

Transforming Teaching, Education & Learning

# T-SHEL Quarter 7 Progress Report

Summarized version

30<sup>th</sup> November 2022

## Quarter 7 Progress Summary (1<sup>st</sup> August to 31<sup>st</sup> October 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 7<sup>th</sup> quarter of T-SHEL Phase One (1<sup>st</sup> August to 31<sup>st</sup> October 2022) saw the national scale-up of activities and a number of significant achievements which are summarized below.

**Policy Development and Direction:** T-TEL has supported the Ministry of Education (MoE) to implement key activities in the Secondary Education Communications and Stakeholder Management Strategy. This has included redesigning and refreshing the MoE website; collaborating to develop an educational television programme called 'EduTalk' and supporting the National Council for Curriculum and Assessment (NaCCA) to develop a series of stakeholder engagement meetings and events on the new secondary education curriculum. T-TEL has also worked with Mastercard Foundation, potential implementing partners and government agencies to design a five year proposal called Leaders in Teaching (LiT). LiT will be implemented from March 2023 onwards and will seek to transform Ghana's secondary education system by building on the foundations put in place during T-SHEL Phase One.

**Secondary Education Curriculum:** The secondary education curriculum has now been produced in draft form and is being trialed in selected Senior High Schools (SHS) and Senior High Technical Schools (SHTS) across Ghana in November 2022, involving 148 teachers. The curriculum will be revised in December 2022 and an Expert External Curriculum Quality Assurance Team is also being constituted to review the final curriculum to ensure that it is fit for purpose and meets international best practice before being sent to the Minister and Cabinet for final approval at the end of January 2023.

**Leadership for Learning:** Preparations have been put in place for the national scale-up of leadership training to cover 5,560 school leaders from 695 SHS and SHTS in November 2022. These preparations included printing and distributing 6,000 copies of two Leadership Resource Handbooks; identifying and training 260 facilitators- including 191 School Improvement Advisors (SIAs), 30 GES officers and 30 T-TEL staff; and supporting Ghana Education Service (GES) to conduct stakeholder

engagement meetings with all SHS and SHTS Heads, Regional and District Directors of Education through the Conference of Heads of Assisted Secondary Schools (CHASS) and Conference of Directors of Education (CODE).

**Teacher Education:** T-TEL supported the Ghana Tertiary Education Commission (GTEC) to produce a best practices case-study document in selected Colleges of Education (CoEs) following the finalization of the Fidelity of Implementation (FoI) assessment across all 46 CoEs. T-TEL also supported the National Teaching Council (NTC) and National Service Secretariat (NSS) to design an intensive pedagogy course for National Service Personnel posted to SHS and SHTS without any formal teacher training. This is a first for Ghana. Due to issues with delays in postings, data availability and lack of willingness of young people to take up careers in teaching the estimated 8,000 young people who would be posted and trained on pedagogy has actually ended up being 2,008. This training will be carried out in December 2022. There are important lessons which have been learnt in this process which will be put into practice next year to ensure that the number of young people trained is closer to 8,000.

**Gender Equality & Social Inclusion (GESI):** A comprehensive GESI Guidance Note for Colleges of Education was produced by GTEC and each of the 5 universities are now developing and implementing GESI action plans. GESI metrics have also been mainstreamed into the Colleges of Education Management Information System (CEMIS) and steps have been taken with the Trainee Teachers Association of Ghana (TTAG) to reactive GESI Clubs in Colleges of Education. A pilot initiative on understanding and tackling sexual harassment in SHS (called SHARP- Sexual Harassment Awareness, Response and Prevention) has been designed and is being taken forward in two Secondary Education Transformation Programme (SETP) schools.

**Digital Literacy Handbook Development:** Final versions of the Digital Literacy/ICT Integration Handbooks have now been produced. A dissemination and training plans will be developed next quarter.

**T-SHEL Annual Evaluation Survey 2022:** This has been designed in collaboration with Mastercard Foundation, GES, GTEC and NaCCA and national data gathering will take place in November 2022.

**Graduate Employability Study:** This study is on track again after some setbacks with employer responsiveness which were addressed by working with employer unions and associations. 5,000 employers and 40 Tertiary Education Institutions (TEIs) are being interviewed as part of the study.

**Secondary Education Transformation Programme (SETP) :** This continues to progress well and Professional Learning Community (PLC) Handbook Two has been printed and distributed to all 12 schools. Weekly PLC attendance rates have increased from 74% last quarter to 82% for the week ending 18<sup>th</sup> November 2022. A meeting held during the quarter with NTC, GES and all 12 schools has helped encourage teachers to attend as they are now being assigned Continuing Professional Development (CPD) points on their online teacher portals if they attend all eleven sessions in each Handbook. GES's Science Education Unit held training on practical science and mathematics teaching for 168 teachers from the SETP schools and the pre- and post-test assessments demonstrated that it had a positive impact on teachers' knowledge and understanding.

