T-TEL
Transforming Teaching, Education & Learning

Directors' Report 2021-2022

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1. INTRODUCTION

This Transforming Teaching, Education & Learning (T-TEL) Directors' Report has been prepared for the organization's 2nd Annual General Meeting (AGM) in accordance with Section 128 of the Companies Act, 2019 (Act 992).

T-TEL's 1st AGM was held on 25th September 2021 so this report covers the progress that the organization has made in the seven months since that initial AGM. The reason for the shortened period between our 1st and 2nd AGM is to allow for the alignment of T-TEL's reporting and governance cycle with Ghana's financial year.

Our annual audited financial statements for the year ending 31st December are approved at our AGMs, enabling us to file our returns by the end of March or April to comply with Ghana Revenue Authority (GRA) regulations. Subsequent AGMs will therefore continue to be held in March or April each year.

This Report provides an overview of the progress which T-TEL has made in the following areas linked to our Strategic Objectives:

- Governance, administrative and regulatory compliance
- Education technical assistance and programme delivery
- Financial management, sustainability and funding diversification

2. T-TEL ORGANISATIONAL PROFILE

Transforming Teaching, Education & Learning (T-TEL) was established as a Ghanaian not-for-profit company limited by guarantee on 7th July 2020. T-TEL's constitution states that the organisation's vision, mission and guiding principles are:

Vision: Transformed education for development.

Mission: To be a leading supplier of educational technical assistance for improving learning outcomes and greater productivity.

Guiding Principles:

- Accountability
- Integrity
- Inclusivity
- Collaboration
- Creativity
- Excellence

T-TEL is a proudly Ghanaian organisation which tries to adhere to world class standards and represent the best of Ghana. We aim to prove that a Ghanaian organisation can deliver high quality technical advice and achieve impactful results whilst operating on our own terms, as Ghanaians. Our rootedness, cultural and social understanding means that we are uniquely placed to work collaboratively with the Government of Ghana to enhance our education system.

We try not to publicise ourselves but instead seek to highlight the important steps that these agencies and institutions are taking to improve education in Ghana.

T-TEL works in partnership with the Ministry of Education and key agencies such as the Ghana Education Service, Ghana Tertiary Education Commission, National Teaching Council, National Council for Curriculum and Assessment and National Schools Inspectorate Authority as well as Universities, Colleges of Education and schools. T-TEL believes in genuine partnership and works to support these agencies and institutions to identify their own priorities and achieve their own goals. We try not to publicise ourselves but instead seek to highlight the important steps that these agencies and institutions are taking to improve education in Ghana.

T-TEL has observed that the Government of Ghana commits significant resources each year to education and that a very high proportion of these resources are consumed in recurrent salary costs or in providing infrastructure. This means that agencies and institutions often lack the additional resources to bring about improvements in education quality. Our aim is to secure external funding from partners so that we can use these funds to support the existing system to work more effectively. We do this by providing high quality technical assistance and implementation support services which enable the Government to increase its returns on the funds which they have already invested across the education system by improving learning outcomes and enhancing productivity.
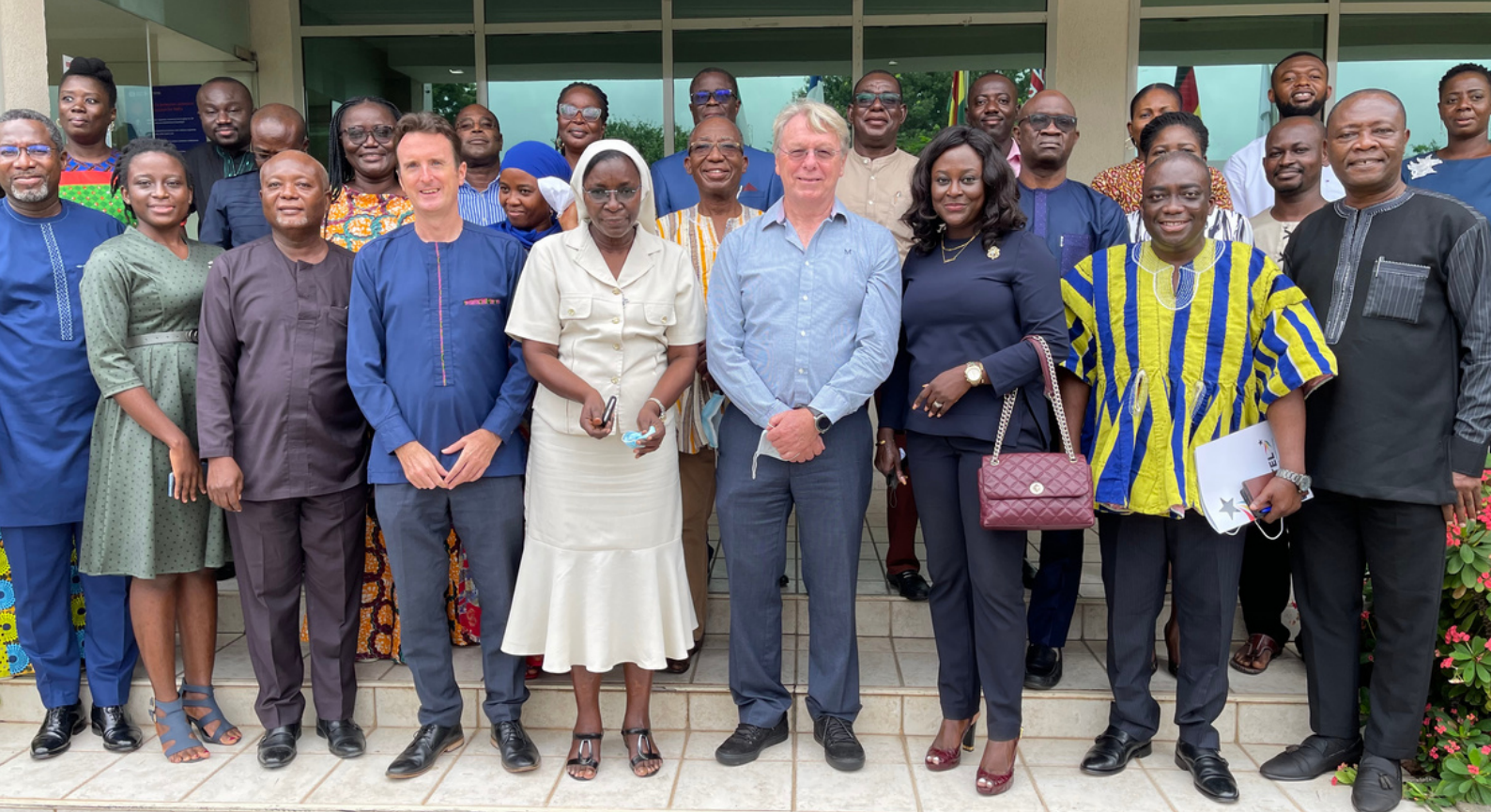
3. GOVERNANCE, ADMINISTRATIVE AND REGULATORY COMPLIANCE

