

**National Gender
Equality and
Social Inclusion
(GESI) Strategy
and Action Plan
for Teacher
Education 2020-
2025**

**National Council for
Tertiary Education (NCTE)**

Table of Contents

1. Introduction and Purpose of GESI Strategy and Action Plan	3
2. GESI in the context of Ghana’s Education Sector.....	4
3. Key GESI Issues within the Teacher Education System.....	8
4. GESI Intervention Strategies	13
5. Resourcing the GESI Strategy and Action Plan.....	21
6. Monitoring and Evaluation Framework	23

ACRONYMS AND ABBREVIATIONS

BECE	Basic Education Certificate Examination
CoE	College of Education
CETAG	Colleges of Education Teachers Association of Ghana
ESP	Education Strategic Plan
GBV	Gender-based Violence
GESI	Gender Equality and Social Inclusion
HoD	Head of Department
IE	Inclusive Education
KNUST	Kwame Nkrumah University of Science and Technology
KPI	Key Performance Indicator
MoE	Ministry of Education
NCTE	National Council for Tertiary Education
NTECF	National Teacher Education Curriculum Framework
NGOs	Non-governmental Organisation
NPA	National Plan of Action
PCE	Presbyterian College of Education
PLWD	Persons Living with Disabilities
PRINCOF	Conference of Principals of Colleges of Education
SDGs	Sustainable Development Goals
SEN	Special Educational Needs
SHS	Senior High School
SRC	Student Representative Council
SSFP	Safe Space Focal Person
STEM	Science, Technology, Engineering and Mathematics
T-TEL	Transforming Teacher Education & Learning
TTAG	Trainee Teachers' Association of Ghana

1. Introduction and Purpose of GESI Strategy and Action Plan

The National Gender Equality and Social Inclusion (GESI) Strategy and Action Plan for Teacher Education (2020-2025) outlines Ghana's priorities for action emanating from the National Council for Tertiary Education (NCTE) following the national Gender and Inclusion Summit which was held in May 2019. This Summit brought together a wide range of stakeholders to develop a call for action which builds on and sustain the gains which have already been made in the teacher education system over the past few years. The National GESI Strategy and Action Plan for Teacher Education also builds on Ghana's national and international commitments to addressing gender and inclusion disparities and set out in documents such as the Education Strategic Plan (ESP) 2018-2030, the National Gender Strategy, Inclusive Education Policy and the Sustainable Development Goals.

The overall **purpose** of the National GESI Strategy and Action Plan for Teacher Education ('GESI Strategy' for short) is to **ensure that, by 2025, Ghana has a responsive teacher education system that genuinely promotes equality and inclusion.**

To achieve this purpose the GESI Strategy has six specific objectives with Monitoring & Evaluation and Funding & Resource Mobilisation as cross-cutting themes. The six objectives are:

1. Increase **representation of females** at all levels of teacher education.
2. Facilitate effective **implementation of GESI policies** and related issues in Colleges of Education.
3. Enhance **inclusion** and **empower marginalized groups** within teacher education.
4. Create a **safe teaching and learning environment** for students, tutors and staff of Colleges of Education.
5. Expand and **improve infrastructure** to achieve GESI objectives.
6. **Influence attitudes, behaviours and practice** through communications and advocacy.

Each of the six objectives has a set of Key Performance Indicators (KPIs) and targets which NCTE will monitor and report against throughout the period of strategy implementation (2020 to 2025).

The first section of the Strategy sets the GESI context within Ghana's education sector, relating the purpose and objectives of this Strategy to national and international policy documents and commitments so it is clear how it relates to the Education Strategic Plan (ESP) 2018-2030.

The Strategy then highlights key GESI-related issues and concerns within the teacher education system derived from recent research and evidence as well as stakeholder consultations carried out during NCTE's National Gender and Inclusion Summit in May 2019. These issues, concerns and contextual factors are then used to set out the specific objectives, activities, Key Performance Indicators and targets which form the basis of the GESI Strategy. The following sections on Monitoring & Evaluation and Funding & Resource Mobilisation explain how these objectives and related activities will be measured and financed to ensure that, by 2025, Ghana has a responsive teacher education system that genuinely promotes equality and inclusion.

2. GESI in the context of Ghana's Education Sector

There is a significant body of evidence demonstrating that addressing inequalities in girls' education is an effective strategy for breaking the cycle of intergenerational poverty and for lifting girls and their families out of positions of marginalization. In Ghana the importance of improving girls' access, retention and transition through the education system- from Kindergarten through to Tertiary education- is widely acknowledged.

Achieving improved equity is one of the key themes of the Government of Ghana's Education Strategic Plan (ESP) 2018-2030. The ESP references the National Gender Policy, entitled 'Mainstreaming Gender Equality and Women's Empowerment into Ghana's Development Efforts' and makes a commitment to achieving and sustaining gender parity in access to quality basic education with a focus on reducing regional disparities. The ESP also contains commitments to:

- Reduce gender disparities in results of STEM subjects at BECE;
- Ensure that SHS expansion reduces inequalities related to gender, wealth and disabilities including a specific commitment to achieving gender parity in enrolments;
- Detecting and supporting students with disabilities within basic schools and SHS.

For the tertiary education sector the ESP commits to taking affirmative action to address gender and wealth inequities and to improve access for students with disabilities. The ESP specifically states that the Government of Ghana will make efforts to reduce the gender disparity ratio which currently stands at 0.69 in favour of males accessing tertiary education.

Both boys' and girls' education suffer if they are expected to work and bring income to the family, but girls will have the added constraints of extra domestic duties, vulnerability to sexual harassment, menstruation and in some contexts, expectations of early marriage. As girls grow, they experience multiple forms of constraint on their ability to participate and learn. These constraints often drive poor enrolment and completion rates of girls at the SHS and tertiary levels.

Whilst this GESI Strategy is focused on the teacher education sector (which is a sub-sector of the nation's tertiary education system) it is important to note the strong linkages which exist between the promotion of gender and inclusion in teacher education and efforts to address these issues across the whole education system. Teachers are role models and mentors for basic school students, helping to shape their perceptions of gender, equality and inclusion norms and issues. If Ghana's teacher education system is genuinely inclusive, providing equal opportunities for all and producing beginning teachers with a strong conception of equality and inclusivity then this will have a catalytic effect within the basic school classrooms where these teachers will be working. Thus, while teacher education is part of Ghana's tertiary education system, the impact of this GESI Strategy will also be felt across the basic education system. These are the reasons why discussions of gender equality, empowerment of girls and inclusion of marginalized and disadvantaged groups are critical within in the teacher education sub-sector.

