



Transforming Teaching, Education & Learning

Directors' Report 2022-2023



PREPARED FOR

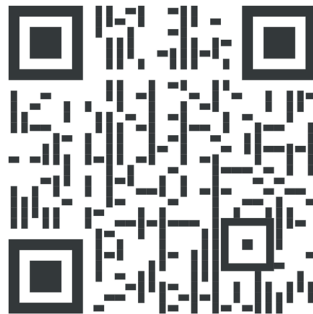
T-TEL's 3rd Annual General Meeting (AGM)

27th May 2023



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1

Introduction

This Transforming Teaching, Education & Learning (T-TEL) Directors' Report has been prepared for the organization's 3rd Annual General Meeting (AGM) in accordance with Section 128 of the Companies Act, 2019 (Act 992).

This report covers the twelve-month period from 1st May 2022 to 30th April 2023 and 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 program delivery
- ▶ Financial management, sustainability and funding diversification





2

**Transforming Teaching,
Education & Learning (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:



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 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 2023 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 62 full-time staff, an increase of 8 from the 54 who were employed at the time of the 2nd AGM. Most of this increase is due to the expansion of our field teams for the Secondary Education Reform (Leaders in Teaching) Programme which started in April 2023.

The organization is led by the Executive Director who reports to the Board. The Executive Director is part of an eight-member Senior Management Team (SMT) who are responsible for overseeing the day-to-day operations of the organization. Priscilla Acquah and Emefa Horsoo have both joined the SMT since the last AGM as Finance Director and Finance Manager respectively. Their recruitment has helped to strengthen T-TEL’s finance function and address some of the issues identified last year by our Internal Auditor and Finance & Audit Committee.

T-TEL also employs 11 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- Betty Djokoto, who leads on Secondary Education Delivery, and Professor Eric Anane who is our Key Advisor for Assessment.

T-TEL carried out its second annual employee satisfaction survey in December 2022. The findings were generally positive with 28 out of 41 respondents (68%) saying that they were 'extremely satisfied' working for T-TEL with a further 10 respondents (28%) saying that they were 'somewhat satisfied'. 93% of respondents either 'agreed completely' (56%) or 'strongly agreed' (37%) that T-TEL is a good place to work. When asked to state what they liked best about working for T-TEL, the top 5 answers were:

- i. Mutual respect and ability to express oneself freely regardless of grade or role
- ii. Team spirit and sense of purpose
- iii. Commitment to transforming education and high quality work
- iv. Information sharing and transparency
- v. Professionalism and focus on continuous improvement

Seth and Abraham have worked with T-TEL and, prior to 2021, the T-TEL project, since October 2015 and January 2016 respectively.

We continued to recognise exceptional performance through the quarterly T-TEL Excellence Award. Excellence Award winners since the last AGM were Alberta Tackie, Latifu Zakari, Isaac Asamoah, Beryl Opong-Agyei, Jonathan Fletcher, Roger Aikins, Janice Edzie, Robert Andzie, John Doe, Wellington Mpeniasah and Hannah Tinyep Moby.

Two long-serving staff members, Seth Baiden and Abraham Obeng, are retiring in May 2023. Seth and Abraham have worked with T-TEL and, prior to 2021, the T-TEL project, since October 2015 and January 2016 respectively.

T-TEL and the Teacher Trainees Association of Ghana (TTAG) launched a joint Internship Scheme in 2022. This scheme provided an opportunity for 10 final year B.Ed. student teachers to spend four weeks working with T-TEL in our Accra head office and with our district and university-based teams. The first batch of 5 interns carried out their placements in May and June whilst the second batch of 5 interns carried out their placements in August and September. The placements added considerable value to both T-TEL and the interns as they enabled us to benefit from the fresh perspectives of the student teachers whilst exposing them to a number of new work areas, skills and competencies. We are in discussions with the newly elected leadership of TTAG to see if we can continue the scheme in 2023.





4

Education technical assistance and program delivery

It is through our education programs, 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’. In 2022-23 our main programmatic focus has been secondary education and teacher education through the Secondary Education Reform Program, implemented through two Mastercard Foundation funded projects- Transforming Senior High School Education, Teaching & Learning (T-SHEL) until 31st March 2023 and Leaders in Teaching (LiT) from 1st April 2023 onwards.

We have also worked in partnership with GES, funded by Jacobs Foundation, to implement the Communities of Excellence program in basic schools in three districts- Akuapem South, Bosome Freho and Lambussie.

With further funding from Jacobs Foundation, we have also supported the MoE to develop a new Education Sector Medium Term Development Plan and supported NaCCA to carry out a national Primary 2 Assessment.

