

Transforming Teaching, Education & Learning

Leaders in Teaching (LiT) Quarter 1 Progress Report

Executive Summary

31st July 2023

Quarter 1 Progress Summary (1st April to 30th June 2023)

The goal of Leaders in Teaching (LiT) Ghana 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. This goal will be achieved through four objectives:

1. **LEAD PILLAR: *To improve the leadership and management of SHS, SHTS and TIs*** so that School Boards and Leadership teams oversee effective learning-focused institutions with School Improvement Plans, conducting robust learning assessments and using accurate, timely and relevant data to inform decision-making and ensure effective quality assurance and oversight of all SHS, SHTS, TIs and teacher education institutions through a performance management and accountability system linking classroom, school, district, regional and national levels.
2. **TRAIN PILLAR: *To improve the quality and relevance of pre-service and in-service teacher education***, so that all teachers in SHS, SHTS and TIs are delivering the new secondary education curriculum and adhering to the National Teachers' Standards.
3. **RECRUIT PILLAR: *To attract, recruit and retain quality teachers for secondary education institutions*** with a particular focus on the recruitment of women and addressing staffing issues in rural areas.
4. **MOTIVATE: *To improve teacher motivation and elevate the status and respect for the profession.***

This approach is aligned with the four pillars of the Leaders in Teaching Model. The LEAD pillar operates at both 'school' and 'system' level - ensuring that schools are effectively led and that they operate within an effective quality assurance, performance management and accountability system at national and sub-national levels. This includes assessment as, without making significant changes to the current assessment system, teachers and learners are unlikely to adhere to the approaches set out in the new curriculum, undermining its chances of preparing young people for the world of work and further study.

LiT continues the work that was started by Transforming Teaching, Education and Learning (T-TEL), Mastercard Foundation and the Government of Ghana through the Transforming Senior High School Education, Teaching and Learning (T-SHEL) programme which ran from February 2021 to March 2023.

Whilst the first quarter of LiT commenced on 1st April 2023, following the successful completion of T-SHEL on 31st March 2023, the LiT contract was not signed until 8th May 2023. This meant that most of April was spent planning with LiT Implementing Partners and Government Agencies. Despite this slight delay the programme was still able to make several impressive achievements over the quarter and these are summarized in the paragraphs below. This section starts with general programme-wide achievements or achievements which are related to the previous T-SHEL programme before going on to cover LEAD, TRAIN, RECRUIT and MOTIVATE.

Establishment of Ministerial Oversight Committee: This Committee, chaired by the Minister for Education and involving representatives from all relevant Government of Ghana agencies, Mastercard Foundation and T-TEL (performing the Committee's Secretarial function) met for the first time on 27th June 2023. This meeting was successful in enabling effective Ministerial and agency oversight of Secondary Education Reform (LiT) Roadmap Key Performance Indicators (KPIs) and

activities. Following the meeting it was clear that agencies were going to considerable efforts to ensure that their KPIs were not rated 'Amber/Green' or worse at the next meeting (scheduled for 28th July).

Contracting of T-TEL staff and Key Advisors: 43 staff have been contracted to work full-time for T-TEL on LiT whilst a further three staff have been contracted to work part-time on LiT. 15 Key Advisors and consultants have also been contracted and commenced work. This includes Professor Mark Adom Asamoah, the new STEM Policy Advisor to the Ministry for Education, and Patty Assan, the former Director of Schools and Instruction who is working as a Ghana Education Service (GES) Liaison Advisor, ensuring that our work is fully aligned with GES structures and processes at national and sub-national level.

Completion of due diligence with implementing partners: T-TEL, led by the Finance Director, conducted due diligence on five implementing partners- Lead for Ghana, Education Sub-Saharan Africa (ESSA), Ghana Society for Education Technology (GSET), Centre for Gender Studies and Advocacy (CEGENSA) and the Institute for Educational Planning and Administration (IEPA). For three other partners- Education Commission, STiR Education and MH&A it was agreed that full due diligence was not required because their role on LiT is essentially that of consultants, providing specific technical inputs (mostly remotely) as and when required. These three partners will therefore be contracted via consultancy contracts rather than sub-grant agreements. Due diligence reports have been completed for three of the implementing partners (Lead for Ghana, ESSA and GSET). Due diligence reports on IEPA and CEGENSA are close to completion and will be finalized in early August. T-TEL has signed grant contracts with Lead for Ghana, GSET and ESSA and disbursed funds to Lead for Ghana and GSET.

