T-TEL DELIVERABLE 4

TRANSFORMING TEACHER EDUCATION & LEARNING IN GHANA PROGRAMME

DRAFT BASELINE SURVEY REPORT

T-TEL
Transforming Teacher Education and Learning

NOVEMBER 2015

Prepared by:

A Company of:

Prepared on Behalf of:
TRANSFORMING TEACHER EDUCATION AND LEARNING

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Enquiries concerning this report and its reproduction should be directed to:
Transforming Teacher Education and Learning
Plot 1c, Abotsi Link
East Legon

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ACRONYMS AND ABBREVIATIONS

AR	Ashanti Region
BA	Brong Ahafo
CAPI	Computer-Assisted Personal Interviewing
CDP	Development of College Development plan
CI	Confidence Interval
CIA	College Improvement Advisor
CL	Confidence Level
CoE	Colleges of Education
CR	Central Region
DBE	Diploma in Basic Education
DFID	Department for International Development
ER	Eastern Region
GAR	Greater Accra Region
GES	Ghana Education Service
JHS	Junior High School
MoE	Ministry of Education
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
NIB	National Inspectorate Board
NR	Northern Region
NTC	National Teaching Council
PTPDM	Pre-Tertiary Teacher Professional Development and Management
QA	Quality Assurance
T-TEL	Transforming Teacher Education and Learning
UCC	University of Cape Coast
UER	Upper East Region
UEW	University of Education Winneba
UK	United Kingdom
WR	Western Region

EXECUTIVE SUMMARY

This report present the findings of a baseline survey of the Transforming Teacher Education and Learning (T-TEL) project; are a Government of Ghana initiative supported by the United Kingdom (UK) Department for International Development (DFID). The project, which started in November 2014, for four-year duration, forms part of the Girls Participatory Approaches to Students Success (G-PASS) Programme. T-TEL supports the implementation of the Government of Ghana's new policy framework for Pre-Tertiary Teacher Professional Development and Management. In particular, T-TEL seeks to transform the delivery of Pre-service Teacher Education in Ghana by improving the quality of teaching and learning through support to all 38 Colleges of Education. This report seeks to establish the baseline against which the programme performance will be measured. It provides a snapshot of current conditions and practices prior to the implementation of project activities and serves as a reference point for assessing T-TEL's contribution to the transformation of Colleges of Education, through comparison with data collected at the midterm (in 2017) and the end point of the project (in 2018).

In achieving the objectives of the assessment, both quantitative and qualitative methodologies were employed. Under these methods, probability sampling techniques were deployed to reach out to 272 tutors, 368 beginning teachers, 368 mentors and mentee each, 2720 teacher trainees and basic school pupils each and 38 CoE principals and College Council member each. The survey was conducted between October and November 2015.

The report makes the following findings:

Beginning Teachers

- Out of the 370 beginning teachers observed and interviewed, only 0.5 percent demonstrated satisfactory competence in the use of interactive students focused instructional methods with no significant differences across gender and subjects.
- Similarly, only 1.6 percent of beginning teachers exhibited competency in meeting the technical and professional standards expected of teachers under the Pre-Tertiary Teacher Professional Development and Management (PTPDM).
- Only 1 percent of beginning teachers surveyed exhibited satisfactory knowledge and application of basic school curriculum and assessment with no significant differences across gender dimensions.
- Less than 1 percent (03 percent) of beginning teachers surveyed satisfactorily exhibited the appropriate competences in relation to demonstration of gender sensitive and learner centred instructional strategies

College of Education Tutors

- Out of the total of 276 tutors observed and interviewed, 15 percent demonstrated use of interactive students focused methods with male tutors scoring slightly higher (16 percent) than their female counterparts (10 percent). Similarly, only 1.8 percent exhibited satisfactory competence in relation to demonstration of gender-sensitive instructional methods.
- However, male and female tutors are yet to use any of T-TEL's teaching and learning materials for lessons and tutorials as well as gender sensitive practicum mentoring strategies introduced by the project.