T-TEL has supported the Ministry of Education and their key agencies to make significant positive progress towards this aim in 2022/23

4.1 Secondary Education Reform Program- Transforming Senior High School Education, Teaching & Learning (T-SHEL) and Leaders in Teaching (LiT)



The aim of the Secondary Education Reform program is to improve the quality of teaching and learning in Ghanaian secondary education institutions (Senior High Schools (SHS), Senior High Technical Schools (SHTS) and Technical Institutes (TIs)) so that all young people have the 21st Century Skills and competencies needed for lifelong learning, employability and adult life. T-TEL has supported the Ministry of Education and their key agencies to make significant positive progress towards this aim in 2022/23.

Major activities and achievements during the year are set out below.

4.1.1. Development of new Secondary Education Curriculum and Science, Technology, Engineering and Mathematics (STEM) Curriculum

The National Council for Curriculum and Assessment (NaCCA), working in close collaboration with a wide range of government agencies and stakeholders through the Inter-Agency Curriculum Working Group, has overseen the development of a new Senior High School (SHS) Curriculum and STEM Curriculum. These curricula were written over an intensive nine-month period of engagement involving a team of over 250 curriculum writers and reviewers drawn from universities, Colleges of Education, SHS and SHTS and included a trial involving 148 teachers. Teachers and students who participated in this trial were generally very positive about the new curriculum although they identified a few areas which could be streamlined and simplified.

The new SHS curriculum focuses on promoting 21st Century Skills and Competencies and national values, embracing a 'glocal' approach where the local, Ghanaian context is used as the starting point for a global exploration of issues. The curriculum also sets out flexible learning pathways and, for the first time in Ghana, acknowledges that there are a significant number of learners who are not learning at grade level when they enter SHS. Remedial literacy and remedial numeracy pathways have been developed for these learners, enabling them to be taught at the right level and providing them with the opportunity to progress through the curriculum over their 3 years in SHS and SHTS.



An External Curriculum Quality Assurance Team, led by Professor Kwame Akyeampong, conducted a review of the SHS Curriculum in January and February 2023 to assess its adherence to the Curriculum Writing Guide and general alignment with international best practice on curriculum development. The recommendations from this Team have been accepted by the NaCCA Board and are being incorporated in the final curriculum documentation.

Teachers and students who participated in this trial were generally very positive about the new curriculum although they identified a few areas which could be streamlined and simplified.

The External Quality Assurance Team commended the curriculum writers on the high level of ambition and the quality, detailed work that had been done on the secondary education curriculum. They noted that there are many countries in Europe and Asia that don't have such detailed and coherent secondary education curriculum documentation. They did strike a cautionary note however by observing that a similarly ambitious curriculum was introduced in South Africa but had to be reversed because teachers' were unable to fully understand the philosophy and pedagogic approaches required for successful delivery.

In Ghana we intend to mitigate this considerable risk by introducing weekly Professional Learning Community (PLC) sessions in all SHS and SHTS from June 2023 onwards where teachers will be able to utilize structured materials and learn about the new curriculum in detail before it goes live in September 2024.

T-TEL also supported NaCCA to constitute a Technical Assessment Committee, co-chaired by NaCCA and the Ghana Tertiary Education Commission (GTEC) with the West African Examinations Council (WAEC) as secretary to the Committee. This Committee has developed a Secondary Education Assessment Guide (SEAG) which sets out the arrangements for operationalising assessment of the new SHS curriculum. This work is vitally important as, from our experience, teachers' practices and behaviour are largely driven by the means of assessment. The Government of Ghana is therefore committed to ensuring that a new assessment system is introduced which is fully integrated with and reinforces the new SHS curriculum.

The External Quality Assurance Team commended the curriculum writers on the high level of ambition and the quality, detailed work that had been done on the secondary education curriculum.

4.1.2. National roll-out of Leadership Training and development of School Improvement Plans for all SHS and SHTS



T-TEL supported GES to conduct national roll-out of leadership training for 696 SHSs and SHTSs and held engagement sessions for Boards from all these schools. Following these sessions, all 696 schools have successfully produced and submitted School Improvement Plans (SIPs) to GES management.

The first stage in this process was residential leadership training which was organized over 4 full days for 8 members of staff from each SHS and SHTS. This training was led by 191 School Improvement Advisors (SIAs), T-TEL and GES staff. In total there were 72 leadership capacity development and school improvement plan production workshops for 5,173 senior leaders from 696 SHSs and SHTSs which took place from 1st November to 1st December 2022.

The next stage of the process involved the 191 SIAs undertaking individual school visits to support school leadership to engage with stakeholders, including community leaders, to develop their SIPs in a consultative manner. This stage of the process lasted from November 2022 through to February 2023. The process of school improvement planning involved (i) a whole school self-evaluation using a collaborative approach involving teachers and students (ii) preparation of self-evaluation report on areas of strength, areas that need improving and prioritization of areas that need immediate action, and (iii) development of an improvement plan and related monitoring plan.