Visit of Mastercard Foundation Board and Senior Staff Members to LiT: Members of Mastercard Foundation's Board and senior staff, including the Chief Executive Officer and Chief Financial Officer, spent a day familiarizing themselves with LiT on 26th June. A briefing was held at the T-TEL office and this was followed by a field visit to Accra College of Education and Aburi Presbyterian SHTS to observe lessons and weekly Professional Learning Community (PLC) sessions.

Analysis and publication of Secondary Education Transformation Programme (SETP) annual evaluation survey results: 12 SETP schools were selected by the Ministry of Education (MoE) and Ghana Education Service (GES) for intervention in late 2021 because they had some of the lowest West African Senior Secondary Certificate Examination (WASSCE) pass rates in the country and are mostly located in deprived rural areas. In partnership with GES, T-TEL carried out an annual assessment in April 2023 to see whether there had been any changes in teaching, learning, attitudes and practices since the March 2022 baseline. The results of this survey were generally very positive. They showed that there had been statistically significant improvements in English, Science and 21st Century Skills proficiency whilst the proportion of teachers meeting the National Teachers' Standards (NTS) had increased from 0% to 19.4%. There had also been improvements in teachers' use of ICT and demonstration of Gender Equality and Social Inclusion (GESI) related pedagogies as well as school leadership and safe school metrics. The only areas where the survey didn't show improvements were Mathematics proficiency (where we have introduced a dedicated PLC Handbook on Numeracy across the curriculum) and teacher motivation (where we will be carrying out further quantitative and qualitative research under LiT). So, overall, there is much to be encouraged about in the SETP evaluation survey as we move to full-scale national implementation under LiT.

LEAD (schools)

- **School Improvement Plan implementation in 700 SHS and SHTS-** All 700 SHS and SHTS now have finalized School Improvement Plans (SIPs) which have been approved by GES Regional Education Offices (REOs). 293 School Improvement Advisors (SIAs) have been recruited and trained and will be working in pairs to support schools to implement their SIPs as planned. SIAs will make at least two visits per semester to each of their assigned schools and at least four visits per semester to the 89 'prioritized' schools selected by GES and MoE.
- **Development of mandatory sexual harassment awareness and prevention training for all teachers:** A one-day stakeholder workshop on tackling sexual harassment was organized by the Guidance and Counselling Unit of GES on 29th June. 75 stakeholders attended this important meeting where it was unanimously agreed to introduce a mandatory one-day online sexual harassment, awareness and prevention training course for all teachers, linked to GES's revised Code of Conduct. This new Code of Conduct directly addresses several crucial issues including school-related gender based violence, sexual assault, sexual harassment, and inappropriate relationships. As a result it serves as a strong reference point for GES to take tangible action to address sexual harassment.
- **Finalization of Module 3 of Leadership Training Handbook on 'Leading Curriculum Planning and Implementation':** This Module has been completed and is undergoing proof-reading and design. It will be rolled out nationally from the start of the 2023/24 academic year with school level facilitation carried out by SIAs.
- **Development of a Guidance, Careers and Counselling (GCC) pilot in 47 SHS, SHTS and TIs:** MoE, GES and Ghana TVET Service (GTVET) have identified the need to restructure Guidance and Counselling services in SHS, SHTS and TIs and have therefore taken steps to begin the restructuring process in second cycle institutions. These changes aim to enhance the effectiveness of student support services by placing greater emphasis on career guidance and aligning support with the evolving needs of the 21st century learner. The proposed restructuring, which MoE, GES and GTVET would like to pilot this year in an initial 47 schools, includes renaming the service to include 'Career', with a new name of 'Guidance, Career, and Counselling'- GCC- to demonstrate increased commitment to supporting learners with career-related needs. Within this new approach, GCC will be based on four pillars – academics, career and tertiary, psychosocial support, and guidance services. An expert advisory group has been established to finalize the concept paper and oversee the pilot.

LEAD (system)

- **Finalization and approval of Secondary Education Assessment Guide (SEAG):** this guide provides details as to how assessment will be implemented within the new secondary education curriculum including arrangements for more flexible subject combinations than is found in the current system and the introduction of a transcript system which will allow learners to build a cumulative and verifiable record of achievement each year.
- **Performance monitoring and real-time data on school performance and Professional Learning Community (PLC) attendance:** Good progress has been made in developing an effective performance monitoring system with real-time data from all schools. Regional Oversight Committees have been established in each region, chaired by Regional Directors of Education with T-TEL regional staff playing the role of secretary, and the discussions at these meetings then feed in to the national Ministerial Oversight Committee meetings.

