

Transforming Teaching, Education & Learning

# T-SHEL Quarter 3 Progress Report

Summarized Version

27<sup>th</sup> November 2021

## Quarter 3 Progress Summary (1<sup>st</sup> August to 31<sup>st</sup> October 2021)

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 2027.

The 3<sup>rd</sup> quarter of T-SHEL Phase One (1<sup>st</sup> August to 31<sup>st</sup> October 2021) represented a transitional point in the project as preparations are put in place to implement the Ministry of Education's new Secondary Education Strategy (2022-2025) whilst efforts are also made to complete all Handbooks, Course Manuals and other training materials for the B.Ed. in Initial Teacher Education before the end of 2021.

For the first 9 months of implementation most T-SHEL activities have taken place in the five Universities and their affiliated Colleges of Education to support delivery of pre-service teacher training for Junior High Schools (JHS) and Primary Schools. Now that the Secondary Education Strategy has been completed and the Ministry of Education (MoE) and Ghana Education Service (GES) have launched a 12-school pilot called the Secondary Education Transformation Programme (SETP) the implementation focus from now onwards will be very firmly on secondary education. Our teams are focusing on completing as many activities and supporting materials as possible on teacher education so that we can focus on the challenges ahead in secondary schools from 2022 onwards.

A summary of the main activities carried out over the past three months is set out below.

**Secondary Education Strategy:** The draft Secondary Education Strategy (2022-2025) has now been finalized by the Ministerial Committee to incorporate comments received from the Honourable Minister and his team. There were a series of engagements during the quarter with the leadership of GES including the Director-General and two Deputy Director-Generals who have indicated GES's strong commitment to the implementation of the Secondary Education Strategy as directed by the Minister. The Ministry of Education and T-TEL commissioned an Opinion Survey to provide evidence from students, teachers and parents about their perceptions and experiences of secondary education. This Survey is still in draft but amongst the most interesting findings so far are that:

- 86% of current secondary education students want to progress to tertiary education with only 14% wanting to enter the job market upon graduation.
- Teachers have concerns about the current syllabus to prepare students for future academic studies or the world of work with only 39% of teachers holding the view that, the current syllabus is either very effective (9%) or effective (30%).
- The majority of teachers (54%) believe that the current West African Senior School Certificate Examinations (WASSCE) does not provide an accurate assessment of students' learning outcomes.

**Secondary education curriculum and NaCCA organisational assessment:** T-TEL has worked with the National Council for Curriculum and Assessment (NaCCA) and the Ministry of Education to develop a plan to review and revise the secondary education curriculum. NaCCA will also constitute a team to develop a Curriculum Writing Guide by January 2022. This Curriculum Writing Guide will provide all the information which the curriculum writing teams will need to ensure that they produce curricula and associated assessment frameworks which are aligned with the Ministry of Education’s vision and ambition and conform to the National Pre-Tertiary Education Curriculum Framework.

During the quarter T-TEL supported NaCCA by conducting an operational and technical audit, including an organisational self-assessment, to determine NaCCA’s preparedness to carry out their core mandate. A draft report has been prepared and submitted to NaCCA management for further action.

**Strengthening educational leadership:** Earlier this year the National Professional Education Leadership Qualification Curriculum Framework (PELQF) was approved by the Minister for Education as a framework to guide the development of award-bearing programmes in professional education leadership at Masters, Post-graduate Diploma and Post-Graduate Certificate levels. These programmes will benefit existing and aspiring school leaders.

As part of the process of operationalizing the framework GTEC was supported during the quarter to set up a Committee to oversee and coordinate the process. The 10-member Committee is chaired by GTEC’s Head of Accreditation and has developed a Roadmap for working with seven universities which they have identified as having potential to develop and deliver programmes aligned with the PELQF, namely: University of Ghana; Kwame Nkrumah University of Science and Technology; University of Education, Winneba; University for Development Studies; University of Cape Coast; Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development and Valley View University. The Committee began a series of Vice-Chancellor engagement visits on 4<sup>th</sup> November 2021 and has drafted institutional selection criteria and a communications brief to share with Vice-Chancellors during these visits.

