QUARTERLY T-TEL PROGRESS SUMMARY

1st April to 30th June 2020

State of Implementation

The period between 1st April and 30th June saw the expansion and consolidation of virtual learning in Colleges of Education in response to institutional closures brought about through the COVID-19 pandemic so that it has become to be seen in many ways as the 'new normal'. The Second Semester of the 2019/20 academic year for Colleges of Education commenced on 27th April and is due to come to a close on 14th August.

It is testament to the hard work and dedication of College of Education tutors, student teachers, mentoring Universities, NCTE and T-TEL staff that over 85% of all registered B.Ed. student teachers now participate in online classes every week. This has helped to ensure that effective learning has continued for the majority of student teachers over the course of the past quarter. We are all very clear that what is being carried out is 'Emergency Remote Teaching' which is not as effective as face-to-face teaching and learning but as the Semester progresses we are all learning much more about how to teach online and the focus is shifting from measuring quantitative student teacher attendance to qualitative assessments of the effectiveness of teaching and learning. Meanwhile DFID support has been critical in ensuring that Visually Impaired and Hearing Impaired student teachers have the necessary equipment to participate in virtual learning whilst, with Mastercard Foundation support, the provision of 2,750 smartphones and 4,750 SD cards loaded with curriculum materials will make further inroads into student teacher attendance rates, hopefully taking us over 90% and beyond before the end of the Semester.

T-TEL's support to virtual learning was directed by a Teacher Education Virtual Learning Taskforce which was established at the end of March. This Taskforce, involving participants from NCTE, T-TEL and the five mentoring universities, oversaw efforts to shift teacher education online. The first step in this process was to establish a B.Ed. Curriculum Resources Hub http://resourceshub.ncte.edu.gh/home where B.Ed. student teachers and tutors could access relevant curriculum materials to enable effective teaching and learning. The amount of content available on the Resources Hub has grown over the past two months and it now contains materials from tutors which have been quality assured and certified for publication. As of the end of June there had been 5,749 unique visitors to the Resources Hub with 4,300 downloads of documents from the site.

The next step was then to provide training to tutors on how to shift their lessons online. T-TEL partnered with the Digital Design School of the Amsterdam University of Applied Sciences who delivered a certificate course in Online Education Training. This was a two-week course which ran from 20th April to 3rd May and which involved 8 modules each of which involved a 1 hour Zoom lesson (which was available to view asynchronously) and associated exercises. A total of 1,897 participants including tutors, university staff, T-TEL, NCTE and NAB staff registered for the course which the Digitial Design School offered at the discounted price of £18 per person rather than the usual £225, this generated a Value for Money (VFM) saving of £392,697 to DFID. Funds for tutors were taken from each College's Transition Support Fund (TSF) allocation and all attendance was voluntary with CoEs supplying lists of tutors who they wanted to attend.

The training was very practical and relevant simplifying the task facing tutors and sharing some key principles which should mean that their temporary shift to online learning will be interesting and effective. 1,427 participants successfully completed the course at the first time of asking. Dimitrios Vlachapoulos, who led the training, was then taken on by T-TEL as a part-time Key Adviser for Emergency Remote Teaching so that he was able to continue providing support to the hundreds of tutors who were emailing him for advice.

Dimitrios repeated some of the training modules for those tutors who were not able to pass the first time round and an additional 419 passed the course at the second time of asking. Dimitrios' support, which was available to all tutors throughout May and June, was much appreciated and has enabled us to identify a group of 400 tutors who have excelled at online teaching and learning. A further success story is that Dimitrios and Miracule Gavor from T-TEL co-authored a paper with the Principal and some tutors from Kibi College of Education entitled "Tutor Perception on Personal and Institutional Preparedness for On-Line Teaching-Learning during the COVID-19 Crisis: The Case of Ghanaian Colleges of Education" which was accepted for publication by the African Educational Research Journal.

The Virtual Learning Taskforce identified a group of Virtual Learning Troubleshooters made up of staff of CoEs, T-TEL and NCTE who made virtual visits to CoEs where weekly attendance records showed that student teacher attendance was low or where tutors had failed to deliver all scheduled lessons. Virtual visits made by T-TEL senior management to CoEs across all zones identified that there were CoEs which were very willing to participate actively in virtual learning but which were hampered by a lack of technical understanding and knowledge. This is where the Troubleshooters played an important role, visiting these CoEs and talking through their issues. They also helped these CoEs establish simple learning platforms using Telegram and Google Classroom to act as a back-up in case there were connectivity and access issues with the University Virtual Learning Management Systems. In fact one of the most interesting lessons that we can take away from the past quarter is the ingenuity and adaptability of tutors and student teachers in using simple platforms such as WhatsApp and Telegram to deliver virtual lessons.