- **Support to Ghana TVET Service (GTVET) to conduct an institutional self-assessment and develop an approved Scheme of Service:** GTVET is a new agency, established by an Act of Parliament in December 2020, which has responsibility for all Ghana's pre-tertiary TVET institutions. T-TEL is supporting GTVET to conduct an operational audit and self-assessment to enable the agency to develop an action plan which sets out the activities which need to take place to enable them to fulfill their mandate. Work on this has commenced and T-TEL has identified two Ghanaian TVET experts, supported by an international team from MH&A, to carry out this review. We are also working with GTVET to finalize their Scheme of Service so that their 13,000 staff can be formalized as employees of GTVET as, currently, they are still attached to their former agencies (mostly GES and various line ministries).
- **National Implementation Support Team (NIST) for teacher education and affiliation of TVET Colleges of Education to Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED):** The National Implementation Support Team (NIST) met on 9th June and discussed various issues including the need to finalize the consolidated College of Education Fidelity of Implementation study so that the agreed recommendations can be sent officially to all 46 Colleges. This has now been done and Colleges will be expected to report on progress against recommendations at subsequent NIST meetings. During the NIST meeting the Ghana Tertiary Education Commission (GTEC) confirmed their intention to affiliate 7 Colleges of Education to AAMUSTED from the start of the 2023/24 academic year onwards. These 7 Colleges of Education are all currently affiliated to the University of Education, Winneba (UEW) and the intention is that they will offer TVET teacher training courses alongside their current B.Ed. in Early Childhood, Primary and Junior High School (JHS) education. T-TEL has agreed to support AAMUSTED to ensure that they are fully prepared for this new affiliation and this work will commence next quarter.

TRAIN (in-service)

- **National roll-out of weekly PLC sessions across all 700 SHS and SHTS:** This was GES and T-TEL's major achievement over during the quarter. A total of 2,748 teachers drawn from all 688 SHS and SHTS had a week-long training in facilitation which was delivered by a 109 member national training team supported by 637 trained staff from Regional Education Offices (REOs) and District Education Offices (DEOs). 78,050 copies of PLC Handbook One on Understanding the National Teachers' Standards (NTS) were distributed to all schools (68,050 of these were the teachers book and 10,000 were the coordinators book) along with 66,200 copies of the NTS. Schools then commenced running weekly PLC sessions for between 90 minutes and 2 hours (which they have officially built into their school timetables) in June. T-TEL regional teams and staff from GES headquarters, REOs and DEOs have been conducting regular monitoring visits to check on the quality of the weekly sessions. Real-time data is collected from coordinators and is posted on a dashboard which is available to staff in GES headquarters and regional offices. As of 24th July 686 out of 688 schools had held a total of 2,690 weekly PLC sessions with teacher attendance standing at 79%. The 12 SETP schools are also conducting weekly PLC sessions on Handbook Three- Numeracy across the Curriculum and, as of 25th July, 11 of the 12 SETP schools had held a total of 57 weekly PLC sessions with a teacher attendance rate of 86%.
- **Development of 34 subject-specific Teacher's Manuals for Year 1 of the SHS, SHTS and Science, Technology, Engineering and Mathematics (STEM) Curriculum:** 160 curriculum writers, working in subject-specific teams, have drafted the Year One Teacher Manuals. Each

Teacher Manual includes a lesson planner and these materials, once in the hands of SHS teachers, will provide all the information, further reading and resources required to teach the first year of the new curriculum effectively. These Manuals will be used in the 23 Phase One curriculum roll-out schools from November 2023 and, following refinement, will be distributed to the remaining 677 SHS and SHTS in March 2024.

- **Writing of PLC Handbook on ‘Introduction to the Secondary Education Curriculum’:** A team of 45 writers has completed this Handbook, which will be used across all SHS and SHTS from October 2023 onwards. The aim of the Handbook is to introduce teachers to the vision, philosophy, pedagogy and assessment methods incorporated within the new SHS, SHTS and STEM curriculum. The Handbook is now being sent for proof-reading and design.
- **Development of plans to roll-out Digital Literacy training across SHS and SHTS:** the National Teaching Council (NTC) and Centre for Distance Learning and Open Schooling (CENDLOS) have agreed to digitize the Digital Literacy Handbook so that it can be packaged as a series of self-study units which are available to access on the NTC portal. LiT implementing partner Ghana Society for Education Technology (GSET) will then form a network of digital troubleshooters who will work with teachers in the 89 GES and MoE ‘prioritized’ schools to support teachers who are having difficulty with parts of the training. A digital literacy audit assessment instrument for teachers is also being developed which will be used to gain an understanding of the issues which they are currently facing so that support can be tailored towards their specific needs.
- **Development of plans to pilot implementation of the SHS, SHTS and STEM Curriculum in 23 ‘Phase One’ schools from November 2023 onwards:** These schools have been selected in partnership with the MoE, GES and NaCCA. They include all 12 SETP schools, 7 STEM schools, 3 schools that trialed the curriculum in November 2022 and one prioritized integrated school (St John’s in Navrongo where hearing impaired learners are taught in mainstream classes). Plans are now being put in place so that these 23 schools commence the new curriculum and assessment regime from the start of the 2023/24 academic year.