Mentors

- Out of a total of 368 mentors assessed, only 6 (1.6 percent) exhibited satisfactory competence in the use of gender sensitive practicum
- The mean score of mentors regarding the use of gender sensitive practicum mentoring strategies was found to be 48 with female mentors (50 percent) slightly outperforming the male

mentors (47 percent). However, across subject areas, male mentors were noted to have done better in the use of gender sensitive practicum mentoring strategies than female in respect of Mathematics and Science.

CoE Principals

- An overwhelming majority of colleges are not meeting the criteria set for achieving a defined set of leadership and management skills. Thus, only 34 percent of CoE meets the criteria for leadership and management skills with relatively higher fraction (45%) of colleges with female principals achieving this output indicator compared to colleges with male principals (29%).
- None of the colleges of education satisfies the criteria for meeting the annual targets within their College Development Plan (CDP). Thus CoE do not have annual targets in their CoE Plans let alone meeting these targets.
- Colleges of education also perform very poorly in relation to having a set of management policies with a define set of gender-sensitive criteria as none of the 38 colleges met the minimum requirement for this output indicator.
- None of the Colleges submitted self-assessment and improvement plans to NCTE in the baseline year of 2014/15. Similarly, none of the Colleges meets NAB accreditation standards based on consultation from NAB.

The study makes the following recommendations:

- The poor performance of both tutors and beginning teachers on the application of gender sensitive criteria in teaching and learning requires that materials provision under T-TEL should not be limited to only tutors but include materials for students as handbook in the target subjects. This will improve the ability of beginning teachers to adequately demonstrate competences in the use of gender responsive strategies. The materials should also be made available to students during the period of their field practicum to internalise prior to the completion of their programmes.
- For wider impact, there may be the need for broader integration of T-TEL materials in short courses for refreshment of teachers who are already at post particularly in areas of gender sensitive pedagogy.
- Deepen the gender component of the capacity building intervention for all target beneficiaries of the T-TEL programme to optimise project impact.

1. INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana initiative supported by the UK Department for International Development (DFID). The project, which started in November 2014, for four-year duration, is funded by the UK Department for International Development (DFID) as part of its Girls Participatory Approaches to Students Success (G-PASS) Programme. T-TEL supports the implementation of the Government of Ghana's new policy framework for Pre-Tertiary Teacher Professional Development and Management. In particular, T-TEL seeks to transform the delivery of Pre-service Teacher Education in Ghana by improving the quality of teaching and learning through support to all 38 Colleges of Education.

Managed by Cambridge Education, T-TEL works closely with the Ministry of Education (MoE) and the Ghana Education Service (GES) as well as other national-level institutions including the National Teaching Council (NTC), the National Council for Tertiary Education (NCTE), the National Accreditation Board (NAB), the National Inspectorate Board (NIB), the University of Cape Coast (UCC), University of Education Winneba (UEW) and all 38 Colleges of Education (CoEs).

The main objective of the T-TEL programme is to produce "better trained and prepared beginning teachers capable of applying what they have learnt in the classroom". This is to be achieved through the following activities:

- Training and coaching tutors in Mathematics, English and Science, and provide some generic materials for all tutors;
- Support to the management of Colleges and train College Principals;
- Support to the reform of the pre-service DBE curriculum;
- Support to the development of more effective student practicums;
- Working with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- Setting up a Challenge Fund for Colleges of Education (CoE) and their partner districts and schools to apply to carry out innovative initiatives;
- Providing a set of incentives for each CoE to improve their management and training delivery.

1.2 PURPOSE OF BASELINE STUDY AND SCOPE OF WORK

The purpose of the study is to establish the baseline against which the programme performance will be measured. The baseline study is expected to provide a snapshot of current conditions and practices prior to the implementation of project activities. This snapshot will provide a reference point for assessing T-TEL's contribution to the transformation of Colleges of Education, through comparison with data collected at the midterm (2017) and the end point of the project (2018). The baseline study focused on the Logframe outcome and output indicators provided in the following Table 1.1.

