QUARTERLY T-TEL PROGRESS SUMMARY

1st January- 31st March 2020

State of Implementation

16th March 2020 was supposed to be the day that Semester 2 of the 2019/20 academic year commenced across all 46 public Colleges of Education, the final Semester where T-TEL zonal teams would be available to provide advice, guidance and support as the programme entered its final phase. Instead 16th March was the day when the President of the Republic of Ghana, His Excellency Nana Akufo-Addo, decreed the start of a nationwide ban on public meetings, workshops and conferences and the indefinite closure of all schools, universities and Colleges of Education in an effort to halt the spread of the COVID-19 pandemic within Ghana. Since this announcement T-TEL, NCTE, the 5 universities and 46 Colleges of Education have been developing and implementing plans to ensure that teacher education is able to continue through virtual and online learning until such a point as institutions can re-open.

This Quarterly Report details the considerable and promising progress which was made throughout January, February and the first half of March to embed the teacher education reforms and ensure that effective delivery of the B.Ed. in Initial Teacher Education (ITE) can be confidently sustained once T-TEL supports comes to an end later this year. This report also details the rapid redeployment of technical support which has taken place in the weeks since 16th March in order to ensure that as many student teachers as possible are able to benefit from high quality teaching and learning over the coming months.

A main area of focus over the first two months of the year was the collaborative development of Tutor Professional Development (PD) and Teacher Professional Learning Community (TPLC) sessions for Semester 2 based on observation and analysis of the Semester 1 sessions. This collaboration was facilitated by T-TEL and involved representatives from the 5 universities, NCTE, NAB, NTC, PRINCOF and CETAG. A framework was developed for drafting the Semester 2 Manuals and it was agreed that the first two weekly sessions should focus on understanding the National Teacher Education Assessment Policy (NTEAP) as operationalizing this policy is key to bringing about lasting change in the teacher education system. It was also agreed that the PD and TPLC sessions for Semester 2 take a subject-specific approach and that enactment and observation of teaching will play a greater role in all sessions than had been the case for Semester 1 PD sessions. By 16th March all Semester 2 PD manuals had been written and by 13th March training of all relevant CoE staff had been completed by all universities in readiness for the second semester which had been scheduled to start on 16th March 2020.

The National Teacher Education Assessment Policy (NTEAP) played a prominent role in activities within the quarter as an operationalization guide was completed and circulated to all universities and Colleges of Education. This guide then formed the basis for discussions at the 7th February National Implementation Support Team (NIST) meeting chaired by Professor Salifu from the National Council for Tertiary Education (NCTE). At the NIST meeting it was made clear that all universities would be expected to operationalize the NTEAP as soon as feasibly possible. Subsequent responses from Vice Chancellors show that all universities have committed to operationalize the NTEAP with KNUST UDS and UoG commencing implementation from the start of Semester 2 of the 2019/20 academic year, UEW commencing in Semester 1 of the 2020/21 academic year and UCC raising a number of issues which need to be addressed prior to operationalization for 2020/21.

The National Gender Equality and Social Inclusion (GESI) Strategy and Action Plan for Teacher Education (2020-2025) was approved by NCTE at the end of 2019. The first quarter of 2020 thus saw a National Stakeholders' Engagement event organized by NCTE with technical support from T-TEL to kick start the dissemination process and formally present the GESI Strategy to national level partners and stakeholders. Twenty-five institutions were represented at the event including the five public teaching universities, national education reform agencies (NaCCA, NTC, NAB, NIB), the Ministry of Education, GES, Ministry of Gender, CSOs and international partners. The purpose of the engagement was to garner greater public acceptance of the framework to ensure its successful implementation and official 'pledges of support' were received from all participating agencies. The next stage of operationalizing the GESI Strategy was to create awareness of the framework to Colleges of Education (CoEs) and to support them in developing their GESI action plans. This engagement took place for 20 CoEs in the Northern and Volta/Oti zones before the COVID-19 situation led to the cancellation of the engagement events which had been planned in the other three zones.

