

Transforming Teaching, Education & Learning

# T-SHEL Quarter 8 Progress Report

Summarized version

17<sup>th</sup> May 2023

## Quarter 8 Progress Summary (1<sup>st</sup> November 2022 to 31<sup>st</sup> March 2023)

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 (called 'Leaders in Teaching' – LiT) 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 8<sup>th</sup> and final quarter of T-SHEL Phase One (1<sup>st</sup> November 2022 to 31<sup>st</sup> March 2023) was extended by two months to complete outstanding activities and utilize all remaining funds prior to the scheduled commencement of LiT in April 2023.

Significant progress was made during the final five months of T-SHEL in scaling up work nationally to cover all 704 Senior High Schools (SHS), Senior High Technical Schools (SHTS) and Science Technology, Engineering and Mathematics (STEM) Schools and in finalizing both the SHS and STEM curriculum. This, and the other activities described in this report, have laid a strong foundation for the ambitious secondary education reform program set out in Leaders in Teaching (LiT). Major achievements during the quarter are summarized below.

**Policy Development and Direction:** T-TEL supported the National Council for Curriculum and Assessment (NaCCA) to carry out extensive stakeholder engagement on the new secondary education curriculum by holding engagement meetings with key groups including the Parliamentary Select Committee on Education, Vice Chancellors Ghana, Heads of public SHS and SHTS, Alumni Associations, the National Council of Parent Teacher Associations and the National House of Chiefs. T-TEL also worked with government agencies, implementing partners and the Mastercard Foundation to finalize a 5 year technical and financial proposal for Leaders in Teaching (LiT). This program was approved by Mastercard Foundation's Board on 30<sup>th</sup> March 2023 and has an activity budget of over \$53 million to support Ghana's secondary education reforms.

**Secondary Education Curriculum:** The secondary education curriculum was finalized during the quarter and was revised to incorporate the findings of a curriculum trial which took place in November 2022 involving 148 teachers across 9 SHS and SHTS. Teachers and students were generally very positive about the new curriculum although they identified a few areas which could be streamlined and simplified. An External Quality Assurance Team, led by Professor Kwame Akyeampong conducted a review of the curriculum in January and February 2023 to assess its adherence to the Secondary Education Policy, the Curriculum Writing Guide and general alignment

with international best practice on curriculum development. A final report on the quality assurance process has been submitted setting out the strengths and areas for development of the draft curricula including recommendations. These recommendations have been accepted by the NaCCA Board and are being incorporated in the final curriculum documentation. Overall, in a briefing with senior T-TEL and NaCCA staff, the External Quality Assurance Team commended the curriculum writers on the high level of ambition and the quality, detailed work that had been done on the secondary education curriculum. They noted that there are many countries in Europe and Asia that don't have such detailed and coherent secondary education curriculum documentation. When asked for their advice as to what Ghana could learn from those countries in the world which had successfully introduced ambitious curriculum reforms, the Quality Assurance Team mentioned the importance of piloting approaches ahead of national roll-out. In response to this suggestion T-TEL will work with the Ministry of Education (MoE), Ghana Education Service (GES) and NaCCA to explore how we can pilot the new SHS curriculum in the 13 Secondary Education Transformation Programme (SETP) schools which have already been holding PLC sessions since the start of 2022 and also, potentially, in the schools which participated in the November 2022 curriculum trial. This pilot, of both the new curriculum and assessment methods, would commence in September 2023 which is exactly a year ahead of the national roll-out scheduled for September 2024.

