

Transforming Teaching, Education & Learning

Leaders in Teaching (LiT) Quarter 3 Progress Report

Executive Summary

31st January 2024

Quarter 3 Progress Summary (1st October to 31st December 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) and Senior High Technical Schools (SHTS)) 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.

Although LiT has only been running for nine months, significant progress has been made in several important areas including the establishment of a coherent performance management system to track progress and enhance accountability across the secondary education system. This system is overseen by a Ministerial Oversight Committee, chaired by the Chief Director of the Ministry of Education (MoE) on behalf of the Minister for Education, which met three times during the quarter, on 19th October, 14th November and 20th December. The Ministerial Oversight Committee played an important role in resolving outstanding issues which could delay progress on secondary education reforms such as: accreditation arrangements between the Ghana Tertiary Education Commission (GTEC) and National Teaching Council (NTC) for the Postgraduate Diploma in Education (PGDE) pedagogy courses developed by four universities; assessment processes and arrangements for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum involving collaboration between the National Council for Curriculum and Assessment (NaCCA) and the West African Examinations Council (WAEC); and the process for developing textbooks and supporting learning materials with National Subject Associations.

The Ministerial Oversight Committee is just one element of the national performance management system for secondary education. Each of the 16 Regional Education Directorates chairs a Regional Oversight Committee (ROC) which meets once a month to review school-level progress on Professional Learning Community (PLC) sessions, School Improvement Plan implementation and lesson delivery. The 16 ROCs met a total of 38 times during the quarter to review progress and address issues. On 4th December GES also held their first National Oversight Committee meeting to collate findings and identify issues which require national attention. Following this meeting GES Headquarters will be making follow-up visits to Greater Accra, Ashanti and Central Regions to address identified performance issues.

At school-level, GES Regional Monitoring Teams and School Improvement Advisors (SIAs) visited 398 schools to observe PLC sessions during the quarter and also observed 668 lessons across 240 schools. The data from all of these visits is collated and can be accessed through the Secondary Education Institution (SEI) Dashboard.

All 700 SHS and SHTS have successfully completed PLC Handbook 1 on 'Working to the National Teachers' Standards' and have now progressed, from December 2023 onwards, to carrying out sessions on PLC Handbook 2, titled 'Introduction to the Senior High School (SHS), Senior High Technical School (SHTS), and Science, Technology, Engineering, and Mathematics (STEM) Curriculum'. Overall teacher attendance for the sessions under PLC Handbook 1 stood at 76% with no statistically significant difference in participation between male and female teachers. In total the 700 SHS and SHTS organised 8,843 weekly sessions to complete Handbook 1, a mean of 12.6 sessions per school.

Information from the National Oversight Committee and Regional Oversight Committees is tabled for consideration at the Ministerial Oversight Committee, as is information from a newly established Curriculum Trial Sub-Committee. Co-chaired by NaCCA and GES this Sub-Committee was established in October in recognition of the importance of the Curriculum Trial which is being run in 33 schools from December 2023 onwards. The Curriculum Trial's incorporation in the national performance management system means that issues can be rapidly escalated and resolved by heads of national agencies.

Specific activity highlights from the LEAD, TRAIN, RECRUIT and MOTIVATE pillars are summarized below.

LEAD (Schools)

Sexual Harassment Awareness and Prevention: The Honourable Minister for Education, Dr. Yaw Osei Aduwum launched the Mandatory Online Sexual Harassment Awareness and Prevention Training and Certification Course for Teachers on 21st November 2023 during National Education Week (NEW). This course is hosted on NTC's online portal, is mandatory for all teachers and will help to ensure that they understand the new Ghana Education Service Code of Conduct as it relates to sexual harassment. There are three modules in the course: Module 1: Understanding Sexual Harassment; Module 2: Reporting Procedures and Response Mechanism for Sexual Harassment; Module 3: Support to Victims and Disciplinary Actions.

The online training is expected to take 3 to 4 hours to complete and offers flexibility, allowing teachers to access materials and engage in learning activities. In addition to quizzes and school-based scenarios. The course also contains a downloadable version of the GES Guideline for Addressing Sexual Harassment in Secondary Education Institutions. If a teacher obtains a set

minimum score on the course, they will be issued a certificate upon completion of the training and will be awarded a Continuous Professional Development (CPD) point from NTC.

Guidance, Careers and Counselling (GCC): A baseline study was conducted to assess the present state of GCC services in the 47 phase-one roll-out schools (30 SHS, SHTS and STEM schools under GES and 17 Technical Institutes under GTVET). The study, undertaken in October 2023, sought to evaluate the existing GCC structures and how they function as well as gauging learners' perceptions of GCC services within their institutions. The study showed that: the vast majority of Heads, teachers and students recognise the importance of GCC services; whilst all institutions had Guidance and Counselling Coordinators only 30% of institutions had dedicated personnel to cover the designated areas in the new GCC Framework (career advice, guidance & counselling, psychosocial support and career counselling) and 25% of institutions only had a single staff member dedicated to GCC services; 61% of institutions have dedicated offices or spaces for GCC but only 37% of institutions described these as 'adequately furnished'; only 9% of institutions had a dedicated budget for GCC services; 62% of teachers had referred students to GCC services for academic concerns and 59% for behavioral issues but only 16% of teachers had referred students for career guidance; 49% of students interviewed said that they had accessed GCC services with the most common reason for this being academic counselling.

