

Concept Note - An evaluation of the Ghana Teacher Licensure Examination.

Introduction

The National Teaching Council (NTC) is mandated by the Education Regulatory Bodies Act 2020 (ACT 1023), to license teachers in Ghana. The purpose of the Ghana Teacher Licensing Examination (GTLE) is to identify suitable candidates (teachers) for a professional license. The professional license is the highest mark of professional accomplishment that makes the Ghanaian teacher a member of a larger network of accomplished educators shaping the profession and human lives. It demonstrates the legal authorisation of the mandate of the NTC, indicating that a teacher has met all the standards required for the profession.

The NTC in 2018 rolled out the GTLE. Candidates are assessed on Essential Professional Skills, Numeracy and Literacy based on the National Teachers' Standard. Since its inception to date, a total of 112,235 teachers (made up of 60,647 males and 51,588 females) have taken part in the examination.

Once a candidate has passed the Licensure Examination, NTC issues a provisional license to the candidate, thus assuring the public that the licensee has met the minimum qualification or requirements to practice, at the time of the initial Licensure.

The NTC seeks to conduct an evaluation of the current teacher licensing regime, with a specific focus on the implementation of the GTLE for the last three years (2018, 2019 and 2020).

Overall objective

The objective of this study is to gather evidence to inform any national level decision making regarding the GTLE. Specifically, the study will ascertain:

- whether the processes, and procedures put in place for the examination fit for purpose (i.e., registration, reporting of results, advertisement, test writing, test administration and scoring, reporting of results and management of the scores, enabling the council to achieve its stated objectives).
- appropriateness and relevance of the contents and structure of the GTLE.
- the perception of stakeholders about the GTLE.
- the professional characteristics being exhibited by teachers who passed the GTLE since its inception.

Justification for this study

After three years of implementing the GTLE, there is a need to evaluate it against its original purpose, identify emerging challenges, lessons learned and make recommendations for improvement. This will inform NTC's policy reform regarding the GTLE conduct.

Research questions, design, and methodology

Research questions

The study will explore the questions below:

- What processes and procedures were put in place for the conduct of the GTLE?
- How appropriate are the content and structure of the GTLE?
- What is the perception of stakeholders about the GTLE?
- What professional characteristics are being exhibited by teachers who pass the GTLE since its inception in performance of their duties?

Research Design

Considering the nature of the research questions, a mixed methods approach will be used to collect the data from stakeholders as listed below:

Stakeholders	Which stakeholders	Details
Preservice	Provisional license holders (Teachers in basic schools), headteachers	Representative samples should be drawn from the three groups (2018, 2019 and 2020) who wrote the GTLE to help address the research questions. Headteachers will be interviewed on the character and attitudes of teachers who passed the GTLE.
Ministry/Agencies	GES Directors, MoE Directors, Key officers of NTC (exams committee members, examiners, GTLE council members i.e., at the time the three exams were written), high level educationists.	To be interviewed on the content and structure of the GTLE and their opinion of the GTLE. Key officers of NTC, Examiners, exams committee members will be interviewed on the processes and procedures put in place to conduct the GTLE exams.
Colleges of Education / Universities	Students, Heads of Departments, Deans, Provost, College of Education tutors, College of Education Principals	To be interviewed on the content and structure of the GTLE and their opinion of the GTLE.
Unions	GNAT, NAGRAT, TEWU, TTAG	In service teacher unions and TTAG
GTLE Supervisors	GTLE Supervisors (this includes CoE tutors, district directors, SISOs)	GTLE supervisors will be interviewed on the processes and procedures put in place to conduct the GTLE exams.
Community leaders	Opinion Leaders, Traditional Leaders, Religious Bodies	Community leaders will be interviewed on the characters and attitudes of teachers who passed the GTLE.

Approach to Implementation of the Study

Implementation strategy

It is envisaged that a technical working group (made up of seven (7) individuals, including four (4) officers from NTC and three (3) others from T-TEL) will oversee the activities needed to initiate this research.

Activity	Detailed activities
1. Communicate to agencies, schools etc. on the study's aims and goal/purpose.	Write a letter and/or communications package to go to agencies, schools etc.
2. Develop RFP for tendering	Develop criteria for selecting a research firm to undertake the study.
3. Tender RFP and select research firm	Tender the RFP and select a firm to undertake the research.
4. Implementation of the study	Work with research firm to develop research tools, data collection protocols, provide data collection training, implement/quality assure data collection, input into analysis and the research report.
5. Dissemination	Organise an event to disseminate findings to MoE, agencies and educational stakeholders

Timeframe

18th June	Development of concept note and RFP
25th June	Tendering of RFP
12th July	Deadline for submission of proposals
15th July	Selection of research firm
30th July	Submission of inception report
9th – 27th August	Data collection & analysis
17th September	Draft report
30th September	Final report
TBD	Dissemination