

Ghana District Change  
Project: Managing for  
Learning Programme  
Quarter 1 Progress Summary

1<sup>st</sup> February-30<sup>th</sup> April 2022

The Ghana District Change Project, known as 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) facilitated by Transforming Teaching, Education and Learning (T-TEL) with funding from Jacobs Foundation.

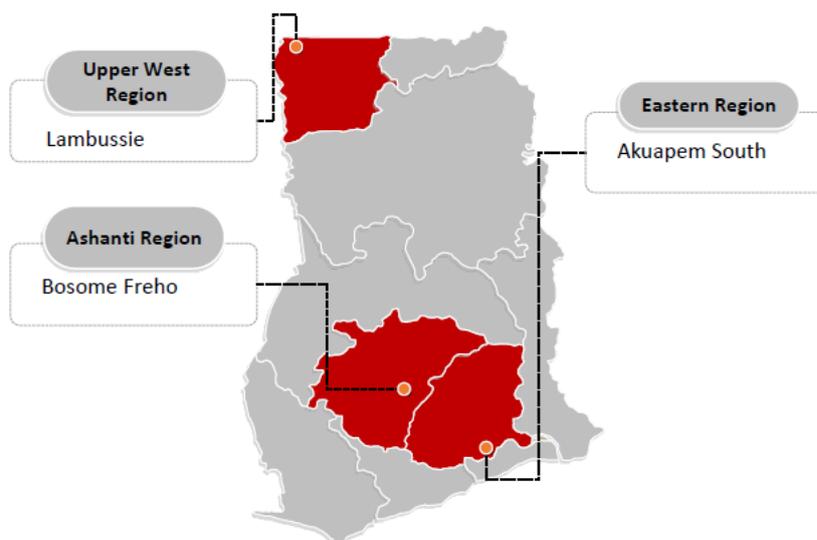
### Programme Rationale

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 21<sup>st</sup> Century Skills, social and emotional learning and character development in addition to literacy and numeracy.

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. DMfL is initially being implemented in three Districts between March 2022 and April 2023:

- Lambussie District in Upper West Region
- Bosome Freho District in Ashanti Region
- Akuapem South District in Eastern Region



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

## **DMfL Programme Approach**

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 a Learning Transformation Agenda (LTA) for each district. This LTA sets out the objectives, activities and Change Projects which will be undertaken to improve learning outcomes in each district.

In each District a group of Change Leaders will work with district authorities, schools and communities to assist in implementing the LTA, enabling 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.

### **Key Achievements in Quarter One (1<sup>st</sup> February to 30<sup>th</sup> April 2022)**

The DMfL Programme made excellent progress over the first quarter. A summary of the main achievements during the Quarter is set out below.

#### **Programme Establishment and Entry Visits**

DMfL is run by a team of 11 full-time and three part-time T-TEL staff based in Accra, Lambussie, Bosome Freho and Akuapem South. Nine of these staff are new recruits who joined the organisation after an extensive open recruitment process conducted from December 2021 to January 2022 where we received over 1,000 applications. Eight of these new staff started work on 1<sup>st</sup> March and one joined on 1<sup>st</sup> April. A three-day induction session was organized for all of these staff at the beginning of March to familiarize them with T-TEL and the DMfL programme.

The next step in operationalizing the programme was to hold start-up meetings with the senior leadership of the Ministry of Education (MoE) and Ghana Education Service (GES). T-TEL's Executive Director met with the Minister for Education, Dr Yaw Osei Adutwum, on 17<sup>th</sup> February and, following the Minister's input and advice, permission was received to commence work. T-TEL's Chief Technical Advisor then held a meeting with the Director-General of GES and other senior staff to agree ways of working. At this meeting it was agreed that DMfL is to be led by GES, with support from T-TEL, and that all correspondence sent to Regions and Districts regarding DMfL should originate from GES.

Following this agreement GES wrote letters to the three District Directors of Education, through the respective Regional Directors of Education, so that the programme could commence.

All full-time T-TEL team members and representatives from GES headquarters then participated in Entry Visits to Lambussie, Bosome Freho and Akuapem South between 10<sup>th</sup> and 18<sup>th</sup> March. These visits provided an opportunity to officially introduce the DMfL programme and team to the key stakeholders within the districts, discuss expectations and roles of the regional and district

stakeholders and secure their commitment for programme implementation. It was emphasized that the strength of the DMfL programme lies in the collaborative efforts of stakeholders to build learning ecosystems geared toward improving learning outcomes and holistic child well-being that allows children grow and achieve their full potential. Across the three districts a total of 126 stakeholders (89 males and 37 females) participated in these entry visits.

### **Programme Launch Events and Change Leader Identification in Districts**

To ensure local programme ownership, GES and T-TEL requested the three District Education Offices (DEOs) to lead the planning of the DMfL launch in their respective districts with support from the T-TEL district teams and GES. These one-day launch events were held on 25<sup>th</sup> March in Akuapem South, 29<sup>th</sup> March in Lambussie and 6<sup>th</sup> April in Bosome Freho.

Key stakeholders present at the launch in each of the districts were staff from the DEOs and District Assembly (DAs) including the District Education Director (DED) and the District Chief Executive (DCE), Chiefs and Queen Mothers, Assembly/ Unit Committee members, students, teachers and headteachers, religious leaders, School Management Committee (SMC)/Parent Associations members and the private sector. In total 662 stakeholders (286 males and 373 females) participated in the district launch events.