The success of the Troubleshooters is demonstrated by the sharp reduction in the number of CoEs reporting low weekly student teacher attendance rates. The team quickly identified that these CoEs were dragging down the overall rates across the system as a whole. In the week ending 16th May (the first week in which we utilized a new data collection method involving both synchronous and asynchronous lesson attendance) 25 CoEs recorded student teacher attendance of less than 70% with 12 CoEs recording attendance of less than 50%. By contrast, and after the sustained and targeted interventions of the Troubleshooters, in the the week ending 26th June only 7 CoEs recorded attendance of less than 70% with only 2 CoEs recording attendance of less than 50%.

T-TEL's support to Colleges of Education will effectively come to an end on 14th August when the Semester ends. The priority for the next six weeks is to conduct a final round of Transition Support Fund (TSF) assessments. The assessment tools and guidance have been revised so that they focus on the quality of online lesson delivery, the appropriateness of assessment and the ongoing professional development of tutors. Assessment has been a major area of concern for student teachers and we have worked with NCTE and the 5 mentoring universities to develop assessment guidance which stresses the importance of using appropriate, formative assessment methods. Adherence to this guidance will be assessed during the TSF.

An annual external evaluation survey will be carried out virtually before the end of the current Semester and this will provide a further indication of the quality and effectiveness of Emergency Remote Teaching and the extent to which we have managed to ensure that the teacher education system has continued to function and meet the requirements of the National Teachers' Standards (NTS) and National Teacher Education Curriculum Framework (NTECF) during this period of institutional closures. Whilst the Colleges of Education did re-open briefly this was only to enable the final year student teachers to return to campus to complete their final exams. These student teachers reported on 22nd June and left on 3rd July having successfully finished their exams. This was a momentous moment as this was the final batch of Diploma in Basic Education (DBE) student teachers to graduate from CoEs. From now onwards all student teachers at CoEs are studying the B.Ed. in Initial Teacher Education.

We will also be overseeing the distribution of 4,750 smartphones and 2,750 SD cards to student teachers who have hitherto been excluded from virtual learning. This activity has additional importance because it

appears as if virtual learning is likely to continue in some form in the 2020/21 academic year given the ongoing COVID-19 situation in Ghana which makes it unlikely that Colleges of Education will be able to accommodate 3 years' of student teachers simultaneously in October 2020.

Whilst good progress continues to be made against T-TEL's sustainability plan, with NCTE and the 5 universities playing an increasingly active role in overseeing improvements in teaching and learning within Colleges of Education, a number of stakeholders hold the view that it will be important for T-TEL's catalytic support to teacher education to continue in one form or another. It is therefore good news for teacher education that Transforming Teaching, Education & Learning (T-TEL) was formally established as a Ghanaian-registered not-for-profit organization on 7th July 2020. T-TEL 's Board is chaired by Professor Jophus Anamuah-Mensah with Sister Elizabeth Amoako-Arhen as Vice-Chair and the remaining Board membership also includes Professor Mohammed Salifu, Professor Rita Akosua Dickson, Professor George Oduro, Professor Kwame Akyeampong and John Martin with Robin Todd and Akwasi Addae-Boahene as non-voting Board members.

T-TEL is now in discussions with the Mastercard Foundation about financial support for a new 6 year project focusing on transforming Senior High School teaching, education and learning. We have built financial and technical support to the next 2 years of B.Ed. implementation into this proposal and, if approved, this means that the new T-TEL not-for-profit organisation will be able to continue to provide advice and support to NCTE, universities and Colleges of Education to sustain the gains made over the past 6 years of DFID support.

In addition to the activities listed above, the next section contains futher details of some key achievements from Quarter 20:

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

- T-TEL participated in the Quarterly Accounting to the Minister Forum which was held at the Ghana Academy of Arts and Sciences on 5th May. Prof Salifu presented on NCTE and T-TEL's work on teacher education reform and how we had achieved or exceeded all of our milestones for the quarter except CEMIS where good progress has been made and the target only wasn't achieved because of the institutional closures of 16th March which put a temporary halt to training activities (which has now be carried out virtually at the time of writing this report). T-TEL has also provided support to NCTE during their Annual Progress Review and to assist them in preparing their 2020 Q2 Performance Report for the MoE Reform Secretariat.

