

Transforming Teaching, Education & Learning

T-SHEL Quarter 5 Progress Report

Summarized Version

22nd May 2022

Quarter 5 Progress Summary (1st February to 30th April 2022)

Transforming Senior High School Education, Teaching & Learning (T-SHEL) aims to achieve an extensive and sustainable transformation in the quality and relevance of Ghana's Senior High School (SHS) system. T-SHEL seeks to ensure that every SHS graduate in Ghana is equipped with the subject knowledge, analytical and critical thinking skills and attitudes needed to progress to further studies or successfully enter the world of work. It will also contribute to the 'Train' and 'Lead' pillars of the Mastercard Foundation's 'Leaders in Teaching' initiative.

T-SHEL's programme of transformational change is divided into two phases. Phase One focuses on developing and articulating the nation's vision for secondary education and putting in place the necessary policies, curricula and other preparatory activities across national agencies, universities, sub-national education offices and Senior High Schools. This Phase operates between February 2021 and January 2023. Phase Two will see the national roll-out and implementation of agreed policies and curricula to achieve this transformation. This phase is expected to operate between February 2023 and January 2028.

The 5th quarter of T-SHEL Phase One (1st February to 30th April 2022) saw continued rapid progress across a number of activity areas. Plans for writing the secondary education curriculum have now been finalized and this momentous activity, which is an important foundation for T-SHEL's transformational change programme, will commence in June 2022. Transforming Teaching, Education & Learning (T-TEL)'s relationship and engagement with the Ghana Education Service (GES) has continued to strengthen whilst work to support the 12 Secondary Education Transformation Programme (SETP) schools is well underway, with important lessons being learnt which will inform the design of T-SHEL Phase Two.

T-TEL's Second Annual General Meeting (AGM) was held on 23rd April during which we presented our Directors' Report for 2021/22 setting out our achievements since the previous AGM held in September 2021. Going forward, future AGMs will be held in March or April each year to align our reporting cycle with Ghana's financial year.

A summary of key activities and achievements in Quarter Five are set out below.

Policy Development and Direction: T-TEL supported the National Council for Curriculum and Assessment (NaCCA) to develop a Communications and Stakeholder Management Strategy for the secondary education curriculum. This document is very practically focused and explains how NaCCA will work with stakeholders to ensure that there is support for and understanding of the new curriculum prior to roll-out. The Ministry of Education (MoE) subsequently requested support from T-TEL to produce a similar Communications and Stakeholder Management Strategy for the Secondary Education sub-sector as a whole, involving all relevant national agencies. This will be completed before the end of July 2022.

Secondary Education Curriculum: The Inter-Agency Curriculum Working Group (IACWG) met twice in March and once in early May to finalise the Curriculum Writing Guide. NaCCA, with technical support from T-TEL, also held meetings with stakeholders including teacher unions, employer

representative bodies and technical universities to ensure that their views have been incorporated in the Curriculum Writing Guide. Writing of the Secondary Education Curriculum and the Science, Technology, Engineering and Mathematics (STEM) Curriculum will commence in June 2022. This will be a very intensive process, involving hundreds of writers and reviewers, which will be completed by October 2022.

Leadership for Learning:

The first Leadership for Learning Handbook, entitled 'Module One- Leading a Learning Focused School' has been written by a team involving experts from T-TEL, GES, Universities and Colleges of Education. It has been quality assured by senior management of GES and the National Teaching Council (NTC) and will be rolled-out in the 12 Secondary Education Transformation Programme (SETP) schools next quarter. A team of coaches, some of whom were also Handbooks writers, has been trained to deliver ongoing support to each school once the training sessions have been conducted.

Six out of seven universities have submitted proposals to mount accredited courses aligned with the National Professional Education Leadership Qualification Curriculum Framework (PELQF) to the Ghana Tertiary Education Commission (GTEC). GTEC requested T-TEL's support in identifying and contracting two international expert assessors to assist in the review and accreditation process. This is necessary because the Ghanaian experts who would have otherwise done the review all work for the universities which have submitted courses. The PELQF is also taking a new approach in being much more applied and practical than existing leadership courses offered by Ghanaian universities. GTEC therefore wanted international experts with experience of running such practical courses. T-TEL has secured the services of Professor Matt Hamnett from Manchester Metropolitan University and Professor Trevor Male from University College London, both of whom have previous experience in Ghana.

