

Transforming Teaching, Education & Learning (T-TEL)

# Ghana District Change Project: Communities of Excellence Programme Quarter 3 Progress Report

Executive Summary

**25<sup>th</sup> November 2022**

The Ghana District Change Project, previously known as District Managing for Learning (DMfL) Programme, has been rebranded as Communities of Excellence Programme (CEP) to align with the broader Communities of Excellence initiative planned by the Ministry of Education (MoE) and Ghana Education Service (GES). The programme is implemented by GES with technical support from T-TEL and funding from Jacobs Foundation. This Quarter 3 report covers the period from 1<sup>st</sup> August to 31<sup>st</sup> October 2022.

There has been no substantive change to the activities and approaches which GES and district teams, supported by T-TEL are using in Bosome Freho, Lambussie and Akuapem South but the rebranding has been carried out so that CEP aligns more explicitly with the MoE's vision of creating Communities of Excellence across Ghana.

The MoE has shown commitment to this vision by developing a Communities of Excellence Strategy to guide all partners in implementing CEP in any district or community. This Communities of Excellence Strategy was developed by the MoE in Quarter 3 and envisions a “network of highly literate communities across Ghana where every citizen is empowered to make a meaningful contribution to socio-economic transformation.”

This vision will be achieved through the Communities of Excellence mission which is “to engage and inspire stakeholders and communities to ensure that all children are literate and, through this collaboration, to develop and lead their own socio-economic transformation initiatives.”

The Communities of Excellence Strategy’s vision and mission will be achieved through two key objectives which will lead to wider long-term educational, social and economic benefits. These objectives are:

1. To ensure that at least 90% of P4 pupils within Communities of Excellence are reading and writing at grade level proficiency.
2. To ensure that communities are actively participating in education service delivery across all schools in their local area as measured through their level of engagement and oversight of educational activities in schools and the wider community.

The Strategy then sets out key aspects which all partners and stakeholders are expected to incorporate in their Communities of Excellence work. These aspects are:

1. Clearly defined **community participation and accountability processes** in the development, budgeting and planning of activities and ongoing oversight through regular community-based review sessions which include all relevant stakeholders.
2. Ensuring **community commitment, focus and collective ownership of their children’s education.**
3. A clear **focus on teaching and learning, supporting teachers to understand and implement the new standards-based curriculum**, meet the National Teachers’ Standards and master skills such as teaching at the right level, phonics and digital literacy.
4. **Ensuring an adequate supply of Teaching and Learning Resources** with a particular focus on books (either hard copies or through approaches such as e-readers), encouraging a culture of reading and parental engagement in supporting reading.

5. **Focusing on access and participation**, ensuring that all children of school-going age within communities are attending school regularly whilst those who have dropped out are provided with a pathway to re-engage in the formal education system.
6. **Building effective instructional leadership in basic schools** within communities through the provision of on-the-job training and support to heads of school and leadership teams.
7. **Taking a multi-sectoral approach by including interventions and activities in health and nutrition as well as education.**
8. **Ensuring that activities and interventions are embedded within Ghana’s public education system so that they are operating within, and enhancing, the existing sub-national and community accountability framework** (through structures such as the District Education Oversight Committee (DEOC), School Management Committees (SMCs) and Parent Teacher Associations (PTAs)). This will require that Ghana Education Service (GES) play a leading role in implementation and oversight of activities.

It is encouraging to note that the CEP activities being implemented in Akuapem South, Bosome Freho and Lambussie are already well-aligned with the MoE Communities of Excellence Strategy as they are focused on creating an adaptive learning ecosystem that allows stakeholders to dialogue, work and learn together to support children to grow and achieve the full potential. This approach facilitates locally driven improvement and change by working with existing systems and structures to strengthen their ability to work collaboratively, prioritize teaching and learning and bring about sustained improvements across and within each District or Municipality. The approach also seeks to weave together the various stakeholders in the district, leveraging the resources which are already available, to achieve sustained change.

It is also encouraging that, as a sign of its deep commitment to Communities of Excellence, the Ministry of Education is making revisions to Ghana’s Education Sector Medium Term Development Plan (ESMTDP) 2022-2025 to ensure that CEP features in this official planning document.