In addition, T-TEL supported GES to hold a total of 27 Board Summits for SHS and SHTS across the country. A total of 2,743 people participated in the summit (including 416 women, representing 15% female participation) from across 696 schools including Board members, regional and national managers of Educational Units from the Conference of Managers of Education Unit (CoMEU) and Regional Directors of Education. The Summits provided an excellent opportunity for the board

members to engage with each other, share good practice and to learn about the new secondary education curriculum and their role in making their schools centres of learning to prepare young people for the world of work, further studies and adult life. Board members were generally very supportive of the direction of travel set out in the new secondary education curriculum.

4.1.3. Secondary Education Transformation Programme (SETP) in 12 SHS and SHTS



Since December 2021 T-TEL has been supporting GES to work with 12 selected SHS and SHTS under the Secondary Education Transformation Programme (SETP). These 12 schools were supported to develop School Improvement Plans (SIPs) using a participatory problem-solving approach called 'Managing For Learning'. A National Progress Review Committee was then established, chaired by GES's Director of Schools and Instruction, which meets monthly to review schools' progress and assist them in resolving problems. GES has also introduced weekly Professional Learning Community (PLC) sessions in these 12 schools and provided a number of additional interventions such as Guidance and Counselling training, leadership support and Science & Mathematics teacher training.

An annual review, carried out by GES and T-TEL in April 2023, found that the SETP schools have managed to complete and evidence 780 of the 912 activities in their SIPs (85.5% completion rate) whilst teacher attendance at weekly PLC sessions stands at 82%. Quantitative findings from the annual review survey are still being calculated but the review teams saw compelling qualitative evidence of:

- i. **Improved Teaching and Learning:** School management and PLC Leads have championed the creation of a supportive learning environment across their schools. Students referenced their teachers' participation in PLCs as a contributing factor to improved teaching, with the use of differentiated teaching approaches and ICT being mentioned as positive changes.
- ii. **Improved Reading and Writing:** Teachers and students mentioned the remedial reading and writing interventions and peer learner guides as being responsible for students' improved literacy skills, including reading fluency, comprehension, and writing proficiency. Hopefully, the results of the learner assessment will confirm this.
- iii. **Reduced Teacher Absenteeism:** School leadership is actively monitoring teacher attendance and holding teachers accountable which has helped reduce absenteeism rates. Teachers are now expected to sign in and complete a work-set form every week.

- iv. Improved Parental Engagement:** Most of the SETP schools are engaging parents more through various means such as WhatsApp platforms, phone calls, and parents' days. Schools are sharing student performance with parents and providing regular updates on the changes happening in the schools. In some schools, parents have taken the initiative to support the school with donations of resources and time.

T-TEL and GES are very encouraged by the progress which the 12 SETP schools have made, particularly regarding PLC sessions and the monthly accountability and problem-solving meetings. Both of these initiatives are now being scaled up nationally. Based on advice from the External Curriculum Quality Assurance Team, the new SHS curriculum and accompanying assessment system will be piloted across the SETP schools from September 2023 ahead of national roll-out from September 2024. The Minister for Education and GES have also requested that the SETP intervention program be scaled from 12 to 82 SHS and SHTS and this expansion is commencing in June 2023.

4.1.4. Support to Teacher Education including Fidelity of Implementation (Fol) Assessment

T-TEL supported the Ghana Tertiary Education Commission (GTEC) to carry out an extensive B.Ed. Fidelity of Implementation (Fol) assessment in consultation with the Conference of College Principals (PRINCOF) and five mentoring universities. The Fol assessment aimed to understand the extent to which CoEs and universities are implementing all aspects of the B.Ed. in Initial Teacher Education, introduced in 2018, in line with national policy directives and guidance documents. Assessment teams were made up of representatives of the 5 teaching universities and GTEC supported by T-TEL Education Advisors.

Each assessment team spent five full days assessing each of the 46 CoEs through: tutor lesson observations; interviews with tutors and a student teacher focused group discussion; observation of students' reflective sessions; observation of student teachers' lessons in partner schools; interviews with the Quality Assurance Officer, Assessment Officer, PD Coordinator, STS Coordinator, Tutors, students, mentors and lead mentors at the partner schools; an infrastructural audit was undertaken; a review of documents, student teacher assessments and policies was undertaken; interviews were held with the leadership of the College and discussions were held with the College's mentoring university.

An overarching national Fol report and individual Fol reports from all 46 CoEs were then produced setting out an 'adherence score' for each CoE against the four main curriculum components, namely teaching and learning of student teachers, assessment of student teachers, preparation for, and student teachers' experience of supported teaching in school (STS) and professional development (PD)/teacher professional learning (TPL).