Teacher Education:

T-TEL provided technical support to GTEC to design a Fidelity of Implementation (FoI) assessment of the Bachelor of Education (B.Ed.) programme across all 46 Colleges of Education (CoEs) and the five mentoring universities. This exercise is necessary and timely to ascertain adherence to the principles and practices of the B.Ed. and assess the extent to which the various CoEs and universities are working effectively before the first batch of B.Ed. student teachers graduate at the end of this year and before the current affiliation arrangements are revised in 2023. The FoI assessment will run from mid-May to mid-July 2022.

Weekly Professional Development (PD) and Professional Learning Community (PLC) sessions continue to be well attended across the 46 CoEs with mean tutor participation rates for the quarter standing at 80% (79% of female tutors and 81% of male tutors). Good progress has also been made on the Year 3 Supported Teaching in School (STS) mentor training organized by the 32 CoEs affiliated to the four universities which run a common curriculum. In total, across the 30 CoEs which have submitted reports, 6,267 people have been trained including 251 GES staff and 6,016 mentors and lead mentors from partner schools.

Further progress has been made in the printing and distribution of a total of 120,805 Course Manuals on every course across all specialisms in the 4 Year B.Ed. for lecturers and tutors in 4

universities and 32 Colleges of Education. All 4,890 copies of the Year 1 Semester 1 and Year 1 Semester 2 Course Manuals as well as 31,070 copies of Year 2 to Year 4 Early Grade and Upper Primary Course Manuals have been printed and distributed. The Year 2 to Year 4 Junior High School (JHS) Course Manuals have taken longer and there have been further delays due to difficulties in getting printing houses at the universities to execute the work. Due to these delays, printing of the remaining 84,875 Course Manuals will be completed by 31st May 2022 with distribution taking place in June and July 2022.

T-TEL was approached by the National Service Secretariat (NSS) and the National Teaching Council (NTC) to help come up with a creative solution to the problem that the NSS's 'offer' in the education sector fails to provide a structured career route for young people who are posted to schools but who lack any formal pedagogic or academic training in education. T-TEL has helped to develop a proposal which provides a structured route for National Service personnel to gain additional training and be guaranteed a postgraduate teaching qualification through work carried out during their placement year in a Senior High School (SHS) or Senior High Technical School (SHTS). NTC and NSS are both enthusiastic about taking this forward and NTC have written officially requesting that this work commences in May.

Support to Quality Assurance and Regulatory System:

The National Schools Inspectorate Authority (NaSIA) has been supported by T-TEL to commence a review of its Inspection Evaluation Framework (IEF) to ensure that it is aligned to the approved Secondary Education Policy and the Secondary Education Curriculum which is currently under development. T-TEL supported NaSIA's management to prepare a concept note for the IEF review. The concept note was approved by the NaSIA Board and an eleven-member technical working group has now been constituted to oversee the review. The technical working group have already identified quite a significant number of areas where the IEF will need to be revised to ensure that it is fit for purpose in providing an effective means of assessing schools' adherence to these policy documents. This work will continue next quarter.

In an effort to address the low levels of awareness of the National Teachers' Standards (NTS) amongst Senior High School teachers (where the December 2021 baseline survey showed that only 55% of SHS teachers had heard of the NTS and only 15% had seen a copy of the Standards) the National Teaching Council (NTC) sought T-TEL's support in printing 20,000 copies of the National Teachers' Standards for distribution to secondary school teachers. In addition, a programme of activities has been developed to help familiarize senior high school teachers with the NTS. This will take the form of an awareness creation campaign on the NTS in secondary schools. NTC has developed a plan to carry out the campaign at national, regional and school levels. At the school level, NTC will organize sensitization sessions across 726 Senior High Schools, Senior High Technical Schools and Technical Institutes to raise awareness of the National Teachers' Standards among the teachers. The printed copies of the Standards will be distributed to the schools during the campaign with each school receiving 20 copies to be placed in the school library for teachers' reference.

Gender Equality & Social Inclusion (GESI):

A GESI Deep Dive was carried out across 8 CoEs by a team from T-TEL, GTEC and the five mentoring universities. This Deep Dive has gathered a great deal of valuable information which will be used to develop intervention strategies in the next quarter. The Deep Dive Report is still being written up but preliminary findings show that there has been positive progress in several areas across CoEs, including female enrolment and incorporation of GESI within B.Ed. components such as Supported Teaching in School (STS). However the Deep Dive also showed that responsibility for GESI is still seen to sit with a small number of people in each CoE (e.g. the Gender Champion) and that some of the GESI activities and actions have not been planned and implemented in a participatory and consultative manner.