TABLE 1.1 Outcome and Output Indicators focused on in the Baseline study

Outcome/Output	Indicators
Outcome – Better trained and prepared beginning teachers capable of applying student-centred and gender sensitive approaches to teaching and learning	Indicator One: % of male and female beginning teachers demonstrating interactive student focused instructional methods disaggregated by subjects - English, Math and Science
	Indicator Two: % of male and female beginning English, Math, and Science teachers demonstrating core competencies in the Pre-Tertiary Teacher Professional Development and Management Policy Framework.
	Indicator Three: % of male and female beginning English, Math, and Science teachers demonstrating knowledge and application of basic school curriculum and assessment.
	Indicator Four: % of male and female beginning English, Math, and Science teachers demonstrating gender sensitive and learner-centered instructional strategies.
Output 1- Improved management and leadership practices in CoEs	1.1 Number and % of male and female college principals demonstrating a % achievement of a defined set of leadership and management skills
	1.2 Number and % of colleges meeting 70% of annual targets, including gender-related targets within College Development Plan
	1.3 Number and % of colleges with a defined set of management policies demonstrating a defined set of gender sensitive criteria
	1.4 Number and % of colleges submitting completed annual self–assessments and improvement plans to NCTE
Output 2 – Improved quality of pre-service training	2.1 Number/% of male and female tutors effectively using T-TEL teaching and learning materials for lessons and tutorials
	2.2 Number/% of English, Maths, and Science male and female tutors demonstrating student -focused teaching methods
	2.3 Number/% of male and female mentors using gender-sensitive practicum mentoring strategies introduced by T-TEL
	2.4 Percentage of male and female colleges tutors demonstrating gender-sensitive instructional methods
Output 3 – National policies for pre-service teacher education reviewed and operationalised	3.1 Number/% of CoEs with effective governing councils
	3.2 Number of programs implemented to support national institutions involved in pre-tertiary teacher education as described in Act 847
	3.3 Number/% colleges meeting institutional accreditation standards defined by NAB or (equivalent)
	3.4 DBE Curriculum reviewed and revised
Output 4 – Increased use of evidence to drive improvement of pre-service teacher education and greater awareness of gender issues in CoEs	4.1 Number of research studies in teacher education and gender used to inform practice
	4.2 % of research, scholarship, and research-related grant funds disbursed
	4.3 Number of communication and dissemination activities developed and implemented.

2. METHODOLOGY

2.1 SAMPLING APPROACH

The survey adopted a combination of different probability sampling strategies to draw a useful sample while maintaining cost effectiveness. The survey design can be described as a stratified multistage systematic random sampling. The sample designs permitted all sampling units to have a known, non-zero or a calculable chance of being selected. Also, to achieve a sample as representative of the population as possible, the random selection of sampling units at all levels was done proportionate to size of respective strata or in line with population distribution patterns.

2.2 SAMPLING METHOD

In view of the purpose of the survey, a sample size that ensured high level of precision and confidence was considered appropriate. To this end, a precision level of +/- 1% and confidence level of 95% was adopted in the determination of the sample size for Principals/Vice Principals, +/-3 for Trainee Teachers and +/-5 for Tutors, Beginning teachers, mentors and mentees. To ensure a more conservative sample size, a highly heterogeneous population with a maximum degree of variability (0.5) was assumed. The implication is that if the study is repeated using different participants from the same population but selected in line with the sampling method, we are 95% certain that observations made by other studies will be within a range or interval of +/-1% of observation made in this survey (i.e. for principals and vice principals). Employing the above criteria and formula below, the following sample size was estimated (Table 2.1)

The sample size n and margin of error E are given by
x=Z(c/100)2r(100-r)
n=N x/((N-1)E2 + x)
E=Sqrt[(N - n)x/n(N-1)]
where N is the population size, r is the fraction of responses that you are interested in, and **Z**(c/100) is the critical value for the confidence level **c**