Girls' education is an enshrined human right and contributes significantly to national development. Gender equality and social inclusion feature prominently in the Sustainable Development Goals (SDGs), a set of global targets which Ghana has committed to achieve by 2030. Tables 1 and 2 below set out the specific SDG targets and indicators related to GESI and which Ghana has committed to achieve as a nation.

Table 1: Sustainable Development Goals: Education ¹

Sustainable Development Goal Target	related Sustainable Development Goal Indicator
4.3 – “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”	4.3.1 – “Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex”
4.5 – “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”	4.5.1 – “Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated”
4.A – “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”	4.1.1 – “Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)”

¹ United Nations (2018). Sustainable Development Goal 4. Sustainable Development Goals. Knowledge Platform. <https://sustainabledevelopment.un.org/sdg4>

Table 2: Sustainable Development Goals: Gender Equality ²

Sustainable Development Goal Indicator Number	Sustainable Development Goal Indicator
5.1 - “End all forms of discrimination against all women and girls everywhere”	5.1.1 – “Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex”
5.5 – “Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision- making in political, economic and public life”	5.5.1 – Proportion of seats held by women in national parliaments and local governments” 5.5.2 – “Proportion of women in managerial positions”

In addition to the SDGs, Ghana has made several international, regional and national commitments to ensuring education for all regardless of gender, disadvantage or disability. Table 3 summarises these commitments which provide the framework and context within the National GESI Strategy and Action Plan for Teacher Education has been designed and will be implemented.

Table 3. International/ Regional/ National Commitments on Equal and Inclusive Education for All

Name of Document	Article / Section
Universal Declaration of Human Rights	Article 26: Focus on education and the right to education
Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa	Article 12: Right to Education and Training
African Charter on the Rights and Welfare of the Child.	Article 11: Education and Article 13: Handicapped children
Convention on the Elimination of All Forms of Discrimination Against Women	Article 10: Education
Convention on the Rights of the Child	Article 19, 1.: Need to take measures to prevent violence experienced by children. Article 29: In the realm of education

² United Nations. (Date Unknown) Sustainable Development Goal 5. Targets and Indicators. <https://sustainabledevelopment.un.org/sdg5>

Convention on the Rights of persons with Disabilities	Article 24 – Education
Covenant on Economic, Social and the Cultural Rights	Article 13: Around the right to education
Ghana’s National Gender Policy	Reflective in the Policy’s Broad Objectives (1), Reflective in Policy Commitment 1. (2. Education
Child and Family Welfare Policy <i>Ghana</i>	Education is referenced throughout document. Specifically, within Objective 3 and strategy 3.2 and within Objective 4, strategy 4.1.
Inclusive Education Policy	Gender and social inclusion are reflected throughout.
The 1994 Salamanca Statement ³	Social inclusion is reflected throughout.
Dakar Framework for Action in 2000	Gender and Social inclusion reflected throughout, specifically in Goal 4 and Goal 5.
The Bejiing Platform on Education and Training ⁴	Focus on education for women.

The policy documents and frameworks above demonstrate the right for all to education without discrimination. They illustrate the importance of ensuring that all parts of Ghana’s education system, including the teacher education sub-sector, have GESI strategies which extend down to an institutional level so that these international, regional and national commitments can be achieved. Making international or national commitments is not in itself sufficient to drive change or achieve results, what is required is an understanding of such commitments running from the national through to institutional levels so that all stakeholders are i.) aware of the commitments and ii.) are implementing tangible plans to help ensure that these commitments are achieved.

This GESI Strategy therefore contains a range of objectives, activities and targets designed to ensure that all institutions within the teacher education system are working to achieve these commitments. The next section of this Strategy sets out the current state of teacher education as it relates to GESI, identifying the specific issues and constraints which need to be addressed if Ghana’s international, regional and national commitments are to be achieved.

³ United Nations Education, Scientific and Cultural Organization (2018). Concept note for the 2020 Global Education Monitoring Report on inclusion. <https://unesdoc.unesco.org/ark:/48223/pf0000265329>

⁴ Working Group on Higher Education (WGHE) (2006). A Toolkit For Mainstreaming Gender in Higher Education in Africa. Association for the Development of Education in Africa. Accra, Ghana. P.5

3. Key GESI Issues within the Teacher Education System

Ghana's teacher education system is overseen by the National Council for Tertiary Education (NCTE) which has had responsibility for Colleges of Education since 2012 when Act 847 declared that teacher training institutions for all basic school teachers were henceforth to be tertiary institutions. Pre-service teacher training in Ghana is therefore part of the tertiary education sector.

Currently there are 46 public Colleges of Education (CoE) which enroll about 16,000 new student teachers each year through a centralized admissions process operated by the Conference of Principals of Colleges of Education (PRINCOF) under the supervision of NCTE. Since October 2018 all new entrants to CoEs have been required to undertake a 4 year Bachelors of Education (B.Ed) degree in Initial Teacher Education which replaced the previous 3 year Diploma.

Prior to October 2019 all 46 public CoEs delivered the B.Ed in partnership with the University of Cape Coast (UCC) which has degree awarding powers (CoEs are not able to award their own qualifications). Since October 2019 all 46 CoEs are affiliated to one of five public universities- the University of Cape Coast (affiliated to 14 CoEs), the University of Education Winneba (affiliated to 15 CoEs), the University of Development Studies (affiliated to 6 CoEs), the University of Ghana (affiliated to 6 CoEs) and Kwame Nkrumah University of Science and Technology (affiliated to 5 CoEs).

The implementing institutions for the National GESI Strategy and Action Plan for Teacher Education are therefore these 5 public universities and 46 public CoEs. All these CoEs are the responsibility of the Government of Ghana which, through NCTE, has constituted College Councils to oversee the governance of each institution. Over half of these CoEs were founded by Churches or other religious organizations with some CoEs being more than one hundred years old. In these CoEs the ethos and philosophy of the originating institution, be it the Catholic, Presbyterian, Methodist, Evangelical Presbyterian, Church of Christ or SDA Church has had an impact on the policies, processes and culture of each CoE. In addition to these Christian institutions there are also two Islamic CoEs whose policies, processes and culture have also been shaped by the faith of their founding organisation.