TRAIN (pre-service)

- **Support to NTC and Ghana Tertiary Education Commission (GTEC) to develop plans to revise the National Teacher Education Curriculum Framework (NTECF) and National Teacher Education Assessment Policy (NTEAP):** When the NTECF was first written in 2017 it was the responsibility of GTEC but, since the passage of the Education Regulatory Bodies Act 2020, responsibility has passed to NTC. Both agencies have agreed that they need to work together to revise the NTECF as, whilst NTC have legal responsibility, GTEC has the mandate to oversee the Universities and Colleges of Education who will be delivering training linked to the Framework. At the NIST meeting of 9th June it was agreed to incorporate a review of the NTEAP within the scope of this work as some Universities and Colleges of Education had been having issues with assessment linked to the NTECF (as specified in the NTEAP) so it will be important to cover these concerns during the review. A steering structure and technical team, to be called the Inter-Agency Teacher Education Curriculum Working Group is being constituted so that work on the review will commence in early August 2023.
- **Development of Postgraduate Diploma in Education (PGDE) Curriculum Framework by National Service Scheme (NSS), NTC, GTEC and GES:** In December 2022, the National Teaching Council (NTC) in collaboration with the National Service Scheme (NSS) and Ghana Education Service (GES) rolled out the first ever 2-week mandatory training in General Pedagogy for National Service Personnel who are not qualified teachers but were deployed

to teach in Senior High School and Senior High Technical Schools. This short-term training only qualifies personnel to teach for their service year and does not in any way make them professional teachers. NTC in collaboration with the National Service Scheme is now in the process of developing a Postgraduate Diploma in Education (PGDGE) curriculum framework that will lead to an accredited course in pedagogy for National Service Personnel who desire to become professional teachers. During the quarter under review, a team was constituted to develop the framework and had produced a draft. This framework will be used as a guide for teacher training universities to develop courses for National Service Personnel to enroll in during their service year.

RECRUIT

- **Institutional assessment of the National Service Scheme (NSS):** NSS were supported by T-TEL to conduct an organisational assessment to enable them to review their operating systems and processes and make changes so that NSS can deliver their mandate more effectively. This work has been completed and a final Institutional Review Report has been produced. The report shows that NSS has pockets of best practice but that further attention is needed in the areas of data management, policy planning, monitoring, evaluation and research, Human Resources and Gender Equality and Social Inclusion (GESI). The report contains a number of recommendations as to how to address these issues, with the strengthening of NSS's data management function an important priority. This will help considerably when it comes to matching teachers to potential schools, particularly as GES and NSS are now gathering data on language proficiency and will use this to ensure that teachers are posted to primary schools where they are fluent in the language spoken by the majority of learners.
- **Revision of mandatory pedagogy training handbook and development of plans to provide this training to at least 3,000 NSS personnel in 2023:** This handbook, which was used last year for Ghana's first ever compulsory pedagogy training for NSS personnel posted to SHS and SHTS, was reviewed during a 5 day workshop in response to feedback from last years' training. The workshop was also used to develop a plan for the NSS pedagogy training with a decision made to increase the number of training centres as this will reduce the overall cost of the training as transport reimbursements will be lower as participants will not have to travel so far to reach venues.
- **Signed a contract with Lead for Ghana and plans put in place to recruit 150 Fellows for 50 'prioritized' SHS and SHTS:** Lead for Ghana have selected 75 of the 89 GES and MoE 'prioritized' schools to conduct feasibility studies ahead of selecting 50 schools where they will post 150 Fellows at the start of the 2023/24 academic year. Lead for Ghana have already agreed with the MoE that the 7 STEM schools will be amongst the 50 selected. They have advertised for these Fellows and are currently receiving applicants ahead of the 31st July application deadline.

