

QUARTERLY T-TEL PROGRESS SUMMARY

1st October to 31st December 2019

State of Implementation

The final quarter of 2019 saw a significant level of activity across all areas of the teacher education reforms. The commencement of the 2019/20 academic year in October meant that, for the first time, all 46 public Colleges of Education (CoEs) are now implementing the new Bachelors of Education (B.Ed) in Initial Teacher Education in partnership with 5 public universities (University of Cape Coast, University of Education Winneba, University of Development Studies, University of Ghana and Kwame Nkrumah University of Science and Technology). The focus across all these institutions over the past quarter has been: i.) to ensure that administrative processes regarding the registration, matriculation and assessment of student teachers are all in order; ii.) that tutors are regularly attending new subject-specific Professional Development (PD) and Tutor Professional Learning Community (TPLC) sessions each week so that they are adequately prepared to teach Semester 1 courses and iii.) to ensure that Supported Teaching in School (STS) is being carried out in accordance with the new B.Ed where both Year 1 and 2 B.Ed students need to spend one day per week in partner schools for a six week period during the Semester.

The Transition Support Fund (TSF) launched by the Ministry of Education in June 2019 has played an important role during the quarter in incentivizing Colleges of Education to ensure that teaching and learning, assessment, STS and PD/TPLC session attendance are all being implemented effectively. The first TSF assessment round was carried out in November 2019 and, in total, 33 out of 46 CoEs passed the assessment and received GHS 50,000 each for professional development and staff upgrading. Feedback has been sent to all CoEs with improvement areas specifically identified for those 13 CoEs who did not pass their assessments. The two areas which generally require improvement are STS (where 6 CoEs failed to meet the required standards) and PD/TPLC session attendance (where 6 CoEs also did not meet the standard).

Generally the TSF assessments show that B.Ed implementation is progressing well and the external assessment process was useful in identifying areas where further attention and improvement is required. Tutors are generally responding well to the challenges and opportunities presented by the new curriculum but a general observation across most CoEs is that tutors' use of interactive teaching approaches is largely restricted to group work when there are a wide range of other approaches and techniques which they could be using. A further observation is that the new weekly TPLC sessions introduced by the University of Cape Coast in their affiliated CoEs generally provide more opportunity for tutors to practice interactive approaches than the PD sessions implemented in CoEs affiliated to the other four universities. This will be taken into account in early 2020 when all five universities will work with Transforming Teacher Education & Learning (T-TEL) and CoE representatives to design weekly sessions for Semester 2.

Implementing the new STS requirements is proving challenging for almost all CoEs. The main issue is logistical as CoEs are finding it difficult to transport the Year 1 and 2 B.Ed students to partner schools for their one day per week observation and STS interaction over the designated six week period. There is also an issue with the commitment and performance of mentors in some partner schools. Some mentors are not working as effectively as they could because they do not consider the role to be a core part of their responsibilities as they are not remunerated for it. Other mentors are not demonstrating appropriate and interactive teaching techniques and the B.Ed student teachers, including Year 1s, often provide feedback about how these lessons could be improved. Whilst this latter point is a concern it is also a demonstration of how the new B.Ed is transforming teacher education in Ghana, producing a group of confident and well-trained student teachers who feel empowered to question and challenge some of the less effective practices of their more experienced colleagues.

T-TEL supported the National Council for Tertiary Education (NCTE) to establish the National Implementation Support Team (NIST) to address these issues and ensure that B.Ed implementation is carried out effectively across all

institutions. NIST held its inaugural meeting on 27th November, chaired by Professor Salifu, Executive Secretary of NCTE. NIST's membership also includes representatives from all 5 universities and their affiliated CoEs, Conference of Principals of Colleges of Education (PRINCOF), National Accreditation Board (NAB) and T-TEL's zonal teams. The first NIST meeting proved very useful in identifying issues of concern and suggesting plans to address these. Two examples of this are i.) proposals are being developed to address CoEs concerns about STS implementation and ii.), in response to concerns from some CoEs that affiliated universities are not respecting the terms of the Affiliation Agreement, a checklist is being produced to be completed by all institutions which monitors the extent to which both parties are meeting their respective obligations.