**Leadership for Learning:** T-TEL supported GES to conduct national roll-out of leadership training for 696 SHS and SHTS and held engagement sessions for Boards from all these schools. Following these sessions, 685 schools have successfully produced and submitted School Improvement Plans (SIPs). The first stage in this process was residential leadership training which was organized over 4 full-days for 8 members of staff from each SHS and SHTS. This training was led by 191 School Improvement Advisors (SIAs), T-TEL and GES staff. In total there were 72 leadership capacity development and school improvement plan production workshops for 5,173 senior leaders from 696 SHSs and SHTSs which took place from 1<sup>st</sup> November to 1<sup>st</sup> December 2022. The next stage of the process involved the 191 SIAs undertaking school visits to support participating schools to engage their stakeholders, including community leaders, and to develop their SIPs in a consultative manner. This stage of the process lasted from November 2022 through to February 2023. The process of school improvement planning involved (i) a whole school self-evaluation using a collaborative approach (ii) preparation of self-evaluation report on areas of strength, areas that need improving and prioritization of areas that need immediate action, and (iii) development of an Action plan and related monitoring plan. A total of 685 SIPs have been produced through these partnerships between GES, schools, Regional Directorates of Education and the School Improvement Advisors (SIAs). In addition, T-TEL supported GES to hold a total of 27 Board Summits for SHS and SHTS across the country. A total of 2,743 people participated in the summit (including 416 women, representing 15% female participation) from across 696 schools including Board members, regional and national managers of Educational Units from the Conference of Managers of Education Unit (CoMEU); and Regional Directors of Education. The Summits provided an excellent opportunity for the board members to engage with each other, share good practice and to learn about the secondary education reform and curriculum and their role in making their schools centres of learning to prepare young people for the world of work, further studies and adult life. Board members generally endorsed the secondary education reforms and in particular the new secondary education curriculum.

**Teacher Education:** T-TEL supported the Ghana Tertiary Education Commission (GTEC) to hold a public dissemination event following the Fidelity of Implementation (Fol) assessment carried out in 2022 across all 46 public Colleges of Education. T-TEL also supported the National Service Scheme (NSS) and National Teaching Council (NTC) to organize the first every mandatory pedagogy training sessions for National Service Personnel posted to teach in SHS and SHTS. The training programme was designed to cover basic aspects of essential pedagogies, professional practice, values and ethics

as well as the use of ICT in education and assessment practices in schools and the training content was set out in a manual. 102 tutors from Colleges of Education were selected and trained as facilitators and they delivered this two-week residential training course to 2,025 NSS Personnel in December 2022 at six universities which were used as training centres - University of Cape Coast (UCC), University of Education, Winneba (UEW), University of Ghana (UG), University for Development Studies (UDS), Kwame Nkrumah University of Science and Technology (KNUST) and Akenteng Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED).

**Support to Quality Assurance and Regulatory System:** T-TEL supported the National Schools Inspectorate Authority (NaSIA) to finalize the School Inspection Evaluation Framework (IEF) and produce an updated Handbook. 91 NaSIA inspectors were trained on the new framework so that they can carry out effective inspections across SHS and SHTS.

**Gender Equality & Social Inclusion (GESI):** T-TEL supported GTEC, universities and the Trainee Teachers Association of Ghana (TTAG) to carry out a range of activities to support GESI responsiveness in Colleges of Education. T-TEL also worked with GES's Guidance and Counselling Unit to carry out a detailed research study into the prevalence of sexual harassment in two case study SHSs. The findings from this study will form the basis for a national action plan to address sexual harassment.

**T-SHEL Annual Evaluation Survey 2022:** This was carried out in November 2022 across a representative sample of 100 SHS and SHTS. The Survey, to a large extent, validated the findings of the initial T-SHEL baseline carried out in November 2021. There are still very significant issues across our SHS and SHTS in terms of the very low proportion of teachers meeting the National Teachers' Standards (NTS) during lesson observation; low scores from learners on critical thinking and problem solving and ongoing issues with low levels of motivation. There have been some increases in scores related to school leadership. We anticipate improvements across all scores when the survey is repeated in November 2023 as, by then, LiT will have ensured that interventions are taking place in all SHS and SHTS nationally.