Three regional dissemination workshops were held to start implementation of the new Framework for Guidance, Career and Counselling in the 47 Phase One SEIs. 300 people participated in these workshops and schools were familiarised with the new GCC Framework and had to identify gaps in their current provision against this Framework. Each school was then supported to develop a GCC Action Plan to address these gaps. Next quarter GES and GTVET, with technical and financial support from Mastercard Foundation through T-TEL, will incentivize and support the selected schools in the implementation of their new GCC Action Plans through payment-by results grants funding.

Teacher Education Leadership Forum: T-TEL supported the Ghana Tertiary Education Commission (GTEC) and the Conference of Principals of Colleges of Education (PRINCOF) to organize a 2-day leadership training workshop to enhance the capacity and skills of 46 Principals to effectively lead and manage their respective Colleges of Education. The workshop took place from 24th – 25th November 2023 at Bolgatanga, preceding the PRINCOF annual conference which was held at the same venue. The workshop focused on the following five thematic areas: Quality Assurance in Colleges of Education; Leadership, management, and governance in higher education; Training and Learning – The 4-Year B.Ed. Curriculum; Strategic Stakeholder Engagement - Student, Academic, and Industry; Lived experience of a former College of Education Principal. An analysis of the workshop evaluation completed by Principals showed that 95% of participants felt that the workshop was very effective in meeting its objectives.

As a next step towards planning the 2024 leadership forum, T-TEL will support GTEC to hold follow-up engagements with the leadership of PRINCOF. One suggestion from PRINCOF and GTEC is to consider making the leadership forum annual instead of biannual (linked to the PRINCOF annual conference) and then doing one annual research conference in addition.

LEAD (System)

Assessment arrangements for curriculum trial schools: Assessment arrangements for the new SHS, SHTS and STEM Curriculum are being developed and trialled in 33 schools prior to national roll-out in October 2024. NaCCA and WAEC collaborated with GES over the quarter to produce two essential documents to be used to guide assessment during the curriculum trial. The first document is a

Teacher Assessment Manual and Toolkit which offers step-by-step instructions on effectively implementing assessment strategies aligned with curriculum objectives. The intention is to print and distribute 10 copies of this Manual per school (to be kept by Heads of Department and used by teachers as reference material). Shorter, step-by-step instructions on assessment will also be included in the Teacher Manuals linked to each week's course content. The second document is a Guidance Note on the Secondary Assessment Framework (SEAF) which was developed to summarize assessment arrangements for management, teachers and learners in the 33 trial schools. These notes cover subject combinations, internal and external assessment arrangements, progression pathways and the new transcript system.

NaCCA recognizes the critical and integral role of assessment and so it was included in the broader curriculum training sessions for teachers from the 33 trial schools. The teachers received training on formulating essential questions, understanding differentiation and identifying assessment strategies.

There have been a few challenges with finalizing and communicating these assessment arrangements to curriculum trial schools. Firstly, the assessment arrangements and subject combinations themselves were adjusted during the quarter, based on feedback from the Minister for Education, this made it difficult to have 'final' information to communicate to the trial schools. Secondly, NaCCA chose not to use video or print mediums to communicate the assessment arrangements because of the sensitive nature of the assessment arrangements and the danger that these could be leaked to the media or be misinterpreted or misrepresented. Instead NaCCA opted for direct verbal communication with schools to ensure nuanced and contextually sensitive information delivery. This has been time consuming however but we are now in a position to work with 'draft' hard copies of assessment materials in these schools which should make the process easier.

Akten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED) and College of Education Affiliation: AAMUSTED officially signed four-year memoranda of understanding (MoUs) with all 8 Colleges of Education (CoEs) assigned for affiliation on 22nd December 2023 at the GTEC conference hall. This event also saw the other five mentoring universities signing extensions to their existing MoUs (which first commenced in October 2019) with their affiliated Colleges of Education.

A team from GTEC and T-TEL met with AAMUSTED to discuss and agree broad areas of capacity needs of the institution given their new role as a mentoring university for 8 CoEs. It was agreed to categorize the variety of capacity support needs discussed under three broad areas namely: i.) Developing a common understanding of the governance and operating systems of both parties; ii.) Familiarisation and understanding of AAMUSTED's B.Ed. curriculum; and iii.) Review of TVET handbooks and manuals. This support will commence in the first quarter of 2024.

Science Technology, Engineering and Mathematics (STEM) perceptions amongst Junior High School (JHS) and Senior High School (SHS) students research study: The University of Cape Coast's (UCC) Department for Research, Innovation and Consultancy (DRIC) completed a survey on teacher and learner perspectives of STEM-related courses at SHS to enable the MoE to gain a stronger understanding of why the take-up of STEM courses (particularly Physics, Biology, Chemistry and Additional Mathematics) remains relatively low compared with other options. A mixed methods approach was used to collect quantitative data from 901 pupils from 23 Junior High Schools (JHS) and 2,932 students from 46 SHS/SHTS/STEM Schools respectively while qualitative in-depth interviews were conducted among key stakeholders namely: parents, education officers, NGO officials and teachers in 46 communities across the country. Some of the key findings in the research report are summarized in the paragraphs below.