TABLE 2.1 Sample Size by Target Population and assumed confidence level

No.	Population	Population	Total sample size per beneficiary category	Assumed Confidence Level (CL) and Confidence Interval (CI) or Margin of Error
1	Principals	38	38	(CL=95%, CI =+/-1%)
2	Teacher trainees	37,107	2720	(CL=95%, CI =+/-3%)
3	Tutors (math, science and languages)	929	272	(CL=95%, CI =+/-5%)
4	Beginning Teachers	7491	368	(CL=95%, CI =+/-5%)
5	Basic school Pupil[1]	224,730	2720	(CL=95%, CI =+/-3%)
6	Mentors	7491	368	(CL=95%, CI =+/-5%)
7	Mentees	7491	368	(CL=95%, CI =+/-5%)
8	Council members (1 Council member for triangulation)		38	Not applicable

[1] The population of basic school pupil was estimated based on the population of beginning teachers, and assumed average class size of 30 pupils where these teachers are teaching. Thus 7491 by 30 = 224, 730

2.3 SAMPLING PROCESS

In the first stage of the sampling process, the sample of 38 Colleges of Education in Ghana (CoE) was stratified into five zones. To facilitate analysis of sub-groups, CoEs were further stratified according to the gender composition of students (i.e. Female only CoE, Male only CoE and Mixed Sex CoE). As the survey seeks to assess the gender dynamics within CoE, deliberate effort was made to select mixed sex CoEs for the survey. In total, 2 female CoEs, and 15 mixed sex CoEs were sampled for the survey (see Table 2.2). It must be noted that for Principals, Vice principals and College Council members, the team reached out to respondents across all the 38 CoE.

TABLE 2.2 Sampled CoE (highlighted in yellow) by Zone

NES	No. of CoE	NAME of CoE	DISTRICT & REGION	SEX COMPOSITION of CoE M = Mixed SF = Single Sex Female SM = Single Sex Male	POPU-LATION
ZONE 1 NORTHERN / UPPER EAST & WEST	**7**	1. Bagabaga College of Education	Tamale Metropolitan District / Northern Region	M	970
		2. Bimbila E.P. College of Education	Nanumba North District / Northern Region	M	1,088
		3. Gbewaa College of Education	Bawku District / Upper East Region	M	1,124
		4. Nusrat Jahan Ahmadiyya College of Education	Wa Municipal District / Upper West Region	M	769
		5. St John Bosco College	Navrongo, (Kassena-Nankana District) / Upper East Region	M	1,155
		6. Tamale College of Education	Tamale Metropolitan District / Northern Region	M	1,185
		7. Tumu College of Education	Tumu, (Sissala East District) / Upper West	M	715
ZONE 2 ASHANTI / BRONG AHAFO	**10**	1. Akrokerri College of Education	Adansi North District / Ashanti Region	M	1,201
		2. Atebubu College of Education	Atebubu-Amantin District / Brong Ahafo Region	M	1,140
		3. Agogo Presbyterian College of Education	Asante Akim North District / Ashanti Region	SF	732
		4. Berekum College of Education	Berekum Municipal District / Brong Ahafo Region	M	1,247
		5. Mampong Technical College of Education	Mampong Municipal District / Ashanti Region	SM	1,194
		6. Ofinso College of Education	Offinso Municipal District / Ashanti Region	M	1,103
		7. St. Joseph College of Education	Bechem, (Tano South District) / Brong Ahafo Region	M	869
		8. St. Louis College of Education	Kumasi Metropolitan / Ashanti Region	SF	1,017
		9. St. Monica's College of Education	Mampong Municipal District / Ashanti Region	SF	1,078
		10. Wesley College of Education	Kumasi Metropolitan / Ashanti Region	M	1,026
ZONE 3 VOLTA	**7**	1. Akatsi College of Education	Akatsi South District / Volta Region	M	1,126
		2. Dambai College of Education	Krachi East District / Volta Region	M	702