T-TEL is owned by a group of 15 subscribers who are responsible for ensuring its organisational relevance, success and growth. Subscribers meet formally once a year at T-TEL's Annual General Meeting (AGM).

The subscribers have entrusted the strategic operations and governance of T-TEL to a Board. As of April 2022 there are 9 Board members, as set out in the table below.

Board Member	Role Description
Professor Jophus Anamuah-Mensah	Board Chair and Chair of the Executive Committee
Sister Elizabeth Amoako-Arhen	Board Vice-Chair
Professor Kwame Akyeampong	Board member and Chair of Finance & Audit Committee
John Martin	Board member and Chair of Fundraising & Business Development Committee
Professor George Oduro	Board member and Chair of the Governance Committee
Professor Rita Akosua Dickson	Board member
Professor Mohammed Salifu	Board member & Government of Ghana representative
Dr Michael Boakye-Yiadom	Board member & Government of Ghana representative
Aso Wusu-Asante	Board member

In addition to the Board there are four sub-committees:

- **Executive Committee:** to take decisions for the Board when all Members of the Board are unavailable. This Committee is chaired by Professor Jophus Anamuah-Mensah.
- **Finance & Audit Committee:** to support the organisation in the sound financial management of the organisation including assessment of financial risk, audit, financial health of the organisation and adherence to policies, processes and procedures. T-TEL's Internal Auditor reports to this Committee. This Committee is chaired by Professor Kwame Akyeampong.
- **Fundraising & Business Development Committee:** to assist the organisation in developing a fundraising strategy/strategic plan and provide strategic support in implementing this strategy. To support in consideration of risks and opportunities of various grants and other contractual opportunities. This Committee is chaired by John Martin.
- **Governance Committee:** to ensure that the organisation is complying with its constitution and fulfilling all governance functions. Plays a role in training and supporting Board members and in identifying new potential candidates for the Board. This Committee is chaired by Professor George Oduro.

T-TEL currently employs 54 full-time staff, an increase of 13 from the 41 who were employed at the time of the 1st AGM. Most of this increase is due to the District Managing for Learning (DMfL) Programme which started in March 2022. 31 staff are fully funded by Mastercard Foundation, 13 are fully funded by Jacobs Foundation, seven are funded from our core budget whilst three have their costs split between Mastercard Foundation and Jacobs Foundation.

The organization is led by the Executive Director who reports to the Board. The Executive Director is part of a seven-member Senior Management Team (SMT) who are responsible for overseeing the day-to-day operations of the organisation. With the recent expansion in staff numbers we have increased the size of the SMT from six to seven through the addition of Patricia Adu-Twum who is Deputy Team Leader & Grants Manager for the DMfL Programme.

T-TEL also employs 9 part-time Key Advisors, an Internal Auditor who is employed full-time but on a consultancy basis, a part-time Systems Administrator and two people who are employed on a consultancy basis to work for the Ministry of Education.

Two new Key Advisors have joined T-TEL since the last AGM - John Mensah Anang, who leads on our work with NaCCA on the National Primary 2 (P2) Assessment, and Ahuma Cabutey Adodoadji who is our Key Advisor for Communications.

T-TEL carried out its first annual employee satisfaction survey in November 2021. The findings were generally positive with 27 out of 29 respondents (93%) saying that they were either extremely satisfied or somewhat satisfied working for T-TEL.

We continued to recognise exceptional performance through the quarterly T-TEL Excellence Award. Excellence Award winners since the last AGM were Noshie Iddisah, Priscilla Boadu, Akwasi Addae-Boahene, Daniel Zewu and Paul Twene.

We continued to recognise exceptional performance through the quarterly T-TEL Excellence Award

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T-TEL introduced a performance appraisal system linked to staff personal development and training plans in the final quarter of 2021 and this appears to be working well so far. The next step in operationalizing our Training and Development Policy is the introduction of a 'Training Voucher' Scheme for all staff. This has been budgeted for and will commence in the second half of 2022.

T-TEL has worked in partnership with the Teacher Trainees Association of Ghana (TTAG) to develop **a joint Internship Scheme**. This scheme provides an opportunity for six final year B.Ed. student teachers to spend four weeks working with T-TEL in either our Accra office or with one of our district or university-based teams. Selection of the interns will take place in May 2022.