51 percent of SHS/SHTS students and 54 percent of JHS pupils had never heard of the term 'STEM'. The majority of the SHS science students chose to study science because they believed it fits their future careers or jobs (86 percent). About a third were studying science because they enjoyed it while one-fifth of science students opted to study science because they were influenced by the National Science and Maths Quiz (NSMQ). From the perspective of the SHS students, the dominant reasons why only few students choose to study science are because it is too difficult (50 percent); students are afraid of studying it (35 percent); poor or lack of facilities for teaching science-related subjects (23 percent) and limited or lack of teaching and learning resources in schools (19 percent). About 25% of the non-science students had wanted to study science but were studying other courses because they were unable to attain the minimum required aggregate in the BECE (25 percent), their teachers discouraged them (19 percent), their peers convinced them that science is difficult (17 percent), their families could not afford (15 percent), they didn't do well in mathematics (13 percent) or they didn't do well in science (11 percent). Furthermore, 74 percent of non-science students did not want to study science, and the most common reasons adduced were because they perceived science to be too difficult (51 percent), limited/lack of resources in schools (12 percent), poor or lack of facilities for teaching science and science-related subjects (12 percent), being afraid of studying science (11 percent).

Of the 901 JHS pupils interviewed, 43 percent said that they intended to study science-related courses at the secondary school level (it should be noted that this is significantly higher than the current science-related enrolment rate of 20%). For those who did not intend to study science related courses, the main reasons adduced were that it was too difficult (65 percent) and there was lack of teaching and learning resources (20 percent). About 31 percent of the students reported having been discouraged from studying science at the secondary level by their peers or friends (47 percent), teachers (24 percent), fathers (15 percent), mothers (12 percent), siblings (11 percent) and guardians (6 percent). The reasons for this included their families being poor (25 percent), their families thought science was too difficult for them (23 percent), their families thought they were not intelligent enough to study science (16 percent), the thought that science was not well taught in their JHS (14 percent) or there was no good science school in their community (12 percent).

The findings of the study will be discussed with the MoE and GES during the coming quarter so that they can develop strategies to raise awareness of STEM education amongst JHS students and take action to counter some of the entrenched conceptions that STEM subjects are 'difficult'.

TRAIN (In-Service)

Quality Assurance Review of Year One Teacher Manuals: NaCCA, with support from T-TEL, have produced Teacher Manuals for all courses in Year One of the SHS, SHTS and STEM Curriculum. The intention is that these Teacher Manuals will be printed and distributed to all SHS and SHTS teachers so that they become the primary reference document for teaching the new curriculum, setting out topics and sub-topics week-by-week so that they can be used in conjunction with PLC Handbooks to produce Weekly Learning Plans. In all there are supposed to be 37 Teacher Manuals and all of them apart from Social Studies (where the curriculum is being rewritten) are now complete.

All 36 completed Teacher Manuals were sent to KNUST for proofreading in preparation for design and printing. During this process issues of possible plagiarism and inadequate referencing of materials were raised by the proofreaders. T-TEL and NaCCA therefore agreed to send the Teacher Manuals for external quality assurance review. This quality assurance is essential to protect the reputation of the Government of Ghana. Writing the new SHS, SHTS and STEM curriculum has been

a major undertaking and we are proud that this process has been entirely led and carried out by Ghanaians. But we also recognize that this will increase external, international scrutiny of the curriculum as it is rare for a country in Sub-Saharan Africa to attempt to implement such a complex reform process without international 'expert' assistance.

It was therefore agreed that T-TEL would assemble a panel of international subject expert reviewers who would scrutinize each Teacher Manual and report to Professor Kwame Akyeampong (who led a high-level review of the curriculum last year). Professor Akyeampong would then collate the feedback from these reviewers and formally communicate it to NaCCA so that revisions can be made.

Once the international subject experts began to look at the Teacher Manuals in late December 2023 the preliminary feedback from the various subject experts was very similar- namely that, whilst the quality of the material in the Teacher Manuals was very high, there was content overload and that some aspects of the content were very advanced and did not necessarily need to be taught at SHS level. It was agreed that this content overload would cause problems if not addressed as teachers would feel under pressure to get through the heavy content load to prepare for external examinations and that this could discourage them from using the pedagogies and approaches which have been developed to encourage collaboration, creativity, critical thinking and problem-solving. To address these issues a team met in early January and have agreed a five-step strategy to be implemented from the first quarter of 2024 onwards.