During the period under review (1<sup>st</sup> August to 31<sup>st</sup> October 2022), the CEP district teams made generally good progress in implementing activities in their Learning Transformation Agendas (LTAs) and workplans. A summary of the main achievements during the quarter is set out below:

### **LTA Implementation at District and School Level**

Following the release of funds to districts, each of the districts started implementing activities indicated in their LTA. LTAs have a start date of 1<sup>st</sup> June 2022 so Quarter 1 (Q1) covers the period from 1<sup>st</sup> June to 30<sup>th</sup> August 2022 with Quarter 2 (Q2) covering 1<sup>st</sup> September to 30<sup>th</sup> November. Activities implemented across the three districts included:

- Development of standardised monitoring and supervision template to be used by School Improvement Support Officers (SISOs), Municipal/District Education Oversight Committee (MEOC/DEOC), Municipal/District Education Office (MEO/DEO) schedule officers, and Headteachers with soft copies uploaded on tablets for SISOs, Headteachers and the Education Management Information System (EMIS) teams. This was to ensure there is uniformity across the districts regarding tools being used to collect data. Once these tools were developed the various stakeholders were trained on how to use it.
- Funds were provided to SISOs and other schedule officers to enable them to conduct regular monitoring in schools across the districts. As a result each school within the district

was visited at least twice by SISOs during the quarter. Monitoring reports prepared by SISOs showed some level of improvement in teacher and learner attendance over the reporting period, especially in Lambussie and Bosome Freho. This is a positive achievement because before the introduction of the CEP in these districts, SISOs monitoring visits to the school were irregular or non-existent due to the non-availability of funds and other logistics.

- Classroom furniture including dual desks for lower primary, hexagonal desks for kindergarten, Formica boards, tables and chairs for teachers were procured for schools in Akuapem South and Bosome Freho whereas textbooks were also procured for Akuapem South and Lambussie schools to aid effective teaching and learning. There were some delays in the procurement of these items because the districts did not fully understand the guidelines provided regarding the procurement of these items. Progress was made after clarity was provided by GES.
- Laptops, Tablets, SIM Cards and Data Bundle were also procured for headteachers in non-GALOP Schools in Akuapem South and Bosome Freho to enrol these schools onto the GES mobile School Report Card(mSRC) platform to cover more schools to improve monitoring and supervision in the districts. Training was provided to these headteachers along with their EMIS teams on using the tablets to upload data onto the mSRC platform. Additional Tablets were also provided to SISOs, EMIS teams, District Directors and some DEOC members, installed with the KoboCollect application so real time monitoring data can be accessed. Training was provided to these officers on how to use the KoboCollect application.
- To ensure there is effective community engagement and oversight in the planning and implementation of the activities within the LTA, each district conducted a quarterly LTA progress review meeting at the end of the quarter to update all stakeholders on progress with the implementation of activities. This approach seeks to promote greater stakeholder engagement, ownership, transparency and accountability and build stakeholder trust in the programme.
- On average districts spent about 50% of their Q1 (June-August 2022) funds. Reports submitted by the districts (technical and financial) at the end of the quarter, were reviewed by a team from GES and T-TEL. Comprehensive feedback was provided to the district teams and the District Enablers on the reports and the review team paid visits to the districts to discuss the feedback and provided the needed support to help the team understand the requirements/expectations. Revised versions of the reports were submitted by the districts which incorporated all the feedback provided by the review team. The revised reports were shared with GES for approval. The review process revealed some capacity issues within the districts and measures have been taken by GES with support from T-TEL to address them.

## Training of Change Leaders

Three training summits were completed for all the 45 change leaders (35 males and 10 females). The trainings were organised on 10<sup>th</sup> -11<sup>th</sup> August, 15<sup>th</sup> -16<sup>th</sup> September, and 10<sup>th</sup> -11<sup>th</sup> October 2022. The table below provides a summary of topics covered under each of the three summits:

<b>Second Summit (August 10<sup>th</sup> &amp; 11<sup>th</sup>)</b>	<b>Third Summit (September 15<sup>th</sup> &amp; 16<sup>th</sup>)</b>	<b>Fourth Summit (October 10<sup>th</sup> &amp; 11<sup>th</sup>)</b>
The Profile of a Collaborative Change Leader	What Are Learning Ecosystems; What Are Systems, How Systems Work	The Learning Change Leader
Understanding Yourself as a Change Leader	Systems Thinking, Systems Sensing	Powering Change through Learning
Developing Your Inner Self	Stories of System Change	Learning Tools and Approaches
Facilitating Change, Weaving Communities	Theories of Systemic Change	

Although the Change Leaders are yet to complete the full training package (6 summits in all), they have initiated various engagements with their respective communities and schools to create awareness on parents' roles and responsibilities, respond to issues around teachers' welfare, facilitated and supported extra tuition initiatives by schools, led resource mobilization in support of school projects, and engaged the district education office on issues around children schooling.

## Community Evolution Scale

The Community Evolution Scale (CES ) instrument is aimed at measuring the evolution, health, strength and sustainability of the relationships and networking that change leaders are building through the stakeholder facilitation and engagement sessions promoted by GES and T-TEL.

From 9<sup>th</sup> to 19<sup>th</sup> August Visible Network Labs (VNL) worked closely with the District Enablers to administer the tool to all 45 Change Leaders in the three districts to collect baseline data on how the Change Leaders are working to transform their communities and helping to build a learning ecosystem. The Change Leaders were given survey links to answer a series of evaluations and assessment questions ranging from demographics, support services available to them and their engagement with their fellow Change Leaders within and across districts. The survey also had questions relating how they have engaged the education system either at the district or national level. After two meetings with the Change Leaders to clarify and cleanse the data (as some Change Leaders had difficulty in understanding the terminology used in some of the questions), final results of the survey were presented to the Change Leaders on 14<sup>th</sup> October during Summit 4.

VNL is yet to share a final narrative report with recommendations and next steps to T-TEL, however 18<sup>th</sup> November and 16<sup>th</sup> December have been scheduled for Timepoint two (T2) and Timepoint three (T3) data collection respectively. T-TEL has concerns as to the effectiveness of this approach given the very short period of time which will have elapsed between the initial data collection and the two subsequent data collection exercises.

## Strengthening Professional Learning Communities (PLC) in Schools

Following the completion of the writing and reviewing of the PLC Handbooks in July and August 2022, final draft handbooks (Teacher and Coordinator versions) were signed off by the Director-General of GES. The purpose of this first PLC Handbooks is to explain to teachers how they can meet the National Teachers' Standards (NTS) in their lessons and teach the new standards-based curriculum more effectively. This is the first time that GES and NTC have introduced a set of structured learning materials for use in schools' weekly PLC sessions. There has already been considerable interest in the PLC Handbooks and, following GES and T-TEL's exhibition at National Education Week in Accra, district education officials have been in touch with both NTC and GES to see if they can use the Handbooks in their own districts outside of the CEP districts. NTC and GES are now working with T-TEL to ensure that attendance at these PLC sessions in the 3 CEP districts will enable teachers to gain Continuing Professional Development (CPD) points which can be used towards renewal of their teacher licenses.

Design, printing, and distribution of PLC Handbooks to all teachers in all the basic schools across the three districts took place in September. The Handbooks have also been uploaded onto the T-TEL website so that they can be downloaded to be used by other districts and stakeholders - <https://t-tel.org/knowledge-hub-old/basic-education/>. From 12<sup>th</sup> to 13<sup>th</sup> September 2022, a three-day Trainer of Trainers (ToT) workshop was organised for 12 Professional Development Coordinators from eight Colleges of Education, T-TEL University teams and District Enablers and 12 PLC Writers from Bosome Freho, Akuapem South and Lambussie in Accra to train them as lead trainers for the PLC Coordinators' workshop at the district level. During the training, an in-depth review of the PLC sessions within the PLC Handbooks was done, demonstrated PLC sessions to pre-empt any challenges so the teams which the teams may face in the field. After the ToT workshop, the training teams moved to their respective districts to train 587 headteachers and their school-based PLC coordinators from 19<sup>th</sup> to 24<sup>th</sup> September 2022.