MOTIVATE

- **Development of research study on teacher motivation led by GES and NTC:** This research study, to be implemented by ESSA, has been divided into three strands: 1. Teacher recruitment and deployment- which will be ready by October 2023 so that preliminary findings can be presented by NTC at Ghana Teacher Prize; 2. Teacher motivation and retention- which will try to understand why only 10% of SHS and SHTS teachers nationally

state that they feel motivated and why only half of them wish to remain in the teaching profession, this report will be ready by February 2024; and 3. Teacher training and preparation- which seeks to understand how pre-service teacher education impacts the motivation and retention of graduates and to understand the factors that shape their decision to enter teacher training, this report will also be ready by February 2024. GES and NTC will jointly lead this work and are currently constituting a steering committee to oversee the research.

- **Communications activities and stakeholder engagement with NaCCA on the new SHS, SHTS and STEM curriculum:** Stakeholder engagement and consultation is critically important if the new curriculum is to be embraced and accepted once it is launched. During the quarter NaCCA held engagement meetings with the West African Examinations Council (WAEC) and the National Association of Graduate Teachers (NAGRAT). WAEC and NAGRAT were both enthusiastic about the new curriculum and NAGRAT has said that they would like to work with NaCCA and T-TEL to arrange a schedule of events to engage with their members across the country. Next quarter NaCCA will hold similar meetings with two other teaching unions- Ghana National Association of Teachers (GNAT) and Coalition of Concerned Teachers, Ghana (CCT-GH).
- **Development of EduTalk Show with MoE and the Teacher Education Journal:** All 13 episodes of the first season of the EduTalk Show have now been filmed along with a promotional video which we hope will attract public interest prior to showing the first episode in August. Episodes will be aired on JoyPrime, JoyNews and GTV. The promotional video can be viewed [here](#).

Progress against Deliverables

T-TEL has agreed a set of six deliverables with the Mastercard Foundation which must be achieved by 30th September 2023. These deliverables and a brief summary of progress are set out in the table overleaf.

Deliverables to be achieved between 1st April and 30th September 2023

Deliverable	Progress to date
1. Finalize and sign contracts with all LIT sub-implementing partners.	In Progress: Due diligence has been carried out with all implementing partners and contracts have now been signed with Lead for Ghana, STiR Education and Ghana Society for Education Technology (GSET). Contracts with remaining partners should all be signed before the end of July 2023.
2. Establish technical teams in 8 Regional Education Offices and complete purchase of all relevant office equipment.	In Progress: All 8 technical teams started working with their respect Regional Education Offices (REOs) in June. All REOs have also signed MoUs with GES headquarters and T-TEL, setting out how these technical teams will operate. All 8 teams have vehicles and are conducting daily monitoring with their REO counterparts. Office equipment is being procured and will be distributed to all technical teams in August.
3. Regional Monthly Progress Review Committees established	In Progress: A national oversight body- the Secondary Education Reform (LiT) Ministerial Oversight Committee has

in all 16 Regions, chaired by Regional Directors of Education, and reporting monthly to GES headquarters.	been established and met for the first time on 27 th June 2023. All 16 regions are now establishing Regional Oversight Committees which will begin meeting from July 2023.
4. GES and NTC supported to design and launch compulsory national online Sexual Harassment, Awareness and Prevention training for all SHS and SHTS teachers.	In Progress: An initial stakeholder consultation meeting, led by GES, has been held and agreement has been reached to develop an online training course which will be mandatory for all teachers. This course will be designed and then rolled-out at the start of the 2023/24 academic year.
5. Weekly Professional Learning Community (PLC) sessions rolled-out and being implemented and monitored across all Senior High Schools (SHS) and Senior High Technical Schools (SHTS).	Completed: Training was carried out for 4 facilitators from all SHS and SHTS nationwide. Regional and District GES teams were also trained so that they can monitor progress in addition to visits carried out by T-TEL technical teams across the regions. A national real-time reporting system has been established which shows that, as of 22 nd July, 684 out of the 688 participating schools (the 13 SETP schools are currently running PLC Handbook 3 ‘Numeracy across the curriculum’ using a different reporting system) had held a total of 2,613 weekly PLC sessions with teacher attendance standing at 79%.
6. Framework for postgraduate pedagogy training for NSS personnel developed and interested universities having submitted courses for accreditation by NTC and GTEC.	In Progress: This framework has been developed by a technical team led by NTC, GES and NSS alongside the work that they have carried out on the accompanying Pedagogy Handbook. NTC and GTEC have yet to formally submit this to universities to develop courses and are considering limiting this to the University of Cape Coast (UCC) and UEW in Year One given the experience and capacity of these two institutions.
7. Teacher workforce and motivation study designed and underway, with close involvement of GES and NTC.	In Progress: This study has been designed and is being overseen by GES and NTC. It will be carried out in three parts: i.) Teacher Recruitment and Deployment (4 months, report ready in October 2023); ii.) Teacher Motivation and Retention (6 months, report to be ready in February 2024) ; iii.) Teacher Training and Preparation (6 months, report to be ready in February 2024).