A second round of Transition Support Fund (TSF) assessments was carried out during the quarter for those 13 CoEs which failed to pass the first round of assessments which took place in the final quarter of 2019. 18 external TSF Assessors, split into 3 teams, conducted the second assessment round. 12 out of 13 CoEs passed all four assessment areas (teaching & learning, assessment of student teachers, Supported Teaching in School and Tutor Professional Development) and therefore qualified to receive GHC 50,000 each for staff upgrading and development. The one CoE which failed have been provided with comprehensive feedback as to where and how they can make further improvements and they have been encouraged to remember that, according to our TSF guidelines, each CoE can be assessed a maximum of 4 times so they still have two opportunities left to gain the allocated GHC 100,000.

T-TEL has reoriented our existing technical and financial assistance so that we work with NCTE, the 5 universities and 46 Colleges of Education to ensure that as many student teachers as possible are able to benefit from effective virtual learning given the institutional closures brought about through COVID-19. Currently we are doing the following:

i.) Creating a B.Ed microsite for student teachers on the T-TEL website containing all B.Ed. course materials for Year 1 and Year 2 courses with a separate area for student teachers and tutors. We are working with the 5 universities to ensure that as many materials as possible are available on this site which also link through to each university's virtual learning system. This microsite will go live on 17th April.

ii.) Working with each of the 5 universities to extend their virtual learning environment so that student teachers in their affiliated Colleges of Education are able to participate fully in online classes. Enrolment is being carried out across all 46 CoEs and the universities have collectively agreed with NCTE that 27th April will be the new official opening date for Semester 2.[1]

iii.) Working with the 5 universities to provide individual support to each of the 46 Colleges of Education to enable them to continue to deliver lessons using Google Classroom, Telegram and WhatsApp on a pilot basis during the period prior to 27th April when universities are extending and preparing these virtual learning systems. In the week commencing 6th April 16,392 student teachers from 40 Colleges of Education participated in online lessons. Our Gender Equality and Social Inclusion (GESI) team is also working closely with our zonal teams, universities and Colleges of Education to ensure that the needs of all learners are taken into account through these virtual learning efforts. This has included developing 'Guidelines for GESI Responsive eLearning' which are to be followed by all institutions.

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[1] Semester 2 was originally scheduled to start on 16th March before breaking for Easter on 9th April and resuming on 4th May. The new schedule sees Semester 2 commencing online on 27th April without an Easter break. This means that only 3 weeks of total learning time has been lost when compared with the original timetable.

iv.) Supporting tutors to adapt their lessons and teaching so that they take account of the specific demands of online learning. This includes enrolling tutors on university-led courses and regular virtual lesson observation. T-TEL has supported 1,510 tutors from 41 Colleges of Education to enroll in a specially offered online Certificate in Design, Teaching and Learning delivered by the Amsterdam University of Applied Sciences. This course will build tutor capacity to move their lesson delivery to virtual learning environment and consists of 8 3-hour autonomous modules to prepare tutors on the essential elements of online teaching.

In addition to the activities listed above, the next section contains further details of some key achievements from Quarter 19:

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

- A small team of T-TEL staff (Robin Todd, Noshie Iddisah, Abdul-Karim Kadiri and Alberta Tackie Larkai) carried out a rapid assessment of Foundational Literacy & Numeracy (FLN) in Ghana for the Bill & Melinda Gates Foundation (BMGF). This assessment was intended to strengthen the Foundation's understanding of FLN in Ghana and what could be done to improve outcomes. The team held interviews with national stakeholders and conducted fieldwork in Upper West and Central Regions. Following submission of the report the Minister of Education called a meeting with the Director General of GES, senior officials from the Ministry of Education, including the Reform Secretariat and the Executive Secretaries of NCTE, NaCCA and NTC to discuss the findings of the review team and how best to address them.

- T-TEL participated in a workshop organised by NTC from 3rd to 5th February to review and revise a draft Teacher Policy for Ghana. Supported by UNESCO and the Norwegian Teacher Initiative, the intention of this policy is to bring all guidance documents and policies together in a single, coherent document. T-TEL was represented through Robin Todd, Akwasi Addae-Boahene, Jonathan Fletcher and Eric Ananga who all played a significant role in helping to draft the document to ensure that the National Teachers' Standards (NTS) featured prominently and helped to provide a unified framework for teacher professional development and performance.