ICT & CEMIS:

The Colleges of Education Management Information System (CEMIS) platform has seen significant improvements over the past quarter in terms of the number of issues addressed in the CEMIS Solution Plan, the number of new modules deployed and the continued uptake of CEMIS by CoEs. A total of 30 issues identified in the CEMIS Solution Action paper have been resolved with a further 14 issues at different stages of resolution.

An expert review panel has been constituted by NTC, supported by T-TEL, to review and revise the Digital Learning (ICT Integration) Handbook. The Handbook will then be tested in schools and finalized for distribution and use nationwide.

Secondary Education Transformation Programme (SETP) in 12 Schools:

All 12 Secondary Education Transformation Programme (SETP) schools finalized their School Improvement Plans (SIPs) during the quarter and signed grant agreements with GES and T-TEL. A total of GHS 356,218 was disbursed to the schools and they have all submitted their first monthly progress report at the end of April 2022. Progress across the 12 schools is relatively mixed. Whilst some, such as Gambaga Girls, have already instituted remedial classes in literacy for several hundred students and have a senior management team who is making daily lesson observations of teachers in the classroom (with interesting results) others, such as Tatale E.P. Agric SHS, have made little tangible progress over the first full month of implementation. GES, T-TEL and MoE are constituting a senior-level review group which will meet in the first week of every month (commencing in the first week of June) to review all 12 schools' monthly reports and hold them to account for progress.

The first Professional Learning Communities (PLC) Handbook for use in Senior High Schools was developed during the quarter. It was written by a team which included teachers from all 12 of the SETP schools. The first handbook focuses on the NTS based on the teaching and learning challenges noted by the 12 SETP schools as well as evidence from the T-SHEL annual evaluation survey and SETP baseline survey where 0% of teachers in the 12 SETP schools were observed to be meeting the NTS in full during their lessons. The Handbook will be used to run weekly PLC sessions in the 12 SETP schools, commencing in early June.

A 4-day orientation workshop was held at Kibi College of Education for 3 staff from each of the 12 SETP schools (the headmistress/headmaster and 2 teachers) who will be expected to run these weekly PLC sessions in each school. The orientation workshop was led by some of the writers of the PLC Handbook supported by experienced Professional Development Coordinators from 9 CoEs.

1,000 copies of the NTS have been printed and distributed to all the 12 SETP schools to support the roll-out of the PLC sessions.

GES and T-TEL completed a baseline survey in the 12 SETP schools. Overall 4,932 students were assessed on reading, mathematics, science and 21st Century Skills. 179 teachers were observed teaching lessons to determine their adherence to the NTS, GESI-responsive pedagogy and use of digital technology. Interviews were held with 1,059 students and 243 teachers on issues of discipline, motivation and to ascertain how the SETP schools are ensuring an inclusive, gender-sensitive environment for staff and students. Also, 12 headteachers, senior management and board members of the SETP schools were interviewed on issues of leadership and management.

The findings were not encouraging, particularly regarding teacher lesson observation (where no teachers were observed to be meeting the NTS in full) and student assessments, particularly in reading literacy. The results of the student assessments were benchmarked using proficiency levels developed by NaCCA's assessment experts. Overall 12% percent of students across the SETP schools are approaching proficiency or higher in reading literacy. 69% of SETP students are classified as 'emerging' on reading literacy which means that they are struggling with their understanding due to essential gaps in knowledge and skills. Over 90% of the students are classed as 'emerging' in three of the 12 SETP schools.

These results show the importance of focusing on literacy during all subject lessons and also provide a strong justification for the decision taken by the Inter-Agency Curriculum Working Group (IACWG) to develop remedial pathways within the secondary education curriculum.

Orientation and Induction Training for newly appointed heads of second cycle schools:

Last quarter the Director General of GES requested technical and financial support from T-TEL to conduct orientation and induction training for newly appointed Heads of SHS & SHTS. In total 135 (37 Female and 98 Male) newly appointed SHS and SHTS Heads were trained. GES's senior management used the training to set out their expectations of school leaders and the tasks that they have to carry out. Presentations included internal controls, legal and compliance issues, finance and the GES Code of Conduct. During the training all Heads took part in a participatory exercise to give them a practical feel for the Managing for Learning approach. Feedback from the Headmasters and Headmistresses at the end of the training was very positive as they felt that the 4 days had really equipped them well to understand their role (with some Heads admitting that they had been doing some things wrong without realizing it). There was also much enthusiasm for the Managing for Learning approach, particularly the way in which it can help to create collective ownership and responsibility to address issues rather than seeing this solely as the job of the Head.