Progress against Secondary Education Reform (LiT) Roadmap

A detailed Secondary Education Reform (Leaders in Teaching) Roadmap has been produced to ensure effective project management and oversight. This Roadmap contains 32 KPIs and is updated on a monthly basis for scrutiny by the Ministerial Oversight Committee.

As of 21st July 2023, 22 KPIs are rated Green and 10 are rated Amber/Green. 3 KPIs have deteriorated in rating since last month’s report whilst 2 KPIs have improved in rating.

The summarized version of the Roadmap is presented below.

KPI Summary – LEAD (schools)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
1.1	School Improvement Plans (SIPs) developed for all 700 SHS, SHTS and STEM schools and approved by GES.	GES (Beryl)	30 th June 2023	G	↑ This KPI has now been completed.
1.2	School Improvement Plans implemented effectively across all 700 SHS and SHTS with additional funding and support provided to 89 prioritized schools as identified by MoE and GES	MoE & GES (Beryl)	A.ii (Sept 2023) Ongoing to Dec 2023	G	↔ Regional technical teams and 293 SIAs have commenced work with GES to support all SHS and SHTS. ToRs being developed for prioritized school support.
1.3	Complete development of module 3 of leadership handbooks (leading and implementing the school curriculum) and roll this out across all SHS and SHTS.	GES & IEPA (Ernest)	B. iii (March 2024)	G	↔ Module 3 writing almost completed, delivery in schools (one module per academic year) to be facilitated by SIAs.
1.4	Leadership capacity development for Regional Education Offices (REOs) and National Education Leadership Institute (NELI) training for SHS heads.	GES, NTC & IEPA (Ernest)	Ongoing to March 2024	G	↑ Commitment made to MoE to support roll-out of NELI training to SHS and SHTS. Training for 16 REOs being developed.
1.5	Teacher Education Leadership Fora to be held twice per year for all 46 CoEs and mentoring universities with the first event taking place in 2023.	GTEC, PRINCOF, IEPA, NTC (Bernice)	Before December 2023	G	↔ Initial meeting held with GTEC and PRINCOF. The first Forum will take place in September 2023.
1.6	Work with MoE, GES and GTVET to develop a plan as to how to improve Guidance, Counselling and Career (GCC) services across 47 SHS, SHTS and TIs including strengthened linkages with employers & universities.	GES, MoE GTEC, etc. (Marjorie & Aaron)	Ongoing to March 2024	A/G	↓ Agreement reached on approach and focus on 47 schools. Expert advisory group constituted, work is on track and progressing but slightly delayed.
1.7	Introduce measures to address sexual harassment across SHS and SHTS including development and delivery of mandatory training and related measures.	GES, NTC & CEGENSA (Marjorie)	A.iv (Sept 2023) Ongoing to March 2024	G	↔ Progressing well, stakeholder consultation meetings held, Working Group established. Linked to new GES Code of Conduct.

KPI Summary – LEAD (system)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
2.1	Conduct an initial baseline assessment in 89 prioritised SHS and SHTS using the new Inspection Evaluation Framework.	NaSIA, GES (Mina)	B. i (March 2024)	G	↔ Inspection Evaluation Framework (IEF) approved by NaSIA Board. 24 prioritised schools already inspected by NaSIA.
2.2	Development of assessment system and implementation plan linked to new SHS and STEM curriculum to be piloted in 23 selected (Phase One) SHS, SHTS and STEM schools.	WAEC & NaCCA (Mina)	B. ii (March 2024)	A/G	↔ Work is progressing and assessment guide has been finalised. WAEC availability means activities scheduled for July have been delayed until August, so time is limited.
2.3	Introduction of an effective performance management system based on monthly accountability and <u>problem solving</u> meetings at school, region and national levels (linked to KPI 1.2).	GES & MoE (Abdul)	A.iii (Sept 2023) Ongoing through March 2024	G	↔ This is linked to KPI 1.2 and KPI 3.5 as we wish to measure SIP and PLC progress. System operational. GES Regional Oversight Committees being established.
2.4	Hold quarterly National Implementation Support Team (NIST) meetings for teacher education and support with Board training and AAMUSTED prep.	GTEC & NTC (Bernice)	Ongoing to March 2024	A/G	↔ NIST held and actions taken forward. Positive initial AAMUSTED meeting held, verification visit next.
2.5	Annual evaluation survey <u>conducted</u> and results disseminated to agencies	GES & GTEC (Abdul)	January 2024	G	↔ Fieldwork conducted in Nov 2023 to include teacher ed., NaCCA involved in instruments.
2.6	Hold an Annual Research and Learning Forum linked to existing initiatives such as Ghana Teacher Prize or National Education Week to share research on secondary education.	MoE, Agencies, ESSA (Abdul)	October 2023	G	↔ First research study to commence in July, focusing on student perceptions of Science at SHS, to understand why many do not select it, in partnership with UCC.
2.7	Support Ghana TVET Service to conduct an organisational self-assessment and accompanying action plan.	GTVET (Ernest)	August 2023	G	↔ This work has commenced supported by MH&A. Some activities in the action plan will be incorporated in Roadmap, others form the basis of a new proposal.