With the introduction of the Handbooks, PLC sessions are now being held regularly within all the schools across the three districts. Weekly monitoring reports are received from Headteachers and SISOs onto the Power BI dashboard designed by the T-TEL MERL team. Information from the dashboard as of October 2022 showed that 713 PLC sessions have been held across all three districts, 34 sessions had to be postponed, and six sessions that were meant to happen did not take place. This is a successful on-time PLC session complete rate of 95%.

Feedback for the PLC Handbooks has been very positive. One Headteacher in Lambussie said *"The structured and guided nature of the PLC books will help me deliver PLC sessions to my teachers in the school, every lesson is well written and that will go a long way to increase attendance of PLC sessions."*

Attendance at the PLC sessions is generally high because teachers are aware that their attendance at PLC sessions will count towards CPD points. Data from the live Power BI dashboard as of 15<sup>th</sup> November 2022 showed that 79.4% of schools had between 75% and 100% of teachers attending all PLC sessions with a further 19.6% of schools having attendance of between 50% and 75%. In the next quarter, the district teams will continue to monitor and provide the needed support to the headteachers to ensure that PLC sessions happen as planned.

## **Supported Teaching in School (STS) Partnerships**

Improving the quality of teaching and learning in basic schools across the three districts is a key priority under the CEP. EMIS data from Bosome Freho indicates that, before the PLC Handbooks were introduced, almost 80% of the 1,015 basic school teachers in the district had not yet received effective training on the new standards-based curriculum which was rolled out nationally in September 2019.

GES and T-TEL have facilitated a partnership between Bosome Freho District Education Office and two nearby Colleges of Education (CoEs)- Akrokerri and Agogo. Under the terms of this partnership both CoEs will send Level 300 and Level 400 B.Ed. student teachers to basic schools in Bosome Freho District for the Supported Teaching in School (STS) component of their studies.

Schools in Bosome Freho will now benefit from the presence of student teachers who have an up-to-date understanding of the new standards based curriculum and teaching methods developed for basic schools. Under the terms of this agreement headteachers and teachers in Bosome Freho will also be trained as Mentors by the two CoEs.

Partnerships have been signed with the two colleges. Both CoEs completed the scouting for partner schools and trained the selected mentors from the selected partner schools. Akrokerri CoE confirmed twelve basic schools as partner schools and Agogo PWCE confirmed thirteen basic schools after the community's identification and school selection.

The CoEs followed this activity with the training of the teachers (mentors) and headteachers (lead mentors) from the selected partner schools. The training equipped the mentors and lead mentors with knowledge and skills on mentoring and understanding the requirements for, and their roles related to STS. This includes guidance on how to assess student teachers' STS components in line with the requirements of the National Teacher Education Assessment Policy (NTEAP). Akrokerri CoE trained 60 participants made up of 6 district education officers and 54 teachers (mentors & lead mentors). Agogo PWCE trained 75 participants (27 males and 48 females) comprising 5 district education officers and 70 teachers. In all, 135 teachers have been trained in NTS and STS.

Akrokerri CoE deployed 61 Level 300 student teachers (mentees) to the selected partner schools in Bosome Freho district for six weeks of embedded teaching. The mentees co-planned, co-taught and co-assessed learners with their mentors, carried out small-scale enquiries, and provided evidence of working towards meeting the NTS. This enabled them to continuously enhance their skills, knowledge, and understanding of their chosen specialism. It is interesting to know that these mentees are willing and ready to return to support the mentors and learners to improve learning outcomes. The college is currently preparing to send the fourth-year student teachers for their 16 weeks STS in January 2023.

Agogo PWCE is expected to send 70 fourth year student teachers to the selected partner schools in January 2023 for 16 weeks and Level 300 student teachers for six weeks in the next academic year in 2023.

Lambussie District Education Office and McCoy College of Education have also signed their partnership agreement during the quarter under review. As part of the agreement, the CoEs have trained 429 teachers on the National Teachers' Standards and its application in the new standards-

based curriculum. The training introduced the teachers to the three domains of the National Teachers' Standards which are professional values and attitudes, professional knowledge, and professional practice.