- T-TEL recorded our third and final set of stories during the quarter. Together with our filmmaker (Elio Stamm) and his assistant three films are currently in the post-production stage. This series of stories seeks to illustrate how changes to teacher education are changing the way CoEs and the broader teacher education sector are working for the benefit of student teachers, practicing teachers and, ultimately, learners in the classroom. One film takes a longitudinal approach, using archive footage and gathering new perspectives to reflect on success as the T-TEL programme draws to a close. The other two reflect findings from the public opinion survey conducted last year and continue to push the #TeachersMakeOurNation messaging by focusing on encouraging people to enrol in B.Ed. degree programmes and to specialise in early grade learning.

ii.) **Strengthened Quality Assurance and Regulatory System**

- Significant progress has been made in completing the setup of the Colleges of Education Management Information System (CEMIS). But for the closure of CoEs and ban on public gatherings from 16th March, CEMIS would by now have gone functional and all 46 Colleges of Education would be linked to it. All underpinning technical work has now been carried out to create a functional set of management modules and all that remains is for training of users in CoEs.

- The Concept for Portfolio Assessment has been approved by the NTC Board and the process for selecting the Regional and District Assessors (Moderators) has started. As part of this ongoing process, the National Teaching Council (NTC) made a call for expression of interest from potential

assessors in the Daily Graphic and various websites including NTC and T-TEL websites. With applications still open, a total of 153 individuals have expressed interest in the Regional Assessor role and 375 for the District level assessor role. T-TEL has supported the NTC to select 50 successful candidates for the role of Regional Assessors and shortlist 82 more candidates who were interviewed to be considered for the role of Regional Assessor. As a precursor to a nationwide training of selected assessors, a pilot testing of the finalised portfolio assessment tool has been conducted to validate the workability or otherwise of the tool. The plan to use in person training approach for the selected Regional Assessors is now being reviewed in the light of COVID-19. T-TEL has been providing technical support to NTC via zoom with an agreement reached to start providing orientation to the Regional Assessors through Virtual Learning Platforms (VLP). It has been agreed that the selection of the first cohort of District Assessors will be done via Zoom to complete the selection process by the end of April 2020. Training of this cohort of Assessors will be undertaken in May through VLP. When completed, the portfolio assessment system is expected to form part of the new teacher licensing regime instituted by the National Teaching Council.

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

- The new subject-specific Semester 1 Tutor Professional Development (PD) and Teacher Professional Learning Community (TPLC) sessions were completed by all 46 CoEs. Interest in these sessions has continued to increase with overall tutor attendance standing at 85% which is the highest recorded rate so far and is an increase on the 82% recorded for Semester 2 2018/19. Indeed, when compared with the PD attendance rate of 53 per cent in the first semester of the 2016/2017 academic year, the attendance rate of 85 per cent for the first semester of the 2019/2020 academic year shows an increase of 32 percentage points over the past three years.

- The collaborative development of Tutor Professional Development (PD) and Teacher Professional Learning Community (TPLC) sessions for Semester 2 were organized using a new approach which put the universities in the lead and led to significant cost savings for T-TEL. Following an initial workshop with 5 universities, NCTE, NTC, NAB, PRINCOF, CETAG and others, four out of the five teaching Universities collaborated to write the same set of manuals for tutors and subject leads. Writing teams from these universities, supported by T-TEL, produced drafts of 84 subject-specific PD sessions each with activities covering two hours , within the period of just three working days. This was possible because much of the groundwork had already been laid during the collaborative workshop which preceded the writing. The writing exercise commenced on 21st January 2020, and by the end of February 2020, all manuals were made available for training of subject leads, PD Coordinators and Assessment Officers from CoEs and Universities. This training was run by the Universities with technical support from T-TEL zonal teams.