KPI Summary – TRAIN (in-service)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
3.1	Complete revisions following external quality assurance and finalise the SHS curriculum so that it has received Government approval and work can proceed in preparing for implementation.	NaCCA & MoE (Alberta)	30 th June 2023	A/G	↔ This has been completed by NaCCA and the curriculum has been submitted to MoE. 33 out of 34 subjects formatted (English remaining).
3.2	Produce subject-specific Teacher Manuals for all courses in SHS Year One, including a specific focus on English Language Development.	NaCCA, NTC & GES (Alberta)	B. iv. (March 2024)	G	↔ 150 experts identified and constituted into teams, writing progressing well, all 34 subjects to be completed by end July, need to consider graphic design and proofing.
3.3	Develop Professional Learning Community (PLC) Handbooks for 2023 and 2024 (covering the period up to September 2024) including printing and distribution to all SHS and SHTS.	GES, NTC & NaCCA (Alberta)	B. iv. (March 2024)	G	↔ PLC Handbook on Introduction to Curriculum completed, Subject-Specific Handbook writing in progress, agreed we will also need a 'Departmental' Handbook.
3.4	Roll-out ICT & Digital Literacy training and support to all 700 SHS and SHTS through dissemination of Digital Literacy training modules and targeted school-level support through a network of digital trouble-shooters.	GES, NTC, CENDLOS & GSET (Mabel)	Ongoing to March 2024.	G	↔ NTC and CENDLOS have produced a set of Digital Literacy training materials. GSET to support effective use of these, initially in 89 prioritized schools.
3.5	Roll-out of PLC sessions across all 700 SHS and SHTS, commencing with Handbook One on NTS, and ensure that these are monitored and supported effectively (link to KPI 2.3).	GES & NTC (Beryl)	A.v. (Sept 2023) Ongoing to March 2024.	G	↔ National roll-out has taken place, as of 21 st July 680 out of 689 schools have held a total of 2,544 PLC sessions with 79.1% of teachers attending.
3.6	Implement SHS curriculum pilot (Phase One) in 23 schools to learn lessons ahead of national roll-out.	GES, NTC & NaCCA (Alberta)	Ongoing to March 2024.	A/G	↓ Initial meeting held with GES and 12 RDEs. Several issues require resolution including ICT connectivity, assessment etc.

KPI Summary – TRAIN (pre-service)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
4.1	Revise the National Teacher Education Curriculum Framework (NTECF) to ensure it makes adequate provision for SHS education and STEM education, providing a solid basis for development of initial teacher education programmes for these areas. Have a specific focus on English Language Development including development of dedicated teacher education programs.	NTC & GTEC (Bernice)	B. v. (Sept 2023)	A/G	↔ Agreement reached to issue joint letter from NTC and GTEC to commence process, work slightly delayed but largely on track.
4.2	Develop Curriculum Writing Guide for SHS and STEM education	NTC & GTEC (Bernice)	December 2023	G	↔ New KPI created by splitting KPI 4.1 to emphasise importance of this step. Will commence once progress made on 4.1.
4.3	Universities commence development of new teacher education programmes for SHS education and STEM education aligned with the revised NTECF.	GTEC, NTC & universities (Bernice)	March 2024	G	↔ Universities to submit courses for accreditation by early 2024 to enable them to advertise, conduct enrolment and commence training from September 2024.
4.4	Development of accredited postgraduate pedagogy course by universities for National Service personnel assigned to teach in SHS and SHTS from October 2023 onwards.	NTC, GTEC, GES, NSS & Universities (Bernice)	A.vi (Sept 2023)	A/G	↔ This KPI builds on the pedagogy training first offered to NSS personnel in 2022 by incorporating the initial, mandatory training into an accredited course to be delivered by universities. Engagement taking place next week with teacher unions. Suggestion by GTEC to limit training to UCC and UEW initially given their capacity and expertise.