4. EDUCATION TECHNICAL ASSISTANCE AND PROGRAMME DELIVERY

It is through our education programmes, implemented in partnership with the Ministry of Education (MoE), Ghana Education Service (GES) and related agencies and institutions, that we aim to achieve our vision of 'transformed education for development'.

We are also developing a promising partnership with Jacobs Foundation

In 2021-22 our main programmatic focus has been teacher education and secondary education through the Mastercard Foundation funded Transforming Senior High School Education, Teaching & Learning (T-SHEL) programme. We are also developing a promising partnership with Jacobs Foundation focused on basic education programming in 3 initial districts and support to the National Council for Curriculum and Assessment (NaCCA) and the MoE.

Details of these programmes, and smaller pieces of research work carried out for other partners, are set out in the sections below.

4.1 Transforming Senior High School Education, Teaching & Learning (T-SHEL)

T-SHEL aims to achieve an extensive and sustainable transformation in the quality and relevance of Ghana's Senior High School (SHS) system. T-SHEL seeks to ensure that every SHS graduate in Ghana is equipped with the subject knowledge, analytical and critical thinking skills and attitudes needed to progress to further studies or successfully enter the world of work.

T-SHEL's programme of transformational change is divided into two phases. Phase One focuses on developing and articulating the nation's vision for secondary education and putting in place the necessary policies, curricula and other preparatory activities across national agencies, universities, sub-national education offices and Senior High Schools.

This Phase operates between February 2021 and January 2023. Phase Two will see the national roll-out and implementation of agreed policies and curricula to achieve this transformation and the scale and duration of this new phase is currently under discussion with Mastercard Foundation.

T-SHEL's main achievements to date, presented by component, are set as follows:

4.1.1 Policy Development and Direction

T-TEL supported the Ministry of Education to constitute a Secondary Education Strategy Committee, chaired by Professor Jophus Anamuah-Mensah, which developed a Secondary Education Policy which is fully aligned with the Education Strategic Plan (ESP) 2018-2030. This Policy defines 'quality' secondary education as a system which ensures that secondary education graduates are equipped with "the 21st Century Skills and competencies needed for lifelong learning, employability and adult life", providing clarity and direction to guide implementation efforts.

4.1.2 Curriculum Development

An Inter-Agency Curriculum Working Group (IACWG) chaired by NaCCA and involving representatives from government agencies, universities, teacher unions and employers was formed in December 2021 to oversee the secondary education curriculum writing process.

The first stage in this process was to constitute a 17 member technical team to produce a Secondary Education Curriculum Writing Guide. This Guide sets out the practical steps which curriculum writers must take to develop a curriculum which adheres to the principles set out in the National Pre-Tertiary Education Curriculum Framework and Secondary Education Policy.

The Curriculum Writing Guide provides details of the specific subjects and subject combinations to be offered, how assessment will be carried out and details how employers and universities will be fully engaged in the curriculum writing process so that the content and methodologies meet the needs of tertiary education and industry.

The curriculum development process to date has been very participatory and, in addition to stakeholder engagement through the IACWG (which has met three times so far), NaCCA has held individual sessions with the Association of Ghana Industries (AGI), Vice-Chancellors Ghana (VCG), Conference of Principals of Colleges of Education (PRINCOF) and VCs of Technical Universities.

The Curriculum Writing Guide is now close to completion so that curriculum writing proper can commence.

4.1.3 Secondary Education Transformation Programme (SETP) and 'Managing for Learning'

Initial engagement sessions with the 12 secondary schools selected by the MoE and GES to participate in SETP were carried out in December 2021 using an approach called 'Managing for Learning' which is based on the principle that schools and the stakeholders involved in their management, operations and governance are best placed to understand the issues inhibiting student attainment and that, with support and facilitation, they can take the lead in owning and developing solutions to their challenges.

Engagement sessions involved five different groups of participants- school management and board, teachers, non-teaching staff, students, parents, traditional leaders and community members- working to identify issues, root causes and potential solutions.

These solutions were then analysed to identify those which would have a high impact on student attainment and which the school had high influence over and would be possible to implement. This information was then used by the school community to develop their School Improvement Plan.

Overall, 1,199 stakeholders were consulted across the 12 schools. The major issues identified during these engagements were i.) teacher and student indiscipline; (ii) inadequate infrastructure; (ii) inadequate teaching and learning materials/resources; (iii) ineffective leadership, management, and supervision; (iv) lack of motivation – both intrinsic and extrinsic; (v) ineffective teaching; and (vi) poor parental supervision.

School communities were then asked to conduct further diagnostics and research to verify root causes before the GES and T-TEL support teams returned for a second round of visits in January 2022 to develop School Improvement Plans in consultation with stakeholders. Each School Improvement Plan has between four and five objectives. The first two objectives are the same for all schools and are:

1. To improve the quality of leadership and management through the provision of structured and accredited leadership training for School Management and School Boards.
2. To improve the quality and relevance of teaching and learning through the introduction of regular, structured Professional Learning Community (PLC) sessions for all teachers.

Both of these objectives are supported by GES and T-TEL and will be implemented in collaboration across all 12 participating SETP schools. The final two or three objectives are unique to each school (which can also add additional initiatives to the first two objectives if they wish) and the school will be able to access GHS 100,000 over the next 15 months to support the implementation of these objectives.

Each school community will be supported to conduct regular problem solving meetings to ensure that implementation is on track and they will also have to report on a monthly basis to GES, the Ministry of Education (MoE) and T-TEL on progress.

All SETP schools have completed their School Improvement Plans, signed grant contracts and received their first quarterly advances. Each school has to demonstrate achievement of a set of pre-agreed milestones before they can receive their next quarterly advance.

