- No incentives for the staff doing extra work on the project.
- Only selected Partner Schools benefitted from the project.

On-going effort to sustain the project

- The college has opened up ways for stakeholders to be involved in the practicum process (through E-mails, letters, personal visitation, phone call etc.)
- The college keeps writing to do consultations with stakeholders.
- The college maintains strong working relationships with all stakeholders.

End of Presentation

Thank You
Mampong Technical College of Education

**OVERALL OUTCOME OF THE PROJECT**

**Projected**
- Effective Teaching of Mathematics, Science and Basic Design and Technology during practicum in Six Target Basic Schools in the Mampong Municipality

**Actual Achieved**
- 60.8% of target mentees demonstrated key competencies in the teaching of Mathematics, Science and BDT during practicum

**Baseline - 1**

**Lead Mentors and Mentors**
- Inadequate orientation before practicum
- Non Provision of Practicum Manual
- Non comprehensive reporting ability and attitude
Baseline - 2

**Mentees**
- Inadequate number of supervisions visits (average of 2 supervisions visits)

**Mean Response**

Baseline - 3

**Link Tutors**
- Non-availability of Practicum Guide
- Inadequate/Non Comprehensive Reports on Mentees

**Mean Response**

Baseline - 5

**Community**
- Unable to assist students teachers to prepare T/L resources

**Mean Response**

Results Area 1

Enhanced Practical knowledge and skills of tutors and mentors in the teaching of Mathematics, Science and BDT.

**Was it Achieved? YES**

**Evidence:**
- Lead mentors, mentors and target mentees acquired practical skills and knowledge in the teaching of Science, Mathematics and BDT through firsthand observation during the micro teaching.
Evidence of Achievements

✓ 75% of mentors and lead mentors acquired knowledge and skills in effective supervision, mentoring and coaching for effective teaching of Mathematics, Science and BDT during practicum through capacity building workshops

✓ The project produced a Practicum Guide for the teaching of Mathematics, Science and BDT.
Evidence of Achievements

✓ Inclusion of CS and PTA/SMC Chairs in observation visits
✓ Tutors have been trained on the preparation of appropriate improved T/L materials to help mentees prepare them without necessarily relying solely on the community aiders.

Results Area 2

Enhanced teaching of Mathematics, Science and BDT at target partner schools during practicum.

Was it Achieved? YES

Evidence:
- Performance of mentees have improved with some defending a distinction score (6/10 out of 35/280).
- 80% target mentees confidence and preparation to teach Mathematics, Science and BDT improved

Evidence of Achievements

✓ Improvement in Form B.
✓ Recommendation made to Teaching Practice Unit to print Form B in duplicate.
✓ In addition to T-TEL Teaching Practice Handbook, the Project produced a Practicum Guide to suit Mampong Technical College of Education and in line with the National Teachers' Standards.
Evidence of Achievements

- Designed a user friendly reporting template
- Increase the number of supervision visits during the project implementation period (least number of supervision visits was 6)
- Assigned subject (Mathematics, Science, BDT)
  Tutors to observe and mentor mentees when having lessons in those subjects.

INSET on TLM preparation and appropriate pedagogy in teaching mathematics, science and BDT for Tutors

A picture of Tutors, Mentors, Mentees and Pupils at the end of Mock Teaching at Mawulah Baptist IHS
STRATEGIES THAT HELPED ACHIEVE PROJECT RESULTS

- Practicum guide
- Mock teaching practice
- Increased time with mentees for support in content and pedagogy

MOST SIGNIFICANT INNOVATION INTRODUCED TO MAMPONG TECHNICAL COLLEGE IN IMPLEMENTING THE PROJECT

- Printing of Form B in duplicate
- Mentors empowered to supervise mentees. Their assessment of mentees forms part of the overall practicum assessment.
GOOD PRACTICE WE RECOMMEND TO OTHER COLLEGES

- Mock Teaching in practice schools to take care of the demonstration teaching in Colleges.
- The inclusion of Mentors in Assessing Student teachers during practicum

LESSONS LEARNT - 1

- The college under the project reviewed the college teaching timetable to include the design and development of improvised TLMs. This will be institutionalize and used by the college - Semester Two.
- A professional should be hired on to clearly capture event/activities. For instance photographers should be used to capture very important moments.
- Documentation and knowledge management are critical for references and institutional memory.

ON-GOING EFFORTS TO SUSTAIN RESULTS

- The involvement of the TP coordinator in planning and implementation of activities during the project
- Commitment from management
- College Base Workshop – Dedicating a day to discuss issues relating to practicum and providing information to tutors by TPC and Project Team before the start of supervision visits.
- Circuit Supervisors are prepared to observe the performance of Mentees during their supervision visits to schools
- PTA/SMC chairmen and Assembly Members have being educated on the need for their involvement in the total development of Mentees: Rooms were made ready for mentees in the pilot communities.

PROJECT INTERVENTION THAT CAN BE SCALED UP

- Extending project key strategies/interventions in other Subject Areas especially English
- Increase the number of target schools to implement same strategies used in this project.
Thank You!