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

**NATIONAL GESI STRATEGY AND ACTION PLAN FOR TEACHER EDUCATION 2020-2025 AT A GLANCE**

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

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| **GESI INTERVENTION STRATEGIES** |
| Achieving the purpose of the GESI strategy will require coordinated action across all 46 public CoES and 5 public universities, being mindful of the policy intention which means that, by the end of the GESI Strategy in 2025, CoEs and universities will have become fully integrated. The six objectives set out below with related activities, responsible agencies and timescale will help to ensure that the GESI Strategy achieves its purpose by 2025. The GESI Strategy and Action Plan is based on a set of 25 targets across the 6 objectives, as set out in the table below. NCTE will ensure that these 25 targets form the basis for a comprehensive Monitoring & Evaluation Framework (set out later in this Strategy) which drive positive action across the teacher education system. This Strategy is not prescriptive when it comes to the specific activities required to achieve these 25 targets, rather it encourages institutions to develop their own effective strategies and plans to achieve targets. The activities set out below are thus not definitive and we would expect to see many more institutional activities being developed within agencies and institutions. |

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

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

**All Six objectives have a set of Key Performance Indicators (KPIs) and targets which NCTE will monitor and report against throughout the period of strategy implementation (2020 to 2025).**

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| **Objective** | **Target** | **Recommended activities** |
| **1: Increase representation of females at all levels of teacher education** | 1. Increase proportion of female student teachers enrolled in CoEs from 47% at baseline to 50% by 2025.
2. Increase proportion of female tutors in CoEs from 25% at baseline to 35% by 2025.
3. Increase proportion of female College leaders from 26% at baseline to 35% by 2025.
 | * Encourage CoEs to advocate flexibility in mathematics and science when seeking to admit female student teachers from October 2020 onwards.
* Undertake rigorous data analysis of recruitment and progression figures, enrolment and uptake for female student teachers and tutors by institution as well as analysis of issues and barriers to female recruitment and progression (based on CoEs specific data)
* Use rigorous data analysis from activity above to set institution specific targets for female enrolment and staff representation and develop action plans to be incorporated within NCTE’s Roadmap which is monitored by the Reform Secretariat’s as part of the Government’s performance accountability system. **NCTE to monitor institutions’ action plans on a quarterly basis.**
* Link enrolment and recruitment data to measurement of QA indicators used to assess CoEs, including the Quality Assurance and Accreditation Assessment Instrument (QAAAI)
* Create a bi-annual forum to assess progress against plans of CoEs to improve enrolment of female student teachers and tutors based on national targets.
* Publish performance on enrolment of female student teachers and recruitment of tutors in CoEs annually so that figures are widely disseminated and in the public domain. **To be linked to GESI Award event (refer to main strategic document**
* Develop recruitment campaigns targeting female tutors and female student teachers based on evidence as to the barriers which restrict female enrolment within the CoE.
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| **2: Facilitate effective implementation of GESI policies & related issues in CoEs** | 1. **70% of CoEs** meet annual GESI targets within their strategic plans by 2025, up from 20% in 2018.
2. **95% of CoE** policies classified as being 'GESI responsive' by 2025, up from 80.7% in 2018.
3. **70% of CoEs** rated as being “GESI friendly”-ensuring an all-inclusive, gender sensitive environment for all staff and student teachers' through an external, independently verified metric by 2025, up from 17.4% in 2019.
4. **95% of CoEs** can demonstrate how they have used dedicated GESI budget lines to achieve policy objectives by 2025.
5. **70%** of beginning teachers are displaying effective use of gender-responsive pedagogy by 2025, up from 31% in 2019.
 | * Sensitize CoE community (Governing Councils, Mentor University, other partners etc.) on teacher education GESI policies and related issues.
* Continue education and sensitization of CoE staff and incentivize to commit to GESI policy implementation (including public recognition of notable efforts) including capacity building training where required.
* Develop policy introducing a dedicated GESI budget line which must be used by the college
* Disseminate GESI policies widely within individual CoEs as well as with regional and national stakeholder institutions
* Institutionalize peer review exercise amongst top management of CoEs involving universities and other tertiary education players to regularly improve performance and assess progress against GESI policy objectives.
* Institutionalise annual reporting process whereby CoE report to NCTE and NAB about progress made on the GESI aspects of the new B.Ed curriculum.
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| **3: Enhance inclusion and empower marginalised groups within teacher education** | 1. 75% of CoE tutors adopting key competencies in inclusive education policy and implementing them in classroom
2. % of student teachers enrolled in CoEs with disabilities by 2025
3. % of tutors who are Persons Living with Disabilities (PLWDs) by 2025
4. % of PLWD student teachers in leadership positions by 2025.
5. % of female student teachers in senior leadership positions by 2025.
6. % of female tutors appointed as Heads of Department (HoDs) by 2025
7. % of female tutors teaching STEM subjects by 2025.