GES has been impressed by the Managing for Learning approach, stating that it has played an important role in identifying real issues in the schools and encouraging a sense of ownership from school community members to address these issues. As one headteacher said during the community engagement sessions in December 2021:

"It already feels as if a weight has been lifted off my shoulders and that my job has become easier. These are all issues that are known to me already but now, instead of me tackling myself and people saying I am a bad man, there is open acknowledgement from staff, students, parents and community members that, yes, these are actually issues which we need to work collectively to address."

As a result, the Director-General of GES requested that an introduction to 'Managing for Learning' be incorporated into a four-day induction session for 128 newly appointed heads of secondary schools. These sessions were held in two batches in March 2022 and provided an excellent opportunity to share learning from the 12 SETP schools with newly appointed Heads.

4.1.4 Teacher Education
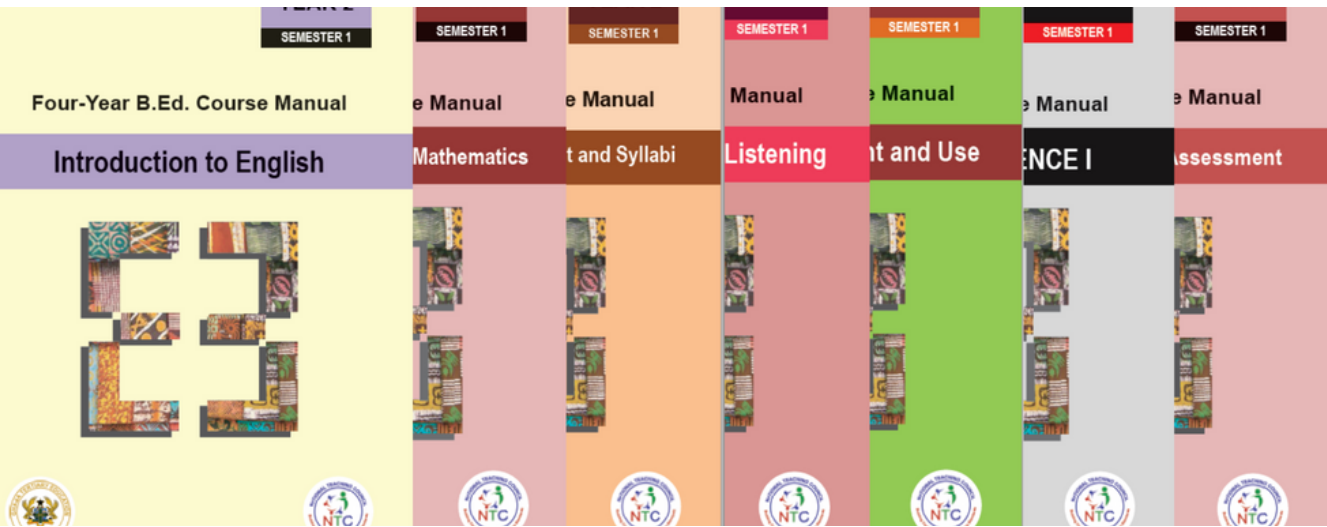
T-TEL works closely with the Ghana Tertiary Education Commission (GTEC) and five public teaching universities (University of Ghana, University of Education, Winneba, University of Cape Coast, University for Development Studies and Kwame Nkrumah University of Science & Technology) to ensure effective delivery of the Bachelor in Education (B.Ed.) in Initial Teacher Education across the 46 public Colleges of Education (CoEs) for approximately 64,000 student teachers.

The focus of the past seven months has been on i.) ensuring that universities and CoEs have copies of all the Professional Development Handbooks, Teacher Professional Learning Community Manuals, Supported Teaching in School (STS) Handbooks and Course Manuals required to teach all four years of the B.Ed.;

ii.) supporting the universities to monitor tutor attendance and participation in weekly Professional Development sessions across all CoEs; iii.) providing training and support to ensure that lead mentors and mentors are implementing STS as intended in all partner schools and iv.) supporting GTEC to provide oversight and direction to the teacher education system through the National Implementation Support Team (NIST).

Excellent progress has been made in producing Professional Development Handbooks and Teacher Professional Learning Community Manuals covering all 8 Semesters over the full 4 year B.Ed. This work will be completed by July 2022, along with all Supported Teaching in School (STS) Handbooks.

As part of efforts to ensure that Professional Development (PD) Handbooks are used as effectively as possible and that all tutors have the materials, they need to deliver every course across all specialisms in the 4 Year B.Ed., T-TEL and GTEC decided to print and distribute Course Manuals to every tutor.

This is a significant undertaking as B.Ed. Year 1 has 15, Year 2 has 111, Year 3 has 98 and Year 4 has 48 Course Manuals respectively, making a total of 272 Course Manuals. All Course Manuals were reviewed, revised and updated where necessary.

120,805 copies of the Course Manuals are being printed and distributed to lecturers and tutors in universities and CoEs to ensure that Professional Development (PD) Handbooks are used as effectively as possible and that all tutors have the materials they need to deliver every course across all specialisms in the 4 Year B.Ed.

A review of the 272 Course Manuals highlighted that no Course Manual has yet been written for the new B.Ed. Arabic Language curriculum specialism which was approved by GTEC earlier this year. T-TEL has therefore supported the University for Development Studies to produce Course Manuals and accompanying Tutor Professional Development Handbooks for Arabic Language Studies.

GTEC has continued to hold regular NIST meetings which remain an important forum to discuss and resolve teacher education issues. At the most recent NIST meeting, held on 5th April 2022, it was agreed that GTEC would lead a Fidelity of Implementation (FoI) assessment across all 46 CoEs to assess the extent to which the B.Ed. is being implemented as intended. This work will be completed by July 2022.