All 46 CoEs have signed Affiliation Agreements with the 5 universities which set out the nature of the relationship. These agreements guarantee the institutional autonomy of each CoE during the four-year transition period between 2018 and 2022. Following this period the current intention is that the universities and CoEs will develop a closer institutional relationship so that the CoEs become part of their constituent university. This is important for the National GESI Strategy and Action Plan for Teacher Education 2020-2025 as it means the final two years of this Strategy are likely to be implemented within CoEs which have become part of their affiliated universities.

Data collected by NCTE from across all 46 CoEs shows that there are gender disparities across the teacher education system:

- In the 2018/19 academic year 26% of Principals were female (12 out of 46).

- In the 2017/18 academic year 25% of Tutors were female (438 out of 1,779).
- In the 2017/18 academic year 47% of Student Teachers were female (22,489 out of 48,153).⁵

These figures show that significant progress needs to be made if the teacher education system is to achieve the gender parity ambition for tertiary education set out in the ESP 2018-2030. Achieving this will be a key objective of the GESI Strategy.

Whilst the overall proportion of female Principals, Tutors and Student Teachers is not encouraging it should be noted that there has been some significant progress in addressing GESI issues in the teacher education system within recent years, led by NCTE with support from T-TEL.

These efforts have focused primarily on ensuring that tutors within CoEs are modelling gender-sensitive and inclusive instructional methods during their classes with student teachers, thus acting as role models so that student teachers use the same approaches when they enter basic school classrooms. Annual external evaluations of T-TEL's work across all 46 CoEs and within basic schools provides evidence that these efforts are having an impact as:

- The proportion of English, science and mathematics tutors demonstrating gender-sensitive instructional methods increased from 2% in 2015 to 80% in 2019.
- The proportion of beginning male and female English, science, and mathematics teachers demonstrating gender-responsive instructional strategies increased from <1% in 2015 to 31% in 2019.

Furthermore, one of the most notable changes within teacher education in 2018/19 has been the extent to which CoEs have begun to embrace and understand gender and inclusivity issues. A big driver of this change was the introduction and implementation of Gender Responsive Improvement Plans (GRIPs). GRIPs were action plans set by CoEs based on a self-assessment of their strengths and weaknesses against a Gender Scorecard. The successful achievement of the objectives in these action plans qualified CoEs to receive up to GHS 50,000 of results-based financing from T-TEL and NCTE.

In 2018/19 34 out of 36 participating CoEs achieved their set of 3 GRIP objectives in full whilst 1 CoE achieved 2 out of 3 of their objectives in full. In total 105 out of 108 objectives were fully achieved - an achievement rate of 97%. It is pleasing to see that the GRIPs have led to tangible progress and increased understanding of gender issues (inclusion is still not as well embedded as it could be) across all participating CoEs. A further 6 'new' public CoEs have developed and are implementing GRIPs. These will be assessed by T-TEL and NCTE before the end of 2019.

Some of the results which CoEs have achieved through their GRIPs are set out overleaf:

⁵ The 46 public CoEs are made up of 38 mixed-sex CoEs and 8 single-sex CoEs (7 all-female and 1 all-male).

- Capacity support for college staff on Gender Equality and Social Inclusion (GESI) ensuring that both classroom and college community practices are GESI responsive.
- The construction and effective use of washrooms and changing rooms which address gender and inclusion needs.
- Almost all CoEs have developed sexual harassment policies that are properly aligned with NCTE's sexual harassment policy guideline
- Introduction of gender and inclusion issues in extra curricula activities through platforms such as Gender Clubs and periodic seminars. These platforms serve as avenues for awareness creation, and build confidence of student teachers (especially female students) which can potentially increase the number of female students taking up leadership roles
- Mentors and student teachers have been equipped with knowledge and skills to address issues of gender and inclusion in some basic schools

For the first time in teacher education it feels as if we are starting to turn a corner when it comes to understanding and prioritization of gender issues amongst tutors, mentors and student teachers. The consensus across board from external evaluation of CoEs is that their knowledge has been enhanced and they are to a large extent adopting participatory approaches, contextualizing and situating the training acquired through GRIPs and other T-TEL activities in their various classrooms. This is enabling them to develop gender and inclusive plans and take decisions that address the needs of all learners.

Whilst there have been GESI related improvements in CoE practices and policies the same is also true when it comes to the content of the new B.Ed curriculum in Initial Teacher Education. The new B.Ed which has replaced the Diploma in basic education in CoEs is a necessary step in raising the status of teachers and improving the quality of education in Ghana. With support from UNICEF gender and inclusion has been mainstreamed throughout the new B.Ed curriculum and a Toolkit has been developed to support CoEs and universities to implement these aspects effectively.

Whilst all this progress is encouraging and should be praised it is also important to note that there are several significant constraints and issues when it comes to GESI within the teacher education system. Stakeholders participating in the National Gender and Inclusion Summit which took place in May 2019 helped to identify the following issues which remain a significant cause for concern and which this GESI Strategy will attempt to overcome.

Issue 1: Under-representation of women in Colleges of Education. There are relatively fewer female principals, tutors and student tutors. This has helped to make many CoEs a male dominated environment, with high proportions of males in leadership, administrative management, admissions and enrolment. There is little evidence of effective strategic recruitment initiatives to increase the proportion of female principals or tutors.

Issue 2: Issues with Inclusive Education including lack of data on enrolment and lack of investment in appropriate equipment and facilities. A recent Inclusive Education study was commissioned by NCTE to assess the knowledge level and extent of compliance of CoEs and partner schools with Ghana's Inclusive Education (IE) policy. The study revealed that colleges are making efforts to be compliant with the IE policy but that there are significant gaps in important areas. While altering existing infrastructure requires resources, there is need for CoEs to prioritise resource allocation if they are to increase their level of compliance with the policy as there is a shortage of specialized equipment required, particularly amongst the three CoEs designated as specialist IE institutions (NJA, Wesley and PCE Akropong). In their teacher training programmes, prospective teachers are being prepared to identify and teach students with special education needs (SEN). However, observations of tutor lessons suggest that little is done in terms of classroom setting to account for student teachers with SEN. There is also a general lack of data on students with SEN at both CoEs and basic schools, even though students with SEN attend these institutions. The lack of data makes it difficult to estimate the prevalence of students with SEN across basic schools and CoEs.