The CoE will be posting 40 Level 300 student teachers to the district in November for six weeks as part of the partnership. The mentees will co-plan, co-teach and co-assess learners with their mentors, carry out small-scale enquiries, and provide evidence of working towards meeting the NTS. These student teachers have a better understanding of the standard-based curriculum and will be able to transfer their skills and knowledge to practicing teachers to improve their teaching. The CoE will also send Level 400 i.e. fourth year student teachers for 16 weeks in the next academic year in 2023.

### Programme Management

**Operations:** During the quarter under review the assets procured for the offices allocated to the District Enablers were labelled and recorded in the Asset Register. A physical verification exercise was undertaken, and all assets are in good shape. The operations team assisted in the procurement of textbooks, laptops and tablets for the districts as well as the printing and distribution of the PLC Handbooks, brochures and banners for the three districts.

**Finance:** A breakdown of expenditure to date is provided in the table below.

Budget Line	Total Budget (1 <sup>st</sup> Feb 2022-31 <sup>st</sup> March 2023)	Budget Spent (1 <sup>st</sup> Feb-31 <sup>st</sup> October 2022)	Budget Remaining (1 <sup>st</sup> November 2022-31 <sup>st</sup> March 2023)
Communications and stakeholder engagement	\$56,023	\$56,128	-\$125
Learning Transformation Agenda (LTA)- funds for 3 districts	\$287,407	\$62,776	\$224,631
PLC Materials Development and Training	\$191,605	\$136,575	\$55,030
School Management Committee (SMC) training and support activities	\$57,481	-	\$57,481
District Education Oversight Committee (DEOC) training and support activities	\$28,741	-	\$28,741
College of Education (CoE) partner schools expansion and support	\$19,160	\$2,957	\$16,203
Baseline Survey	\$47,901	\$27,028	\$20,873
Activity funds- yet to be allocated	\$46,491	-	\$46,491

Vehicle running costs, per diem and accommodation	\$86,211	\$40,707	\$45,504
District Office running costs	\$9,580	\$2,499	\$7,081
<b>Total</b>	<b>\$830,570</b>	<b>\$328,670</b>	<b>\$501,900</b>

### **Communications and Stakeholder Engagement**

Communication activities undertaken this quarter were focused on building the capacity of district communicators i.e Public Relations Officers (PROs), IT Officers and Heads of Inspectorates to be able to lead their own communication and advocacy efforts, enhancing awareness and improving stakeholder buy-in and support for the CEP. Communications training also included a session on gender-responsive communications which was facilitated by the T-TEL Gender Equality and Social Inclusion (GESI) Key Advisor. All the districts were supported to establish a social media presence on Facebook and Twitter and began engaging and sharing activities within their districts.

Communication materials such as brochures, pull-up banners were designed, printed and distributed to the districts to support the effort of the district teams in creating awareness about the programme. CEP materials were also showcased at two important national events- the Ghana Teacher Prize in Tamale and the National Education Week in Accra- in addition to this was the screening of the Communities of Excellence documentary on national television during World Teachers' Day on Wednesday 5<sup>th</sup> October 2022.

### **Monitoring Evaluation, Research and Learning**

A baseline survey was carried out so that GES and T-TEL can subsequently measure the level of change across the districts and progress against the programme MERL framework. This baseline survey was a very comprehensive undertaking which involved observation of 280 teachers' lessons; skills and competency assessments of 3,956 learners; sleeping game carried out with 7,432 learners; interviews with 1,152 parents, 217 headteachers and SMC members, 15 DEO staff, 15 DEOC members and 30 Change Leaders.

The table overleaf provides a summary of the findings from the baseline report.

	Indicator	Baseline (August 2022)
Learners	% of learners by grade who demonstrate proficiency in English language, Mathematics, core competency and Ghanaian language	<p>Proportion of learners who achieved approaching proficiency level or higher [defined by NaCCA as the expected learning level]</p> <p><b>Basic 2</b>  English literacy – 28.7 percent  Mathematics literacy – 23.8 percent  Core competence literacy – 34.6 percent  Ghanaian language literacy – 33.8 percent</p> <p><b>Basic 4</b>  English literacy – 32.8 percent  Mathematics literacy – 14.3 percent  Core competence literacy – 27.6 percent  Ghanaian language literacy – 35.2 percent</p> <p><b>Basic 6</b>  English literacy – 26.3 percent  Mathematics literacy – 16.6 percent  Core competence literacy – 20.2 percent  Ghanaian language literacy – 14.0 percent</p>
	% of learners who perceive improvement in the delivery of classroom lessons since the start of PLC	N.A.
Parents	% of parents who support their child to complete homework	35.5 percent
Teachers	% of teachers demonstrating an understanding and application of the NTS	36.8 percent
	% of teachers demonstrating GESI responsive pedagogy	22.1 percent
	% of teachers using low-cost and or no-cost teaching and learning resources for lessons and tutorials	34.8 percent
School leaders	% of basic schools with an inclusive gender-sensitive environment for staff and learners.	16.7 percent