GTEC then carried out a more detailed, qualitative follow-up in four of the highest scoring Colleges of Education (Tamale CoE, Enchi CoE, Methodist CoE and St Theresa's CoE) where the research team identified the seven factors below which contribute towards high performance

- 1. Strong Strategic Leadership** which is the key driver for effective implementation of the curriculum, impacting on all aspects of implementation. In all the four Colleges, leadership drives effective change by being readily available, proactive, and taking the needed concrete steps to achieve set goals. These steps include innovative strategies for fundraising and targeted use of Internally Generated Funds.
- 2. Distributed Leadership** where Senior Leadership build capacity to manage and oversee implementation through well-functioning committee systems and open administration was evidentially in use in all four Colleges.

3. **Robust Quality Assurance Systems** made it possible for all four Colleges to monitor, evaluate, review, and underpin targeted improvement planning for aspects of implementation.
4. **Networking and Working Partnerships** resulting in strong relationships which provide opportunities for resource and infrastructure sharing and community-based experiences.
5. **Infrastructure and Pedagogical Resources** are appropriate, available, accessible and well used in all four Colleges.
6. **Targeted Professional Development (PD) for Tutors and Mentors** ensured understanding and application of the National Teachers' Standards (NTS), the National Teacher Education Assessment Policy (NTEAP) and Supported Teaching in School (STS) in all four Colleges.
7. **Motivation and Engagement of Staff and Students** were all evident in the four Colleges.

GTEC held a dissemination event in January 2023 where they shared their findings with a wide range of stakeholders. GTEC also used this event to confirm that they will be repeating the FoI assessment exercise in 2024.

4.1.5. Introduction of compulsory pedagogy training for all National Service Personnel posted to SHS and SHTS



T-TEL supported the National Service Scheme (NSS) and National Teaching Council (NTC) to organize the first every mandatory pedagogy training sessions for National Service Personnel posted to teach in SHS and SHTS. The training programme was designed to cover basic aspects of essential pedagogies, professional practice, values and ethics as well as the use of ICT in education and assessment practices in schools and the training content was set out in a manual. 102 tutors from Colleges of Education were selected and trained as facilitators and they delivered this two-week residential training course to 2,025 NSS Personnel in December 2022 at six universities which were used as training centres - University of Cape Coast (UCC), University of Education, Winneba (UEW), University of Ghana (UG), University for Development Studies (UDS), Kwame Nkrumah University of Science and Technology (KNUST) and Akenteng Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED).

4.1.6. Support to the National Schools Inspectorate Authority (NaSIA) to develop a new Inspection Evaluation Framework (IEF)

T-TEL supported the National Schools Inspectorate Authority (NaSIA) to finalize their School

Inspection Evaluation Framework (IEF) and produce an updated Handbook. 91 NaSIA inspectors were trained on the new Framework so that they can carry out effective inspections across SHS and SHTS.

4.1.7. Gender Equality and Social Inclusion (GESI)



T-TEL supported GTEC, universities and the Trainee Teachers Association of Ghana (TTAG) to carry out a range of activities to support GESI responsiveness in Colleges of Education. T-TEL also worked with GES's Guidance and Counselling Unit to carry out a detailed research study into the prevalence of sexual harassment in two case study SHSs. The findings from this study will form the basis for a national action plan to address sexual harassment. A comprehensive GESI Guidance Note for Colleges of Education was produced by GTEC and each of the 5 universities are now developing and implementing GESI action plans. GESI metrics have also been mainstreamed into the Colleges of Education Management Information System (CEMIS) and steps have been taken with the Trainee Teachers Association of Ghana (TTAG) to reactive GESI Clubs in Colleges of Education. GESI has also been integrated effectively within the new SHS curriculum and the PLC Handbooks which were produced during the year.

4.1.8. Communications and Stakeholder Engagement

T-TEL supported the National Council for Curriculum and Assessment (NaCCA) to carry out extensive stakeholder engagement on the new secondary education curriculum by holding engagement meetings with key groups including the Parliamentary Select Committee on Education, Vice Chancellors Ghana, Heads of public SHS and SHTS, Alumni Associations, the National Council of Parent Teacher Associations and the National House of Chiefs.

We also supported GTEC, PRINCOF and the Teacher Education Journal (TEJ) to hold a National Dialogue on Teacher Education as well as contributing towards important national events such as Ghana Teacher Prize and National Education Week and celebrating internationally important days such as 16 Days of Activism against Gender-Based Violence.

T-TEL, in partnership with the Ministry of Education and the TEJ, is producing an educational TV show called EduTalk. The purpose of this show is to provide the Ghanaian public with accurate information about educational issues including the new secondary education curriculum. The first season's episodes have been filmed and airing of the show on JoyTV will commence in May 2023.

4.1.9. Graduate Employability Study and Annual Evaluation Survey



The fieldwork for the Graduate Employability Study, which was led by GTEC with support from T-TEL, was completed during the year. In total 3,993 employers and 40 tertiary education institutions participated in the study which has produced very interesting and comprehensive data on skills shortage vacancies and employers' perspectives of graduate employability. A first draft report has been produced and this will be finalized next quarter when GTEC plan to hold a public dissemination event.