Graduate Employability Study:

T-TEL is collaborating with GTEC to conduct an employability study to help shape policy decisions and strategies pertaining to education and training in secondary and tertiary institutions. The study will be in two parts: a survey of employers to assess graduate skill set and skill shortage in the labour market and survey of tertiary institutions to evaluate the employability strategies of tertiary educational institutions. The goal of the study is to assess skill needs of industry and the strategies employed by tertiary education institutions to integrate employability in teaching and learning. The concept note, budget and proposal have been finalized and approved for implementation. GTEC and T-TEL have agreed and signed a MoU to implement the study. A key decision made by GTEC and T-

TEL is to collaborate with agencies such as the National Development Planning Commission, the Council for Technical and Vocational Education & Training, National Service Scheme, Ghana Statistical Service, Association of Ghana Industries and the Ministry of Education. GTEC has written to these agencies to nominate personnel to join a working committee to implement the study. Data collection will take place in July 2022 and the final report disseminated in November 2022.

Colleges of Education and Social Education Research Journal Multidisciplinary Research Conference:

T-TEL received a joint request for support from St. Monica’s, Mampong Technical, Agona SDA, and Atebubu Colleges of Education to organise a Research Conference dubbed “Colleges of Education and Social Education Research Journal Multidisciplinary Research Conference”. The conference aims to provide a forum for college tutors to share ideas on research and publications and provide tutors with the platform to share the outcomes of their research to the public and policy makers. In order to qualify for T-TEL support, the organisers were asked to scale up the conference to make it a national-level conference of all the 46 CoEs implemented in partnership with GTEC. The organising committee agreed to this recommendation and has communicated this to all 46 CoEs and extended requests for abstracts and research papers to all CoEs. To date 22 abstracts and research papers have been received from various CoEs and are currently being reviewed by the organising committee. A draft agenda has also been developed. The conference is scheduled to take place from 2nd to 3rd June 2022. A total of 200 participants are expected to attend including the public universities, industry, civil society organisations and the media.

Progress against Deliverables

T-TEL has agreed a set of six deliverables with the Mastercard Foundation which must be achieved by 31st July 2022. These deliverables and a brief summary of progress are set out in the table below.

Deliverables to be achieved between 1st February 2022 and 31st July 2022

Deliverable	Progress to date
1. Communications Strategy developed to support implementation of the Secondary Education Policy and relevant communications activities in progress.	In progress- NaCCA Communications Strategy and Stakeholder Management Plan already developed, work to produce an MoE-led Communications Strategy for all agencies involved in secondary education will commence in May 2022.
2. At least 2 universities have formally submitted post-graduate programmes based on the National Professional Education Leadership Qualification and Curriculum Framework (PELQF) to GTEC for approval.	Completed- 6 universities had submitted proposals to GTEC by the end of April. These will be assessed by international expert reviewers over the coming two months.
3. Professional Learning Community (PLC) sessions established, materials developed and weekly sessions underway in the 12 Secondary Education	In progress- A PLC Handbook for the 12 SETP schools, focusing on the NTS, has been produced and is being sent for design, typesetting and printing for distribution to the schools. Three people from each SETP school have been

Transformation Programme (SETP) schools.	trained on running the PLC sessions and these will commence in the first week of June.
4. All Course Manuals, Professional Development Handbooks and STS Handbooks for the 4 year B.Ed. in Initial Teacher Education produced and disseminated to Universities and Colleges of Education.	In progress- All 4,890 copies of the Year 1 Semester 1 and Year 1 Semester 2 Course Manuals as well as 31,070 copies of Year 2 to Year 4 Early Grade and Upper Primary Course Manuals have been printed and distributed. The Year 2 to Year 4 Junior High School (JHS) Course Manuals have taken longer and there have been further delays due to difficulties in getting printing houses at the universities to execute the work. Due to these delays, printing of the remaining 84,875 Course Manuals will be completed by 31st May 2022 with distribution taking place in June and July 2022.
5. Deep Dive into progress in GESI responsive actions and behaviours in Colleges of Education completed in partnership with mentor universities and follow-up support activities agreed and in progress.	In progress- The Deep Dive assessment exercise has been completed and the findings are being written up in May 2022.
6. Teacher Education 'Fidelity of Implementation' assessment carried out by NIST across all 46 CoEs.	In progress- The Fol visits to all 46 CoEs commenced in early May and will last for eight weeks.