## Progress against Deliverables

T-TEL has agreed a set of six deliverables with the Mastercard Foundation which must be achieved by 31<sup>st</sup> January 2023. These deliverables and a brief summary of progress are set out in the table overleaf.

### Deliverables to be achieved between 1<sup>st</sup> August 2022 and 31<sup>st</sup> January 2023

Deliverable	Progress to date
1. Secondary Education curriculum completed, approved and relevant materials developed.	<b>In Progress:</b> A first draft of the curriculum has now been produced and is currently being trialled. It will then be revised based on feedback before going to an independent Quality Assurance Expert's group for review and validation, it will then go for Ministerial approval. The timeline is tight but the intention is to complete this process by the end of January 2023 (early February at the latest).
2. School Improvement Plans implemented within all 12 SETP schools with 80% of activities achieved successfully by the end of January 2023.	<b>In Progress:</b> All SETP schools have been making progress against their SIPs although 2 of them were temporarily suspended for financial irregularities whilst action was taken against their management. These 2 schools have subsequently re-commenced implementation. Overall we are confident that at least 80% of activities will have been completed across all 12 schools by the end of January 2023.
3. Management teams and school boards in all SHS and SHTS in Ghana have undergone Leadership training on institutional strengthening and have developed School Improvement Plans.	<b>In Progress:</b> Training for all management teams (8 people per team) for all SHS and SHTS (695 schools in total) is underway and will be completed by the first week of December. Training for Boards is planned to be completed before the end of January 2023 (it is a priority to do this so they feel engaged in the SIP development process). Originally we intended to combine both activities but separated them at the request of GES.
4. NaSIA have developed a revised Secondary Education Inspection Framework and completed training for inspectors.	<b>In Progress:</b> This has been produced in draft and should be completed before the end of December 2022, with training potentially happening in January 2023.
5. Second annual Evaluation Survey carried out in line with programme's results framework.	<b>In Progress:</b> JMK have been contracted to do this work, the survey instruments have been designed and fieldwork is now underway.
6. T-SHEL Phase Two (Leaders in Teaching) proposal developed and contract signed.	<b>In Progress:</b> A 5 year LiT technical and financial proposal have been developed in partnership with Mastercard Foundation and have now been officially submitted to the Country Head for approval.

## 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 20 Key Performance Indicators (KPIs) which are set out below. As of 30<sup>th</sup> October 2022, seven KPIs are rated 'Green', 11 are rated 'Amber/Green', one is rated 'Amber/Red' and one does not have a progress rating.

Over the past quarter, one KPIs has improved its rating and four have deteriorated in rating.

The KPI which improved its rating from Amber/Green to Green was “development of detailed Leaders in Teaching (LiT) proposal in collaboration with the Government of Ghana and Mastercard Foundation” where good progress was made, with a final technical and financial proposal being submitted in November 2022.

The four KPIs which saw a deterioration in rating were:

- “Work with NTC, GTEC and NSS to develop a postgraduate programme incorporating the National Service year to rapidly train graduates to become qualified SHS teachers” which deteriorated from Amber/Green to Amber/Red. This deterioration is due to delays in receiving data from NSS about the Service Personnel being posted combined with a general lack of demand for this training. Both these issues will be addressed next year through i.) closer working with NSS to ensure data is obtained earlier and ii.) an advertising and publicity campaign to stimulate interest in the training. Despite these issues the training is progressing and will take place in December.
- “Plans for training all SHS teachers on the new secondary education curriculum, including introduction of PLCs, developed and ready to commence by January 2023” which deteriorated from Green to Amber/Green. This is in progress and agreement has been reached to use PLC Handbook One (on the National Teachers’ Standards) in all SHS and SHTS. More planning now needs to take place to firm up the details as to how this will take place.
- “Management teams and school boards in all SHS and SHTS in Ghana have undergone Leadership for Learning training on institutional strengthening and have developed School Improvement Plans” which deteriorated from Green to Amber/Green. Whilst eight management team members from each SHS and SHTS will have been trained by the end of November 2022, plans now need to be put in place to extend this training to board members in December and January.
- “GTEC and NIST providing effective oversight of teacher education including conduct of a Fidelity of Implementation assessment across all 46 CoEs” which deteriorated from Green to Amber/Green. The Fidelity of Implementation assessment has been successfully completed but due to competing time pressures (including negotiations with unions over a strike which college tutors called in November 2022) GTEC were unable to hold the next National Implementation Support Team (NIST) meeting as scheduled during the quarter, this will now take place in early December.

The latest details regarding all 20 KPIs are set out overleaf.