		3. Evangelical Presbyterian College of Education	Amedzofe, (Hohoe Municipal District) / Volta Region	M	599
		4. Jasikan College of Education	Jasikan District / Volta Region	M	1046
		5. Peki College of Education	Peki, (South Dayi District) / Volta Region	M	631
		6. St. Francis' College of Education	Hohoe Municipal District / Volta Region	M	1,013
		7. St. Teresa's College of Education	Hohoe Municipal District / Volta Region	SF	630
ZONE 4 CENTRAL & WESTERN	**6**	1. Enchi College of Education	Aowin District / Western Region	M	841
		2. Foso College of Education	Assin North District / Central Region	M	1,008
		3. Holy Child College of Education	Takoradi Metropolitan / Western Region	SF	734
		4. Komenda College of Education	Komenda-Edina-Eguafo-Abrem District / Central Region	M	970
		5. Ola College of Education	Cape Coast Metropolitan / Central Region	SF	1,057
		6. Wiawso College of Education	Sefwi-Wiawso District / Western Region	M	1,077
ZONE 5 EASTERN / GREATER ACCRA	**8**	1. Abetifi Presbyterian College of Education	Kwahu East District / Eastern Region	M	1009
		2. Ada College of Education	Dangme East District / Greater Accra Region	M	838
		3. Accra College of Education	Accra Metropolitan / Greater Accra Region	M	911
		4. Kibi Presbyterian College of Education	East Akim Municipal District / Eastern Region	M	776
		5. Mount Mary College of Education	Somanya, (Yilo Krobo District) / Eastern Region	M	1244
		6. Presbyterian College of Education	Akropong, (Akuapim North District) / Eastern Region	M	1,439
		7. Presbyterian Women's College of Education	Aburi, (Akuapim South Municipal District) / Eastern Region	SF	665
		8. SDA College of Education	Asokore-Koforidua, (New-Juaben Municipal District) / Eastern Region	M	1,076

After selecting the CoEs to participate in the survey, College tutors were selected based on subjects (English, Math and Science) and level of study. Thus tutors were first categorized by subjects and then level (Yr1, Yr2, and Yr3) after which they were randomly selected. In each of the 16 sampled CoEs, an average of 17 tutors was observed, which produced a total of 272 classroom observations. Ten student teacher trainees (5 males, 5 females) were randomly selected from each observed class (in order to triangulate findings) resulting in 2,720 questionnaires.

Box 1 Data collection Tools

Tool #1: Beginning Teacher Classroom Observation
Tool #2: Follow-up Interview with Beginning Teacher (triangulation)
Tool #3: Pupil Sleeping Game Survey (triangulation)
Tool #4: CoE Principal Interview Tool
Tool #5: Interview tool for CoE Secretary, QA Officer, Governing Council Interview Guide (triangulation)
Tool #6: Tutor Observation tool
Tool #7: Follow up Interview Guide (triangulation)
Tool #8: CoE Student Questionnaire (triangulation)
Tool #9: Mentor Interview Guide
Tool #10: Mentee Interview Guide (triangulation)

Beginning teachers were randomly selected from 17 districts where CoEs were located. There were, however, instances where sampled districts had fewer newly trained-Diploma-in-Basic-Education teachers. Where this happened, teachers from adjoining districts were sampled based on consultation with the District Education directorates. Similar methods were deployed in randomly selecting a cross section of mentors and mentees.

2.4 DEVELOPMENT OF SURVEY INSTRUMENTS

Ten (10) sets of tools were developed for the baseline survey (See Box 1). In developing the tools, the team used an instrument design matrix to map out the key themes, sub themes and measurable characteristics for each indicator (See Annex 1). This was done in consultation with key advisors working on each of the T-TEL technical streams. The team also worked closely with the M&E Key Adviser and M&E Officer to develop, pilot and refine baseline research tools that not only measured the logframe indicators, but also triangulated data in order to provide a robust measurement (see Annex 2). Scoring rubrics were also developed in order to assist in populating the logframe after data collection (see Annex 3). Each of the tools and scoring rubrics were shared with the project key advisors for technical inputs and validation. Table 2.3 describes the baseline tools and the indicators to which they relate.