**Graduate Employability Study:** The fieldwork for this study, which was led by GTEC with support from T-TEL, was completed during the quarter. In total 3,993 employers and 40 tertiary education institutions participated in the study which has produced very interesting and comprehensive data on skills shortage vacancies and employers' perspectives of graduate employability. A first draft report has been produced and this will be finalized next quarter when GTEC plan to hold a public dissemination event.

**Secondary Education Transformation Programme (SETP) :** The 12 SETP schools have made good progress against their School Improvement Plans (SIPs) and have managed to complete and evidence 780 of the 912 activities in their plans (85.5% completion rate). Professional Learning Community (PLC) sessions continue to be popular with teacher attendance rates for the quarter standing at 82%.

## 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> March 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> March 2023

Deliverable	Progress to date
1. Secondary Education curriculum completed, approved and relevant materials developed.	<b>Completed:</b> The SHS and STEM curricula have been completed, undergone external quality assurance and been approved by NaCCA's Council at their Board meeting of 31 <sup>st</sup> March 2023.
2. School Improvement Plans implemented within all 12 SETP schools with 80% of activities achieved successfully by the end of January 2023.	<b>Completed:</b> Across the 12 schools, their SIPs contained 912 activities linked to 57 objectives. In total schools had managed to evidence completion of 780 of these 912 activities by the end of February 2023, representing a completion rate of 85.5%.
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>Completed:</b> A total of 5,173 SHS and SHTS leaders from 696 schools participated in four-days of residential leadership training organised at 72 sessions across the country whilst 2,743 from the same schools participated in Board Summits. 685 SHS and SHTS (out of a national total of 701) have subsequently developed and submitted SIPs to T-TEL and GES, representing a successful completion rate of 98%.
4. NaSIA have developed a revised Secondary Education Inspection Framework and completed training for inspectors.	<b>Completed:</b> The revised School Inspection Evaluation Framework and Handbook was completed and training was carried out for 91 inspectors from 9 <sup>th</sup> to 11 <sup>th</sup> February 2023.
5. Second annual Evaluation Survey carried out in line with programme's results framework.	<b>Completed:</b> The second Annual Evaluation Survey has been completed.
6. T-SHEL Phase Two (Leaders in Teaching) proposal developed and contract signed.	<b>Completed:</b> The LiT Proposal was officially approved by Mastercard Foundation's Board on 30 <sup>th</sup> March 2023. A detailed Roadmap has been prepared for the first year of LiT implementation which commenced in April 2023.

## Progress against T-SHEL Roadmap

The T-SHEL Phase One Year Two Roadmap was finalized in March 2022 and covered the period up until 31<sup>st</sup> March 2023 so has now come to an end. As of 31<sup>st</sup> March 2023 at the end of the Roadmap period 11 Key Performance Indicators (KPIs) were rated 'Green', six were rated 'Amber/Green', one is rated 'Amber/Red' and two did not have a progress rating.

Between 30<sup>th</sup> October 2022 and 31<sup>st</sup> March 2023 six KPIs had improved their rating and one had deteriorated in rating.

The final details regarding all 20 KPIs are set out below. A number of KPIs have been rolled into the new Leaders in Teaching (LiT) Roadmap for 2023.

## 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> March 2023 <b>B.vi</b>	G	↔ Proposal approved by Mastercard Foundation's Board on 30 <sup>th</sup> March 2023.
2.1	Secondary Education Curriculum developed, approved and all relevant materials produced.	NaCCA	31 <sup>st</sup> March 2023 <b>B.i</b>	G	↑ Curriculum produced, quality assured by expert team and approved by NaCCA's Council on 31 <sup>st</sup> March 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	31 <sup>st</sup> March 2023	G	↑ Plans developed and incorporated within LIT, they will commence with training on PLC Handbook 1 (NTS) nationwide in May, with curriculum trialling taking place in SETP schools from September 2023.
3.1	Management teams and School Boards in all 652 SHS and SHTS in Ghana have undergone Leadership for Learning training on institutional strengthening and have developed School Improvement Plans.	GES	31 <sup>st</sup> March 2023 <b>B.iii</b>	G	↑ This was completed in February 2023, to date 690 out of 695 SHS and SHTS have submitted their School Improvement Plans to GES.
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> March 2023 (3.2)	A/G	↓ 7 universities have received feedback on their submissions from GTEC have resubmitted, accreditation has not yet been granted by GTEC but this will follow soon.