The T-SHEL Annual Evaluation Survey was carried out in November 2022 across 100 randomly sampled SHS and SHTS. As T-TEL has only been working in 12 SHS and SHTS (out of the 695 SHS and SHTS in the country) this evaluation was carried out largely to validate the findings of the 2021 baseline survey rather than to track any expected improvements in key metrics across SHS and SHTS.

A total of 4,796 Year 1 and Year 2 students were assessed on reading, mathematics, science and 21st century skills (the subject assessments were designed with NaCCA whilst the 21st Century Skills assessment used an OCED instrument); 399 teachers were observed teaching lessons to determine their adherence to the National Teachers' Standards; interviews were held with 200 heads of schools and senior management, 186 school boards, and 959 stakeholders (i.e. parents, opinion leaders, alumni, unions etc).

4.1.10. Development and Approval of 5 year Secondary Education Reform (Leaders in Teaching) Proposal

T-TEL also worked with government agencies, implementing partners and the Mastercard Foundation to finalize a 5-year technical and financial proposal for Leaders in Teaching (LiT). This program was approved by Mastercard Foundation's Board on 30th March 2023 and has an activity budget of over \$53 million to support Ghana's secondary education reforms.

The impact of Professional Learning Communities (PLCs) in Bolgatanga Senior High School

Tie Emmanuella Sagara attends Bolgatanga Senior High School which is one of 12 schools selected by the Ministry of Education (MoE) and Ghana Education Service (GES) in a pilot called the Secondary Education Transformation Programme (SETP). One of the initiatives introduced by SETP was weekly Professional Learning Community (PLC) sessions for all teachers, using structured materials to improve their understanding and adherence to the National Teachers' Standards (NTS).

Last year Tie realized that she was struggling with some of the subjects, especially English and Mathematics. She found the lecture method of teaching used by her teachers to be difficult to understand at times. She also felt shy and insecure to ask questions in the classroom, fearing that her classmates would laugh at her. In fact at times she felt like giving up on her education because of her low academic performance.



"I was lazy in learning because I was not confident in the class. This is because of the way the teachers were teaching in the classroom. I did not feel part of the class and I was not confident to ask questions because my colleagues may tease or laugh at me."

The school started offering intervention classes to help students who need extra support in certain subjects, especially literacy and numeracy. These classes take place before and after regular school hours, from Monday to Friday. Amina attends these classes regularly and enjoys them because her English teacher makes them interactive and relevant to real life. Instead of the teacher writing notes on the board for them to copy, they now do assignments and exercises that require them to research and share their findings with the class. This shift from a passive to an active and participatory approach has improved Amina's learning experience as she finds the lessons more engaging and relevant, helping her to understand and remember concepts.

The school has also introduced regular teacher appraisals where teachers seek feedback from students on their strengths and weaknesses in the classroom, so that they can continue to improve. Amina attributed this new development to the weekly PLC sessions which teachers are now attending.

Amina is making good progress, she used to get 30% or less in English, but now she is scoring 50% and above and has changed her mind about quitting school. Reading and learning new things are Amina's passions and she has been encouraged to dedicate more time to learning:

"I have a personal timetable; I get to class an hour early to revise my notes or learn new things before class starts or after school. I know the teacher cannot cover everything, so I am making an effort to study on my own now. When the teacher teaches, I understand better because I have already done some self-study. I can now say that English is my favourite subject."

4.2 Communities of Excellence Programme (CEP)



The Communities of Excellence Programme is a Ministry of Education initiative which aims to enhance the resources available at school and community level focused on foundational literacy, increase community and parental engagement in basic education and ensure that teachers are delivering the curriculum as intended. It is the Ministry's belief that addressing these issues at a community level is the most sustainable way to ensure that our national development goals are achieved. T-TEL has been supporting GES to implement the Communities of Excellence Programme in Akuapem South, Bosome Freho and Lambussie Districts since March 2022.

Our work on Communities of Excellence is focused on **Culture, Skills and Collaboration**.

Culture means ensuring that all District Education Offices and basic schools are focused on learning so that each member within these institutions i.) knows that improving learning is their main purpose; ii.) understands how their role relates to improving learning and how their responsibilities align with others in the institution and beyond; iii.) has a clear set of priority actions communicated from the institution's leadership; iv.) has access to, and regularly uses, data to inform them whether activities are on track and leading to improved learning; v.) has access to the tools required to deliver (be that motorcycles and fuel for School Improvement Support Officers (SISOs) or chalk and textbooks for basic school teachers) and vi.) feels motivated to deliver what is expected of them.

Skills refers to the capabilities, knowledge and understanding of teachers, headteachers and SISOs so that they understand the new basic school curriculum and have sufficient mastery of the required pedagogies to enable them to teach at the right level, meet the requirements of the NTS and ensure that children are learning.