- T-TEL supported the University of Cape Coast to carry out training for course tutors on the Year 2 Semester 2 B.Ed courses. Subject-specific training workshops took place between 11th and 13th March for 628 tutors across 5 centres. This training was organized by UCC's Institute of Education and training was led by the Course Coordinators for each of the subject-specific Semester 2 courses.

- The second meeting of the National Implementation Support Team (NIST) was held on 7th February, chaired by Professor Salifu from NCTE. This was a very good meeting which proved the worth of this forum as a means of overseeing B.Ed. implementation. On 7th February the NIST made some important decisions about operationalising the National Teacher Education Assessment Policy, introducing an Affiliation Monitoring Checklist and producing guidance for Colleges of Education on appropriate use of their Transition Support Fund grants.

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

- CoE leadership support visits were undertaken from 2nd – 13th March 2020 by the Key Adviser and Coordinator of the Policy, Leadership and Institutional Development component together with representatives of the zones visited. A total of 12 Colleges of Education in the Ashanti/Brong Ahafo and Volta/Oti zones were visited over the period. The team engaged with senior and middle leaders of the Colleges and visits also provided a good forum to ascertain the extent to which Principals are exhibiting defined sets of leadership and management skills in their institutions. The team found that Principals are using various aspects of collaborative leadership in the day to day running of their institutions. Some of these approaches include people-centred leadership, practicing distributed leadership and leadership by ownership sharing.

- Good progress has been made in improving financial management in CoEs through the roll-out of QuickBooks accounting software. 40 CoEs have now been through the process of QuickBooks installation, server configuration, networking, uploading of customized database and creation and assignment of user profiles with access levels and rights. Of these 40 CoEs 26 are actively using the software and are up to date with the process of data capture for the quarter ending 31st March. Further installation work is required for 6 CoEs whilst NCTE has now written to all CoEs stating that the system is mandatory and that sanctions will be taken against any CoE which consistently demonstrates that they are not making an effort to use the new system.

- Funds have been released to 10 CoEs to establish TLM Resource Centres. To date most CoEs have concentrated on carrying out construction and renovation works to prepare their Centres for use. They have also identified and appointed staff to run these Centres. A number of CoEs are also developing plans for how these TLM Resource Centres will be accessed by MMDDEs and school staff as this is an important means of strengthening linkages and learning between CoEs and the wider basic education system (not just partner schools).

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

- 144 schools, 144 lead mentors, 148 mentees and 427 mentors were interviewed by T-TEL zonal teams with the support of the T-TEL Monitoring and Evaluation team and T-TEL National Coordinator for Teacher Education. In addition to these interviews mentees were observed teaching mainly English, Mathematics and Science lessons. The results of the survey showed that 82% of CoEs are demonstrating effective linkages across most of their partner schools and are using these linkages to promote teaching and learning through STS. The survey also found that most partner schools are assessing their mentees against the National Teachers' Standards. The survey results further suggest that compared with the performance of mentees in a similar survey undertaken last year, the mentees in the 2020 survey performed better in all but one of the competencies observed in 2019. Our theory of change assumes that as teaching and learning improve at the colleges, this will lead to changes in behaviour, performance and teaching skills of students and we have a growing body of evidence to suggest that this is actually the case.

- There has been an increase in the level of collaboration between CoE tutors, T-TEL zonal teams and Metropolitan, Municipal and District Education Office (MMDDE) staff regarding the use of the National Teachers' Standards (NTS) by mentees and mentors in partner schools. This was confirmed through visits to a sample of 10 MMDDEs carried out by the Key Advisor for School Partnerships. In all Directorates, lessons of mentees were observed, and the post-observation conferences were attended by all mentees, mentors and lead mentors and these also showed that, although further progress can still be made, awareness and understanding of the NTS is steadily growing across the education system.