	Rate of discipline (absenteeism and sexual harassment) among learners and teachers	Learner indiscipline - 37.8 percent Teacher indiscipline - 28.5 percent
	% of school leaders (disaggregated into headteacher, assistants, SMC chairs) that demonstrate understanding of their roles and responsibilities	Headteacher – 40.0 percent Ass. Headteacher – 35.9 percent SMC Chair – 30.9 percent SMC Member – 25.0 percent Total – 33.0 percent
<b>Leadership</b>	% of District education level leaders that demonstrate understanding of their roles and responsibilities	46.7 percent
	% of district education officers (disaggregated into SISOs, district officers) monitoring District teaching and learning in the schools	(i) District education officers - 53.3 percent visit weekly, 6.7 percent visit bi-weekly 6.7 percent visit monthly, 20 percent visit termly 13.3 percent visit only when funds are available  (ii) SISOs 33.3 percent visit weekly, 16.7 percent visit bi-weekly, 16.7 percent visit monthly, 33.3 percent visit termly
	% of monitoring visits to schools undertaken by (I) DEOCs and (ii) Change Leaders	(i) DEOC – 6.7 percent visit daily, 20 percent visit weekly, 20 percent visit bi-weekly, 6.7 percent visit monthly, 40 percent visit termly 6.7 percent visit only when funds are available  (ii) Change Leaders- 3.3 percent visit daily, 30 percent visit weekly, 20 percent visit bi-weekly, 23.3 percent visit monthly, 20 percent visit termly 3.3 percent visit only when funds are available

The baseline data is particularly insightful once it is disaggregated to district level. This helps to identify some very interesting trends. Using Primary 4 assessment results for example, we can see that, generally, learners in Akuapem South score the highest assessment marks whilst learners in Lambussie score lowest.

The ‘Communities of Excellence’ benchmark is that 90% of P4 learners in a community should be reading at grade level (defined by NaCCA as ‘approaching proficiency’) in either English or Ghanaian Language. Whilst some schools in the 3 districts were close to this standard overall only 32.8% of P4 learners had reached this standard in English. There were also some quite significant variations across districts with 55.8% of learners reaching the standard in Akuapem South, 27.7% of learners reaching the standard in Bosome Freho and 22.7% reaching the standard in Lambussie.

#### **Primary 4 English Language Literacy by District**

Assessments	Highly Proficient (80-100%)	Proficient (68-79%)	Approaching Proficiency (54-67%)	Developing (40-53%)	Emerging (0-39%)
Lambussie	1.0	4.9	16.8	19.2	58.1
Bosome Freho	4.5	8.3	14.9	28.5	43.8
Akuapem South	5.8	11.0	39.0	20.8	23.4
<b>Overall</b>	<b>3.7</b>	<b>7.9</b>	<b>21.2</b>	<b>23.7</b>	<b>43.4</b>

When looking at the situation regarding Ghanaian Language, 35.2% of P4 learners met the required standard across the 3 districts (13.6% in Lambussie, 44.8% in Bosome Freho and 46.2% in Akuapem South. Whilst Bosome Freho and Akuapem South have the advantage of having a single widely spoken Ghanaian language (Asante Twi and Akuapem Twi respectively) this is not the case in Lambussie where most learners speak either Dagaare or Sisaala, a language which is not spoken by a significant proportion of the teachers posted to the district.