**Preparing to improve performance in 12 selected SHS and SHTS:** Last quarter we reported how the Minister for Education had requested that T-TEL and Mastercard Foundation begin working in 8 challenged Senior High Schools and Senior High Technical Schools to pilot the approaches which will then be scaled nationwide under T-SHEL Phase Two. This quarter we have done further design work on this programme, which is called the Secondary Education Transformation Programme (SETP). SETP aims to ensure that students in SETP schools are equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. The overall goal of the programme is “improved student achievement.”

SETP is based on the principle that Senior High Schools (SHSs), Senior High Technical Schools (SHTSs) and the stakeholders involved in their management, operations and governance are best placed to understand the issues inhibiting student achievement within their schools and that, with support and facilitation, they can take the lead in owning and developing solutions to their challenges. Each SETP school will develop a School Improvement Plan (SIP) which sets out the issues which they have identified and the actions which they have jointly agreed to implement between January 2022 and March 2023 to address their own challenges.

Last quarter GES invited 47 Senior High Schools, Senior High Technical Schools and Technical Institutes (36 Category C schools; 7 Category B schools; and 4 Category A schools) to submit applications to the SETP. Thirty-three of these schools submitted applications before the deadline.

A 5-member evaluation team was constituted by GES to evaluate the applications and a total of 12 schools have been selected and informed by GES that they have been successful. The number of

schools was increased from 8 to 12 to ensure broad geographic coverage across most Regions of Ghana.

| No. | Name of School                       | Region     | Category |
|-----|--------------------------------------|------------|----------|
| 1.  | Lambussie Community Day SHS          | Upper West | C        |
| 2.  | Nabango Community SHS                | Upper East | C        |
| 3.  | Bolgatanga SHS                       | Upper East | A        |
| 4.  | Gambaga Girls SHS                    | North East | C        |
| 5.  | Walewale Vocational Technical School | North East | C        |
| 6.  | Zabzugu SHS                          | Northern   | C        |
| 7.  | Tatale E.P. Agric SHS                | Northern   | C        |
| 8.  | Ziavi Community SHTS                 | Volta      | C        |
| 9.  | Ogyeedom SHTS                        | Central    | C        |
| 10. | Benso SHTS                           | Western    | B        |
| 11. | Bosome SHTS                          | Ashanti    | B        |
| 12. | Mangoase SHS                         | Eastern    | C        |

T-TEL has developed an approach called ‘Managing for Learning’ which is a new way of working which fuses participatory learning approaches and the delivery approach to provide a framework and set of tools which can be used by districts and schools to prioritize, plan, implement and monitor progress. This ‘Managing for Learning’ approach is being piloted in SETP to assess its effectiveness.

T-TEL organized a national Managing for Learning training workshop for T-TEL staff and key advisers, GES staff and eighteen participants from 9 CoEs<sup>1</sup> who will play a mentoring role for the SETP schools located closest to them. This workshop took place from 3<sup>rd</sup> to 5<sup>th</sup> November.

**Support to Teacher Education:** T-TEL has had a deliberate focus this quarter on trying to finalize all outstanding B.Ed. Course Manuals, Professional Development Handbooks and Supported Teaching in School (STS) Handbooks so that all universities and affiliated Colleges of Education have complete access to a full suite of materials for all courses across the full 4 years of the Bachelor of Education (B.Ed.) in Initial Teacher Education.

To date 11 sets of Handbooks and Manuals have been printed and distributed; a further 7 sets are in development but have not yet been printed and distributed and 2 sets have not been written yet. This represents excellent progress over the past 9 months because, when the FCDO T-TEL project came to an end in December 2020 only 7 sets of Handbooks and Manuals had been printed and distributed, meaning that 13 remained outstanding.

This means that, through Mastercard Foundation support, universities have been supported to print and distribute 4 sets of Handbooks and Manuals whilst a further 7 sets are under development.