The Teacher Education Reform Roadmap for 2020

T-TEL developed a detailed implementation Roadmap for the Teacher Education Reforms in January 2020 setting out 20 Key Performance Indicators (KPIs) which needed to be achieved during 2020 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 first quarterly review of the 2020 Roadmap took place on 7th April and the status of each KPI is set out on the following pages. As of 7th April 2020 we ranked 11 KPIs as Green (down 4 from the 15 which were rated as Green on 8th January), 8 KPIs as Amber/Green (up 3 from the 5 rated A/G on 8th January) and 1 KPI as Amber/Red (up 1 from the 0 rated A/R on 8th January). In total 5 KPIs had got worse (decline in rating) since 8th January.

In response to the shift to virtual learning brought about through the closure of all universities, Colleges of Education and schools from 16th March we have revised the 2020 Teacher Education Reform Roadmap to include an additional 5 KPIs related to teacher education's COVID-19 response and virtual learning. As of 8th April 4 of these KPIs are rated as 'Green' and 1 is rated 'Amber/Green'.

The decline in ratings for 5 KPIs is largely due to the inability to hold meetings and workshops in the second half of March following the President's directive of 15th March. This meant that CoE level training on CEMIS and CoE workshops on the GESI Strategy & Action Plan could not be completed before the beginning of April. Likewise the closure of Colleges of Education has meant that the semester was not able to start as scheduled on 16th March, thus meaning that PD and TPLC sessions have not yet been held. These sessions will still be held using a virtual learning approach. Online lessons for student teachers commenced on a trial basis in the week commencing 30th March and CoEs will commence Semester 2 officially using distance and online learning from 27th April onwards. Despite these measures to ensure that learning continues the extended closure of CoEs and partner schools plus the potential ongoing ban on workshops and meetings means that it is highly likely that there will be a further deterioration in ratings for several KPIs over the coming quarter.

The latest version of the Teacher Education Reform Roadmap is attached as *Annex 1* while a headline summary of progress against each KPI is also set out below:

National education policy system effective performance monitoring and oversight
- KPI Summary *(details of activities under each KPI on slides 14-16)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date
1.1	**Reform Secretariat reporting & support:** Providing Quarterly Reports and updates on teacher education reform through NCTE; providing advice and support to Reform Secretariat if requested.	Robin Todd	Ongoing to Dec 2020	G	⟷	KPIs in NCTE's 2019 Roadmap achieved in full; support provided to NCTE to finalise 2020 Roadmap; supporting Reform Secretariat with advice on virtual learning; conducted FLN assessment which was presented to Minister and senior officials.
1.2	**Research & Learning :** Completion of qualitative studies on changes in teaching practices observed through quantitative survey data; implementation of annual evaluation survey; Study on Attitudes towards the Teaching Profession carried out by consortium of 5 universities and report disseminated; sustainability plan produced and implemented.	Abdul-Karim Kadiri	Ongoing to Sept 2020	A/G	⬇	Some delays with Teaching Profession attitudes study due to issues with inception report. These have been largely resolved through discussions with universities but study may be cancelled due to school closures. Annual Evaluation Survey scheduled for June 2020 may have to be delayed until later in the year.
1.3	**National Communications:** SHS outreach and Early Grade campaign; Digital media and PR support; production of short films outlining T-TEL's work and the teacher education reforms; lesson documentation and knowledge management; Data visualisation to support understanding and behaviour change in relation to reforms; migration of website and creation of microsites.	Enock Gyan	Ongoing to Sept 2020	G	⟷	SHS Outreach and Early Grade promotional materials being finalised but campaign may be delayed until 2021 because of 2020/21 admissions issues. Good progress with B.Ed. microsite which will go live on 17th April; social media and comms being used to support COVID-19 messaging. Short films have been shot and are being edited.