TABLE 2.3 Overview of baseline tools

Outcome Indicator 1	**Outcome Indicator 2**	**Outcome Indicator 3**	**Outcome Indicator 4**
% of male and female beginning teachers demonstrating interactive student focused instructional methods disaggregated by subjects - English, Maths and Science	% of male and female beginning English, Maths, and Science teachers demonstrating core competencies in the Pre-Tertiary Teacher Professional Development Management Policy Framework	% of male and female beginning English, Maths, and Science teachers demonstrating knowledge and application of basic school curriculum and assessment	% of male and female beginning English, Maths, and Science teachers demonstrating gender sensitive and learner centred instructional strategies.
Evidence for all 4 indicators provided by composite scores on: 1) Beginning Teacher Lesson Observation 2) Follow-up Interview with Teacher (triangulation) 3) Pupil Sleeping Game Survey (triangulation)			
Output Indicator 1.1	Output Indicator 1.2	Output Indicator 1.3	Output Indicator 1.4
Number and % of male and female college principals demonstrating a % achievement of a defined set of leadership and management skills	Number and % of colleges meeting 70% of annual targets, including gender-related targets within College Development Plan	Number and % of colleges with a defined set of management policies demonstrating a defined set of gender sensitive criteria	Number and % of colleges submitting completed annual self–assessments and improvement plans to NCTE
Evidence for all 4 indicators provided by composite scores on: 1) CoE Principal interview and document review 2) Interview with CoE Secretary and/or QA Officer (triangulation)			

Output Indicator 2.1	Output Indicator 2.2	Output Indicator 2.4	Output Indicator 2.3
Number/% of male and female tutors effectively using T-TEL teaching and learning materials for lessons and tutorials	Number/% of English, Maths, and Science male and female tutors demonstrating student -focused teaching methods	Percentage of male and female colleges tutors demonstrating gender-sensitive instructional methods	Number/% of male and female mentors using gender-sensitive practicum mentoring strategies introduced by T-TEL
Tutor evidence provided by composite scores on: 1) Tutor Lesson Observation 2) Follow-up Interview with Tutor (triangulation) 3) CoE Student Questionnaire (triangulation)			Mentor evidence provided by composite scores on: 1) Mentor Interview 2) Mentee Interview (triangulation)

Output Indicator 3.1	Output Indicator 3.2	Output Indicator 3.3	Output Indicator 3.4
Number/% of CoEs with effective governing councils	Number of programs implemented to support national institutions involved in pre-tertiary teacher education as described in Act 847	Number/% colleges meeting institutional accreditation standards defined by NAB or (equivalent)	DBE Curriculum reviewed and revised
Evidence provided by: 1) Principal interview and document review 2) Interview with CoE Secretary/QA Officer	Evidence provided by: 1) T-TEL reporting/ documentation	Evidence provided by: 1) Principal interview and document review	Evidence provided by: 1) T-TEL reporting/ documentation

Output Indicator 4.1	Output Indicator 4.2	Output Indicator 4.3
Number of research studies in teacher education and gender used to inform practice	% of research, scholarship, and research-related grant funds disbursed	Number of communication and dissemination activities developed and implemented.
Evidence provided by: T-TEL reporting/documentation		

2.5 PRE-TESTING OF TOOLS

The first set of tools (Beginning teacher classroom observation, Follow- up interview, Pupil Sleeping Game Survey, Principal interview and Mentor Interview) were pre-tested at the Presbyterian Women's College of Education demonstration school, at Aburi in the Greater Accra region on 27th of September 2015. The second set of tools (Tutor classroom observation, Follow- up interview with Tutor, CoE student questionnaire, a revised CoE Principal Interview and College Governors interview) were also pre-tested at Wesley College in Kumasi, on Thursday October 9th 2015.