Within the past quarter a number of Professional Development Handbook writing workshops have taken place to develop Handbooks and Manuals. The University of Ghana hosted the writing of the Professional Development Handbooks for Year 2 Semester 1 from 23<sup>rd</sup> to 27<sup>th</sup> August; KNUST hosted that of Year 3 Semester 1 Professional Development Handbooks from 20<sup>th</sup> to 24<sup>th</sup> September; UDS hosted Year 4 STS Handbook writing from 4<sup>th</sup> to 7<sup>th</sup> September; and the University

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<sup>1</sup> The 9 CoEs are: McCoy, St John Bosco, St Vincent, Peki, SDA Asokore, Foso, Gambaga, Holy Child and Wesley CoE.

of Education, Winneba hosted that of Year 4 Semester 2 Professional Development Handbooks from 25<sup>th</sup> to 29<sup>th</sup> October 2021.

Following the writing of the B.Ed. Year 3 Semester 1 PD handbooks, 6,500 copies of these Handbooks have been printed and will be distributed to the 32 Colleges of Education affiliated to UDS, UG, UEW and KNUST before the end of November. These PD Handbooks cover nine subject groupings and separate versions of each Handbook have been printed for the Professional Development Coordinators (PDCs) who run the weekly sessions in each College of Education and for the tutors who participate in the PD sessions. The nine subject groupings are:

- Language and Literacy
- Mathematics
- Pedagogy and Special Educational Needs (SEN)
- Physical Education, Music & Dance (PEMD)
- Science
- Social Science
- TVET
- French
- ICT

The University of Cape Coast (UCC) and their 14 affiliated Colleges of Education run a slightly different system to the 4 universities in that they run weekly Tutor Professional Learning Community (TPLC) sessions rather than weekly PD sessions.

UCC's TPL Manual writing workshop for B.Ed. Year 3 Semester 1 took place from 26<sup>th</sup> September to 1<sup>st</sup> October 2021. These Manuals were developed with the support of 30 writers selected from the UCC affiliated CoEs and they cover 15 subject areas, comprising 45 courses. UCC has also trained 46 STS Coordinators on Macro teaching practice and equipped them with knowledge and skills on ensuring successful rollout of the Macro teaching (off-campus) implementation and mode of using the rubrics for assessment and observation. STS Committees, link tutors/supervisors, mentors and mentees have also been trained on Macro teaching, equipping them with knowledge on the new practices and requirements of the Macro teaching, refreshed their mind-set on the mode of assessment and delivery.

Following the writing of B.Ed. Year 3 STS Handbooks last quarter, a total of 20,000 copies of the handbooks were printed by KNUST and distributed to the 4 universities and their 32 affiliated CoEs.

Within the quarter, the University of Education Winneba on behalf of the four universities (KNUST, UG, UEW and UDS) successfully led the training of Quality Assurance Officers, STS Coordinators, and their deputies on the use of the Year 3 STS Handbook from September 26<sup>th</sup> – 30<sup>th</sup> 2021. A total of 131 participants (115 males and 16 females) were trained. The participants, who were grouped according to CoEs for easy planning and sharing of ideas, were taken through Year 3 STS activities for student teachers, tutors, and mentors. This afforded them the opportunity to acquaint themselves with the STS activities for Year 3 and how to cascade the training they have received to their colleagues' tutors at the college level to enable them provide support during the training of the mentors and lead mentors of partner schools.

As part of efforts to ensure that Professional Development (PD) Handbooks are used as effectively as possible and that all tutors have the materials, they need to deliver every course across all specialisms in the 4 Year B.Ed., T-TEL and GTEC have decided to print and distribute Course Manuals

to every tutor. This is a significant undertaking as B.Ed. Year 1 has 15, Year 2 has 111, Year 3 has 98 and Year 4 has 48 Course Manuals respectively.

These 272 Course Manuals, which were originally finalized in the latter stages of the FCDO-funded T-TEL project, have never been printed in hard copy and this has significantly impacted their usefulness and take-up across CoEs particularly as many of them are sizeable and bulky documents. All Course Manuals were reviewed during the quarter and updated where necessary. They have now been redesigned to acknowledge the contributions of both FCDO and Mastercard Foundation and have been shared among the print houses of University of Ghana (UG), University of Education Winneba (UEW) and Kwame Nkrumah University of Science and Technology (KNUST) who will commence printing in November. It is expected that all of 272 Course Manuals will have been printed and distributed across all CoEs by the end of January 2022.