- T-TEL's work on support to Ghana's teacher education reforms, including support to virtual learning was presented by the Team Leader at three international and Ghanaian workshops during the quarter- a Basic Education Coalition (BEC) webinar on "Education Technology for Continuity of Education in response to COVID-19" on 11th May, an Innovations for Poverty Action (IPA) Ghana "Evidence Sharing Workshop on Teacher Training and ECE" on 25th June and a British Expertise International (BEI) webinar on "Education as a Driver for Economic Development" on 2nd July.

- T-TEL finalized production of 3 short films- one on Early Childhood Education, another on the B.Ed. in Initial Teacher Education and the third on the Teacher Education Reform journey so far. All three will be released next quarter in consultation with NCTE, NTC and DFID. The T-TEL Team Leader and Prof Salifu wrote an article on NCTE and T-TEL's response to COVID-19 which gained a good number of views on our website. We also partnered with Wunpini Mohammed, a US-based journalist and academic, who wrote two articles – one on teacher education and responding to COVID-19 in rural areas and the other on Teacher Education and People Living With Disabilities. These articles were published on 'Africaisacountry' and 'GlobalVoices' websites respectively and were also re-published in numerous Ghanaian news outlets.

- T-TEL agreed a revised scope for our virtual Annual External Evaluation Survey with JMK and this will

take place in July and August with a final report ready by the end of September. The revised annual evaluation survey allows us to cover as much ground as is possible in the current COVID-19 impacted circumstances and will see JMK interviewing all 46 Principals, 230 tutors and other CoE senior staff, observing virtual lessons delivered by 368 tutors, surveying 2,208 student teachers and holding interviews with 350 mentors and mentees. This will enable us to to assess progress aginst 1 outcome indicator, 7 output indicators and 1 efficiency indicator in our T-TEL logframe from data colleted during this annual evaluation survey.

ii.) Strengthened Quality Assurance and Regulatory System

- The College of Education Management Information System (CEMIS) is now operational across all 46 Colleges of Education as all necessary training was carried out virtually during the quarter. CEMIS is made up of CEMIS Central and CEMIS Local (currently as cloud services with a physical set-up to be made on a server at NCTE and physical deployment at all 46 Colleges of Education as a back-up) which means that, whilst it is fully functional and being actively used by all CoEs, data is currently only available on the 'cloud' so cannot be accessed in the absence of a network. We are working with NCTE to ensure that NCTE and each CoE has a physical 'back up' of this system installed on a server so it can be accessed and updated in the absence of network connectivity. We will claim final part payment for the CEMIS deliverable next quarter once this work is complete.

- NTC has now recruited all of the Regional Assessors required to operate their national portfolio assessment system. T-TEL is in the process of assisting NTC to shortlist, interview and select successful candidates for the 350 District Level Assessor roles. Comprehensive training will be provided to selected regional and district level assessors who are successfully appointed at the end of the selection process.

- The 3rd National Implementation Support Team (NIST) meeting chaired by Prof Salifu of NCTE was held on 15th May. This meeting covered much important ground and made good progress on a number of areas including reviewing virtual learning performance and agreeing a way forward on assessment. The next NIST meeting is scheduled for 7th August.

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

- T-TEL's support to virtual learning and Emergency Remote Teaching & Learning has been covered earlier in this report but a futher notable achievement which should be mentioned is the development and production of an Emergency Remote Teaching and Assessment Guide which was developed by a team from the Virtual Learning Task Force with support from universities and CoEs. The guide contains step by step activities and approaches to delivering effective Emergency Remote Teaching & Learning. This Assessment Guide was tabled at the NIST on 15th May and also helped to influence the design of the virtual TSF assessment process which will take place in July.

- Good progress has been made with the drafting of the Year 3 and Year 4 B.Ed. Course Manuals. About 70% of the Year 3 as well as Year 4 ECE, and Primary Course Manuals have been submitted and they are being designed and reviewed. The main is to complete all Manuals by the end of September.