Collaboration is a key component of the learning-focused culture which we will be working to develop within institutions, strengthening linkages between stakeholders and enhancing community and parental engagement in education, with a specific focus on literacy and social & emotional skills.

This has been the first time that T-TEL has worked directly with District Education Offices and District Assemblies on basic education transformation and we have learnt a number of

interesting lessons over the past twelve months including: the importance of assessing the operational capacity of DEOs and DAs prior to developing activity plans; the impact of continued underinvestment in furniture and Teaching and Learning Resources (TLRs) at school level; issues with trustful relationships between actors within Districts; and the tendency for Districts and schools to look at new interventions as stand-alone projects rather than as part of a systemic reform agenda. Despite some of these challenges, CEP has made positive progress over the past twelve months in a number of areas:

4.2.1. Development and Implementation of Learning Transformation Agendas (LTAs)



All three Districts were supported to develop Learning Transformation Agendas (LTAs) in consultation with a wide range of stakeholders using the Managing for Learning approach. Despite significant differences in their socio-economic context, all 3 districts selected broadly similar priorities for their LTAs- improving teachers' understanding and adherence to the new curriculum; strengthening monitoring and accountability; improving community collaboration and parental engagement and providing teaching and learning resources (TLRs). Each District received an initial sum of GHS 750,000 to support implementation of their LTA activities, released every quarter following approval by GES that all current activities have been implemented as planned.

LTA implementation is overseen by the District Education Oversight Committee (DEOC) whilst communities and stakeholders participate in Quarterly Accountability Forums where they receive progress reports and can see exactly how funds have been utilized.

Detailed information about the impact and effectiveness of LTAs will be available in August 2023 once the Annual Evaluation Survey has been completed. Reports from Districts show that generally good progress is being made in a number of areas including: the provision of furniture and TLRs for basic schools with the greatest infrastructure deficits; enhanced monitoring through more regular SISO visits to schools, leading to improvements in teacher attendance; and the beneficial impact of student teachers who have been posted to schools through partnerships with local Colleges of Education.

4.2.2. Introduction of Structured Materials for weekly Professional Learning Community (PLC) sessions in basic schools



GES introduced weekly PLC sessions in all basic schools in September 2019 but their effectiveness has been constrained by a lack of structured materials to guide PLC discussions. T-TEL worked with GES and NTC to produce two PLC Handbooks- the first focusing on the National Teachers' Standards and the second focusing on Literacy Across the Curriculum- to be printed and distributed to all 235 basic schools in the 3 districts. The first PLC Handbook was revised following detailed observation of PLC sessions which showed that some teachers were having difficulty applying the sessions to their lessons. Each PLC session now starts and ends with a discussion as to what teachers have done differently as a result of the sessions.

SISOs and DEO staff have been trained on effective lesson observation and PLC monitoring and support and make regular follow-ups across schools. The latest data (from April 2023) shows that 94% of schools across the three districts were conducting weekly PLC sessions with a teacher attendance rate of 82%. Attendance at the PLC sessions means that teachers are awarded NTC Continuing Professional Development (CPD) points whilst attendance is monitored through the PLC app.

4.2.3. Leadership training and development of School Performance Improvement Plans (SPIPs)

Efforts to improve the culture of learning within basic schools have focused on providing training to support Headteachers and School Management Committees (SMCs) to enhance their understanding and ability to fulfill their roles and responsibilities and oversee effective learning-focused schools. SMCs and heads from all basic schools underwent training in instructional leadership and were tasked with completing learning-focused School Performance Improvement Plans (SPIPs). To date 47 basic schools have had their SPIPs approved by GES. Despite the leadership training focusing on teaching and learning, the teams found that a number of schools had reverted to type and produced SPIPs which mostly listed inputs rather than focusing on practical activities which would enhance learning.

4.2.4. Change Leaders Training and Community Engagement and Mobilization



Fifteen Community Change Leaders in each District have been identified and trained. The role of these Change Leaders is to bring stakeholders and enhance community and parental engagement in their local schools, strengthening the relationship between the school authorities and communities. These Change Leaders have had several successes including mobilizing communities and traditional authorities to contribute funds to renovate buildings and build new classroom blocks and teachers' accommodation; working to address issues with parents who have not been sending their children to school; and helping to organize community drama in Akuapem South and Bosome Freho districts. Community drama, acted out by students themselves, has entertained and educated parents and community leadership, revealed some of the challenges that learners faced in school, such as inadequate textbooks and supplementary learning materials, and non-payment of SMC-sanctioned school levies by parents. The drama has helped sensitize communities on the need for parental support and engagement in their children's education.

4.2.5. Annual Evaluation Survey

A detailed Annual Evaluation Survey was carried out in July 2022 which has provided a baseline to measure progress. The survey assessed students' learning levels at P2, P4 and P6 as well as assessing the extent to which teachers are adhering to the NTS, the extent to which parents are supporting their children and the extent to which school and district leaders are effectively discharging their leadership responsibilities.