The launch events provided an opportunity for T-TEL to brief stakeholders on the role and profile of prospective Change Leaders in each district. These Change Leaders, to be selected by the District Education Oversight Committee (DEOC), are respected individuals who are passionate about education, willing to commit their time and energy to bring about transformation in the education of children and who want to improved learning outcomes for the district. Terms of Reference for the Change Leaders were shared with each district and they subsequently selected 43 Change Leaders across the three districts. These Change Leaders participated in an initial one-day induction and briefing session organized by the DEOC and T-TEL in each district in April.

### **Managing for Learning and District Stakeholder Engagement Sessions**

In order to ensure that the Managing for Learning (MfL) process is 'owned' by districts, GES and T-TEL formed 3 district-based teams of MfL Facilitators. Each of these teams has 12 members drawn from the District Education Office (DEO), District Assembly (DA), Traditional Authority, School Management Committee (SMC), Regional Education Office (REO), and the Colleges of Education. These teams were trained on MfL approaches in Tamale from 11<sup>th</sup> to 14<sup>th</sup> April.

Then, from 25<sup>th</sup> to 29<sup>th</sup> April, the teams facilitated stakeholder engagement sessions in their respective districts to identify four prioritized issues and proposed solutions for improving education delivery and learning outcomes. These four prioritised issues will form the basis for each district's Learning Transformation Agenda (LTA) which will be developed in May. A total of 609 stakeholders (424 males and 185 females) were involved in these engagement sessions.

GES and T-TEL were interested to note that there was a great deal of similarity amongst the issues identified by each district. All three districts have objectives related to: i.) improving teaching and learning, including in-service training and professionalism; ii.) inadequate teaching and learning resources; and iii.) ineffective monitoring and supervision.

The fourth prioritized objective varies between districts with Lambussie selecting 'stakeholder collaboration', Bosome Freho selecting 'classroom furniture' and Akuapem South selecting 'parental attitudes'.

The next stage in the LTA development process will be for each facilitation team, supported by GES and T-TEL, to carry out further research on these prioritized issues before developing a costed set of objectives and activities which will be discussed and validated by stakeholders in each district on 18<sup>th</sup> May.

The team noted that there were serious deficiencies in teaching & learning across the three districts with teachers' demonstrating limited understanding of the pre-tertiary curriculum as well as alarming reports about teachers' lack of professionalism including absenteeism and sexual harassment.

In order to ensure that each LTA contains targeted actions to bring about rapid improvements in teaching and learning, GES and T-TEL will be working to ensure all LTAs contain a common set of activities and outcomes related to Professional Learning Communities (PLCs) through the development of Handbooks to be used each week by teachers in all basic schools to improve their knowledge and understanding of the standards-based curriculum. The headteacher and curriculum lead in each school will deliver PLC sessions with SISOs, District Teacher Support Teams and Change Leader monitoring and reporting on delivery.

### **Signing of Memoranda of Understanding (MoUs) and District Education Oversight Committee (DEOC) sessions**

A Memorandum of Understanding (MoU) was developed by T-TEL and approved by GES. This MoU sets out the details of the relationship, roles and expectations between T-TEL and GES on the one part and the District Directorate of Education on the other. The District Assembly is a witness to the MoU. MoUs have now been signed with all three districts and are awaiting counter-signing by the Director-General of GES.

These MoUs were signed by districts during orientation sessions for DEOC members and Change Leaders which took place after the MfL stakeholder engagement sessions had been completed. In total 33 DEOC members and all 33 DEOC members and 43 Change Leaders (14 in Lambussie, 15 in Bosome Freho and 14 in Akuapem South) took part in these orientation sessions.

### **Programme Management**

Lambussie, Bosome Freho and Akwapim South District Education Directorates have provided office space for use by District Enablers and these spaces are currently being equipped. 12 laptops were procured, branded, and allocated to the nine staff with the remaining three for National Service Personnel who are yet to be recruited. Four new vehicles have been procured with one vehicle each based in the Bosome Freho, Lambussie, Akuapem South and Accra offices.

A detailed budget review was conducted by the DMfL team during the Quarterly Planning Meeting on 8<sup>th</sup> May and this has led to a more detailed allocation of funds across the activity and monitoring budget lines. To date CHF 682,605 has been received from the Jacobs Foundation, which includes an initial payment of CHF 658,214 and an unspent balance of CHF 24,391 transferred from the Ghana Strategy contract. This means that the total budget for this programme is now CHF 1,999,033.

As of 30<sup>th</sup> April 2022 a total of CHF 404,875 (20% of the overall budget) had been spent.

### Communications and Stakeholder Engagement

A DMfL summary document was developed. This was distributed to stakeholders in regions and districts to strengthen their understanding of the programme. As part of efforts to empower the districts to tell their own stories and communicate activities relating to DMfL, GES and T-TEL supported districts to tell their own stories about the programme, including the launch events, through local radio and other media.

### Monitoring, Evaluation, Research & Learning

Plans are being developed for the Baseline Assessment which will be carried out by JMK Research to ensure impartiality and objectivity. This Assessment will commence in June 2022.

### Progress against Quarterly Deliverables

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

<b>Deliverable</b>	<b>Progress by 15<sup>th</sup> May</b>
Submission of Quarterly Narrative and Financial Report	<b>Achieved:</b> Both Reports and supporting Annexes completed and submitted
Members of Change Leaders in each of the three districts identified and trained	<b>Partially Achieved:</b> 43 Change leaders (36 men and 7 women) across the three districts have been selected in consultation with the District Education Oversight Committees. These Change Leaders have participated in an initial training and orientation session organised by T-TEL and GES for DEOC members. Further training will be provided to the Change leaders through a collaboration between White Loop Ltd and T-TEL.
MoUs outlining and operationalizing partnership between T-TEL and each DEOC in all three Districts signed	<b>Achieved.</b> MoUs have been signed with each of the three districts. These have been sent to GES headquarters to be countersigned by the Director General of GES.