National roll-out of PLC Handbook 2: Introduction to the SHS, SHTS and STEM Curriculum: The roll out of PLC Handbook 2 commenced with a week-long Training of Trainers (ToT) workshop in October 2023 at Ho. A total of 310 trainers were trained as Facilitators so that they could subsequently train school-based PLC Coordinators. The school level training for PLC Coordinators was then carried out over two separate weeks. Week 1 (6th -10th November 2023) was for the Southern Sector and week 2 (20th -24th November 2023) was for the Northern Sector. The training was hosted by 73 school centres across 16 Regions with support from GES, NaCCA and T-TEL staff. In total 2,951 Coordinators were trained from 701 SHS and SHTS, which works out as a mean of 4.2 Coordinators per school. 73% of these Coordinators are male and 27% are female.

Some schools started their weekly PLC sessions on Handbook 2 in December 2023 whilst a number of those running the 'track' system decided to wait until January 2024 as only SHS 1 students and teachers were present in these schools in December 2023. The initial teacher attendance rate for PLC Handbook 2 sessions is very encouraging, currently standing at 82% as of 29th January 2024. So far, 681 out of the 701 SHS/SHTS have organised a total of 3,029 sessions on PLC Handbook 2 (a mean of 4.4 sessions per school). All schools in 10 Regions have started PLC Handbook 2 sessions and the Regional Education Offices in the other 6 Regions are following-up individually with those schools which are yet to start.

Commencement of Curriculum Trial in 33 SHS, SHTS and STEM Schools: Training was conducted for 321 teachers (263 males and 58 females) in the 33 trial schools from 12th November to 2nd December 2023 in 4 workshops held at Cape Coast, Kumasi (2 clusters) and Bolgatanga. The training was to ensure that all teachers participating in the curriculum trial understand the Year One curriculum can teach their subject effectively. By the end of the training teachers had worked in their subject-groupings to develop 24 weeks of Learning Plans which will be reviewed during weekly PLC sessions before lessons are taught. In addition to the training of the teachers, all Heads of Department were trained on the Subject -Specific Professional Learning Community (PLC) Handbooks during a 4-day training session at Eusbett Hotel in Sunyani from 11th to 14th December 2023. In all, 99 Heads of Department and PLC coordinators (84 male and 15 females) participated in the training.

A Curriculum Trial Sub-Committee of the Ministerial Oversight Committee was established in October 2023 to be chaired by GES and NaCCA to provide strategic direction, coordination and oversight to the implementation of the curriculum during the trial. The Sub-Committee is made up of representatives from the National Teaching Council (NTC), National Schools Inspectorate Authority (NaSIA), Ministry of Education (MoE), Ghana Tertiary Education Commission (GTEC), Lead for Ghana, West African Examinations Council (WAEC), Centre for Distance Learning and Open Schooling (CENDLOS) and T-TEL. The Sub-Committee writes a formal progress reports each month which is tabled at the Ministerial Oversight Committee. The Curriculum Trial Sub-Committee held three meetings during the quarter on 9th November, 19th November and 10th December 2023.

Following discussions with GES and MoE in September 2023, T-TEL received approval from Mastercard Foundation to procure essential robotics and engineering equipment for ten schools¹ (including the seven designated STEM schools) to enable them to run these subjects as part of the curriculum trial. This process is almost complete and the procurement committee will decide on which company to recommend for an award of the contract for the supply and installation of equipment and kits in early February 2024.

NaCCA is developing a zero-rated microsite which will serve as a central hub for all curriculum resources on the new SHS, SHTS and STEM curriculum. The materials will be available to both teachers and learners and support self-directed learning. A ToR and site plan was shared with website developers for the submission of proposals. At the end of the submissions, a committee was set up to review the bids, after which one developer, Global Data-Talk Consult Limited, was awarded the contract to develop the microsite. Resources to be put on the microsite will be developed by National Subject Associations in partnership with Ghana National Association of Teachers (GNAT).

NaCCA held two writing workshops (8th to 12th January and 22nd to 26th January 2024) to develop a set of 'Guidelines for schools to identify learners for remedial pathways (literacy and numeracy) upon entry to SHS 1'. These guidelines contain suggested assessment questions and accompanying marking scheme for the seven curriculum trial schools offering Intervention English and Intervention Mathematics. Schools have the responsibility for assessing learners upon entry to SHS 1 and determining which learners should be placed onto the Intervention English and Intervention Mathematics pathways. It is important that all schools across the country conduct this assessment in a consistent way so that there is uniformity as to the skills and competencies of those learners placed on these pathways. The Guidelines will help to ensure this, with progress monitored during the Curriculum Trial.

Establishment of an Inclusive Education Expert Advisory Panel: This was established by NaCCA in December 2023 to ensure that the new SHS, SHTS and STEM curriculum is inclusive for deaf and blind learners and teachers, as well as those with severe disabilities. The Panel met for the first time on 14th December 2023 in Accra and is made up of representatives from disability organisations for the deaf and blind and the Ministry of Education (MoE), GES's Special Education Division (SPED), as well as experts from UDS, UCC, UG, UEW, KNUST and Mampong School for the Deaf. The Panel will also provide expert advice to the two special education schools trailing the new curriculum – Okuapemman SHS (for Visually Impaired learners) and Mampong School for the Deaf (for deaf learners). The Panel will: i.) Review Teacher Manuals and PLC Handbooks for SHS Year One for the four selected trial subjects (Intervention English, English Language, Intervention Mathematics and Government) to ensure that they are accessible to blind and deaf teachers and learners; ii.) Support

¹ The ten schools are: Koase SHTS, Abomosu STEM, Kpasenkpe STEM, Bosomtwe STEM Academy, Bosomtwe Girls STEM, Awaso STEM, Accra High School, Methodist Girls' Mamfe, Fijai SHS and Prempeh College.