NAB's Board approved the National Teacher Education Assessment Policy during the quarter. The NIST quite rightly identified that effective implementation of this policy will be critical to the ongoing success of the teacher education reforms. Embedding the assessment practices set out in the National Teacher Education Curriculum Framework (NTECF) is an essential step in shifting the teacher education system away from its previous focus on written examinations and towards the more practically-focused and rounded forms of assessment which underpin much of the nation's current education reform programme. In early 2020 there will a meeting between NCTE and university representatives to agree a few practical, implementation-related issues which remain unresolved and then T-TEL will work with all 5 universities to ensure that there is a strong understanding of the new Assessment Policy across all CoEs. The Assessment Policy will then be implemented from the start of 2019/20 Semester 2 (March 2020) onwards.

The past quarter was noteworthy for the enthusiasm with which CoEs embraced the 16 Days of Activism against Gender-Based Violence. The theme for this year's campaign, which ran from 25th November to 10th December, was 'Orange the World: Generation Equality Stands Against Rape!'. This theme seemed to strike a chord with the teacher education community, coming just a month after the BBC's undercover 'Sex For Grades' documentary exposed the extent to which sexual harassment is prevalent within Ghana's higher education system. In total 38 CoEs participated in the 'College Challenge' which was organized by T-TEL and NCTE, carrying out a range of activities including debates, banner campaigns, awareness-raising marches in the local community and 'walk in his or her shoes' activities. The level of enthusiasm and dedication displayed by participants was very encouraging, particularly as CoEs financed all activities themselves. The campaign coincided with training for two designated Safe Space Focal Persons (SSFP) across all 46 CoEs which was very well received. This training is an important step in putting in place effective systems for reporting and tackling sexual harassment. At the end of the quarter the NCTE Board provisionally approved the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy & Action Plan (2020-2025). This GESI Strategy will form the basis for T-TEL's GESI-related support to national institutions, universities and CoEs throughout 2020.

T-TEL is scheduled to run until the end of December 2020 but most oversight and support will cease at the end of July 2020 when the current academic year comes to an end. This is the point where T-TEL will withdraw our field-based teams and focus almost exclusively on ensuring that the National Council for Tertiary Education (NCTE), National Accreditation Board (NAB), National Teaching Council (NTC) and 5 public universities are providing adequate oversight and support over the first few months of the 2020/21 academic year.

Our activities budget is now fully committed to planned activities between January and July 2020 meaning that we have less flexibility than in the past to respond to emerging requests from the Ministry of Education and other key stakeholders. The final year of T-TEL will therefore be focused on ensuring that broad-based ownership of the teacher education reforms continues and that we work at an institutional level to identify issues and weaknesses which require addressing in order to ensure success of the reforms. At a national policy level the three main tasks which remain outstanding over the next twelve months are: the development of an effective Colleges of Education Management Information System (CEMIS) to be overseen by NCTE; repealing and replacing Act 847 to allow for the future alignment of universities and Colleges of Education; and support to NTC to ensure that teacher licensing incorporates an appropriate and well-implemented portfolio assessment system nationwide.

T-TEL has developed a Transition & Sustainability Strategy which has been approved by DFID and which we are currently implementing. Despite the measures set out in this strategy it should be noted that there is some unease amongst many stakeholders that T-TEL is scheduled to end in 2020. T-TEL is viewed as a very successful, Ministry-led programme and there is a belief amongst stakeholders such as the MoE, NCTE, Universities and Colleges of Education that it would be a backwards step for Ghana if the skills and expertise of the T-TEL team were to dissipate

at the end of the programme. This is why the Minister of Education has made efforts to identify funding sources to enable T-TEL to continue beyond 2020 as a Ghanaian-led source of technical advice and support which can expand its influence beyond its current scope and do more to address issues such as teacher education for Senior High Schools, ICT capacity and capability in Colleges of Education and Senior High Schools and the performance and commitment of Partner Schools in embedding the new Pre-Tertiary Curriculum. One potential source of funding identified through the Minister is the Mastercard Foundation and an initial scoping workshop was held during the quarter to begin designing a programme which can commence in the second half of 2020.

The section below contains further details of some key activities and achievements from Quarter 18:

i.) National Education Policy System- effective performance monitoring and oversight

- T-TEL supported NCTE to submit their quarterly teacher education reform progress report to the Ministry of Education's Reform Secretariat and prepare their 2020 Roadmap.
- T-TEL conducted a range of activities to improve how we share research findings with stakeholders with a particular focus on CoEs as this had been a historic gap. 15 CoEs were visited during the quarter and presentations and discussions were held whilst refresher training on data submission was also conducted at the same time. T-TEL also presented our research findings at the Ghana National Teacher's Prize in Kumasi, at the ICERI Conference in Spain and at the UCET Conference in the UK.
- T-TEL partnered with reporters, bloggers and social media enthusiasts to undertake a nationwide media tour in selected CoEs to share information on teacher education reforms. This media tour was very successful and achieved 5.5 million potential impressions on Twitter.