4.1.5 Educational Leadership

T-TEL has supported GTEC to carry out a Policy Dialogue workshop and hold information sessions on the National Professional Education Leadership Qualification Curriculum Framework (PELQF) which was approved by the Ministry of Education in early 2021.

Seven universities have expressed interest in mounting accredited leadership training aligned with the PELQF and an Institution Selection Checklist and policy Advisory Note were developed in conjunction with GTEC and NTC to support interested universities to produce submissions which comply with the practical, applied approaches set out in the PELQF. Two universities have already submitted draft programmes to GTEC for review, evaluation, and accreditation, and more are expected to submit in the coming weeks.

T-TEL has worked with a team of experts, led by GES and NTC, to develop a set of school-based training materials on 'Leadership for Learning'. The first module, on Systems Leadership, is almost complete and will be used to train School Boards and Leadership Teams in the 12 SETP schools. The lessons learnt through this process will then be incorporated in a national roll-out of leadership training across all SHS, SHTS and Technical Institutes before the end of 2022.

4.1.6 Support to NaCCA, NTC and NaSIA

T-TEL supported the National Council for Curriculum and Assessment (NaCCA) to conduct an operational audit which assessed capacity and identified areas that needed strengthening across the organisation. A key recommendation by the operational auditors was for NaCCA to develop an annual operational plan to guide the implementation of its key activities.

The development of the Plan was led by NaCCA with technical guidance from T-TEL. The Plan outlines activities to be undertaken by the various directorates of NaCCA and the strategies they intend to adopt for developing and executing curriculum and assessment activities and should help to ensure that NaCCA successfully delivers on its mandate over the coming year.

T-TEL supported the National Teaching Council (NTC) to conduct an evaluation of the Ghana Teacher Licensing Examination (GTLE). This study was implemented by a team from the University of Education, Winneba (UEW). The findings indicate that the processes and procedures of the GTLE are fit for the purpose for which they were designed. There is also near consensus among stakeholders in education including teachers, educationists, teacher unions, teacher educators, and policy makers that teacher licensing is a relevant policy that is helping to ensure that teaching is seen as a profession which maintains high standards. The findings from lesson observation further show that test-takers who pass GTLE exhibit characteristics that meet the expectations of the National Teachers' Standards (NTS), the yardstick of teacher professionalism in Ghana.

While acknowledging the relevance of GTLE, stakeholders however expressed some challenges associated with the examination which require some attention. These include challenges relating to registration, test administration, serving the needs of persons with special needs, as well as those relating to the content and structure of the test. NTC will consider how to address these going forward.

T-TEL is also working with NTC to raise awareness of the National Teachers' Standards (NTS) across SHS nationwide. 20,000 copies of the NTS are being printed to support this awareness raising exercise. T-TEL has supported GES and NTC to develop a Professional Learning Communities (PLC) Handbook on the NTS to be used to run weekly PLC sessions in the 12 SETP schools. If this proves successful then there is potential to scale use of the PLC Handbook across all SHS and SHTS.

T-TEL has developed plans to work with the National Schools Inspectorate Authority (NaSIA) to review their Inspection Evaluation Framework for secondary education to ensure that it is aligned with the Secondary Education Policy and new secondary education curriculum. These plans were approved by NaSIA's Board during a meeting with T-TEL management in March 2022.

4.1.7 Gender Equality and Social Inclusion (GESI)

T-TEL has ensured that GESI is being mainstreamed across all T-SHEL activity areas mentioned in this report. In addition, T-TEL has also supported the five mentor Universities to constitute GESI Committees and work to ensure that GESI is mainstreamed across the teacher education system.

Following engagements with all five mentor Universities over the past few months to assist CoEs with the implementation of their GESI Action Plans it has become evident that, whilst some Colleges of Education are making good progress in promoting gender equality and social inclusion, this is not happening everywhere. It is important that the interventions which GTEC and T-TEL decide to take forward within T-SHEL over the next twelve months are based on the latest and best available evidence as to 'what works' to promote GESI. T-TEL has therefore worked with GTEC and the mentoring Universities to gain a deeper understanding of what influences GESI actions and inactions in the Colleges of Education by conducting a Deep Dive.

The GESI Deep Dive commenced in March 2022 and will provide a robust evidence base to guide T-SHEL's GESI support to colleges and universities over the course of the next twelve months.

4.1.8 Information Communications Technology (ICT)

T-TEL has supported NTC to develop a Digital Learning (ICT Integration) Handbook for use in schools in Ghana (Junior High Schools, Senior High Schools and Colleges of Education). A draft Handbook has been developed which has undergone a series of reviews from the writing team which was comprised of staff from NTC, GES, Colleges of Education, Centre for National Distance Learning and Open Schooling (CENDLOS), Junior High Schools, Senior High Schools, Ghana Tertiary Education Commission and T-TEL.

The Digital Learning Handbook provides a step-by-step guide to tutors and teachers on how to use specific ICT tools for teaching and learning, assessment, research and for data management. It also provides pointers and practical examples that teachers and tutors can use in their lessons. Finally, it explores the use of online resources and everyday social media tools (WhatsApp, Telegram, YouTube) to facilitate teaching and learning.

T-TEL also worked with GTEC to address issues with the Colleges of Education Management Information System (CEMIS) and ensure that it is fully operational across all 46 CoEs. The CEMIS Solution Action Plan identified 44 issues to be resolved to ensure that CEMIS is operational and over half of these have now been resolved. Synchronisation of data from CEMIS local to CEMIS central, and deployment of Student Module were the two most important issues which have recently been addressed. 44 out of 46 CoEs now have all their staff data synchronised.