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

- T-TEL worked with the three designated 'inclusive education' CoEs in Ghana (PCE Akropong, Wesley CoE in Kumasi and NJA CoE in Wa) to provide support to enable the 29 registered Visually Impaired and Hearing Impaired B.Ed. student teachers to access virtual learning. Following discussions with the

student teachers and their CoE tutors T-TEL procured 8 laptops, 15 smartphones and 29 SD cards which were then distributed by the CoE. T-TEL is now engaging with the student teachers and CoEs to assess if the provision of such support is yielding desired results and improving participation of students.

- QuickBooks financial management software and the necessary network infrastructure has now been successfully installed in 42 out of 46 CoEs whilst the remaining 4 CoEs have not yet acquired the necessary infrastructure. 29 CoEs have used QuickBooks to capture all financial data up to at least the end of Q1 2020, meaning that 63% of CoEs are making effective use of QuickBooks. We are conducting follow up with NCTE to increase this percentage so we exceed our deliverable target of 70% of CoEs by the end of next quarter.

- T-TEL's Gender Equality and Social Inclusion (GESI) team developed GESI responsive eLearning Guidelines which feature on the B.Ed. Curriculum Resources Hub and which are being used by universities and tutors when preparing materials. The team also helped to develop Safeguarding Protocols against Sexual Exploitation, Abuse and Harassment (SEAH) to be applied in online learning and distribution of learning devices.

- There has been excellent progress with the 6 'new' CoEs which, in the past month, have all successfully completed an extensive verification process and demonstrated that they have achieved their Gender Responsive Improvement Plan (GRIP) and Payment-By-Results (PBR) objectives. Each CoE has thus received the total sum of GHC 95,000 (GHC 35,000 as their final GRIP payment and GHC 60,000 as their PBR payment) which they are using to improve teaching and learning in their institution.

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

- Partner schools have been closed for the entire duration of the quarter because of COVID-19. However KNUST introduced a very useful innovation in relation to Supported Teaching in School (STS) in their five affiliated Colleges of Education so that STS could continue even during institutional closures. This involves the use of videos (prepared by the IDP Foundation) to illustrate various themes including 'developing a child friendly classroom', 'differentiated instruction' and 'girls education and inclusion in the classroom'. These videos were then released to student teachers on a set schedule and they had to watch the videos and complete assessment exercises which enabled them to reflect on what they have observed and help meet the set course requirements of the Year 1 STS course. These materials were then shared with the other four universities so that they can consider using a similar approach. It is pleasing that UDS have already taken this on board and have rolled out the same approach and videos to their 6 affiliated CoEs.

Risks and Issues

T-TEL has produced a comprehensive risk register which is regularly reviewed, updated and shared with DFID. The latest version of this risk register, updated on 9th July 2020, is still dominated by the issue of COVID-19 but the severity of these risks have declined since the previous quarter as the teacher education system has responded well to the shift to virtual learning brought about through institutional closures.

The four most significant current risks for teacher education reform remain the same as from last quarter's report but the mitigating measures being taken have adapted as the system has become more used to online learning. These are set out below:

i.   **COVID-19 and virtual learning- disadvantaged B.Ed student teachers miss out on vital learning time once CoEs officially resume online from 27th April because they do not have access to the internet because of a lack of a smartphone, funds for data or because they live in an area without mobile phone coverage.** Regular performance data has enabled NCTE, T-TEL and CoEs to measure

levels of B.Ed. student teacher attendance in virtual learning. Latest figures show that 86% of the 31,924 registered student teachers attend timetabled online lessons each week. T-TEL has worked with CoEs to identify 4,750 student teachers who are currently not able to participate in virtual learning because either they live outside of network coverage area or don't have access to a smartphone (2,750 student teachers don't have a smartphone). Mastercard Foundation has provided funds to enable the purchase of 4,750 SD cards loaded with curriculum materials and 2,750 smartphones which will be made available to these student teachers on a heavily subsidised hire purchase basis. We anticipate that these devices will have been distributed by mid-July, thus enabling student teachers to participate in the final four weeks of the Semester. On the issue of addressing data charges, the B.ED. Curriculum Resources Hub and all university Virtual Learning Management Systems (VLMS) have been 'zero rated' for data by MTN whilst the virtual learning troubleshooters have supported all CoEs to set up Telegram and WhatsApp platforms as a back up as both of these tools use far less data than tools such as Zoom.