## 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. Work has now been closed out.
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	↔ This has been delayed and has been moved to take place under LIT. There is still sufficient time to complete this for September 2023 NSS personnel.

## 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>	G	↑ FoI successfully completed, NIST held on 9 <sup>th</sup> December 2022 and subsequent FoI dissemination meeting for stakeholder and CoEs held by GTEC on 27 <sup>th</sup> January 2023.
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	↔ This has been completed and training for 91 team inspectors finished on 11 <sup>th</sup> February 2023.
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	NOT RATED	It was decided that it would be more cost effective and impactful to carry out this awareness raising campaign alongside the national rollout of the first PLC Handbook which is on NTS. The 20,000 copies of the NTS will therefore be distributed in May/June with this rollout under LIT.
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	↔ 86% of SIP objective achieved by schools with PLC attendance rate at 82%. This represents a good level of achievement although further improvements can still be made.

## 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	G	↑ Good progress made with curriculum communications in partnership with NaCCA. EduTalk show also produced.
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 been completed and the draft report has been produced. Dissemination and finalisation will take place under LIT.
6c.3	Conduct T-SHEL Annual Evaluation Survey	T-TEL	31 <sup>st</sup> January 2023 <b>B.v</b>	G	↔ This has been completed.
6c.4	Ensure development of a national performance management and monitoring system incorporating RMMDDs and secondary schools.	GES & MoE	31 <sup>st</sup> December 2022	A/G	↔ This is being developed under LIT and will be based round monthly meetings at Regional and National level where a dashboard will be produced and discussed.

The overall expenditure situation against the agreed T-SHEL Phase One budget as of 31<sup>st</sup> March 2023 is set out in the table below.

Budget Line	Total Budget (1 <sup>st</sup> Feb 2021-28 <sup>th</sup> Feb 2023)	Budget spent (1 <sup>st</sup> Feb 2021- 31 <sup>st</sup> March 2023)	Balance of Budget remaining as of 1 <sup>st</sup> April 2023
Policy Direction & Development activities	\$98,016	\$122,215	-\$24,199
Curriculum Development, Teaching & Learning activities	\$1,720,682	\$1,928,218	-\$207,536
Leadership for Learning activities	\$2,217,564	\$2,300,438	-\$82,874
Teacher Education activities	\$1,435,598	\$1,515,507	-\$79,909

Support to Quality Assurance and Regulatory System activities [including SETP]	\$942,632	\$837,243	\$105,389
GESI, ICT, Communications, Research & Learning activities	\$1,711,471	\$1,135,948	\$575,523
Capital Assets	\$611,320	\$591,013	\$20,307
Travel Costs	\$360,659	\$319,982	\$40,677
Publication & Printing	\$684,155	\$650,511	\$33,644
<b>TOTAL</b>	<b>\$9,782,097</b>	<b>\$9,401,075</b>	<b>\$381,022</b>

Significant expenditure was incurred between 1<sup>st</sup> November 2022 and 31<sup>st</sup> March 2023 as the leadership and board training was rolled out across all SHS and SHTS in the country, the secondary education and STEM curriculum writing came to a conclusion and pedagogy training was provided for over 2,000 national service personnel who have been posted to teach at SHS and SHTS. This means that \$9,401,075 (96%) of the two year activity budget of \$9,782,097 had been spent as of 31<sup>st</sup> March 2023.