ii.) Strengthened Quality Assurance and Regulatory System

- T-TEL worked with **NCTE** to hold orientation and capacity building training for members of 6 newly constituted CoE Councils, held a capacity development workshop for College Secretaries and made good progress in working towards completion of an Education Leadership Qualification Framework.
- The **NAB** Board approved the National Teacher Education Assessment Policy and T-TEL provided support to NAB to conduct full QAAAI institutional reviews of 6 'new' public CoEs as well as carrying out capacity building training for CoE Quality Assurance officers.
- T-TEL continued to support **NTC** with the development of a Portfolio Assessment system including the production of a personnel specification for Moderators and Assessors. NTC advertised for these roles but unfortunately, as of mid-December, there were far fewer qualified applicants than there are positions available (NTC require over 1,000 Portfolio Assessors and 160 Moderators to run the system effectively nationwide). T-TEL has asked CETAG to encourage their members to apply because these are part-time roles so would be suitable for CoE tutors.
- T-TEL conducted a capacity building training workshop for key officials from NAB, NCTE and NTC (as well as PRINCOF and all CoE Principals) on the B.Ed curriculum and National Teacher Education Assessment Policy. This activity formed part of our capacity building support to these institutions. In total 91% of the milestones in NCTE, NAB and NTC's capacity building plans for 2019 were achieved.

iii.) Curriculum reform implemented through Universities and affiliated Colleges of Education

- T-TEL supported the development of subject-specific materials and approaches for weekly Professional Development/Tutor Professional Learning Community (PD/TPLC) sessions with all 5 universities and weekly sessions have been held across all 46 CoEs.
- The inaugural meeting of the National Implementation Support Team (NIST) for curriculum implementation was held successfully.
- The T-TEL supported university and CoE writing teams finalised drafting of Year 2 Course Manuals and these are now undergoing proof-reading and plagiarism checks. In addition the Arabic Curriculum and accompanying Course Manuals were completed ready for submission to NAB for accreditation and the course content of the new general Religious and Moral Education (RME) course was finalised.

iv.) Strengthened institutional environment within Colleges of Education enabling them to meet new standards

- T-TEL support NAB to conduct a 'light-touch' institutional review of 40 CoEs against two selected indicators in the Quality Assurance and Accreditation Assessment Instrument (QAAAI) on Monitoring & Evaluation and Partnerships & Cooperation. These institutional reviews showed that 38 out of 40 CoEs improved on the Partnership and Cooperation indicator with 32 CoEs showing sufficient improvement to move from one category to another (i.e. from 'satisfactory to good' or 'good to excellent'). 39 out of 40 CoEs recorded improvement against the Monitoring and Evaluation indicator with 30 of these showing sufficient improvement to move from one category to another.
- 33 out of 46 CoEs passed the first round of the Transition Support Fund (TSF) and have received funds for staff upgrading and professional development. Overall 'Professional Development' and 'Supported Teaching in Schools' were the two assessment areas which require the greatest improvement next time with 6 CoEs scoring 'needs improvement' or 'inadequate'.
- QuickBooks installation is generally going well and training has now been conducted for all 46 CoEs with software also being installed in all institutions. There is anecdotal evidence that some CoEs are resisting the change as it increases transparency or they do not like using a new system. T-TEL will monitor this closely with NCTE and decide whether sanctions (such as withholding TSF funds from CoEs which are not using QuickBooks properly) will be required.

v.) Partner schools aligned with new curriculum and delivering effective teaching and learning

- T-TEL supported all CoEs to carry out mentor training linked to the Year 2 STS Handbook during the quarter. Generally this went well and it was good to see some CoEs working closely with Municipal, Metropolitan and District Directors of Education (MMDDs) when organizing and conducting this training. However there are reports that some RMMDDs are not familiar with the School Partnerships Policy and have not been supportive of mentor training. This is a concern, particularly in Districts where mentors have been trained and reassigned to other (non-partner) schools. Efforts will be made in Q19 to support CoEs to ensure that their local RMMDDs understand the policy and are actively supporting it.
- TSF assessors and T-TEL zonal staff also noted some issues in partner schools which need to be addressed in Q19. These include post-lesson reflections not routinely being held in some schools; some CoEs not giving copies of signed MOUs to their partner schools; some CoE tutors not being familiar with aspects of the new pre-tertiary curriculum and Supported Teaching Coordinators (STCs) having a heavy workload and not being adequately supported by other tutors in some CoEs to carry out their role effectively.