A review of the 272 Course Manuals highlighted that no Course Manual has yet been written for the new B.Ed. Arabic Language curriculum specialism which was approved by GTEC earlier this year. T-TEL has therefore supported the University for Development Studies to produce Course Manuals and accompanying Tutor Professional Development Handbooks for Arabic Language Studies. This process is ongoing and will be completed next quarter.

Flexible National Teacher Education Assessment Policy (NTEAP) Support Package. During last quarter's National Implementation Support Team (NIST) meeting it was noted by participants that there was an inconsistent application of the National Teacher Education Assessment Policy (NTEAP) across the universities and Colleges of Education. This was to a large extent the result of disruption caused by Covid 19. It is problematic as effective assessment is essential if the B.Ed. is to be implemented as planned. To address this situation the University Leads spearheaded the process of developing a 'Flexible NTEAP PD Support Package'. The Package will be published online in December.

**Colleges of Education Management Information System (CEMIS):** T-TEL supported GTEC to undertake comprehensive training on CEMIS for all 46 CoEs to address the low usage of the system. National Level Technical Support Training took place on 12<sup>th</sup> and 13<sup>th</sup> August 2021 whilst College and Zonal Level Training took place from 16<sup>th</sup> to 31<sup>st</sup> August 2021 and involved 293 participants drawn from the 46 Colleges of Education across the country. 7 personnel from each college (Principals/Vice, IT officers, HR officers, QA officers, Finance officers, PD Coordinators and College Secretaries) were trained to enable them to take shared responsibility for the effectiveness of CEMIS.

Prior to the training, only two CoEs had their data synchronised on the CEMIS Central platform. The majority of CoEs had systems update challenges with the CEMIS platform and low level of understanding among College Leadership and Staff on their roles in CEMIS. At the end of the training, data from 3,034 staff was captured and synchronised on CEMIS central compared to less than 200 staff before the training. By the end of the quarter, 37 out of the 46 Colleges have all their staff data synchronised on CEMIS central, accounting for 3,919 staff data. The other 9 Colleges are currently at different stages of synchronisation. An STS monitoring form with guidelines was developed during the quarter. The form will be digitalised in the STS module on the CEMIS platform in the next quarter.

**Supported the National Teaching Council (NTC) to start the process of developing a Digital Learning (ICT Integration) Handbook for schools in Ghana:** T-TEL received a request from NTC to support them with both financial and technical support to develop a digital learning (ICT Integration) handbook for use in schools in Ghana (JHS, SHS and Colleges of Education). Writers were drawn from the National Teaching Council, Ghana Education Service (HQ and Regional

Office), Colleges of Education, Centre for National Distance Learning and Open Schooling, Junior High School, Senior High School, Ghana Tertiary Education Commission and T-TEL. A draft handbook has been developed. It provides step-by-step guidance to tutors and teachers on how to use specific tools for teaching and learning, assessment, for research and for data management. It also provides pointers and practical examples teachers, and tutors can use in their lessons. Finally, it explores the use of online resources and everyday social media tools (WhatsApp, Telegram, YouTube) among others to facilitate teaching and learning. The draft handbook will undergo a review and trial-testing in the next quarter to ensure that it is fit for purpose and addresses the needs of teachers in using ICT as a pedagogical, research and management tool. The Handbook will be completed next quarter and T-TEL will then work with NTC, GES and GTEC to see how it can be rolled-out and operationalized across JHS, SHS and CoEs nationwide.

**NTC and GTLE Evaluation Study:** T-TEL has continued to support the National Teaching Council (NTC) with its plans to conduct an evaluation study of the Ghana Teacher Licensing Examination (GTLE). A contract has been awarded to the University of Education, Winneba to conduct the GTLE Evaluation study and an inception report detailing the process and approach for the study has been finalized and presented by the researchers. The inception report was subjected to rigorous quality assurance by the Technical Committee to ensure that it is fit for purpose. The next step in the research process is to conduct enumerators training and begin data collection.