Issue 3: Inadequate measures within current policy frameworks to ensure the genuine mainstreaming of gender and social inclusion concerns and effective implementation of GESI related policies in the colleges. Whilst policy frameworks exist and all CoEs have made commendable efforts to ensure that they have appropriate and responsive policies in place these efforts are undermined in many instances by implementation issues. One of the most serious constraints to implementation is a lack of dedicated funding and budgetary support and a belief amongst some CoEs that they are not allowed to include a specific and dedicated GESI budget in their annual budgeting and reporting processes. This means that, whilst GESI issues are acknowledged and discussed, CoE leadership and management feel that progress cannot be made due to resource limitations for efforts such as GESI teaching and learning resources, infrastructure, GESI assessment structures, and other GESI targeted activities. In addition, whilst CoEs are expected to develop policies to tackle GESI issues, there is no regular or formalized reporting system which requires them to present evidence to their mentoring universities or NCTE that they are making progress on implementation. An example of this would be on sexual harassment where CoEs have been tasked by NCTE to recruit and train Safe Space Focal Persons but where there is currently no requirement to systematically report on sexual harassment cases and outcomes.

Issue 4: Deep rooted discriminatory socio-cultural and institutional practices lead to marginalization and exclusion in CoEs. Whilst CoEs have developed policies which are generally responsive to GESI issues the fact remains that there are individuals within CoEs who hold discriminatory or prejudiced beliefs which can marginalize women, girls and disadvantaged groups. The beliefs and practices of these individuals, regardless of the generally positive policy environment, can reinforce inequality and heighten vulnerability of woman and marginalized populations within CoEs. Widespread behavior change and communication efforts are therefore required to change individual attitudes and create a culture which promotes the full and meaningful participation of excluded and marginalized groups such as persons with disability and

women in CoEs. In addition the risk of gender-based violence is also worth noting as a specific risk which requires addressing as part of such efforts.

Issue 5: Implementation of the new B.Ed curriculum within CoEs must ensure that gender and inclusion is given adequate attention. The new B.Ed in Initial Teacher Education has been designed so that it pays significantly more attention to GESI issues than was the case with the previous Diploma. Gender and Inclusion has been mainstreamed across all subjects in line with the requirements of the National Teacher Education Curriculum Framework (NTECF). However this mainstreaming means that there is a lack of specific subjects for gender, inclusivity and sex education. Implementation is therefore critical to ensure that tutors and university faculty are actually delivering the curriculum as intended so that GESI issues are adequately covered and understood across all subject areas. There is a need to review curriculum implementation closely across all institutions to ensure that GESI is actually mainstreamed into all core programs and is embedded into curriculum delivery and assessment.

Issue 6: Inadequate physical infrastructure to support gender equality and social inclusion in CoEs. Infrastructure needs to be expanded across almost all CoEs to ensure gender equality and social inclusion. In many cases a lack of adequate accommodation is cited as one of the reasons for enrolment disparities between male and female student teachers whilst inclusion issues are often hampered by physical constraints which restrict access to teaching and learning facilities. Infrastructure that is geared towards accessibility will improve space for students and ensure their convenience as well as equally promoting diversity. A critical strategy for CoEs is therefore to ensure that the built environment is child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environment for all.

The intervention strategies set out in the next section of the GESI Strategy have been designed to address these issues and constraints, thus enabling the Government of Ghana to achieve its policy objectives within the teacher education sub-sector.

4. GESI Intervention Strategies

The overall purpose of the National Gender, Equality and Social Inclusion (GESI) Strategy and Action Plan for Teacher Education (2020-2025) is to ensure that **by 2025 Ghana has a responsive teacher education system that genuinely promotes equality and inclusion.**"

Achieving this purpose will require coordinated action across all 46 public CoEs and 5 public universities, being mindful of the policy intention which means that, by the end of the GESI Strategy in 2025, CoEs and universities will have become fully integrated. The six objectives set out below with related activities, responsible agencies and timescale will help to ensure that the GESI Strategy achieves its purpose by 2025.

The GESI Strategy and Action Plan is based on a set of 25 targets across the 6 objectives, as set out in the table below. NCTE will ensure that these 25 targets form the basis for a comprehensive Monitoring & Evaluation Framework (set out later in this Strategy) which drive positive action across the teacher education system. This Strategy is not prescriptive when it comes to the specific activities required to achieve these 25 targets, rather it encourages institutions to develop their own effective strategies and plans to achieve targets. The activities set out below are thus not definitive and we would expect to see many more institutional activities being developed within agencies and institutions.

OBJECTIVE	ACTIVITIES	RESPONSIBILITY	TIMEFRAME	TARGETS
1. Increase representation of females at all levels of teacher education	1) Whilst maintaining overall entry requirements as befits Degree awarding institutions, encourage CoEs to advocate flexibility in mathematics and science when seeking to admit female student teachers from October 2020 onwards.	NCTE	January-April 2020	1.1 Increase proportion of female student teachers enrolled in CoEs from 47% at baseline to 50% by 2025.
	2) Undertake rigorous data analysis of recruitment and progression figures, enrolment and uptake for female student teachers and tutors by institution as well as analysis of issues and barriers to female recruitment and progression (based on institution specific data)	NCTE, PRINCOF, CoEs and T-TEL	January-April 2020	1.2 Increase proportion of female tutors in CoEs from 25% at baseline to 35% by 2025. 1.3 Increase proportion of female College leaders