NaCCA and WAEC to review the assessment tools, and contextualize them according to the revised PLC Handbook and Teacher Manuals; iii.) Monitor and review the curriculum trial progress with NaCCA and GES. Progress will be reported monthly to the Curriculum Trial Sub-Committee; iv.) After the review, the materials will be adapted into accessible formats such as text-to-speech, image description, braille, and text highlights; and iv.) Evaluate and review the Teacher Manuals and PLC Handbooks based on evidence from the trial.

Development of plans to produce Learning Materials with National Subject Associations: The MoE has therefore requested that the Ghana National Association of Teachers (GNAT) work with 14 National Subject Associations to produce subject-specific learning materials. The MoE and GNAT feel that this approach will help to ensure the quality and relevance of learning materials because they will have been written and quality assured by classroom teachers and other subject specialist with expertise in each specific subject. This approach will also help to strengthen the subject associations so that they can play an ongoing role in helping to ensure successful implementation of the new curriculum.

GNAT, with technical and financial support from Mastercard Foundation through T-TEL, will convene 14 National Subject Associations between February and October 2024 to develop complete sets of Year 1 (Weeks 1 to 24) Learning Materials for all 37 subjects in the new SHS, SHTS and STEM curriculum. These Learning Materials will then be approved by NaCCA and subsequently uploaded onto the curriculum microsite and loaded onto tablets for all SHS Year One students. Once all weekly Learning Materials (Weeks 1 to 24) have been produced for a specific subject then that National Subject Association may wish to collate this approved material and publish it as a textbook.

TRAIN (Pre-Service)

Review and revision of the National Teacher Education Curriculum Framework (NTECF): The technical review team spent most of this quarter reviewing the National Teacher Education Curriculum Framework (NTECF) to ensure it can act as an effective guide to universities when they come to write initial teacher education curricula aligned with the new SHS, SHTS and STEM Curriculum. The focus of the current review has therefore been on the expansion of the NTECF to include a framework for the development of SHS, SHTS and TVET teacher preparation. The goal as in the case of the basic school existing framework is to develop effective, engaging, and inspirational teachers who can provide inclusive, equitable, and high-quality education to learners at the secondary school level. These teachers will prepare learners for the world of work, further studies, and adult life in line with Ghana's national vision and values for secondary education.

The team have also begun reviewing the National Teacher Education Assessment Policy (NTEAP). The review of the NTEAP is focused on addressing the concerns of mentoring universities and affiliated CoEs regarding the internal and external assessment ; incorporating the assessment of skills, knowledge and understanding required of student teachers for all levels of pre-tertiary education; addressing emerging issues in teacher professionalism, specifically the increased national understanding of effective ways of assessing 21st Century Skills and competencies, GESI and SEL.

The revision of the NTEAP will be finalized next quarter. The team will work to ensure all three documents – NTS, NTECF and NTEAP are synchronised and aligned. Also, additional pointers will be included in the NTECF to serve as guidance notes in the curriculum writing process in place of a curriculum writing guide. This means that curriculum writing for universities wishing to develop new initial teacher education course aligned with the new SHS, SHTS and STEM curriculum can commence in April 2024.

Submission of Postgraduate Diploma in Education (PGDE) Pedagogy curricula for approval by GTEC and NTC: last quarter the four Universities – UCC, UEW, UDS and AAMUSTED – that expressed interest in developing special PGDE programmes for NSS personnel were requested to start writing their programmes. All four universities successfully completed the writing process and subsequently, submitted their curricula in full to the National Teaching Council (NTC) by the deadline of 1st November 2023. The universities were then requested to submit their PGDE programmes to the Ghana Tertiary Education Commission (GTEC) for accreditation. GTEC engaged a team of assessors to assess the new PGDE programmes against the curriculum framework that was developed by NTC and the assessors were required to submit their reports to GTEC by a deadline of 22nd December 2023. In the next stage of the process, the accreditation committee will meet on 17th and 18th January to consider the assessors’ reports and grant approval for accreditation to successful universities to begin enrolling students onto the programmes.

RECRUIT

Training and placement of 1,934 National Service Personnel in SHS and SHTS and identification of 251 potential Postgraduate Diploma in Education (PGDE) scholarship recipients from amongst trained National Service Personnel: NSS, NTC and T-TEL completed the mandatory pedagogy training for national service personnel without qualifications in education between 9th and 20th October 2023 with the training taking place at eight university-based centres across the country. At each training centre, Personnel were divided into small groups for lesson delivery in their subject areas. The process included lesson introduction, development, closure, and reflection. Facilitators observed these sessions, providing feedback on strengths and areas for improvement. The clinical trials saw active participation, with Personnel consulting syllabi and preparing detailed lessons.