Work is still ongoing with the developers to ensure 100% synchronisation of all CoE data including student data for the new Student Module.

4.1.9 Communications

T-TEL participated in the Ghana Teacher Prize (GTP) event in Sunyani from October 3 to October 5, 2021. T-TEL's Executive Director, Robin Todd, gave a presentation on *"Transforming Teaching, Education and Learning, Ghana: A case of developing self-improving systems."* T-TEL also mounted an exhibition stall to showcase its B.Ed. resources, including newly printed handbooks for teacher education. Other activities to mark World Teachers Day included screening one of T-TEL's films on Emergency Remote Teaching and Learning on Joy News on the 4th and 5th October 2021. T-TEL also supported two tutors from OLA College of Education to write an educational think piece on *"Teaching through the COVID-19 Pandemic: Lessons from OLA College of Education"* which was published in the Daily Graphic on 6th October 2021. Teaching through COVID-19 pandemic - Lessons from OLA College of Education - Graphic Online

T-TEL publicized SETP activities currently being undertaken in 12 schools across the country through our social media platforms. Key messages highlighted community partnerships between the schools and the community, which has given them a sense of ownership and responsibility to develop their School Improvement Plan, aimed at improving students' learning outcomes. An article on the 'Managing for Learning' methodology used across all the 12 SETP schools was published on the T-TEL website. Managing for Learning: Building collective action to improve senior secondary schools in Ghana. A case of Tatale E.P Agric Senior High School. - T-TEL.

Story gathering visits were carried out to St. Ambrose College of Education, Al-Faruq College of Education, St. Joseph's College of Education, St. Monica's College of Education and Mampong Technical College of Education. The purpose of these visits was to identify tangible changes that have taken place in teacher education over the past few years. The first two stories can be found here: On The Path to Becoming a Teacher - T-TEL Integrating ICT into teaching and learning: lessons from St. Monica's and Mampong Technical Colleges of Education - T-TEL

T-TEL also used its social media platforms to show support for important days such as International Women's Day and 16 Days of Activism against Gender-Based Violence. We are also currently working with the Ministry of Education, NaCCA and related agencies to develop and implement a communications and stakeholder management plan for secondary education.

4.1.10 Research & Learning

A comprehensive T-SHEL baseline survey was carried out across 100 randomly sampled Senior High Schools (SHS) and Senior High Technical Schools (SHTS) in November and December 2021 to capture baseline information related to a number of important areas in the Secondary Education Policy.

4,721 Year 1 and Year 2 SHS students were assessed on reading, mathematics, science and 21st Century Skills (these subject knowledge assessments were designed with NaCCA whilst the 21st Century Skills assessment used an OCED instrument); 391 teachers were observed teaching lessons to determine their adherence to the National Teachers' Standards; interviews were held with 1,955 students and 1,453 teachers; 2,360 recent secondary education graduates, 1,068 employers and 768 tertiary education institution staff were also surveyed. The results of this Survey provide a robust baseline to assess progress on the Secondary Education Policy over the coming years.

T-TEL is supporting GTEC to carry out a Graduate Employability Survey to assess employers' perception of skills and competencies of the graduates they employ and to identify skills shortages, skills gaps and vacancies in the Ghanaian labour market. This will provide a mechanism for GTEC to inform tertiary education institutions about which programmes should be mounted to further national development.

4.2 District Managing for Learning and Strategic Collaboration with Jacobs Foundation

Following an initial contract in 2021 to assist Jacobs Foundation in establishing their Ghana Country Strategy, T-TEL is currently implementing 3 grant contracts in partnership with the Jacobs Foundation. Details of these contracts are set out below.

4.2.1 District Managing for Learning Programme

The District Managing for Learning (DMfL) Programme is a Government of Ghana initiative implemented by the Ministry of Education (MoE) and the Ghana Education Service (GES) and facilitated by Transforming Teaching, Education and Learning (T-TEL) with funding from Jacobs Foundation.

Today's world is complex, defined by unprecedented crises, opportunities and change. Children must develop a wide range of knowledge, skills and values if they are to grow within this world. This requires schools, and the communities within which they operate, to become places which equip children with 21st Century Skills, social and emotional learning and character development in addition to literacy and numeracy.

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The DMfL Programme seeks to create communities and schools which are working together to raise children with this wide range of knowledge, skills and values. These networks of schools, communities and other stakeholders working together to meet the needs of children are called 'adaptive learning ecosystems'.

The goal of the DMfL Programme is to "build strong and adaptive learning ecosystems to improve learning outcomes" in basic schools, communities and districts across the country. This will be achieved by working with stakeholders within these districts to identify issues and develop collaborative solutions. These learning ecosystems will then improve learning outcomes and holistic child development in schools whilst also constructing an education system that works together.

The Programme is initially being implemented in three Districts between March 2022 and April 2023:
- Lambussie District
- Bosome Freho District
- Akuapem South District

The intention is to scale the Programme to other Districts in subsequent years if work within these 3 Districts proves successful.

The Programme uses 'Managing for Learning'. 'Managing for Learning' is a new way of working that fuses participatory learning and the delivery approach to provide a framework and set of tools which can be used by districts, communities and schools to prioritize, plan, implement and monitor progress.

The intention is that the Managing for Learning methodology will empower districts, schools and communities to co-create their own vision, reach consensus as to where they are now and the issues holding them back, analyse the root causes of issues and

constraints and define their own 'stories of change' which will form the basis of their Change Projects.