#### **Primary 4 Ghanaian Language Literacy by District**

Assessments	Highly proficient (80-100%)	Proficient (68-79%)	Approaching Proficiency (54-67%)	Developing (40-53%)	Emerging (0-39%)
Lambussie	2.4	3.9	7.3	34.0	52.4
Bosome Freho	12.5	11.1	21.2	22.2	33.0
Akuapem South	12.0	10.1	24.1	22.2	31.7
<b>Overall</b>	<b>9.2</b>	<b>8.6</b>	<b>17.4</b>	<b>26.0</b>	<b>38.9</b>

The situation for mathematics proficiency amongst P4 learners is even more concerning than their performance on English Language. Across the 3 districts only 14.3% of P4 learners met the expected standards set by NaCCA, varying from 6% in Lambussie to 19.9% in Akuapem South.

#### **Primary 4 Mathematics Proficiency by District**

Assessments	Highly proficient (80-100%)	Proficient (68-79%)	Approaching Proficiency (54-67%)	Developing (40-53%)	Emerging (0-39%)
Lambussie	0.0	0.9	5.1	11.6	82.3
Bosome Freho	0.0	4.9	12.5	16.3	66.3
Akuapem South	1.2	1.9	16.8	33.5	46.6
<b>Overall</b>	<b>0.3</b>	<b>2.9</b>	<b>11.1</b>	<b>19.0</b>	<b>66.7</b>

CEP is not only interested in literacy and numeracy but also wants to see that children are being provided with a holistic education which focuses on social and emotional learning and developing the 21<sup>st</sup> Century Skills such as communication, collaboration and critical thinking required to enable them to reach their full potential. NaCCA therefore worked with GES and T-TEL to develop a ‘core competence’ assessment which covered cultural identity, communication and collaboration, critical thinking, digital literacy, personal development and leadership and problem solving. The results of this assessment are provided in the table below. Overall 27.6% of P4 learners met the expected standard, ranging from 13.6% in Lambussie to 41.3% in Akuapem South.

**Primary 4 Core Competence Proficiency by District**

Assessments	Highly proficient (80-100%)	Proficient (68-79%)	Approaching Proficiency (54-67%)	Developing (40-53%)	Emerging (0-39%)
Lambussie	2.1	1.6	9.9	33.3	53.1
Bosome Freho	0.4	14.7	14.3	20.6	50.0
Akuapem South	0.0	5.0	36.3	34.4	24.4
<b>Overall</b>	<b>0.8</b>	<b>8.2</b>	<b>18.6</b>	<b>28.0</b>	<b>44.4</b>

When looking at teachers’ understanding and application of the NTS (used as a benchmark for effective teaching in line with the new standards-based curriculum) we can see that teachers in Akuapem South score more highly (43.2% meeting NTS) than in Bosome Freho (34.4%) and Lambussie (35.7%).

**Proportion of teachers demonstrating an understanding and application of the NTS**

	Lambussie	Bosome Freho	Akwapim South	Overall
<b>Sex</b>				
Male teachers	37.1	34.9	43.7	36.9
Female teachers	32.9	33.1	43.0	36.8
<b>Overall</b>	<b>35.7</b>	<b>34.4</b>	<b>43.2*</b>	<b>36.8</b>

\* p≤0.0

This difference in teacher performance does not seem to be significant enough to explain why learner assessment scores in Lambussie are much worse than in Bosome Freho which are in turn worse than Akuapem South. One potential indicator of what may be going on can be found in the responses provided in the parents’ interviews, set out in the table below.

**What parents do to support learners’ education/learning after school-hours**

	Lambussie	Bosome Freho	Akuapem South	Overall
School supplies (uniform, exercise, footwear etc.)	345 (89.8%)	409 (78.4%)	206 (83.7%)	960 (83.3%)
Encourage the child to read at home	222 (57.8%)	323 (61.9%)	156 (63.4%)	701 (60.9%)
Buy books for the child (E.g., story or grade level books)	237 (61.7%)	272 (52.1%)	151 (61.4%)	660 (57.3%)
Help the child to complete homework	58 (15.1%)	181 (34.7%)	170 (69.1%)	409 (35.5%)
Allocate time for the child to read at home	83 (21.6%)	53 (10.2%)	55 (22.4%)	191 (16.6%)
Pay for extra classes or after school classes in school	5 (1.3%)	38 (7.3%)	129 (52.4%)	172 (14.9%)
Give the child books as a gift	52 (13.5%)	25 (4.8%)	50 (20.3%)	127 (11%)