All Personnel complete a pre- and post-training evaluation survey. Prior to the training, 54 percent of the Personnel indicated an interest in teaching and this increased significantly to 91 percent post training. Personnel who initially expressed no interest in a teaching career declined from 28 percent to 3 percent. Personnel stated that the training had provided them with a better understanding of the teaching profession; had enabled them to gain confidence in their teaching abilities and had helped to make them realise the importance of teachers to Ghanaian society. 84.5 percent of Personnel said that they felt either ‘fully prepared’ (45.2 percent) or ‘well prepared’ (39.3 percent) for their upcoming teaching roles. 74 percent of the Personnel said that they would be interested in pursuing postgraduate studies in teaching.

Following the completion of the NSS pedagogy training, NTC collected data on the names of Personnel (as they would like it to appear on their temporary license), phone number and email address. This is to enable NTC to create dedicated temporary license platform for each Personnel. In November 2023, NTC sent out SMS to all the 1,934 NSPs who participated in the pedagogy training to log into their dedicated license platform and download soft copies of their temporary teaching licenses.

With the advances being made in the accreditation process for the new PGDE pedagogy programmes to be delivered by 4 universities, we are hopeful that accreditation will be granted to successful universities to begin enrolling interested personnel onto their programmes from February 2024.

For the first cohort of students to be enrolled, T-TEL has made provision for up to 150 scholarships (70% female) targeted at graduates in shortage subjects. We obtained information from the Ghana Education Service on the current data of subjects with teacher shortages in SHS and SHTS. This data shows that Integrated Science, Physics and Mathematics are the 3 subjects with the highest number

of teacher shortages currently and that Economics, Government and Social Studies are the three subjects with the lowest success rate for filling vacancies.

Based on this data, T-TEL has shortlisted 251 possible candidates from the list of NSS personnel who attended the 2-week pedagogy training and indicated on the training evaluation form that they were either 'highly interested' or 'definitely interested' in pursuing the PGDE programme. These candidates have first degrees in Mathematics, English, Social Studies, Sociology, Social Work, Physics, Chemistry, Biology, ICT, Engineering and Economics. This list has been sent to NSS for verification to ensure that the final 150 candidates selected for the scholarships are currently at post and teaching in the SHS/SHTS they were deployed to for national service. The selected candidates to be awarded the scholarships will be contacted to apply for enrolment into the programmes once accreditation is granted.

Placement of 143 Lead for Ghana Fellows in 50 prioritized SHS, SHTS and STEM schools: in all 143 Fellows made up of 47 females and 96 males have been placed in 50 SHS/SHTS across the 16 Regions. The Northern Region has the highest number of fellows (19) and Ahafo the lowest number of fellows placed (3). Out of the fellows placed 67% are males and 33% are females and Lead for Ghana will be looking to address this imbalance in subsequent recruitment campaigns. In Volta and Oti, 4 Fellows withdrew from the program after their placement and in Upper West region, 4 Fellows had not reported at their duty stations as of the end of December 2023.

MOTIVATE

Communications activities in preparation for national roll-out of the new SHS, SHTS and STEM Curriculum from October 2024 onwards: T-TEL supported the National Council for Curriculum and Assessment (NaCCA) to undertake targeted stakeholder engagements with Public Relations Officers of the Ghana Education Service and the Central Committee members of the National Union of Ghana Students (NUGS). To facilitate meaningful engagement with stakeholders, the abridged curriculum writing guide was shared ahead of time with participants. 200 participants were engaged from NUGS and 395 GES PROs and officials were also engaged. In their session, GES PROs sought clarity on some of the misconceptions surrounding the JHS curriculum. They emphasised the importance of ensuring that PROs are kept in the loop during the SHS curriculum rollout. NUGS lauded NaCCA for involving them in the curriculum development process and were delighted the curriculum aligned with their vision for education in Ghana.

In the next quarter, T-TEL will support NaCCA to undertake stakeholder engagements with Disability Organisations, Vice Chancellors Ghana, Media, Guidance, Career Advice and Counselling Coordinators at both National, Regional and District levels and nationwide stakeholder engagements. T-TEL has also supported NaCCA to develop communications materials on the secondary education curriculum. These materials are user and reader friendly as the language is simplified. An Abridged curriculum has been developed which is currently undergoing alignment with the assessment component of the SHS, SHTS and STEM curriculum which has been subject to some alterations. It is expected that these documents will serve as reference points and source documents for information regarding the curriculum and help to reduce misinformation and fake news about the secondary education curriculum.

Establishment of a Youth Advisory Board: Lead for Ghana, in collaboration with the National Union of Ghana Students (NUGS) has drafted a Terms of Reference for the constitution of a Youth Advisory Board. The Board will play a key role in providing advice and guidance to the Leaders in Teaching (LiT) programme to ensure that activities are aligned with the needs of Ghanaian students and so

youth voices can influence national implementation. To ensure that the information reaches the students across the country, NUGS utilized their platforms to disseminate the call for individuals to join the Youth Advisory Board. At the end, over 400 applications were received. The applications are being reviewed and 25 candidates have been shortlisted for interviews. The final selection will be made following the interview which will take place in January 2024. There is a commitment to ensure gender parity and diverse representation in the selection of the members.