We also believe that it is important to build these stories of change on the existing strengths of districts, schools and communities. Too often in Ghana we can take a 'deficit approach' where we focus so much on what is missing and what we lack that we fail to see our strengths. Throughout the use of Managing for Learning, we will ensure that we acknowledge existing strengths, using these to develop consensus and pride in achievements to date which can be built upon in Change Projects.

It is important to build these stories of change on the existing strengths of districts, schools and communities. Too often in Ghana we can take a 'deficit approach' where we focus so much on what is missing and what we lack that we fail to see our strengths.

The Programme is carrying out the following activities to achieve its objectives:
- Develop Memoranda of Understanding (MoU) outlining and operationalizing the partnership between GES, District Assembly, District Education Oversight Committee (DEOC) and T-TEL in each District.
- Use 'Managing for Learning' to support the DEOC to hold stakeholder consultation meetings to identify and prioritise issues and develop solutions. These prioritised solutions will then be set out in costed District Learning Transformation Agendas (LTAs).
- Identify and capacitate Change Leaders to constitute a Change Community in each district in close consultation with District Assemblies, the Ghana Education Service, DEOCs and other key stakeholders. Change Leaders are influential individuals who have a key role to play in enabling achievement of the LTAs.
- Support the implementation of LTAs through Technical Assistance, Grant Disbursement, Accountability and Reporting.
- Develop processes and capacity for creating, maintaining, and leveraging Change Communities in each District.
- Organize regular review sessions with DEOCs to evaluate progress of implementation of LTAs

'Managing for Learning' processes, once understood, can be implemented at any level of the system. This means that individual schools, operating within the context of the LTAs, can introduce the monthly routines with their School Management Committees (SMCs) to problem-solve and plan at an institutional and community level.

The Ministry of Education, Ghana Education Service and T-TEL will ensure that Managing for Learning coheres with the Ghana Accountability and Learning Outcomes Project (GALOP), the Annual District Education Operational Plan (ADEOP) and other interventions.

At district level the DEOC, District Education Office (DEO) and basic schools will all have responsibility for determining priorities and the activities which will be implemented to achieve these priorities. They will therefore be able to ensure that these plans take account of existing and proposed GALOP activities and resources. In this way Managing for Learning will assist agencies and schools to leverage their GALOP resources to increase positive impact.

This approach will enable the creation of Change Communities within Districts where learners, teachers, parents, community members, social actors and policymakers co-create in a more efficient, effective and contextually relevant approach informed by evidence and learning.

Launch events have been held in all three Districts - Lambussie, Bosome Freho and Akuapem South- and district staff and stakeholders have been trained on Managing for Learning. The coming months will see Managing for Learning stakeholder consultations and Learning Transformation Agendas (LTAs) developed in all three Districts.

### 4.2.2 National P2 Assessment Development
This support will enable the Ministry of Education to achieve one of their priority activities by supporting the National Council for Curriculum and Assessment (NaCCA) to develop and implement the proposed Primary 2 (P2) National Learning Assessment, providing information on how well 8 year olds are acquiring skills in preparation for further learning and life.

A grant agreement has been signed with NaCCA and work is now underway to develop and pilot the assessment instruments.

4.2.3 Education Sector Medium Term Development Plan (ESMTDP) review and development with MoE
This support will enable the Ministry of Education to conduct a review and hold consultations to develop the Education Sector Medium-Term Development Plan (2022-2025). The details of this support are currently being agreed in partnership with the Ministry of Education.

4.3 Other Education Technical Assistance and Research Projects
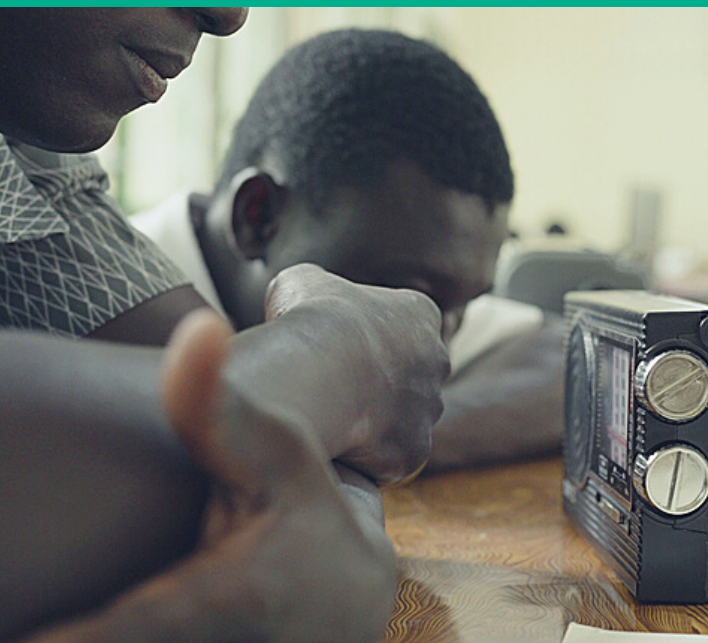
As well as our strategic collaboration with Mastercard Foundation and Jacobs Foundation, T-TEL also implemented three smaller pieces of educational research work in 2021 and 2022. Details of these projects are set out below.

4.3.1 EdTech Hub COVID-19 Impact Assessment Study: The COVID-19 Impact Assessment Study was a research study, implemented in partnership with EdTech Hub, to establish a better understanding of the impact of the shift to Emergency Remote Teaching & Learning in Colleges of Education following the COVID-19 outbreak and school closure in March 2020.