Strengthened quality assurance and regulatory system - KPI Summary *(details of activities under each KPI on Slides 17-21)*

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); to implement National GESI Strategy and Action Plan and to conduct training for any newly-constituted College Councils.	Sam Awuku	31st March (CEMIS installation) 31st Dec (GESI & Councils)	A/R	↓	CEMIS installation done apart from training which is delayed. GESI Strategy approved and dissemination completed nationally and for 20 CoEs in 2 zones- other events delayed. Council training cancelled.
2.2	**Strengthened NTC:** Support NTC to design a Portfolio Assessment system for teacher licensing and conduct training for all Moderators and Assessors once they have been recruited; to ensure that the design of the teacher licensing system is appropriate and is publicised and promoted accurately and effectively; and introduce a points-based teacher promotion and professional development system which incentivises mentors.	Sam Awuku	30th Sept (Portfolio Assessment) 31st Dec (licensing promotion and teacher devt)	A/G	↔	50 Regional Assessors have been recruited and virtual training is planned once remuneration issues have been resolved. Feedback provided to NTC on CPD points system and discussions ongoing to integrate portfolio assessment within licensing.
2.3	**Strengthened NAB:** Support NAB to implement and quality assure the National Teacher Education Assessment Policy; finalise and publish QAAAI reports on 6 'new' public CoEs; and develop plans for conducting follow-up QAAAI assessments of CoEs.	Sam Awuku	31st Dec (assessment) Feb & Oct (QAAAI)	G	↔	QAAAI assessments completed and reports written for 6 CoEs. Waiting for Board meeting for formal ratification. NTEAP implementation commencing 2020/21.
2.4	**Support to GES & PRINCOF:** Raise awareness and understanding of National School Partnerships policy and provide support where required to ensure that the teacher education system reinforces delivery of the new pre-tertiary curriculum; ensure that 10 TLM Resource Centres are established and equipped in selected CoEs and that the impact is documented.	Sam Awuku & Augustus Asah-Awuku	31st Dec (School Partnerships) 30th July (TLM Resource Centres)	G	↔	Enhanced collaboration apparent between CoEs and many MMDDEs as they work to implement new pre-tertiary curriculum. This is also a focus for T-TEL zonal teams. TLM Resource Centre contracts signed and funds released to all 10 CoEs.
2.5	**National Implementation Support Team:** Develop and agree NIST; affiliation agreement checklist produced and approved; quarterly reports produced against affiliation agreement checklist and submitted to Reform Secretariat.	Robin Todd	February (ToRs & Checklist) December (reporting)	G	↔	ToRs and Affiliation Agreement Checklist tabled and approved at 7th February NIST meeting. First Quarterly Report due to be tabled at 7th May NIST but may be delayed.

Curriculum reform implemented through universities and affiliated Colleges of Education - KPI Summary *(details on slides 22-26)*

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 2020 CPD Roadmaps for 5 universities; ongoing support through NIST and T-TEL zonal teams; and finalisation of all Course Manuals for Years 2, 3 and 4 of the B.Ed.	Professor Jophus Anamuah-Mensah	30th January (Roadmaps) 30th June (Year 2) 31st Dec (Years 3 & 4)	A/G	↔	Finalised Roadmaps yet to be received by NIST from all universities. NIST meeting held on 7th February and support being provided to universities. Year 2 Course Manuals complete and Year 3 Manuals being written.
3.2	**Tutor Professional Development (PD & TPLC Sessions) and curriculum implementation (CoE-level activities):** Support delivery of 2019/20 Semester 1 PD & TPLC sessions; develop 2019/20 Semester 2 PD & TPLC session concept, approach and supporting materials; support delivery of Semester 2 sessions and develop plans for 2020/21 academic year.	Professor Jonathan Fletcher	Feb 2020 (Semester 2 materials) Sept 2020 (2020/21 plans)	A/G	↓	Semester 1 sessions completed with average attendance of 85% across all CoEs. Semester 2 PD/TPLC concepts agreed, materials written and training of PD/TPLC coordinators completed. Support to PD sessions and tutors must now be online.
3.3	**Planning for revision of Act 847 and new institutional arrangements between CoES and universities:** Develop plan and hold consultations on revision of Act 847 involving all concerned stakeholder groups; revise Act 847 and develop timetable for it to be tabled in Parliament ahead of the end of the transition period in 2022/23.	Robin Todd	Oct 2020 (consultation) Nov 2020 (redraft & revisions)	G	↔	Not scheduled to start until Q3.
3.4	**Ensure compliance with National Teacher Education Assessment Policy:** support universities to raise awareness of National Teacher Education Assessment Policy and Framework; provide ongoing support to tutors through university coordinators; monitor and report on progress to NAB and NIST.	Professor Jophus Anamuah-Mensah	March 2020 (awareness) Mar-Dec 2020 (ongoing implement)	A/G	↔	Universities agreed way forward at NIST so that implementation commences in 2020/21. Awareness raising ongoing. First Quarterly Report due to be tabled to NIST on 7th May but meeting may be delayed.
3.5	**Implementing the 2020-2025 National GESI Strategy within universities and the B.Ed curriculum:** Raise awareness amongst 5 universities on the GESI strategy and ensure implementation and reporting of relevant activities to NCTE, NAB and NIST	Dinah Adiko	April 2020 (awareness) Dec 2020 (implement)	G	↔	National awareness raising session held and universities were invited. Universities also attend zonal sessions (2 completed so far).