After piloting the tools, the Team made up of experienced teachers from JMK Consulting and T-TEL M&E advisers held a debriefing meeting on findings from the piloting. Revisions were made in order to

improve clarity and implementation, and the revised tools were again shared with T-TEL Key Advisers for their technical comments and inputs. The full set of survey tools have been presented as Annex 2.

2.6 SURVEY IMPLEMENTATION AND QUALITY ASSURANCE MEASURES

To ensure the collection of high quality data, a number of quality assurance measures were put in place. This includes the development and deployment of a number of protocols to guide field activities. Protocols included: survey implementation protocols, an enumerator training curriculum, and quality assurance protocols.

The survey implementation protocols provided guidelines on procedures for collecting data in the field to meet data collection standards, and outlined how the data collection process was to proceed. It instructed supervisors and enumerators (the field team) to follow strictly all instructions contained in the manual. The Training curriculum also provided detailed information on how each question should be approached by the enumerators while in the field. It highlighted areas of pitfalls and quality measures that enumerators should take into account during field data collection. The quality assurance protocols outlined the quality assurance measures in place to ensure consistency and accuracy of field data. It was used as a guide by both enumerators and supervisors in conducting the field interviews and organizing data on the field (See Annex 4).

2.7 RECRUITMENT AND TRAINING OF DATA COLLECTORS

Training for enumerators was held on Thursday October 8th 2015 through to Friday October 9th 2015 at Marigold Lodge, Kumasi, in the Ashanti Region. Additional one-day training was organized in Accra on the 23rd of October 2015 for enumerators who conducted the Pupil Sleeping Game Survey at basic schools (a triangulation tool for beginning teachers' lesson observations and interviews). In total, 35 enumerators including 8 supervisors were trained for both college and school level interviews.

The first day of training centered on the survey implementation processes as outlined in the survey implementation protocols, training curriculum and quality control measures as detailed in the quality assurance protocol. Each enumerator was provided with copies of these protocols for use during the training and also while on the field. Here, the consultant responsible for data management took participants through all the quality assurance measures in place for the survey.

The second half of Day 1 training focused on the various survey tools where enumerators went through each page of the tools and discussed the phrasing of terminologies and interpretation of questions among others. Two mock lesson observations were conducted in order to familiarise enumerators with the lesson observation tool, as well as to mitigate diverse interpretations in marking. One of the supervisors assumed the role of a teacher and taught a math lesson for 45 minutes while the rest observed and scored the lesson. At plenary, differences in scores were discussed. Enumerators who gave higher or lower scores were asked to explain the rationale for their decisions. At the end of the second mock observation, and under the guidance of the facilitators/field supervisors, enumerators came to common understanding of the meaning that needed to be given to specific behaviour/action of teachers during classroom observations.

The second day of training focused on pre-testing the tools at Wesley College of Education in Kumasi. This gave participants a real-life opportunity to test the tools and ensure a common understanding and interpretation of lessons. Enumerators in groups of about 4-6 were assigned to observe English, Math and Science lessons. Each team discussed their marking afterwards, and were asked to highlight any challenges with the instrument and make recommendations. After the groups' discussions, a plenary session was organized in the afternoon to draw key lessons and recommendations for further improvement of the tools.

2.8 METHOD OF DATA COLLECTION

The choice of data collection method for the study was informed by data quality considerations as well as cost and time efficiency. Table 2.4 presents the key methods used for data collection.