ii. **COVID-19 and virtual learning- B.Ed student teachers and final year DBE student teachers unable to fulfill requirements for Supported Teaching in School (STS) due to ongoing closure of all basic schools.** NCTE and UCC took the decision that all DBE student teachers were able to cut their teaching practice placements short and take their final exams. This has taken place and all DBE students completed their exams on 3rd July and are now waiting for their results prior to graduation. For B.Ed. student teachers the 5 CoEs affiliated to Kwame Nkrumah University of Science & Technology (KNUST) are undergoing their STS course as planned through observation of videos produced by IDP Foundation which they then have to assess, reflect and comment on. This approach has been shared with the other four universities to see if it can be adapted for use in their affiliated CoEs.

iii. **Reduction in number of B.Ed. student teacher admissions for 2020/21 due to lack of infrastructure in CoEs:** The requirements of the new 4 year B.Ed mean that accommodation and classroom space is needed for all 4 years of student teachers not just 2 as was the case with the DBE (because all student teachers were off-campus in Year 3) and this means that without investment in infrastructure admissions will need to reduce in future years as there will be insufficient space for teaching and learning. T-TEL and the University of Cape Coast were directed by the Minister of Education on the 2nd June to develop a solution and then report back to NCTE before presenting to him. Meetings were subsequently held between T-TEL and UCC in Cape Coast on 11th June and a further meeting was then held between T-TEL, NCTE and UCC on 18th June. The proposed solution will be presented to the Minister of Education once he returns to work and involves the phased use of virtual learning to ensure that all CoEs can observe social distancing and a phased return to face-to-face learning from October 2020 due to the ongoing disruption caused by COVID-19 . This means that Colleges of Education will be able to admit as many student teachers this year as they did last year. Investment in infrastructure will still be required prior to October 2021 to ensure that there are no bottlenecks in accommodation and provision of classrooms going forward.

iv. **Implementation of Supported Teaching in School (STS) is undermined by a lack of transportation and because some basic schools are not following the approaches and methodologies which student teachers are learning from tutors in Colleges of Education:** Prior to the institutional closures in March 2020, we had been working with CoEs to put increased focus on partner schools and to more systematically track the extent to which they are effectively implementing the new curriculum. On the issue of STS logistics, the proposed solution developed with UCC, NCTE and T-TEL for Semester 1 of the 2020/21 academic year (outlined in section iii. above) would help temporarily to address transportation constraints. Going forward we will also support universities to follow the lead of KNUST and consider how the requirement to visit partner schools could be replaced by the use of pre-recorded video clips of lessons which will be played to student teachers in CoEs and used

to guide lessons and discussions. The advantage of this approach is that it enables us to carefully craft the content of the lessons to be observed so that STS can be structured in such a way to maximise learning. We will need to work with universities and CoEs to ensure that they are fully prepared and have planned ahead so that they have the ability to show the video clips on projectors and via student teachers' personal devices. We will also progress discussions with CENDLOS to see if it is possible for all CoEs to be installed with iBoxes before the start of the STS component in Year 3 Semester 1. The need for additional transportation for student teachers has been raised with GETFund and a request for buses has been submitted.

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. In response to the shift to virtual learning brought about through the closure of all universities, Colleges of Education and schools the Roadmap was revised on 8th April to include an additional 5 KPIs related to teacher education's COVID-19 response and virtual learning.

The second quarterly review of the 2020 Roadmap took place on 9th July and the status of each KPI is set out on the following pages. As of 9th July 2020 we ranked 13 KPIs as Green (down 2 from the 15 which were rated as Green on 9th April), 8 KPIs as Amber/Green (down 1 from the 9 rated A/G on 9th April) and 2 KPIs as Amber/Red (up 1 from the 1 rated A/R on 9th April). 1 KPI was rated 'N.A.' as it had been decided in consultation with the Ministry of Education and with the likely start of the 'new' T-TEL programme to postpone the consultation and revision of Act 847 until 2021.   In total 3 KPIs had got worse (decline in rating) since 9th April whilst 3 KPIs had got better (improved in rating) since 9th April.

2 of the 3 KPIs which had got worse were connected to Supported Teaching in School (STS) and had deteriorated because of the continued closure of basis schools whilst the 3rd KPI which has deteriotated is for Teaching & Learning Material (TLM Resource Centres) where CoEs have not made as much progress as planned.