<p>3) Use rigorous data analysis from activity 2.) above to set institution specific targets for female enrolment and staff representation and develop action plans which are incorporated within NCTE's Roadmap which is monitored by the Reform Secretariat's as part of the Government's performance accountability system. NCTE to monitor institutions' action plans on a quarterly basis.</p>	<p>NCTE, CoEs, T-TEL and Reform Secretariat</p>	<p>May-July 2020</p>	<p>from 26% at baseline to 35% by 2025.</p>
<p>4) Link enrolment and recruitment data to measurement of quality assurance indicators used to assess CoEs, including the Quality Assurance and Accreditation Assessment Instrument (QAAAI) and introduce a 'GESI Award' for CoEs which meet certain standards and targets related to female enrolment and recruitment. Publicise this Award annually alongside events such as the National Teachers' Prize</p>	<p>NCTE, NAB and NTC</p>	<p>QAAAI to incorporate indicators by end of 2020. GESI Award to be launched in 2021.</p>	
<p>5) Create a bi-annual forum to assess progress against plans of COEs to improve enrolment of female student teachers and tutors based on national targets.</p>	<p>NCTE, CoEs</p>	<p>First meeting to take place before the end of 2020.</p>	
<p>6) Publish performance on enrolment of female student teachers and recruitment of tutors in COEs annually so that these figures are widely disseminated and in the public domain, this can be linked to the GESI Award event.</p>	<p>NCTE, NAB and NTC</p>	<p>Data to be published in 2021.</p>	
<p>7) Develop recruitment campaigns targeting female tutors and female student teachers based on evidence as to the barriers which restrict female enrolment.</p>	<p>NCTE, MoE, T-TEL, PRINCOF, CoEs</p>	<p>First recruitment campaign to be launched before the end of 2020.</p>	

	8) Consider options for increasing the proportion of female Principals including potential consideration of a quota system.	NCTE	By 2021	
2. Facilitating Effective Implementation of GESI Policies and Related Issues in CoEs	1) Sensitize CoE Governing Councils, University oversight bodies as well as other supervisory entities (NAB and NCTE) on teacher education GESI policies and related issues.	NCTE, NAB, 5 Universities, 46 CoEs, T-TEL	By April 2020	2.1 70% of CoEs meeting annual GESI targets within their strategic plans by 2025, up from 20% in 2018.
	2) Continue education and sensitization of CoE staff and incentivize them to commit to GESI policy implementation (including public recognition of notable efforts) including capacity building training where required.	CoEs, NCTE, T-TEL	Ongoing throughout strategy period.	2.2 95% of CoE policies classified as being 'GESI responsive' by 2025, up from 80.7% in 2018.
	3) Develop policy introducing a dedicated GESI budget line which must be used by CoEs and national agencies	MoE, NCTE, MoF	Policy to take effect from the start of the 2021 financial year	2.3 70% of CoEs rated as being 'GESI friendly-ensuring an inclusive gender sensitive environment for all staff and student teachers' through an external, independently verified metric by 2025, up from 17.4% in 2019.
	4) Disseminate GESI policies widely within individual CoEs as well as with regional and national stakeholder institutions	NCTE, CoEs	Ongoing throughout strategy period.	2.4 95% of CoEs can demonstrate how they have used dedicated GESI budget lines to achieve policy objectives by 2025.
	5) Institutionalize peer review exercise amongst top management of CoEs involving universities and other tertiary education players to regularly improve performance and assess progress against GESI policy objectives.	NCTE	By end of 2020	2.5 70% of beginning teachers are displaying effective use of gender-
	6) Annual reporting process instituted whereby universities have to report to NCTE and NAB about progress made on the GESI aspects of the new B.Ed curriculum within their affiliated CoEs.	Universities, CoEs, NCTE and NAB	First annual reports due by September 2020.	

	7) Establish and implement a university and NCTE-led annual policy progress reporting system to assess the extent to which the 5 policy specific targets in this GESI Strategy and Action Plan are being achieved in each institution.	NCTE, universities, CoEs, T-TEL	First annual review of GESI policies and progress to take place before the end of 2020.	responsive pedagogy by 2025, up from 31% in 2019.
3. Enhancing inclusion and empowering marginalised groups within teacher education	1) Provide training and guidance to tutors on the Inclusive Education policy and how to apply key competencies in line with the new teacher education curriculum. Conduct awareness raising campaign on the Inclusive Education policy.	Universities, NCTE & T-TEL	Initial training to be provided by December 2020	3.1 75% of CoE tutors adopting key competencies in inclusive education policy and implementing them in classroom
	2) Conduct an outreach campaign for PLWDs encouraging them to consider teaching as a career and making them aware of opportunities available to them within CoEs. Also conduct a targeted recruitment campaign to try to raise the number of PLWD applying to be tutors.	MoE, NCTE, PRINCOF, TTAG, Universities & CoEs.	Campaign conducted in 2020 & 2021.	3.2 % of student teachers enrolled in CoEs with disabilities by 2025
	3) Invest in equipment and facilities in three specialist Inclusive Education CoEs (NJA, PCE Akropong and Wesley)	NCTE & T-TEL	Initial investment from T-TEL by July 2020.	3.3 % of tutors who are Persons Living with Disabilities (PLWDs) by 2025.
	4) Sensitize STEM tutors on GESI issues related to mathematics, science and technology to equip them to encourage female and special needs students in these areas. Work with affiliate universities to develop guidance on this as a specialist STEM university and then share this guidance across all relevant CoEs.	Universities, NCTE & T-TEL	Ongoing through 2020-2022	3.4 % of PLWD student teachers in leadership positions by 2025. 3.5 % of female student teachers in senior leadership positions by 2025. 3.6 % of female tutors appointed as Heads of Department (HoDs) by 2025. 3.7 % of female tutors teaching STEM subjects by 2025.

	5) Introduce a university and College-led mentoring scheme using current female HoDs as role models and mentors to encourage more female tutors to successfully apply to be HoDs.	Universities & CoEs	By 2021		
	6) Work with TTAG to see how they can take measures to encourage more PLWD and female student teachers to take up leadership roles within SRC. This may include changing the constitution, the rules of elections or mandating affirmative action to increase representation.	NCTE, TTAG & T-TEL	By end of 2020		
	7) Conduct an outreach campaign in conjunction with CETAG, targeted at women and led by KNUST encouraging more females to apply to become STEM tutors in CoEs, bearing in mind that these are likely to become university staff before 2025.	KNUST, CoEs, PRINCOF, CETAG	2020-2022		
4. Creating Safe Teaching & Learning Environment for Students, Tutors and Staff of CoEs	1) Ensure the development and operationalization of effective sexual harassment policies covering students, staff (teaching and non-teaching) in line with the NCTE sexual harassment guidelines	NCTE and CoEs	By mid-2020	4.1	Each CoE has a designated & trained Safe Space Focal Person by 2022.
	2) Ensure availability of designated guidance and counselling units with adequate GESI capacity in CoEs	CoEs with support from MoE's GC Unit	By 2021	4.2	Each CoE has a designated and functional safe space system by 2022.
				4.3	Number of reported cases of sexual harassment in 5 public universities and % of