 | * Provide training and guidance to tutors on the IE policy and how to apply key competencies in line with the new teacher education curriculum.
* Conduct awareness raising campaign on IE policy.
* Conduct an outreach campaign for PLWDs to encourage them to consider teaching as a career and making them aware of opportunities available within CoEs.
* Conduct a targeted recruitment campaign to try to raise the number of PLWD applying to be tutors.
* Invest in equipment and facilities
* Sensitize STEM tutors on GESI issues related to mathematics, science and technology to equip them to encourage female and special needs students in STEM.
* Introduce a university and college-led mentoring scheme using current female HoDs as role models and mentors to encourage more female tutors to successfully apply to be HoDs
* Work with TTAG to take measures to encourage more PLWD and female student teachers to take up leadership roles within SRC. **This may include changing the constitution, the rules of elections or mandating affirmative action to increase representation.**
* Conduct outreach campaigns in conjunction with CETAG, targeted at women and led by universities encouraging more females to apply to become STEM tutors in CoEs bearing in mind that these are likely to become university staff before 2025.
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| **4: Create a safe teaching and learning environment for students, tutors and staff of CoEs.** | 1. Each CoE has a designated & trained Safe Space Focal Person by 2022.
2. Each CoE has a designated and functional safe space system by 2022.
3. Number of reported cases of sexual harassment in 5 public universities and % of cases which received formal disciplinary action by 2025.
4. Number of reported cases of sexual harassment in 46 public Colleges of Education and % of cases which led to formal disciplinary action by 2025.
 | * Ensure the development and operationalization of effective sexual harassment policies covering students, staff (teaching and non-teaching) in line with the NCTE sexual harassment guidelines
* Ensure availability of designated guidance and counselling units with adequate GESI capacity in CoEs
* Establish Safe Space Focal Persons (SSFP)system in CoEs and ensure that all actors are trained and carrying out their designated roles (where applicable).
* Review CoEs’ systems to ensure that they are also effective.
* Monitor effectiveness of sexual harassment reporting systems,
* Train a member of the College Council as a focal person who the SSFPs can report to if they have concerns with how the system is working.
* Conduct an annual survey across all institutions to determine extent to which staff and student teachers feel the system is working effectively in their own institution.
* Provide students with tools to identify and address unsafe teaching and learning environments and reduce the risk of harassment.
* Establish a confidential reporting system and ‘hotline’ within NCTE where sexual harassment can be reported and investigated.
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| **5: Expand and improve infrastructure to achieve GESI objectives.** | 1. Residential places for female student teachers (national & institutional) by 2025.
2. % of GETFund resources disbursed specifically for female residential accommodation.
3. CoEs increase in infrastructural funds committed to gender and inclusion (breakdown- inclusion & gender) by 2025.
4. % increase in funding used for improving PLWD facilities (institution specific)
 | * Sustain and increase CoE’s ongoing efforts to make infrastructure GESI-friendly (such as constructing or rehabilitating walkways; changing rooms; improving quality of students’ and tutors’ desks; and procurement and installation of other relevant infrastructure) in CoEs
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| **6: Influence attitudes, behaviours and practice through communications and advocacy.** | 1. % of college community with awareness and understanding of how GESI issues are being addressed in their institutions
2. Each CoE has a designated and functional safe space system by 2022.
 | * Promote GESI-responsive communication as a common responsibility for all in the college environment and build skills for various sections of College communities for effective GESI communication including public advocacy
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* Equip existing gender champions to adopt a more GESI-oriented approach to their work
* Transform gender committees into GESI committees by expansion of membership and mandate as well as re-orientation to reflect the new ethos
* Widen efforts at stakeholder engagement on GESI-related issues in teacher education to include MDAs, NGOs, Development Partners amongst others to stimulate support for interventions
* Encourage the production of appropriate information, education and communication (IEC) materials to support GESI efforts of CoEs for distribution to partners
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**MONITORING AND EVALUATION AND REPORTING FRAMEWORK**

Monitoring and Evaluation is a critical component in the implementation of the GESI Strategy. The M&E Framework set out in the Strategy provides information on each of the 25 Targets which forms the basis of the Strategy.

For each Target there is a specified the baseline (where it does not exist, for some Targets the baseline will be determined in 2020. Each Target has also got a specified ‘Means of Verification’, ‘Definition’ whilst ‘Frequency of Data Collection’ is also specified (refer to National GESI Strategic Framework).

NCTE will have the overall responsibility for operationalizing this M&E Framework and will report on this to the Ministry of Education through the Reform Secretariat, thus expects to receive quarterly updates from all institution or organisations identified and playing specific roles.

In addition, there will be two set-piece events scheduled each year- an Annual Planning and Reflection Meeting of a Stakeholder’s Forum on GESI and a Mid-year review Learning and Sharing Meeting of the Stakeholder’s Forum. Both events will be convened and organized by NCTE.