Progress against T-SHEL Roadmap

The T-SHEL Phase One Year Two Roadmap was finalized in March 2022 and is updated and circulated on a regular basis. The Roadmap has 19 Key Performance Indicators (KPIs) which are set out below. As of 3rd May 2022, seven KPIs are rated 'Green', 10 are rated 'Amber/Green', one is rated 'Amber/Red' and one does not yet have a progress rating.

The one KPI rated Amber/Red is:

- Secondary Education Communications and Stakeholder Management Strategy developed and implemented to help encourage public support for reforms, particularly new curriculum and assessment system.

This rating reflects the fact that, whilst there has been good progress in developing NaCCA's stakeholder management and communications plan for the secondary education curriculum, there have been delays with the Ministry of Education and other agencies. This situation has been discussed with the Ministry and a plan has been put in place to engage GES and other agencies so that the Secondary Education Communications and Stakeholder Management Strategy is completed before the end of July 2022.

Over the past quarter, one KPI has improved its rating and three have deteriorated. Aside from the communications KPI mentioned above, the other two KPIs which have deteriorated in rating are:

- Secondary Education Curriculum developed, approved and all relevant materials produced.
- Ensure that ICT is deployed effectively in SHS including incorporation of ICT in Secondary Education Curriculum; promotion of Digital Literacy Handbook and development of ICT framework for national roll-out based on lessons learnt through SETP.

The secondary education curriculum KPI has deteriorated in rating because the curriculum writing process was originally timetabled to have commenced by now. The reason why it is delayed is because of the importance of ensuring that all stakeholders on the Inter-Agency Curriculum Working Group (IACWG) agree with the content of the proposed curriculum and the assessment approaches being taken. Good progress has been made on reaching agreement during the past few months and it is anticipated that the IACWG meeting on 18th May will give the go-ahead to commence curriculum writing.

The ICT KPI has deteriorated in rating for the same reason given above on the secondary education curriculum. This is because ICT is a key element of the secondary education curriculum so the delay in commencing writing has also impacted this KPI.

The latest details regarding all 19 KPIs are set out below.

Transforming Senior High School Education, Teaching & Learning - KPI Summary 2022

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
1.1	Development of detailed T-SHEL Phase 2 proposal in collaboration with the Government of Ghana and Mastercard Foundation.	T-TEL	31 st October 2022 B.VI	A/G	N.A. Informal discussions already begun with GES Senior Management as to activities to include in Phase 2. Kick-off meeting held with Mastercard Foundation on 11 th April.
2.1	Secondary Education Curriculum developed, approved and all relevant materials produced.	NaCCA	30 th September 2022 B.I	A/G	↓ Curriculum Writing Guide completed and oversight provided by Inter-Agency Curriculum Working Group. Curriculum writing was to commence in April.
2.2	Plans for training all SHS teachers on the new secondary education curriculum, including introduction of PLCs, developed and ready to commence by January 2023.	GES with NaCCA & NTC	31st January 2023	G	N.A. This activity has yet to commence although PLC Handbooks are currently being developed for use in the 12 SETP schools. Lessons learnt will inform plans for national roll-out.
3.1	Management teams and School Boards in all 726 SHS, SHTS and TIs in Ghana have undergone Leadership for Learning training on institutional strengthening and have developed School Improvement Plans.	GES	31st January 2023 B.III	G	N.A. Leadership for Learning Module 1 developed for 12 SETP schools. GES have identified need for SHS Board training, the first step with this is to review and update GES guidance to Boards.
3.2	Universities commencing post-graduate programmes based on the National Professional Education Leadership Qualification and Curriculum Framework (PELQF).	GTEC	A.II (31 st July 2022) 31 st January 2023 (3.2)	G	↔ 7 universities are now familiar with PELQF and are working on submissions to GTEC which are being received for review from May onwards.