The 3 KPIs which had got better were CEMIS where there has been good progress with linking all 46 CoEs up to a cloud based system; PD & TPLC sessions where attendance has remained high despite the shift to conducting these sessions online; and support to 6 'new' CoEs which all passed their QAAAI assessments and have received funds in full for completing GRIPs and PBR assessments.

The latest version of the Teacher Education Reform Roadmap with 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; conducted FLN assessment which was presented to Minister and senior officials. Assisting NCTE with annual progress reporting review and Q2 Performance Report.
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	Teaching Profession attitudes study cancelled due to school closures and requirement to make budget savings. Annual Evaluation Survey taking place virtually in July/August 2020 with a focus on CoEs given the ongoing closure of partner schools.
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.	Bernice Bangfu	Ongoing to Sept 2020	G	SHS Outreach, Early Grade and Teacher Education Reform journey films completed and need to agree when to release them. B.Ed. Microsite performing well, plans being developed to transition T-TEL website to the 'new' T-TEL NGO.

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/G ↑	CEMIS installation done and training carried out virtually. All CoEs connected to CEMIS via the cloud and operating the system, all that remains now is to purchase servers so that information is available offline.
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 recruitment process ongoing for 350 District Assessors. Virtual training to be carried out once recruitment has been completed.
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 ratified by Board. 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)	A/G ↓	TLM Resource Centre contracts signed and funds released to all 10 CoEs. Progress has been slower than originally anticipated in workplans because of institutional closures brought about through COVID-19.
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 ⬌	Roadmaps received, 3rd NIST meeting held on 15th May and support being provided to universities. Year 2 Course Manuals finalised and Year 3 and Year 4 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)	G ⬆	Semester 1 sessions completed with average attendance of 85% across all CoEs. Semester 2 sessions ongoing virtually with attendance rates currently at 85%.
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)	N.A. ⬌	Given other issues ongoing and likely extension of T-TEL support through Mastercard Foundation this activity has been postponed until 2021.
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. Progress report tabled at NIST on 15th May, still some issues with compliance.
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. Support provided through GESI elearning guidelines.

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 final Assessment round virtually; monitor use of funds with NCTE and report on impact in terms of additional training and qualifications gained.	Noshie Iddisah & ZTLs	Jan 2020 (learning) July 2020 (next round)	G ⬌	Final round of virtual TSF assessment being carried out in July 2020 across all 46 CoEs.
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. 63% of CoEs currently using QuickBooks, target of 70% by Q3.
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 and Action Plan development continuing virtually during this period of institutional closures.
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)	G ⬆	All CoEs passed their QAAAI assessments and all CoEs also completed their GRIPs and PBR and have received funds.

Partner Schools aligned with new curriculum and delivering effective teaching and learning - KPI Summary

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/R ↓	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. Rating deteriorated due to school closures due to COVID-19 which have prevented interactions with partner schools and STS.
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.	Bernice Bangfu & ZTLs	July 2020 (Early Grade and SHS) August 2020 (public opinion survey) September 2020 (university, CoE & RMMDDE support)	A/G ↓	SHS and Early Grade campaigns delayed because of COVID-19 and admissions issues. Focus of local communications efforts is on virtual learning. Good work being carried out by many CoEs in strengthening collaboration with MMDDEs. Rating deteriorated due to decision to delay communications campaigns because of institutional closures and COVID-19.

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COVID-19 Response and Virtual Learning- KPI Summary

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 ↔	COVID-19 communications campaign carried out which showed that 89% of student teachers and 96% of tutors had high awareness of risks and prevention measures. B.Ed. microsite established on the NCTE website with over 5,000 users to date.
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	Ongoing to 14th August	G ↔	Over 90% of B.Ed. student teachers are now registered on university virtual learning platforms and this will be used for assessment purposes.
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 ↔	86% of B.Ed. student teachers are attending virtual lessons each week through a combination of university and CoE platforms.
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 ↔	1,897 participants in Amsterdam University Online Education Training. 85% of tutors participated in PD and TPLC sessions across all 46 CoEs.
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 ↔	GESI Responsive Guidelines for Virtual Learning have been created, quality assured and circulated to all relevant stakeholders, universities and CoEs. Contract signed to distribute 4,750 phones and 2,750 SD cards to disadvantaged student teachers who are excluded from virtual learning.

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