**Gender Equality and Social Inclusion (GESI):** All teacher education materials developed over the period carefully address GESI issues. As previously reported, there have been remarkable improvements over the past months from writers from universities and CoEs, transitioning from simply mentioning GESI to providing more explicit guidance on how GESI can be addressed in teaching and learning. In line with working to promote GESI in teacher education through the implementation of the GESI Strategic Framework, Universities have been engaged on GESI efforts made by their affiliate CoEs. Following these meetings all five Universities are instituting systems of support – in the form of GESI Focal Persons and GESI Committees to begin assisting CoEs with the implementation of their action plans. In line with the above, the Directorate of Colleges of Education Affiliation (DCoEA) of UDS, organised a workshop for its members and college representatives. With technical and financial support from T-TEL, the workshop was organised to forge a working relationship between the Directorate and the CoEs towards the implementation of their action plans and in pursuit of the CoEs’ GESI agenda.

T-TEL has developed a Roadmap for T-SHEL in collaboration with the Ministry of Education and other agencies. This Roadmap has 15 Key Performance Indicators (KPIs). As of 14<sup>th</sup> November 2021, 5 KPIs are rated ‘Green’, 8 are rated ‘Amber/Green’ and 2 are new for this quarter and so do not yet have a progress rating. Over the past quarter 1 KPI has improved its rating and none have deteriorated.

The 1 KPI which has improved its rating (from Amber-Red last quarter to Amber-Green this quarter) is:

- Ensure that ICT is deployed effectively in CoEs and universities including usage of CEMIS and improvement of e-library facilities through iBoxes.

Last quarter we reported that we were concerned at the low take-up of the Colleges of Education Management Information System (CEMIS) despite the system being installed successfully across all 46 CoEs. GTEC with support from T-TEL, CoE Troubleshooters, universities and Vatebra conducted comprehensive support and training across all 46 Colleges of Education in August. This has led to a significant increase in the number of CoEs using the system effectively. As of the end of October 37 out of the 46 CoEs (80%) had successfully uploaded and sync-ed complete and current data to the national CEMIS.

The focus on resolving CEMIS issues means that work on e-libraries has been put on hold for now and the resources originally earmarked for iBoxes (which have risen in cost and now exceed the amount budgeted within T-SHEL) utilised for CEMIS training which is classified under the same activity line within T-SHEL.

Progress against the 5 contractual T-SHEL deliverables which T-TEL needs to achieve by 31<sup>st</sup> January 2022 is set out in the table below. 1 of the deliverables has already been achieved and progress against the other 4 is on track to ensure completion before the end of January 2022.

| <b>Deliverable</b>  | <b>Progress to Date</b>   |
|---|---|
| National Key Phase 5 Policy completed, approved and disseminated.   | The Secondary Education Strategy has been revised and completed. Informal Ministerial approval has taken place and the next step is formal, written approval and dissemination. The Minister has requested that this Strategy become a Policy which means that some amendments and a Cabinet Memo are required.   |
| All JHS 1- JHS 3 curriculum materials revised and finalized by NaCCA.   | <b>Completed.</b>   |
| Curriculum Writing Guide for Key Phase 5 teacher training produced linked to National Teacher Education Curriculum Framework (NTECF).                                     | The Minister of Education has given NaCCA permission to commence work on the Curriculum Writing Guide. We have developed a plan to ensure that the Curriculum Writing Guide is written before the end of January 2022.  |
| Tutor Professional Development materials and Supported Teaching in School (STS) materials for academic year 2020/21 Semester 2 developed and disseminated to all 46 CoEs. | Professional Development Handbooks for B.Ed. Year 3 Semester 1 have been printed and will be distributed to CoEs over the next month. Year 2 Semester 2 materials were completed last quarter whilst Year 2 Semester 1 materials will follow next quarter for the 32 CoEs affiliated to 4 universities (the 14 UCC affiliated CoEs received their materials in 2020). STS Handbooks for Year 3 have been printed and distributed to the 32 CoEs affiliated to 4 universities. STS Handbooks for the 14 UCC-affiliated CoEs will be printed and distributed in the next quarter. |
| Annual survey carried out to assess state of SHS and teacher education in line with programme's Results Framework.  | The scope of work and terms of reference for the T-SHEL annual evaluation survey have been agreed with GES and the procurement process is in progress. Fieldwork will take place in December 2021.  |