The Teacher Education Reform Policy Roadmap for 2019

T-TEL has developed a detailed implementation Roadmap for the Teacher Education Reforms for 2019 in February 2019. The Roadmap sets out 22 Key Performance Indicators (KPIs) which needed to be achieved during 2019 in order to ensure successful implementation of the teacher education reforms. This Roadmap is reviewed and updated on a monthly basis and circulated to stakeholders.

The final review of the 2019 Roadmap took place on 31st December 2019 and the status of each KPI is set out on the following pages. In short progress was generally very good and 14 out of 15 DFID deliverables were achieved (the only one not achieved was CEMIS which will be completed in early 2020). A 2020 Teacher Education Reform Roadmap has also been developed and finalized and is attached as an Annex. This new Roadmap will now be monitored and reported on regularly throughout 2020.

For the 2019 Roadmap each KPI is given a colour coding to indicate its implementation status. As of 31st December 2019 we ranked 13 KPIs as Green (up 2 from the 11 which were rated as Green on 8th October 2019), 9 KPIs as Amber/Green (up 2 from the 7 rated A/G on 8th October) and no KPIs as Amber/Red (down from the 4 rated A/R on 8th October). In total 5 KPIs had got better (improved in rating) since 8th October whilst no KPIs had got worse (declined in rating) since 8th October.

National education policy system effective performance monitoring and oversight - KPI Summary (details of activities under each KPI on slides 13-15)

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date	
1.1	Reform Secretariat advice & support: Providing ongoing advice and support; submitting regular progress reports and developing Quality Assurance tools to monitor progress.	Robin Todd	Ongoing to Dec 2019	G	↔	Deep Dive Report produced and shared. Roadmaps and KPIs developed for all 12 reform priorities, performance contracts signed and first 'Accounting to Minister Forum' held. Discussions held with Secretariat as to data and reporting requirements.
1.2	Research & Learning : Conducting research studies on inclusive education, B.Ed curriculum implementation and impact of T-TEL in basic schools; development of revised logframe and handbook; development of VFM Strategy and conducting annual impact evaluation.	Abdul-Karim Kadiri	31 st March-13 th Dec 2019	G	↔	Inclusive Education Study completed, and disseminated at NCTE Learning Summit on 26 th June. Logframe, handbook and VFM Strategy finalised and submitted to DFID. Annual evaluation survey completed and disseminated.
1.3	National Communications: Deliver support to Universities, CoEs, Ministry of Education and Agencies to enable them to play a greater role in engaging the public, identifying powerful narratives and stories of success, learning and change; hold Learning Summit; conduct Teachers Make our Nation campaign to elevate public opinion on the status of teachers; and promote T-TEL internationally through participation in conferences and learning fora as well as supporting DFID events and activities.	Enock Gyan	March to Dec 2019	G	↔	Opinion survey on education reforms carried out and shared with Ministry along with policy advice and recommendations. Successful workshops held with university PROs which has increased the quantity and quality of news articles being published on teacher education reforms. A publicity campaign was organised with NTC linked to World Teacher's Day which included the airing of short films on Joy News and the production of materials about young teachers in partnership with Sabre Education.

4

Strengthened quality assurance and regulatory system - KPI Summary (details of activities under each KPI on Slides 16-20)