	3) Establish Safe Space Focal Persons (SSFP) system across all 46 CoEs and ensure that all of these people are trained and carrying out their designated roles. Review universities' systems to ensure that they are also effective.	CoEs with support from MoE's GC Unit	By April 2020	cases which led to formal disciplinary action by 2025. 4.4 Number of reported cases of sexual harassment in 46 public Colleges of Education and % of cases which led to formal disciplinary action by 2025.
	4) Monitor effectiveness of sexual harassment reporting systems, train one member of each College Council as a focal person who the SSFPs can report to if they have concerns with how the system is working. Conduct an annual survey across all institutions to determine extent to which staff and student teachers feel the system is working effectively in their own institution.	NCTE, T-TEL, CoEs and universities	Ongoing	
	5) Provide students with tools to identify and address unsafe teaching and learning environments and reduce the risk of harassment.	NCTE, TTAG, T-TEL, universities, CoEs	Ongoing	
	6) Establish a confidential reporting system and 'hotline' within NCTE where sexual harassment can be reported and investigated.	NCTE	By the end of 2020	
5. Expanding and improving infrastructure to achieve GESI objectives	1) Support CoEs to sustain and increase ongoing efforts to make infrastructure GESI-friendly (such as constructing or rehabilitating walkways; changing rooms; improving quality of students' and tutors' desks; and procurement and installation of other relevant infrastructure) in CoEs	NCTE, MoE, CoEs	Ongoing	5.1 Residential places for female student teachers (national & institutional) by 2025. 5.2 % of GETFund resources disbursed specifically for female residential accommodation.
	2) Advocate directive from NCTE/MoE to CoEs to address infrastructure issues and work towards attainment of 50/50 enrolment target and increase of enrolment of other under-represented groups	MoE, NCTE, CoEs	By September 2020	5.3 CoEs increase in infrastructural funds

	3) Advocate adaptation of GETFund formula by MoE to ensure prioritization of GESI-responsive infrastructure	MoE	By September 2020	committed to gender and inclusion (breakdown-inclusion & gender) by 2025. 5.4 % increase in funding used for improving PLWD facilities (institution specific)
6. Influencing attitudes, behaviors and practice through communications and advocacy	1) Promote GESI-responsive communication as a common responsibility for all in the college environment and build skills for various sections of College communities for effective GESI communication including public advocacy	NCTE, CoEs	Ongoing	6.1 % of college community with awareness and understanding of how GESI issues are being addressed in their institutions 6.2 % of college community who feel that all are treated equally regardless of gender or disability.
	2) Build skills for various sections of College communities for effective GESI communication including public advocacy	NCTE, CoEs	Ongoing	
	3) Equip existing gender champions to adopt a more GESI-oriented approach to their work	NCTE, CoEs	Ongoing	
	4) Transform gender committees into GESI committees by expansion of membership and mandate as well as re-orientation to reflect the new ethos	NCTE, CoEs	Preparatory and ongoing	
	5) Widen efforts at stakeholder engagement on GESI-related issues in teacher education to include MDAs, NGOs, Development Partners amongst others to stimulate support for interventions by NCTE and CoEs	NCTE, CoEs	Preparatory and ongoing	
	6) Encourage the production of appropriate information, education and communication (IEC) materials to support GESI efforts of NCTE and CoEs for distribution to partners	NCTE, Teacher Education Consortium	Design and ongoing	

*Teacher Education Consortium: Leads, Education Reform Programmes/Teams, Affiliate Universities, National Teacher Education GESI Steering Team, GESI Focal Persons, Education Regulatory Bodies (NTC, NAB, NaCCA, NIB), NGOs and Development partners of Teacher Education in Ghana.

*CoE: Principal, Vice Principal, Gender Champions & Gender Committees, Professional Development Coordinators (PDCs), Supported Teaching in Schools Coordinators (STCs), Quality Assurance Officers (QAOs)

5. Resourcing the GESI Strategy and Action Plan

Wherever possible we expect that institutions and agencies will make use of existing resources and funding to implement the activities in the GESI Strategy. Many of the activities can be achieved from within existing resource allocations if GESI is viewed as a genuine priority whilst other activities focus predominantly on attitudinal and behaviour change so are not necessarily resource dependent.

There are clearly areas where more funding is required if Targets are to be achieved, particularly related to GESI responsive infrastructure and equipment. The following are recommended actions to ensure adequate resourcing of the GESI Strategy and Action Plan.

Financial Resources

- NCTE to request dedicated budgetary allocation from MoF for the GESI Strategy and Action Plan effective from the 2021 financial year onwards.
- NCTE to ensure that all CoEs include a dedicated GESI Budget Line when developing institutional budgets and action plans from 2020 onwards.
- NCTE and other GESI Stakeholders to raise awareness of the importance of GESI responsive budgeting and use the Targets in this Strategy as leverage to encourage institutions to commit more resources so that Targets are achieved. The Targets in this Strategy will therefore become part of the MoE Reform Secretariat's Performance Monitoring regime to further encourage their achievement.
- T-TEL will provide some resources to CoEs during the remaining period of their contract (which is currently set to end in December 2020) to assist with activities and Targets where they are named as a partner in the M&E Framework.
- NCTE and MoE to work with GETFund to ensure that GESI becomes a priority consideration in criteria used to decide upon the allocation of infrastructure resources to CoEs.
- Identify complementary resources from other sources that could potentially support GESI-related interventions for example from local government sources (DACF), other sector initiatives, private and non-governmental sources
- NCTE to consider creating a CoE level funding pool which CoEs with innovative ideas and plans can use to address GESI concerns.

Human Resources

- Build capacity of tutors of CoEs in special needs and inclusive education
- Create awareness and sensitize staff of CoEs on GESI issues required to provide adequate support to students
- Staff of mentoring universities to be targeted for training so they can play their facilitatory roles effectively.
- Advocate efforts by government to increase number of tutors specializing in inclusive education.

- Advocate interventions to increase resource persons supporting special needs education at the basic and secondary levels.
- Strengthen capacities of current college staff for implementing GESI policies and interventions towards mainstreaming with emphases on GESI responsibilities in all CoEs terms of reference (ToR) for employment.
- Introduce and up-scale sign-language teaching for tutors and students to enhance support for hearing-impaired college community members
- Review capacities and provide re-training and refresher programmes for district and regional directors of education, coordinators, GEU officers in inclusive education
- Implement reward system for teaching staff and college community group members for GESI related innovations at national and CoE level.