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
4a.1	Develop Secondary Education teacher education curricula and materials aligned with the new Secondary Education Curriculum-including Bachelor Degree and Postgraduate programmes.	GTEC & NTC	31 st January 2023	NOT RATED	Secondary Education Curriculum Writing Guide provides initial framework for development of curricula. This will take place from Sept 2022 once secondary education curriculum is completed.
4b.1	Effective university oversight and delivery of B.Ed., including production and dissemination of all Course Manuals, Professional Development Handbooks and STS Handbooks for Years 1-4.	5 Universities	31 st July 2022 A.IV	A/G	↔ All materials to be published and disseminated by 31 st July 2022, this remains on track despite some printing delays. Aug-Dec 2022 is to be a 'mop-up' period where T-TEL teams will work with universities before phase out in January 2023.
5.1	GTEC and NIST providing effective oversight of teacher education including conduct of a Fidelity of Implementation assessment across all 46 CoEs.	GTEC & T-TEL	31 st July 2022 A.VI	G	↑ Q1 NIST held and FoI plans on track.
5.2	Completion of a revised secondary school inspection evaluation framework and training of inspectors.	NaSIA	31 st Jan 2023 B.IV	G	N.A. Plans agreed at NaSIA Board meeting in March.
5.3	Increased awareness of the National Teachers' Standards (NTS) across all Secondary Schools through comprehensive outreach campaign organised in conjunction with unions.	NTC	31 st Jan 2023	G	N.A. 20,000 copies being printed NTS, developing campaign plans, consider integrating with NTC PLC Manual roll-out.
5.4	Effective implementation of SETP in 12 schools including successful conduct of PLCs and achievement of objectives in School Improvement Plans.	GES & T-TEL, 12 SETP schools	31 st July 2022 A.III; 31 st Jan 2023 B.II	A/G	↔ Some slight delays in finalising grant agreement with GES but now completed. PLC and leadership work commenced, baseline survey completed.

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
6a.1	Ensure that GESI is promoted in teacher education through conduct of a Deep Dive and implementation of resulting activities in partnership with GTEC, Universities & CoEs	GTEC & 5 universities	31 st July 2022 A.V 31 st Jan 2023	A/G	↔ Deep Dive completed findings need to be rapidly turned into an action plan with GTEC and universities.
6a.2	Ensure that GESI is incorporated into the Secondary Education Curriculum & Secondary Education Teacher Education Curricula and that a Framework for GESI promotion in SHS has been developed based on lessons learnt through SETP.	NaCCA, NTC & GES	30 th Sept 2022	A/G	N.A. Plans developed to incorporate GESI in curriculum writing, building on initial integration in Curriculum Writing Guide. SHS GESI engagement framework being developed with GES.
6b.1	Ensure that ICT is deployed effectively in CoEs and universities including usage of CEMIS and promotion of Digital Literacy Handbook	GTEC & 5 universities	Ongoing to 31 st January 2023	A/G	↔ CEMIS take-up improving but issues remain, discussed at NIST. Digital Literacy Handbook to be finalised and divided into 'bite-size' chunks by NTC. Plans then need to be developed for roll-out.
6b.2	Ensure that ICT is deployed effectively in SHS including incorporation of ICT in Secondary Education Curriculum; promotion of Digital Literacy Handbook and development of ICT framework for national roll-out based on lessons learnt through SETP.	GES, NaCCA & CENDLOS	30 th Sept 2022 31 st January 2023	A/G	↓ Plans developed to incorporate ICT in curriculum writing. Digital Literacy Handbook to be finalised and divided into 'bite-size' chunks by NTC. Plans then need to be developed for roll-out. Secondary Education ICT Engagement Framework needs to be developed with GES & CENDLOS.

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
6c.1	Secondary Education Communications and Stakeholder Management Strategy developed and implemented to help encourage public support for reforms, particularly new curriculum and assessment system.	MoE and Agencies	31 st July 2022 A.I Ongoing to 31 st January 2023	A/R	↓ ToRs developed and work already commenced on 'offer' and messaging for secondary education curriculum. Strategy development workshop was scheduled for April 2022 but delayed.
6c.2	Conduct Graduate Employability Study to strengthen GTEC's evidence base with which to encourage tertiary education institutions to offer courses which meet labour market needs.	GTEC	30 th September 2022	A/G	N.A. Concept developed by GTEC following several discussions with T-TEL. This is almost ready to commence subject to some amendments and clarifications on employer sampling.
6c.3	Conduct T-SHEL Annual Evaluation Survey	T-TEL	B.V	G	↔ Scheduled to be held in November and December 2022, multi-year contract already issued to JMK.
6c.4	Ensure development of a national performance management and monitoring system incorporating RMMDEs and secondary schools.	GES & MoE	31 st December 2022	A/G	↔ To be developed in collaboration with GES and MoE incorporating lessons from SETP implementation in 12 schools.