As a response to the COVID-19 outbreak and closure of schools, T-TEL worked with the 5 public teaching universities and the Ghana Tertiary Education Commission (GTEC) to create an online B.Ed. curriculum resources hub for both student teachers and tutors, containing all course materials for Year 1 and Year 2. T-TEL also worked with GTEC to establish a CoE e-Learning Fund to improve the Wi-Fi connectivity in 36 CoEs. Whilst access rates across the teacher education system were high due to these interventions, the COVID-19 Impact Assessment Study sought to establish the impact of the measures put in place to improve the quality of teaching and learning during the COVID-19 outbreak and make recommendations for the future. The final report can be accessed here: Copy of Final - T-TEL COVID-19 Impact Assessment Study.

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4.3.2 DeliverEd Qualitative Sub-National Education System Research

This research project, funded by FCDO and implemented in partnership with the University of Oxford's Blavatnik School of Government and University of Toronto, sought to build an evidence base on how governments in four countries including Ghana used delivery approaches to achieve their policy priorities, improve learning outcomes and support leaders in the delivery of education reforms.

In Ghana, T-TEL worked in partnership with the Institute of Educational Planning and Administration (IEPA) to conduct qualitative research in five districts and ten schools to understand how districts and schools plan their work and manage performance. The research findings provided valuable information which enabled decision-makers to understand the extent to which national policies have an impact on teachers and students. T-TEL and IEPA presented the findings at National Education Week in August 2022.

4.3.3 UNESCO Ghana Country Spotlight Report

T-TEL's Executive Director was contracted by the UNESCO Global Education Monitoring Report team to produce a Spotlight Report for Ghana in partnership with the Ministry of Education.

In collaboration with the Association for the Development of Education in Africa (ADEA), the Global Education Monitoring Report is kicking off the development of a Spotlight report series – a country-focused accountability tool on education- in 2022. Building upon and strengthening existing education sector processes at country level, the Spotlight report aims to place easily understood, evidence-based and compelling diagnostics in the hands of education leaders and advocates.

Unlike other GEM Report products, the Spotlight report series will be produced annually, focusing on a dozen countries per year. One country per region will be analyzed in-depth, while less detailed analysis would be provided for two more countries per region, for at least four of Africa's five regions. The conceptual framework and methodology on which the Spotlight project is based had been piloted previously in Ghana and Ghana was therefore included among the additional countries to be covered for the West Africa region in the 2021/22 Spotlight cycle.

This work was completed in early 2022 and the Report will be published by UNESCO in the coming months.

5. FINANCIAL MANAGEMENT, SUSTAINABILITY AND FUNDING DIVERSIFICATION

T-TEL appointed A.D. & Associates as its statutory auditors in August 2021. The Annual Report and Financial Statements for the eighteen month period ending 31st December 2021 have been produced by A.D. & Associates and are presented alongside this Report.

These Financial Statements show that T-TEL had a total income of GHS 38,126,700 and total expenditure of GHS 25,440,410 over the period to 31st December 2021, with GHS 12,686,290 of accumulated funds to be used for programme implementation in 2022.

As of April 2022 T-TEL is implementing the following grant contracts:

Organisation	Contract Title	Contract Value and Currency	Duration
Mastercard Foundation	Transforming Senior High School Education, Teaching & Learning	$15,599,202	12th February 2021- 31st July 2023
Jacobs Foundation	Ghana District Change Project: Managing for Learning	CHF 1,974,642	1st February 2022- 30th April 2023
Jacobs Foundation	Ghana P2 Assessment Development	CHF 685,000	1st February 2022- 31st January 2023
Jacobs Foundation	Ghana Education Sector Medium Term Development Plan Review	CHF 205,942	1st March 2022- 30th November 2022

The total USD value of these four contracts is $18,654,250 with Mastercard Foundation accounting for 84% of total contract value and Jacobs Foundation 16%. This represents progress in diversifying T-TEL's funding base as, in 2021, Mastercard Foundation accounted for 97% of T-TEL's donor income.

A major risk currently faced by the organisation is the short-term nature of these grant contracts, which are all coming to an end within the next twelve months. A major priority for the coming months is to secure longer-term grant agreements with both Mastercard Foundation and Jacobs Foundation, as well as exploring other multi-year funding sources. This will provide T-TEL with financial security and stability. Discussions have commenced with both Mastercard Foundation and Jacobs Foundation about T-SHEL Phase Two and additional funding for the District MfL Programme and we are confident that new agreements can be put in place before the end of 2022.

In 2021 T-TEL achieved an organisational core budget surplus of GHS 334,785 (equivalent to $43,277 as of April 2022).

T-TEL has developed an organisational core budget for 2022 which contains all organisational costs and overheads that cannot be charged as direct costs under our grant contracts. This 2022 core budget is estimated at $419,300. In our projected 'medium income' scenario, our contracted projects are estimated to bring in $635,717 of overhead revenue towards our core budget during the year. This means that T-TEL is currently projecting a budget surplus of $216,417 for 2022 which will go straight into organisational reserves to protect us against financial risks and unforeseen expenditures. Taken together with our 2021 budget surplus this would mean we have unrestricted reserves of $260,000 by 31st December 2022.

T-TEL's Board and Management have agreed to a minimum unrestricted reserves target of $300,000 and the information presented above shows that T-TEL is currently on track to achieve that minimum target by early 2023.

The main organisational risk to achieving our budget surplus for 2022 are underspends on the T-SHEL programme (where we only spent 66% of our Year One budget) which will reduce the amount of overhead costs which we can recover against our core budget. The team is working to ensure that, by the end of the year, expenditure against budget improves so that core costs can be covered and a budget surplus achieved.

Signed:

Prof. Jophus Anamuah-Mensah, Director
21/04/2022

Prof. Kwame Akyeampong, Director
21/04/2022