The baseline data, particularly on teachers' adherence to the NTS, has enabled District Education Offices to set meaningful performance indicators and targets for the year based on the quality of teaching (e.g. increase in percentage of teachers using assessment methods effectively) rather than less meaningful output measures as had generally been the case in the past (e.g. number of teachers trained).

The Annual Evaluation Survey will be carried out again in July 2023, enabling Districts to measure progress and set targets for the year ahead.

Building foundational literacy and numeracy in Busiya D/A Basic School

Cynthia N-ebule Boyuo, is an Early Grade Teacher at Busigya D/A Basic School in Lambussie District. She teaches a combined group of KG1 and KG2 learners aged 4 to 6. At the start of the year enrolment was really low so Cynthia worked with the School Management Committee (SMC) Chair and visited homes in the community, speaking to parents and guardians to encourage them to send their children to school. These efforts led to an increase in enrolment of 18 learners for KG1, from an original enrolment of 2 learners, and 18 learners for KG2, from an original enrolment of 10.

Cynthia attended a Ghana Education Service (GES) training session in Piina on developing low-cost and no-cost teaching and learning resources (TLRs). After this training Cynthia involved her learners in creating alphabet and number cards which became valuable visual aids for whole class discussions and group activities.

“I wanted my students to feel a sense of ownership in their learning. By involving them in the creation of alphabet cards, they discovered the joy of exploring and mastering the building blocks of literacy.”

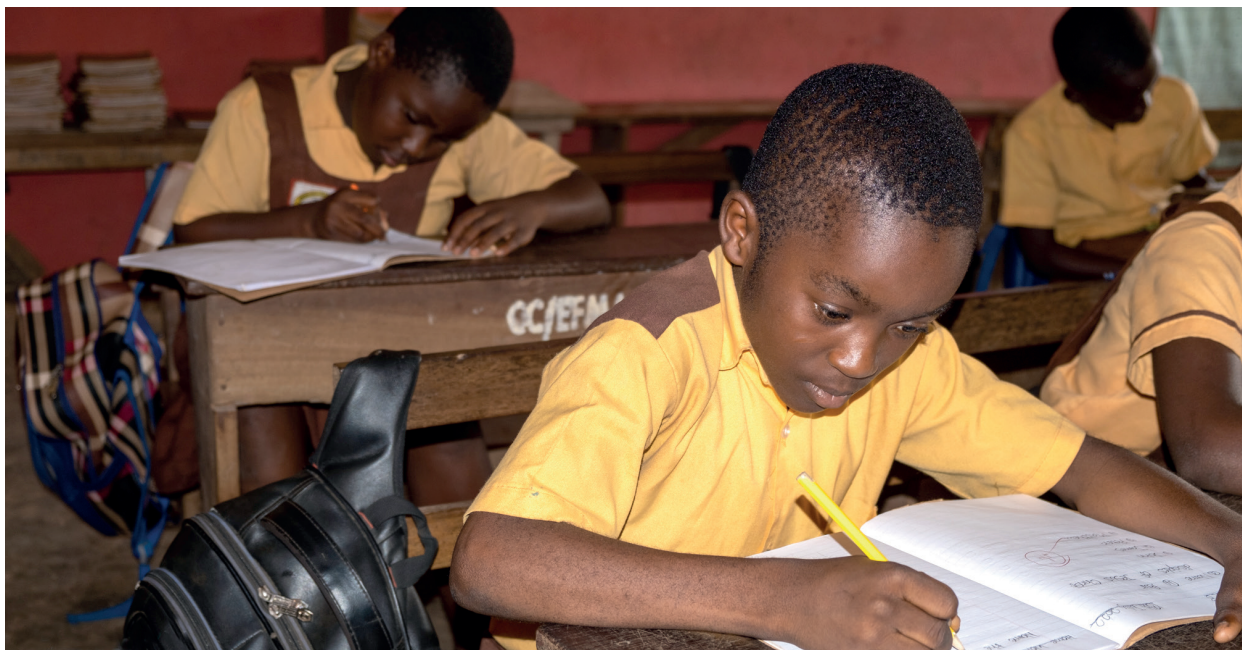
Cynthia is committed to fostering an inclusive learning environment and employs differentiation and mixed-ability methods to tailor her teaching to the needs of her students. For KG2, she arranges the students in a community circle, providing each group with a slate where they take turns writing letters or numbers, ensuring active participation from every student. Being a native of Lambussie, Cynthia understands the significance of teaching her learners numbers and letters using the local language, Sisaala. By blending Sisaala, with English, Cynthia creates a connection between the children’s home environment and the classroom, laying a solid foundation for improved literacy and numeracy skills.