KPI Summary – RECRUIT

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
5.1	Recruitment and deployment of National Service personnel to SHS and SHTS with at least 3,000 undergoing mandatory pedagogy training prior to posting.	NSS, GES & NTC (Abdul)	B.vi (Nov 2023)	A/G	↔ Good progress made on pedagogy handbook which is now revised (KPI 4.4), but delay in opening application portal until mid-July reduces time available to prepare.
5.2	Recruitment of deployed National Service personnel onto postgraduate pedagogy programmes offered by universities (relies on KPI 4.3 for programme development and KPI 5.1 for SHS and SHTS deployment).	NSS, GES, NTC, GTEC & Universities (Bernice)	November 2023	A/G	↔ NSS personnel posted to SHS and SHTS will be given the option of completing a postgraduate pedagogy programme (developed under KPI 4.4) which will enable them to become qualified teachers. MoE is clear that this will be targeted at certain subjects e.g. STEM. Given the ongoing work to revise the NTECF for SHS and STEM it would make sense to restrict to NSS personnel initially, opening up wider in 2024
5.3	Recruitment and placement of 150 Lead for Ghana Fellows in 50 prioritized SHS and SHTS across the country on <u>two year</u> Fellowships where they will play an important role in helping their schools prepare for roll-out of the new SHS curriculum and achievement of SIP objectives.	GES & Lead for Ghana (Beryl)	Ongoing to March 2024	A/G	↓ Lead for Ghana to work closely with GES to identify schools for Fellows and to conduct advertising and recruitment campaign. Agreement reached to select 50 of the 88 prioritized schools (from MoE and GES list) in Year One, including 7 STEM schools. Feasibility assessment behind schedule due to delays from T-TEL in finalising contract and disbursing funds.

KPI Summary – MOTIVATE

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
6.1	Conduct research study on teacher workforce and motivation to develop a comprehensive picture of i.) teacher supply and demand and ii.) current levels of motivation and factors that impact this	NTC, GES, STIR Education & ESSA (Abdul)	A.vii (Sept 2023) Oct 2023 & Feb 2024	G	↔ Study to be split into 3 parts: i.) Teacher Recruitment and Deployment; ii.) Teacher Motivation and Retention ; iii.) Teacher Training and Preparation. Steering Committee chaired by GES and NTC.
6.2	Develop policy recommendations and an implementation plan to enhance teacher motivation based on the findings of research report (KPI 6.1) and ensure that these activities are in <u>LiT</u> work-planning.	NTC, GES, STIR Education & ESSA (Abdul)	Ongoing from Feb 2024	G	↔ Plan to be developed after research published (KPI 6.1) and incorporated within <u>LiT</u> work-planning and broader MoE, GES and agency policy development.
6.3	Support to GES to introduce a performance appraisal system for SHS and SHTS teachers which can be combined with CPD points and current promotion examinations.	GES & Education Commission (Beryl)	Ongoing to March 2024	G	↔ This will be informed by the findings of the teacher workforce research study (KPI 6.1) and aligned with the Education Workforce Development Initiative.
6.4	Develop and implement a national and sub-national communications strategy which will i.) ensure that stakeholders and the Ghanaian public understand and are supportive of the new SHS curriculum and assessment arrangements and ii.) start to enhance the status of the teaching profession (linked to KPI 2.6).	MoE, NaCCA, GES, NTC and other agencies (Mabel)	B.vii (March 2024)	G	↔ The <u>first priority</u> of communications work for 2023 is the SHS curriculum and accompanying assessment system so that this is understood and accepted. By the final quarter of 2023 we also need to be looking at activities to raise the status of teaching as a profession including links to GTP etc.
6.5	Ensure that Ghanaian youth are fully engaged in secondary education curriculum roll-out including development of a handbook on National Values to be written in conjunction with NUGS for use across all SHS and SHTS	NUGS, <u>LfG</u> , Honour Ghana, GES, NaCCA (Hannah)	Ongoing to March 2024	G	↔ Initial discussions held with NUGS and Honour Ghana about handbook development. Lead for Ghana to play the main coordination role. Discussions required with NaCCA and GES.