6. Monitoring, Evaluation and Reporting Framework

Monitoring and Evaluation is a critical component in the implementation of the GESI Strategy. The M&E Framework set out in this section of the Strategy provides information on each of the 25 Targets which forms the basis of the Strategy. For each Target we have specified the baseline (where it does not exist, for some Targets the baseline will be determined in 2020), 2022 Target and 2025 Target. Each Target has also got a specified 'Means of Verification', 'Definition' whilst 'Frequency of Data Collection' is also specified. For those Targets where there may be Risks and Issues around data collection and analysis this has also been highlighted in the Framework. NCTE has overall responsibility for operationalizing this M&E Framework and will report on this to the Ministry of Education through the Reform Secretariat.

In addition to the Framework set out overleaf NCTE also expects to receive quarterly updates from all institution or organisations identified and playing specific roles. In addition, there will be two set-piece events scheduled each year- an Annual Planning and Reflection Meeting of a Stakeholder's Forum on GESI and a Mid-year review Learning and Sharing Meeting of the Stakeholder's Forum. Both events will be convened and organized by NCTE.

Objective and Targets	Baseline (2019/20)	2022 Target	2025 Target	Means of Verification	Definition	Frequency of Data Collection	Risks and issues
1. Increase representation of females at all levels of teacher education							
1.1 Increase proportion of female student teachers enrolled in CoEs.	47% (2017/18)	49%	50%	CEMIS data gathered through NCTE.	Proportion of female student teachers calculated at the start of each academic year	Measured each academic year at the start of the year	Possible lack of interest of female students in entering teaching compared with professions such as nursing.
1.2 Increase proportion of female tutors in CoEs.	25% (2017/18)	30%	35%	CEMIS data gathered through NCTE.	Proportion of female tutors calculated at the start of each academic year.	Measured each semester.	Shortage of female tutors wishing to work in 'remote' CoEs.
1.3 Increase proportion of female College leaders.	26% (principals only)	30%	35%	CEMIS data gathered through NCTE.	College leaders defined as including Principal, Vice Principal and College Secretary.	Measured each semester.	Need to recalculate baseline as it currently refers to Principals only.
2. Facilitating effective implementation of GESI Policies and related issues in CoEs							
2.1 Percentage of CoEs meeting annual GESI targets within their strategic plans	20% (2018)	50%	70%	Baseline from T-TEL Annual Evaluation 2018- ongoing measurement by universities, mandatory annual report to NCTE	Same definition as used in the T-TEL Annual Evaluation Survey in 2018.	Annual report by universities to NCTE.	
2.2 Percentage of CoE policies classified as being 'GESI responsive'	80.7% (2018)	90%	95%	Baseline from T-TEL Annual Evaluation 2018- ongoing measurement by universities, mandatory annual report to NCTE	Same definition as used in the T-TEL Annual Evaluation Survey in 2018.	Annual report by universities to NCTE.	
2.3 Percentage of CoEs rated as being 'GESI friendly-ensuring an inclusive gender sensitive environment for all staff and student teachers' through an external, independently verified metric	17.4%	35%	70%	Baseline from T-TEL Annual Evaluation 2019- annual external evaluation using same methodology as used by JMK in 2019.	Same definition as used in the T-TEL Annual Evaluation Survey in 2019.	Annual external evaluation in June and July each year.	2020 evaluation to be funded by T-TEL, plans need to be put in place for subsequent annual external evaluations.

2.4 CoEs can demonstrate how they have used dedicated GESI budget lines to achieve policy objectives.	0%	65%	95%	Annual report produced by universities and submitted to NCTE at the end of each financial year.	CoEs will be expected to provide evidence of i.) the amount of GESI-specific funds budgeted; ii.) the amount of funds actually spend during financial year and iii.) the outputs achieved through the use of these funds.	Annual report produced by universities based on information gathered from their affiliated CoEs, commencing in 2021.	
2.5 Percentage of beginning teachers displaying effective use of gender-responsive pedagogy.	31%	50%	70%	Baseline from T-TEL Annual Evaluation 2019- annual external evaluation using same methodology as used by JMK in 2019.	Same definition as used in the T-TEL Annual Evaluation Survey in 2019.	Annual external evaluation in June and July each year.	2020 evaluation to be funded by T-TEL, plans need to be put in place for subsequent annual external evaluations.
3. Enhancing inclusion and empowering marginalised groups within teacher education							
3.1 Percentage of CoE tutors adopting key competencies in inclusive education policy and implementing them in classroom	TBC (to be developed in 2020)	50%	75%	Annual external evaluation	To be agreed with NCTE and universities prior to the baseline data collection which will be incorporated within annual external evaluation.	Annual external evaluation in June and July each year.	2020 evaluation to be funded by T-TEL, plans need to be put in place for subsequent annual external evaluations.
3.2 Percentage of student teachers enrolled in CoEs who are Persons Living with Disabilities (PLWDs).	TBC (will be available through CEMIS)	TBD when CEMIS data is available	TBD when CEMIS data is available	Data gathered through CEMIS by NCTE.	Student teacher enrolment measured at start of academic year using Washington short set of questions as definition	Annually through CEMIS.	Need to ensure that CEMIS incorporates this metric and that CoEs are trained to be able to identify disabilities and report them accordingly.
3.3 Percentage of tutors who are Persons Living with Disabilities (PLWDs).	TBC (will be available through CEMIS)	TBD when CEMIS data is available	TBD when CEMIS data is available	Data gathered through CEMIS by NCTE.	Tutors in employment measured each semester using Washington short set of questions as definition	Each semester through CEMIS.	Need to have a consistent definition for 'PLWD' using Washington short set of questions and ensure that CEMIS incorporate this metric.