## 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 Leaders in Teaching (LIT) proposal in collaboration with the Government of Ghana and Mastercard Foundation.	T-TEL	31 <sup>st</sup> January 2023 <b>B.vi</b>	G	↑ First draft proposal submitted on 30 <sup>th</sup> September, revised draft uploaded on portal on 25 <sup>th</sup> October. Awaiting further feedback before moving to contracting.
2.1	Secondary Education Curriculum developed, approved and all relevant materials produced.	NaCCA	31 <sup>st</sup> January 2023 <b>B.i</b>	A/G	↔ Curriculum Writing in progress and being trialled currently on track for completion before January 2023
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	A/G	↓ Plans developed in principle but details need to be worked out. Intention is to start with PLC Handbook 1 on NTS and then introduce subject-specific materials- these need to be developed.
3.1	Management teams and School Boards in all 652 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>B.iii</b>	A/G	↓ Training being rolled-out for all management teams in November. Training for School Boards has been 'decoupled' and will need to follow by 31 <sup>st</sup> January.
3.2	Universities commencing post-graduate programmes based on the National Professional Education Leadership Qualification and Curriculum Framework (PELQF).	GTEC	<b>A.ii</b> (31 <sup>st</sup> July 2022) 31 <sup>st</sup> January 2022 (3.2)	G	↔ 7 universities have received feedback on their submissions from GTEC and are working to revise and resubmit. University reps working as part of NELI pilot.

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

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		NOT RATED	↔ This activity will now take place under LIT in 2023.
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 <sup>st</sup> July 2022 <b>A.iv</b>	G	↔ All materials published and disseminated by 9 <sup>th</sup> August 2022. Sept-Dec 2022 is to be a 'close-out' period where T-TEL teams will work with universities and CoEs to address findings of GTEC Fol assessment.
4.2	Work with NTC, GTEC and NSS to develop a Postgraduate programme incorporating the National Service year to rapidly train graduates to become qualified SHS teachers.	NTC	31 <sup>st</sup> January 2023	A/R	↓ Training materials developed, issues with signing up sufficient interested trainees for initial four-week course happening in November 2022. Issues with timeliness of NSS data. A one-year enhanced programme will also be organised for those who aspire to be professional teachers after their service year.

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

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
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 <sup>st</sup> July 2022 <b>A.Vi</b>	A/G	↓ Foi successfully completed, NIST now needs to be scheduled to discuss findings and develop plans to address issues arising, GTEC also planning to hold a dissemination event. NIST has delayed.
5.2	Completion of a revised secondary school inspection evaluation framework and training of inspectors.	NaSIA	31 <sup>st</sup> Jan 2023 <b>B.Iv</b>	G	↔ On track
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 <sup>st</sup> Jan 2023	G	↔ 20,000 copies of NTS printed, sensitisation campaign plans finalised and awareness raising meetings held with teacher unions.
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 <sup>st</sup> July 2022 <b>A.Iii</b> ; 31 <sup>st</sup> Jan 2023 <b>B.Ii</b>	A/G	↔ SETP activities remain on track with 89% of teachers regularly attending PLC sessions and 10 out of the 12 schools receiving their next tranche of funds for School Improvement Plan implementation. CPD point issue resolved.

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

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 <sup>st</sup> July 2022 <b>A.V</b> 31 <sup>st</sup> Jan 2023	A/G	↔ Deep Dive implementation underway.
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 <sup>th</sup> Sept 2022	A/G	↔ On track, GESI Framework for SHS to be discussed with CEGENSA, our GESI expert partner for LiT.
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 <sup>st</sup> January 2023	A/G	↔ CEMIS take-up improving. Digital Literacy Handbook finalised and divided into 'bite-size' chunks by NTC.
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 <sup>th</sup> Sept 2022 31 <sup>st</sup> 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 and LiT expert partner GSET.

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

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 <sup>st</sup> July 2022 <b>A.I</b> Ongoing to 31 <sup>st</sup> January 2023	A/G	↔ Draft Strategy developed and approved by Ministry and Agencies. Implementation with NaCCA has commenced due to issues with MoE on some activities.
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	31 <sup>st</sup> January 2023	G	↔ This study has commenced and is largely on track with data collection having progressed as planned.
6c.3	Conduct T-SHEL Annual Evaluation Survey	T-TEL	31 <sup>st</sup> January 2023 <b>B.V</b>	G	↔ On track, JMK will conduct survey in November, instruments being finalised.
6c.4	Ensure development of a national performance management and monitoring system incorporating RMMDEs and secondary schools.	GES & MoE	31 <sup>st</sup> December 2022	A/G	↔ To be developed in collaboration with GES and MoE incorporating lessons from SETP implementation in 12 schools.