Progress against Deliverables

T-TEL has agreed a set of seven deliverables with the Mastercard Foundation which must be achieved by 31st March 2024. These deliverables and a brief summary of progress are set out in the table below.

Deliverables to be achieved between 1st October 2023 and 31st March 2024

Deliverable	Progress to date
1. NaSIA School Inspection Evaluation Framework rolled-out and initial assessments completed across all 89 prioritized SHS and SHTS.	In progress- 24 schools assessed so far with the remaining 65 scheduled for early 2024.
2. Assessment Framework for the new Secondary Education Curriculum completed by NaCCA and WAEC and trialled in selected schools.	In progress- The Framework and accompanying manual have been developed by NaCCA and WAEC, trialling will commence shortly in 33 schools.
3. Finalization of module 3 of Leadership Handbook and national roll-out of the module.	In progress- The Handbook has been completed and national roll-out will take place in the first quarter of 2024, led by School Improvement Advisors.
4. Completion of Year 1 Secondary Education Curriculum materials for teachers across all subjects.	In progress- All materials have been produced and the Teacher Manuals are undergoing a Quality Assurance review which will lead to quite extensive re-writes in order to address the issue of content overload.
5. Revision and approval of NTECF and accompanying Curriculum Writing Guide for SHS Education for writing of new curricula by universities.	In progress- NTECF revisions are almost complete. T-TEL and GTEC have agreed that a separate Curriculum Writing Guide is not necessary as the revised NTECF, together with the revised National Teachers' Standards (NTS) and revised National Teacher Education Assessment Policy (NTEAP) are sufficiently detailed to enable universities to write high quality new curricula.
6. 3,000 NSS personnel having completed initial pedagogy training and applied to be enrolled on postgraduate programmes during their service year.	In progress- The NSS pedagogy training has been completed but personnel have not yet applied for postgraduate programmes because these need to be accredited by NTC and GTEC- this will be completed by the end of January 2024.

7. Secondary Education Curriculum Communications Strategy implemented as planned with stakeholder survey showing a positive level of support for the proposed new curriculum.	In progress- The communications work being taken forward by MoE, GES and NaCCA is progressing well. UCC DRIC have been contracted to undertake the stakeholder perceptions survey.
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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 33 KPIs and is updated on a monthly basis for scrutiny by the Ministerial Oversight Committee.

As of 22nd December 2023, 19 KPIs are rated Green, 8 are rated Amber/Green and 6 are unrated because they have been completed or moved to next year. 2 KPIs have deteriorated in rating since last month's report whilst 2 KPIs have improved in rating.

The 2 KPIs which have deteriorated in rating since the previous month are:

KPI 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- where Ghana Society for Education Technology (GSET) have experienced some delays in digitizing and uploading materials on the NTC online CPD portal. These issues are being addressed and the training will 'go live' in February 2024.

KPI 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- where Education Sub-Saharan Africa (ESSA) have experienced some administrative related delays in conducting fieldwork which are now being addressed in consultation with GES and NTC.

The summarized version of the 2023/24 Roadmap v1.10 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	Done	This KPI has now been completed and will not be reported on again.
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 teams and 352 SIAs have commenced work, ToBs for prioritized schools developed, rollout Jan. All 16 Regions have held ROCs, working effectively.
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 completed, delivery in schools (one module per academic year) to be facilitated by SIAs from February 2024.
1.4	Leadership capacity development for REOs, Regional TVET and National Education Leadership Institute (NELI) training for SHS heads.	GES, NTC, GTVET & IEPA (Ernest)	Ongoing to March 2024	G	↔ Materials for 16 REOs training complete and facilitators selected, training tbc. Standard Operating Procedures 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)	December 2023	Done	Initial meeting held with GTEC and PRINCOF. The first Forum took place in November 2023 in Bolgatanga and was successful.
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, GTVET (Marjorie & Aaron)	Ongoing to March 2024	G	↔ GCC Framework and Implementation Plan completed, 47 pilot schools trained and developing action plans, baseline completed, focus on careers fairs etc.
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	↔ Content finalised linked to new GES Code of Conduct. Launch took place on 21 st November with Minister. Materials upload ready for Jan 2024 training go live.

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) engagements ongoing. 24 prioritised schools already inspected by NaSIA.
2.2	Ensure that all assessment arrangements for trial subjects, including the new transcript system, have been developed by NaCCA and WAEC, and are understood by teachers in trial subjects across all 31 schools.	WAEC & NaCCA (Mina)	B. ii (March 2024)	A/G	↔ NaCCA and WAEC making progress on assessment and details of transcript system, further week needed now going school to school to explain further and ensure implemented. WAEC need curriculum.
2.3	Introduction of an effective performance management system based on monthly accountability and problem-solving meetings at school, region and national levels (linked to KPI 1.2).	GES, MoE & GhLA (Abdul)	A.iii (Sept 2023) Ongoing through March 2024	G	↔ System operational across all Regions, 16 Regional Oversight Committees have met. GhLA PLC app being extended in phases through 2023 and 2024.
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	G	↔ AAMUSTED gaps being addressed and plan agreed. Council training completed, NIST held on 21 st Dec
2.5	Annual evaluation survey conducted, and results disseminated to agencies	GES & GTEC (Abdul)	March 2024	G	↔ Fieldwork scheduled for Jan 2024 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 underway focusing on student perceptions of Science at SHS, to understand why many do not select it, in partnership with UCC DRIC.
2.7	Support Ghana TVET Service to do organisational self-assessment and accompanying action plan.	GTVET (Ernest)	February 2024	G	↔ Progressing well, assessment underway and Scheme of Service approved. Next stage is development of Action Plan and proposals.