Strengthened institutional environment within Colleges of Education enabling them to meet new standards - KPI Summary *(details on slides 27-31)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date
4.1	**Transition Support Fund:** conduct 2nd TSF Assessment round, validate results and release payments; finalise and circulate learning points; conduct 3rd and 4th Assessment rounds where required; monitor use of funds with NCTE and report on impact in terms of additional training and qualifications gained.	Noshie Iddisah & ZTLs	Jan 2020 (learning) March 2020 (2nd round) Dec 2020 (impact)	**G** ⬌	2nd Round carried out for CoEs which failed 1st Round and 12 out of 13 passed. The 2nd Round for 33 CoEs and the 3rd Round for 13 CoEs is scheduled to take place in the second half of May but is likely to be delayed. Guidance note on use of TSF funds written and circulated with NCTE.
4.2	**Leadership & Management:** implement Leadership & Management training sessions for 'new' CoE Principals and refresher training for all 46 Principals; ensure that NAB approves the Education Leadership Qualification Curriculum Framework (ELQCF) and support universities to develop a qualification aligned with the ELQCF.	Sam Awuku	Sept 2020 (L&M training) Dec 2020 (qualification)	**G** ⬌	Ongoing, visits made to 12 CoEs in March 2020 to provide support on leaderships issues. ELQCF produced in draft and is with NAB and NCTE for further action.
4.3	**Financial Management strengthening within CoEs:** Ongoing support to CoEs to install and operate QuickBooks; assessment of usage at the end of Q1; work with NCTE to address these issues.	Noshie Iddisah & ZTLs	June 2020 (assessment & usage)	**G** ⬌	Installation and training completed across all 46 CoEs. Assessment of progress across all CoEs in progress with NCTE.
4.4	**GESI Strategy implementation within CoEs:** Raise awareness across CoEs of the GESI Strategy and assist them to develop their own institution-specific GESI Action Plans; monitor progress against Action Plans and provide support where required; ensure that all CoEs have effective Safe Space Focal Persons (SSFP) systems.	Dinah Adiko, Marj Tackie & ZTLs	April 2020 (action plans) Sept 2020 (implement & support)	**A/G** ⬇	Awareness raising carried out for 20 CoEs but other workshops sessions delayed because of COVID-19. Action Plan development has started for 20 CoEs who participated in the workshops, delayed for others, to be supported online.
4.5	**Dedicated support to 6 'new' Colleges of Education:** Ensure that all 6 'new' CoEs have received their QAAAI assessment reports and have developed improvement action plans; have completed PBR and GRIPs and received funds.	Sam Awuku, Prof Fletcher, Noshie Iddisah & ZTLs	April 2020 (QAAAI, GRIPs & PBR)	**A/G** ⬇	QAAAI assessment reports have been completed but not released by NAB. Assessment of GRIP and PBR may have to be virtual with evidence submitted electronically if this is to be achieved in Q2. 7