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date	
2.1	Strengthened NCTE (including CEMIS): Support NCTE to set up and install College of Education Management Information System (CEMIS); and to develop and implement their Capacity Development Plan.	Sam Awuku	31 st Dec (CPD & CEMIS)	A/G	↑	CEMIS procurement completed and contract signed, implementation underway. 38 Councils trained. 8 further Councils constituted and to be trained in final quarter of 2019.
2.2	Strengthened NAB: Support NAB to develop and implement Capacity Development Plan; finalise Affiliation Agreement for universities and CoEs; undertake institutional review of 6 new Colleges and assess 40 CoEs against QAAAI; and to develop Assessment Policy and Framework.	Sam Awuku	31 st Dec (CPD) 30 th July (QAAAI) 31 st March (policy)	A/G	↑	6 new CoEs QAAAI assessment complete. Specific additional QAAAI partial assessments of 40 previously rated Colleges completed. Assessment Policy and Framework signed off by NAB Board.
2.3	Strengthened NTC: Support NTC to develop and implement Capacity Development Plan; develop and finalise teacher licensing arrangements for beginning teachers.	Sam Awuku	31 st Dec (CPD) 30 th Aug (licensing)	A/G	↔	Development of portfolio assessment for teacher licensing using NTS has commenced. Recruitment of Moderators and Assessors underway but progress is slow.
2.4	Strengthened NIB: Support NIB to develop and implement Capacity Development Plan; inspect partner schools and effectively apply NTS.	Sam Awuku	31 st Dec (CPD) 30 th Sept (inspection)	G	↔	Training for over 300 team inspectors completed.
2.5	Strengthened GES, NaCCA, PRINCOF & Unions: GES to fully institutionalise School Partnerships Policy; Engage CETAG and other Unions on new policies; Support NaCCA to develop Capacity Development Plan; 3-sets of 2 days policy dialogue engagement with PRINCOF	Sam Awuku	11 th May	A/G	↔	Significant amount of capacity building support provided to NaCCA to enable curriculum implementation. Positive engagement with CETAG as awareness raising activities completed. Progress with GES on STS at District level in some areas.

Curriculum reform implemented through universities and affiliated Colleges of Education - KPI Summary (details on slides 21-25)

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date
3.1	University CPD planning and implementation (university-level activities): Development and implementation of CPD Roadmaps for 4 universities & associated Quality Assurance; establishment and operation of National Implementation Support Team for 5 universities; materials development including Year 1 Course Manual.	Prof Jophus, Eric Ananga & ZTLs	31 st Dec 2019 (CPD Roadmaps & Support Team) 30 th June 2019 (Year 1 Course Manual)	G	↔ Roadmaps finalised. MoUs drafted and signed with all 5 universities & funds released. NIST established and first meeting held. Yr 1 Manuals completed, Year 2 drafting completed and at proofreading stage.
3.2	Tutor Professional Development (PD Sessions) and curriculum implementation (CoE-level activities): Support delivery of PD Theme 9 and NTS based lesson delivery; develop and implement PD Theme 10 and agree new ways of working from October 2019 onwards.	Prof Fletcher, Prof Jophus & ZTLs	31 st March (PD Theme 9 & NTS lesson delivery) 30 th June (PD Theme 10) 30 th Sept (new approaches)	G	↔ PD Theme 10 completed with 80% attendance. New subject specific PD/TPLC Handbooks produced by all 5 universities and training completed. Implementation now underway.
3.3	Affiliation Planning and Preparation: National affiliation announcement & agreement of governance structures; amend Act 847; agreement of mechanism for oversight and monitoring of governance and management arrangements; universities and CoEs to develop and implement Affiliation Roadmaps.	Prof Jophus, Robin Todd & ZTLs	31 st March (announcement) May onwards (Act 847); June onwards (oversight & roadmaps)	G	↔ Affiliation announced and discussions held with religious organisations to address issues. Revision of Act 847 postponed to 2020.
3.4	Internal assessment systems within CoES & External Assessment: Develop CPD plan for universities and CoEs to enable them to implement the National Assessment Policy and Framework and support training for tutors; conduct evaluation of Year 1 curriculum implementation.	Prof Fletcher, Prof Jophus & ZTLs	30 th April (CPD planning) 30 th August (assessment training & Year 1 evaluation)	A/G	↔ National Assessment Policy (KPI 2.2.4) completed and approved by NAB Board. Planning now underway to operationalise by Semester 2. TSF assessment completed to ascertain progress on curriculum.
3.5	Gender and Inclusion mainstreaming within universities and new curriculum and other additional areas: Hold national gender & inclusion summit; develop Gender & Inclusion Toolkit; accredit Arabic Language & Liberal Studies	Ayishetu Milkey, Dinah Adiko, Prof Jophus & ZTLs	31 st March (summit & toolkit) 31 st July (Arabic Language accredited)	A/G	↑ Summit took place and GESI Strategy developed and approved by NCTE. Toolkit being developed. Arabic Language curriculum completed.