	Lambussie	Bosome Freho	Akuapem South	Overall
Encourage the child to watch learning programme on TV (e.g., Ghana learning programme)	6 (1.6%)	16 (3.1%)	49 (19.9%)	71 (6.2%)
Discuss with the child about what to read	9 (2.3%)	19 (3.6%)	24 (9.8%)	52 (4.5%)
Provide support to child to participate in other virtual learning programme	5 (1.3%)	11 (2.1%)	31 (12.6%)	47 (4.1%)
Help the child with writing at home	8 (2.1%)	21 (4%)	14 (5.7%)	43 (3.7%)
Hire private teacher to support child	1 (0.3%)	6 (1.2%)	19 (7.7%)	26 (2.3%)
N	384	522	246	1,152

Whilst parents across all three districts provide similar levels of responses to questions regarding provision of school supplies, encouraging the child to read and buying books for their children there was a significant difference in responses about ‘helping the child to complete homework’. Whilst 69.1% of parents in Akuapem South help their children with homework this figure is only 24.7% in Bosome Freho and 15.1% in Lambussie. Likewise there is a big disparity in both paying for extra classes (52.4% in Akuapem South, 7.3% in Bosome Freho and 1.3% in Lambussie) and hiring a private teacher (7.7% in Akuapem South, 1.2% in Bosome Freho and 0.3% in Lambussie).

These findings suggest that parents in Lambussie may generally be less well-educated than their peers in Akuapem South, making it less likely that they will assist with homework. This issue is worth following up as the district, schools and Change Leaders may want to see what provision can be made available within communities so that educated community members can provide voluntary support to children outside learning hours. This would also help to compensate for the lower levels of extra classes which seem to be paid for by parents in Akuapem South.

Overall the baseline survey provides a very rich data set which will be of great use in the coming years in measuring progress against CEP objectives. GES can now work with districts and schools to set annual targets using these baseline figures which can help to ensure that implementers measure what matters (i.e. changes in teacher behaviour through adherence to NTS rather than number of teachers attending training sessions). This can play an important role in enhancing accountability which is genuinely focused on learning.

## Progress against Quarterly Deliverables

T-TEL has a set of deliverables which need to be achieved each quarter as per the terms of the Grant Agreement with Jacobs Foundation. Five deliverables had to be achieved by 15<sup>th</sup> November 2022. The details of these deliverables and the progress made against each of them is set out in the table below.

Deliverable	Progress by 15 <sup>th</sup> November 2022
Submission of Quarterly Narrative and Financial Report	<b>Achieved:</b> Both Reports and supporting Annexes completed and submitted on 15 <sup>th</sup> November 2022.
ADEOPs/LTAs for each district disseminated among key stakeholders in the districts and in each school community	<b>Achieved.</b> Each district has developed a Learning Transformation Agenda (LTA) which sets out the objectives and activities which will be undertaken to improve learning outcomes in each district. The

	LTA was validated by stakeholders in each district and approved by GES.
School Performance Improvement Plans (SPIPs) developed for each school community (i.e. communities in which Change Leaders are working)	<b>Achieved:</b> 40 schools have revised and updated their existing SPIPs to incorporate latest plans developed under LTAs, these include 13 schools in Akuapem South, 7 in Bosome Freho and 20 in Lambussie.
ADEOPs quarterly KPIs Review Reports shared and discussed by district level Change leaders	<b>Achieved-</b> each District has submitted their Q1 report, which was reviewed and approved by GES. LTA review meetings were held in Lambussie, Akuapem South and Bosome Freho on 5 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> September respectively. 128 stakeholders attended in Lambussie, 118 in in Akuapem South and 153 in Bosome Freho. In total 399 stakeholders attended in all three districts (41 females and 112 males).
Quarterly Performance Reviews of SPIPs conducted in all school communities	<b>Achieved:</b> This was achieved in combination with the deliverable above on SPIP development as SISOs, working together with Change Leaders, School Management Committees and Parent Associations in 40 schools reviewed and revise their SPIPs.