3.4 Percentage of PLWD student teachers in positions of leadership.	TBC (to be collected through TTAG)	TBD when base-line agreed	TBD when base-line agreed	TTAG reports to be submitted each year following Student Representative Council (SRC) elections.	'Leadership position' defined as being a member of the SRC.	Annually after SRC elections.	Target needs to be aligned with % of PLWD student teachers enrolled in CoEs (3.2) - we should aim for 1:1 ratio between these targets
3.5 Percentage of female student teachers in senior leadership positions	TBC (to be collected through TTAG)	43%	50%	TTAG reports to be submitted each year following Student Representative Council (SRC) elections.	Senior leadership position defined as being a President, Vice President, Secretary and Treasurer on the SRC.	Annually after SRC elections.	Target needs to be aligned with % of female student teachers enrolled in CoEs (1.1) - we should aim for 1:1 ratio between these targets
3.6 Percentage of female tutors appointed as Heads of Department (HoDs)	TBC (will be available through CEMIS)	30%	35%	Data gathered through CEMIS by NCTE.	% of female tutors appointed each year as HoDs within 46 public CoEs	Annually through CEMIS.	Target needs to be aligned with % of female tutors enrolled in CoEs (1.2) - we should aim for 1:1 ratio between these targets
3.7 Percentage of female tutors teaching STEM subjects	TBC (will be available through CEMIS)	TBD when CEMIS data is available	TBD when CEMIS data is available	Data gathered through CEMIS by NCTE.	% of female tutors classified as teaching a STEM subject through CEMIS data returns at the start of the academic year	Annually through CEMIS.	
4. Creating Safe Teaching & Learning Environment for Students, Tutors and Staff of CoEs							
4.1 Each CoE has two designated & trained safe space focal person	25 (not trained)	46	46	Training records and appointment letters provided by CoEs.	Each Focal Person has a formal appointment letter and job description from their College Council, 'trained' means having undergone an official NCTE-designated training course.	Annual survey by NCTE each June and July.	

4.2 Each CoE has a designated and functional safe space system	0	46	46	Reporting records submitted by College Councils to NCTE on a quarterly basis. Annual opinion survey administered to student teachers and CoE staff.	Defined as a system which enables and empowers the college community to report in a confidential and safe environment. Reporting log book used to report details of cases which are then reported from College Councils to NCTE. Annual external survey to check whether majority of CoE community believe that the system is working effectively.	Quarterly reports from Councils to NCTE. Opinion survey conducted annually in June and July.	Possible confusion amongst College community between safe space and guidance and counselling unit. 2020 evaluation to be funded by T-TEL, plans need to be put in place for subsequent annual external evaluations.
4.3 Number of reported cases of sexual harassment in 5 public universities and % of cases which led to formal disciplinary action.	TBC	TBD once 2019 base-line is known	TBD once 2019 base-line is known	Reporting records submitted by Universities to NCTE on a quarterly basis.	Number of reported cases of sexual harassment aggregated across all 5 institutions in an academic year and total number of these cases which led to formal disciplinary action.	Quarterly reports from universities to NCTE.	Dedicated person required within NCTE to act as focal person for these reports, collating data and providing feedback.
4.4 Number of reported cases of sexual harassment in 46 public Colleges of Education and % of cases which led to formal disciplinary action.	TBC	TBD once 2019 base-line is known	TBD once 2019 base-line is known	Reporting records submitted by College Councils to NCTE on a quarterly basis.	Number of reported cases of sexual harassment aggregated across all 46 institutions in an academic year and total number of these cases which led to formal disciplinary action.	Quarterly reports from CoE Councils to NCTE.	Safe space focal persons report cases on a quarterly basis to NCTE through Governing Council. Need designated person in NCTE to collate reports and lead on providing feedback and support.
5. Expanding and improving infrastructure to achieve GESI objectives							
5.1 % of accommodation places available for female student teachers across all 46 CoEs.	TBC	43%	50%	Annual reporting from CoEs to NCTE through CEMIS on number of accommodation places available to male and female student teachers.	Number of places available in each CoE to accommodate male and female students at the start of each academic year. % calculated from these two figures. Each institution to be set their own specific accommodation targets for 2022 based on 2019 baseline for that institution.	Annually at the start of each academic year.	Need to ensure that CEMIS is reports on this metric. This target is dependent on resourcing and revenue to enable more construction. 2022 and 2025 targets show a 1:1 ratio with target 1.1- % of female student teachers enrolled in CoEs.

5.2 Percentage of GETFund resources disbursed specifically for female accommodation	TBC	TBD	TBD	Annual reporting from GETFund of the level of resource distributed to CoEs.	Total amount of funds released each financial year to CoEs for infrastructure development by GETFund divided by the total amount of this funding which was spent on constructing accommodation facilities for female student teachers or female tutors.	Annually at the end of the financial year.	
5.3 CoEs increase in infrastructural funds committed to gender and inclusion (breakdown- inclusion & gender)	TBC	TBD	TBD	Annual reporting from CoEs to NCTE on the level of funding used to invest in GESI-related infrastructure.	Total amount of funds released each financial year by CoEs from any source, including IGF, which was used to address GESI infrastructure issues. This can include washrooms, changing facilities, accommodation etc.	Annually at the end of the financial year.	
5.4 % increase in funding used for improving PLWD facilities (institution specific)	TBC	TBD	TBD	Annual reporting from CoEs to NCTE on the level of funding used to improve PLWD facilities.	Total amount of funds released each financial year by CoEs from any source, including IGF, which was used to address issues related to PLWD. This can include equipment and infrastructure.	Annually at the end of the financial year.	
6. Influencing attitudes, behaviors and practice through communications and advocacy							
6.1 Percentage of college community with awareness and understanding of how GESI issues are being addressed in their institutions	TBC (to be gathered through June 2020 survey)	TBD once 2020 base-line is known	TBD once 2020 base-line is known	Annual opinion survey administered by an external organization.	Questions in opinion survey designed to find out whether members of College community (staff and student teachers) are aware of the systems and activities used to address GESI issues in their institution.	Annual external evaluation in June and July each year.	2020 evaluation to be funded by T-TEL, plans need to be put in place for subsequent annual external evaluations.

6.2 Percentage of college community who feel that all are treated equally regardless of gender or disability.	TBC (to be gathered through June 2020 survey)	TBD once 2020 base-line is known	TBD once 2020 base-line is known	Annual opinion survey administered by an external organization.	Question in opinion survey designed to find out whether members of College community (staff and student teachers) feel that they are treated equally.	Annual external evaluation in June and July each year.	2020 evaluation to be funded by T-TEL, plans need to be put in place for subsequent annual external evaluations.
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