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.	NaCCA & MoE (Alberta)	30 th June 2023	A/G	↔ All subjects complete apart from Social Studies, almost done, IACIG established.
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	↔ This is on track and writing has progressed well, all Manuals complete except Social Studies, undergoing international QA.
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	↔ 80,000 copies of PLC Handbook on introduction to curriculum distributed. Subject-specific and Departmental PLC Handbooks almost complete.
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.	A/G	↓ Materials being digitized, some delays in getting these on the NTC portal- needs to be done by February. Steering Committee is effective- gathering data on digital literacy.
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	↔ As of 21 st December, 419 out of 700 schools have held sessions on PLC Handbook 2 (60% of all schools), 82.2% of teachers in these schools attended these PLC sessions.
3.6	Ensure that all 33 Curriculum Trial schools are fully prepared to deliver the new curriculum as planned between December 2023 and June 2024.	GES, NaCCA and others (Alberta)	Ongoing to March 2024.	A/G	↔ National Agencies and School Readiness Plans underway, urgent work needed on subject combinations.
3.7	Support production of textbooks/learning materials for all subjects in the SHS, SHTS and STEM Curriculum.	NaCCA (Alberta)	Ongoing to March 2024.	A/G	↑ Plan developed with GNAT and Subject Associations, focusing on development of Year One Learning Materials (modules).

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) and NTS 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. (Feb 2024)	G	←	A technical working group has been established, co-chaired by NTC and GTEC, this group has completed consultations on revision of NTS which is now being finalised. NTECF next document to be reviewed, in November 2023, followed by National Teacher Education Assessment Policy (NTEAP) in January 2024.
4.2	Develop Curriculum Writing Guide for SHS and STEM education	NTC & GTEC (Bernice)	March 2024	N.A.		This step is not necessary as NTECF will be sufficiently detailed and GTEC/NTC have agreed to work closely with university writing teams.
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)	2024/25	2024 /25		Delayed until April 2024 onwards so removed from current Roadmap.
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. Framework approved by NTC, 4 universities (UDS, UEW, UCC and AAMUSTED), submitted curricula. GTEC and NTC need to accredit rapidly for Feb 2024 start.

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)	Done		1,934 NSS personnel completed training on 20 th October delivered across 8 university centres. Number of trainees below target as many refused postings to SHS/SHTS.
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. Up to 150 scholarships available targeted at women in shortage subjects- identification of candidates has commenced.
5.3	Recruitment and placement of 150 Lead for Ghana Fellows in 50 prioritized SHS, SHTS and STEM schools across the country on two-year 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	G	←	Lead for Ghana have selected 50 of the GES/MoE prioritized schools and have recruited and trained 150 Fellows who were posted to these schools from 1 st November onwards. Fellows participating in PLC and curriculum trial training where necessary.

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	A/G	↓ Study progressing but behind schedule, led by GES Director of HR, Steering Committee has met and initial findings of first part of research was presented at the GTP symposium in Takoradi in early October.
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 LiT work-planning.	NTC, GES, STIR Education & ESSA (Abdul)	Ongoing from Feb 2024	2024 /25	Plan to be developed after research published (KPI 6.1) and incorporated within LiT work-planning and broader MoE, GES and agency policy development.
6.3	Support to GES to consider introducing a performance appraisal system for SHS and SHTS teachers which can be combined with CPD points and current promotion examinations.	GES & EDC (Beryl)	Ongoing to March 2024	G	↔ EDC and GES to ensure alignment with Education Workforce Initiative and share teacher motivation findings (KPI 6.1 and 6.2) to inform design of system.
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 first priority of communications work is the SHS curriculum and accompanying assessment system so that this is understood and accepted. Stakeholder engagement progressing well including Unions and GES PROs, EduTalk Show being aired, GTP activities completed.
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, LfG, Honour Ghana, GES, NaCCA (Hannah)	Ongoing to March 2024	G	↔ Lead for Ghana to play the main coordination role. NUGS actively engaged, plans being developed and Youth Advisory Board being constituted.

In addition, T-TEL has produced a new Secondary Education Reform (LiT) Roadmap for the period from 1st February 2024 to 31st March 2025. The summarized version of this Roadmap will be discussed at the Ministerial Oversight Committee meeting on 6th February 2024 and at the next Government Agencies’ and Implementing Partners’ LiT Quarterly Planning Meeting on 8th and 9th February 2024 before it is finalized and submitted to Mastercard Foundation.