Partner Schools aligned with new curriculum and delivering effective teaching and learning - KPI Summary *(details on slides 32-33)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date
5.1	**Supported Teaching in Schools and new pre-tertiary curriculum implementation:** Ongoing support through zonal teams to CoEs to strengthen STS within partner schools and engagement with MMDDEs on implementation of National School Partnerships Policy; support CoEs to ensure that basic school curriculum is being implemented effectively in partner schools; development and distribution of Supported Teaching in School (STS) Year 3 Handbook and facilitation of College-based mentor training; ensure that partner schools are aware of the national GESI Strategy and Action Plan for Teacher Education and take responsibility for ensuring zero tolerance to sexual harassment within their institutions.	Professor Jonathan Fletcher & ZTLs	July 2020 (zonal support) September 2020 (School Partnerships & GESI) October 2020 (Year 3 STS Handbook & training)	**A/G** ⬌	Achieved Deliverable 2: 80% of CoEs can demonstrate effective linkages across the majority of partner schools. Good progress made during Q1 on strengthening relationships between CoEs and RMMDDEs but meetings not possible currently because of COVID-19, likewise good progress with new pre-tertiary curriculum implementation which has also been halted.
5.2	**District and stakeholder communications:** Conduct Early Grade and SHS communications campaign to increase awareness of teaching as a degree level profession; support CoEs and universities' efforts to publicise teacher education through their PROs and communications teams; raise awareness and understanding within RMMDDEs of teacher education reforms and the role of STS in the new B.Ed; and conduct Public Opinion Survey using the same methodology as in July/August 2019 to determine whether there have been changes in awareness and support for the teacher education reforms.	Enock Gyan & ZTLs	July 2020 (Early Grade and SHS) August 2020 (public opinion survey) September 2020 (university, CoE & RMMDDE support)	**G** ⬌	SHS and Early Grade campaigns possibly delayed because of 2020/21 admissions issues. Focus of local communications efforts is on virtual learning. Good work being carried out by many CoEs in strengthening collaboration with MMDDEs.

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COVID-19 Response and Virtual Learning- KPI Summary *(details on slide 34)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date	
6.1	Using social media for regular communications on COVID-19 issues, health messages and updates on virtual learning. Creating a B.Ed microsite for student teachers on the T-TEL website containing all B.Ed course materials for Year 1 and Year 2 courses with a separate area for student teachers and tutors.	Enock Gyan & Isobel Wilson-Cleary	17th April (microsite) Ongoing (comms)	G	N.A.	Landing page has been constructed http://www.t-tel.org/cr. Individual pages are in-development. Materials are being collated and quality assured in conjunction with universities before being added to the site.
6.2	Ensuring that university virtual learning systems are extended to cover all affiliated CoEs and student teachers.	Beryl Opong-Agyei, Sam Awuku & University Leads	April 2020 and ongoing	G	N.A.	All 5 universities have taken steps to make this happen and KNUST has already enrolled 2,600 student teachers on their system.
6.3	Ensuring that as many B.Ed. student teachers as possible participate in virtual learning delivered by their CoE tutors and conducting regular online lesson observation to ensure quality of tuition.	Beryl Opong-Agyei, Sam Awuku & ZTLs	April 2020 and ongoing	G	N.A.	Efforts are being made to support all CoEs to deliver lessons using Google Classroom, Telegram and WhatsApp. In the week ending 3rd April 3,768 student teachers participated in lessons organised by 16 CoEs.
6.4	Enhance tutors' capacity to deliver online by providing training on virtual and distance learning teaching techniques. Conduct weekly PD and TPLC sessions following manuals prepared by mentoring universities.	Prof Fletcher & ZTLs	April 2020 and ongoing	G	N.A.	All CoEs are registering tutors on an online teaching certificate course organised by the University of Amsterdam. Preparations are underway for PD/TPLC sessions to commence.
6.5	Incorporate GESI Responsive Guidelines into all virtual learning activities and take actions to ensure that the needs of all learners are taken into account. Introduce measures so that the most vulnerable do not suffer disproportionately due to lost learning time and are able to re-engage once the suspension on educational institutions is lifted.	Dinah Adiko & Marj Tackie	April 2020 and ongoing	A/G	N.A.	GESI Responsive Guidelines for Virtual Learning have been created, quality assured and circulated to all relevant stakeholders, universities and CoEs.

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