Strengthened institutional environment within Colleges of Education enabling them to meet new standards - KPI Summary (details on slides 26-31)

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date
4.1	Transition Support Fund: guidance note developed & TSF launched; contracts signed; CoE support provided; NAB & NCTE teams trained; monitoring visits held; funds disbursed.	Noshie Iddisah & ZTLs	11 th March (launch) June & Dec (verification)	G	↑ TSF 1 st round assessment completed with 33 out of 46 CoEs passing and receiving funds.
4.2	Leadership & Management: training sessions for new CoE Principals; training conducted for university leaders; refresher training for all Principals; plans developed for accreditation.	Sam Awuku	30 th April (new CoEs) 30 th August (unis & refresher)	G	↔ Leadership workshops held and assessment completed. Plans for development of accredited leadership qual. progressing well.
4.3	QAAAI – support to improvement to specific areas including College Improvement Planning: support 6 new CoEs to prepare for full QAAAI assessment; use 2018 QAAAI reports as basis for improvement planning support in 40 CoEs; assist 40 CoEs to prepare for light-touch NAB assessment on 'Monitoring & Evaluation' & 'Partnerships & Cooperation'.	Sam Awuku & ZTLs	31 st May (new CoEs) 31 st July (40 CoEs assessed in 2018)	G	↑ Support visits to 6 new CoEs took place in line with zonal workplans. Improvement plans developed in 40 CoEs. QAAAI re-assessments have taken place with generally positive results and good improvements demonstrated.
4.4	Financial Management strengthening within CoEs: Prepare for QuickBooks roll-out; pilot installation, training & implementation; full roll-out of QuickBooks.	Noshie Iddisah & ZTLs	31 st March (preparation) May- Dec (pilot)	G	↔ Consultant contracted and Quickbooks assessment, software procurement and training carried out in all 46 CoEs.
4.5	Gender and inclusion mainstreaming within CoE policies and practices including GRIPs: support to 36 CoEs and 6 new CoEs to achieve and validate objectives; participate in Gender & Inclusion Summit; develop strategy and provide inclusion support	Dinah Adiko, Marj Tackle & ZTLs	31 st March (36 CoEs) 30 th August (6 new CoEs)	A/G	↔ GRIP validation completed for 36 CoEs, payments made and deliverable achieved. Support provided to 6 CoEs who are still implementing their GRIPs. National GESI Summit held and Action Plan approved.
4.6	Dedicated support to 6 'new' Colleges of Education and other additional activities: support visits on teaching, policy development, CIP and PBR; dedicated TLM support	Sam Awuku, Prof Fletcher, Noshie Iddisah & ZTLs	30 th Sept (teaching) 31 st Dec (PBR etc.)	G	↔ All CIPs completed and contracted. Workshops held. Draft Policies completed for internal consultation. TLM Centres assessment complete and awards made.

Partner Schools aligned with new curriculum and delivering effective teaching and learning - KPI Summary *(details on slides 32-34)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date
5.1	Supported Teaching in Schools- incorporating district capacity building: Production of Supported Teaching in Schools (STS) Handbook and initial training for tutors, mentors and circuit supervisors; ongoing support to CoES and MMDEs on implementation of National School Partnerships Policy; ongoing supervision and quality assurance of Supported Teaching in Schools; targeted roll-out of Gender Handbooks for mentors in partnership with GEU.	Prof Fletcher, Marj Tackie & ZTLs	March 2019 (STS training and Gender Handbook orientation) Ongoing to Dec 2019 (STS and school partnerships policy support)	A/G	↔ STS Year 2 Handbook produced in collaboration with 5 universities and training for STCs conducted for all 46 CoEs. CoEs mentor training completed. Gender Handbook printed and distributed to zones and training delivered.
5.2	District and stakeholder communications: Production of practice papers; holding media sensitisation workshops; Information briefs produced and disseminated; case studies and films produced; Teachers Make Our Nation campaign launched and promoted at district and CoE levels.	Enock Gyan & ZTLs	Ongoing through to December 2019	G	↔ Activities underway, new focus on reaching out to students and parents to raise awareness following Opinion Survey findings. Follow up activities planned on the back of Ghana Teachers' Prize.
5.3	NaCCA support to new basic education curriculum in partner schools: support NaCCA to conduct stakeholder engagement and implement communications plan; awareness raising sessions for zonal staff, College Tutors, Supported Teaching in Schools Coordinators, District Staff, student teachers and beginning teachers; Monitor and report on progress and issues regarding implementation of the new basic education curriculum in partner schools.	Prof Fletcher, Sam Awuku & ZTLs	Feb-May 2019 (communications) May- August 2019 (training and awareness raising) September 2019 onwards (monitoring and reporting)	A/G	↔ 92 Tutors selected and trained as Curriculum Master Trainers. They lead on College-based awareness raising. Communication and awareness raising for mentors and lead mentors on new curriculum to be combined with STS Year 2 training in October carried out in all 46 CoEs.