Realising the potential of technology in education, Cynthia brings her laptop into the classroom. She felt encouraged to do this after attending weekly Professional Learning Community (PLC) sessions, where she exchanges ideas with other teachers. Using her laptop, Cynthia shows vibrant and interactive alphabet visuals that capture her students’ attention, igniting their curiosity. This integration of technology has improved their learning experience, with some students going home singing rhymes and imitating the sounds of the alphabet they saw on the laptop.

“Education should extend beyond the classroom walls. When children bring their learning home, they become ambassadors of change, inspiring others to seek knowledge.”

4.3 Support to Ministry of Education and NaCCA with Jacobs Foundation



4.3.1 Education Sector Medium Term Development Plan (ESMTDP) review and development with MoE

The Ministry of Education, led by the Planning, Budgeting, Monitoring and Evaluation (PBME) department, conducted a range of stakeholder consultation events during the year which led to the development of Ghana's Education Sector Medium Term Development Plan (ESMTDP) for 2022-2025. This work was supported financially by Jacobs Foundation through T-TEL.

4.3.2 National P2 Assessment Development

The National Council for Curriculum and Assessment (NaCCA) conducted a national Primary 2 assessment in December 2022 as part of their commitment to hold regular National Standardized Tests (NSTs) for learners at P2, P4, P6 and JHS 2. This work was supported financially by Jacobs Foundation through T-TEL. The Organisation for Economic Cooperation and Development (OECD) was engaged to provide detailed technical advice to NaCCA on the development of appropriate test items. This quality assurance helped to address some of the technical issues which had occurred during the previous year's P4 assessment. NaCCA has now completed the P2 assessment and the results are due for publication in the second half of 2023.



4.4 Other Education Technical Assistance and Research Projects



4.4.1 UNESCO Ghana Country Spotlight Report: in 2021 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. The Report was launched in October 2022 during National Education Week and UNESCO also made a short film, set in Ghana, to accompany the launch. The Report and the Film can be downloaded here: [Spotlight on basic education completion and foundational learning: Ghana | Global Education Monitoring Report \(unesco.org\)](#)

The Ghana Spotlight Report has attracted quite a lot of attention from stakeholders and has been praised for its quality. The recommendations in the Report formed the basis for a meeting convened by the International Parliamentary Network for Education in March 2023 as part of the process of producing a Foundational Literacy and Numeracy (FLN) Policy Paper for Ghanaian Parliamentarians.





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 twelve month period ending 31st December 2022 have been produced by A.D. & Associates and are presented alongside this Report.

These Financial Statements show that, in 2022, T-TEL had total revenue of GHS 106,155,502 and total expenses of GHS 101,981,150, with a surplus of GHS 4,181,825 generated during the year. This surplus means that T-TEL's total accumulated fund stood at GHS 4,479,677 as of 31st December 2022.

In USD terms T-TEL's revenue from donor grants was \$11,526,113 with total expenses of \$11,073,734, an annual surplus of \$453,193 and a total accumulated fund of \$503,585. This represents good progress against the T-TEL Board's target that the organization should have accumulated funds of \$1,000,000 by 2024.

Revenue received from Mastercard Foundation grants in 2022 was GHS 85,659,933 while revenue received from Jacobs Foundation grants was GHS 20,495,569. This means that Mastercard Foundation accounted for 81% of T-TEL's revenue in 2022 with Jacobs Foundation accounting for 19%. This represents a significant step towards funding diversification because, in our 2021 accounts, Mastercard Foundation accounted for 95% of T-TEL's revenue.

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Looking ahead to the second half of 2023 and beyond, further revenue diversification is at risk because of issues with the commitment of the Jacobs Foundation to future funding of the Communities of Excellence Programme. Jacobs Foundation has stressed that this is nothing to do with the technical quality of our work, which is high, but due to internal issues regarding the strategic scope of their funding in Ghana. If these issues are resolved then we will be able to continue our relationship with Jacobs Foundation but, for now, it appears as if there will have to be a pause in the Communities of Excellence Programme from September onwards.

T-TEL has also recently signed a very significant 5 year grant agreement with Mastercard Foundation for the Secondary Education Reform (Leaders in Teaching) program. This will provide over \$53 million of activity funds to Government of Ghana agencies and implementing partners. These implementing partners include Lead for Ghana, Ghana Society for Education Technology (GSET), Centre for Gender Studies and Advocacy (CEGENSA), Institute for Educational Planning and Administration (IEPA), Education Sub-Saharan Africa (ESSA) and STiR Education. Given this significant new contract and the high level of administrative work involved in managing sub-grants to partners, T-TEL will be focusing on ensuring effective implementation over the coming months rather than seeking new grant contracts. This will further slow down our efforts to diversify funding but we believe that this focus on implementation is important to ensure we maintain our reputation for quality work.



Prof. Jophus Anamuah-Mensah
Board Chair



Dr. Michael Boakye-Yiadom
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