TABLE 2.4 Location and methods of data collection

Name of stakeholder	Location of Data collectors	Method of Data Collection
Beginning Teachers	Classrooms of Basic schools	Classroom observation and Structured Interviews
Pupils in Basic schools	Basic schools	Interview using sleeping game
CoE Tutors	Classroom of CoE	Classroom observation and Structured Interviews
Student Teachers	Classroom of CoE	Self- questionnaire
Mentors	Basic Schools	Structured Interviews
Mentees	Basic Schools	Structured Interviews
Principals/ Vice principals/CoE Council members	Colleges of Education	Structured Interviews

2.9 DATA QUALITY ASSURANCE PROCEDURES

In implementing the survey, a number of quality control measures were implemented to ensure consistency and accuracy of field data. To guarantee the reliability, integrity and usability of data collected from the field survey, the following key quality assurances measures were implemented by data collectors and supervisors.

Reducing the risk of bias started from the quality of training and necessary training and observation protocols developed for the survey. This included a comprehensive quality assurance protocol that was developed for the survey and used for training and subsequent data collection. The field survey protocol described in detail what the enumerators should look for and the evolving scale for scoring. Spaces were provided for qualitative explanation supporting the ratings/scoring.

One Educationist each per zone was recruited as field supervisors to monitor the classroom observation of enumerators. During fieldwork, supervisors were responsible for observing interviews/structured observation and carrying out field auditing. The supervisors sat in two lessons observed by enumerators during the first two days of the field work. The supervisors scored the observation sessions after which comparison were made with that of the enumerators. The supervisors and enumerators then discussed the performance of the later. The supervisors then provided feedback to enumerators on their strong point, as well as areas of weakness.

2.10 DATA ENTRY AND ANALYSIS

Upon completion of data collection with each research tool, the data management team reviewed each tool to ensure its completeness before assigning it for entry by the data entry clerks. Double entry was done on 15% of each set of data to gauge the error rate which was found to be 0.012. Data entry training was held on Saturday October 17th 2015. Data entry was done using the Census and Survey Processing System.

All the quantitative data collected were subsequently analyzed using basic descriptive statistical analysis to establish the aggregate and disaggregated baseline values for all the indicators. In addition, the

qualitative data collected provided additional insights and a basis for validating the quantitative data. In order to control or check the tendency of target beneficiaries to overly project or embellish their level of competence, it was mandatory for respondents to back their ratings with verifiable qualitative evidence and/examples. Further, the composite score for each indicator is a simple average of the scores of the classroom observation, beginning teachers/tutors interviews and student responses.

The score for the qualitative data forms part of the computation of the composite score of the indicators. In the estimation of the minimum level of competence of target beneficiaries (namely, beginning teachers, tutors, mentors and college principal etc.) on the T-TEL outcome and output indicators, a scoring rubric was developed by the T-TEL team in consultation with key thematic advisors of the programme. The rubrics define the minimum competence score for each question in given domain as well as the minimum aggregate score for each indicator. In addition, mean scores for each indicator were computed to throw additional insight on how target beneficiaries performed on each question in a given domain and at the aggregated level (For details on the scoring rubrics, See Annex 3).

3. PRESENTATION OF FINDINGS

3.1 INTRODUCTION

The chapter presents the key result of the baseline survey. The presentation has been organized around the key stakeholders (namely beginning teachers, tutors, mentors and College principals) interviewed and the indicators of interest (both at the outcome and output levels) to the T-TEL programme. In that respect, descriptive summaries of the demographic characteristics of these stakeholders and associated indicators are analyzed together. As much as possible, the data has been disaggregated by sex and the main subject of interest –English, math and science.

3.2 ANALYSES OF OUTCOME LEVEL INDICATORS

One of the main focuses of the T-TEL programme is to strengthen pre-service training in all Colleges of Education to ensure better trained and prepared beginning teachers capable of applying what they have learnt in the classroom. This focus is underpinned by the fact that good quality trained teachers are able to guide the learning process of children, particularly girls, making learning relevant and stimulating. A good trained teacher can impart knowledge and skills that are able to help children especially girls to secure their educational rights, improve their health and self-esteem, and gain fair employment. Indeed, a dedicated and well-trained teacher can provide children with the essential skills to critically analyze challenge and improve the discriminatory attitudes or behaviour that may be present in their homes, schools and communities.

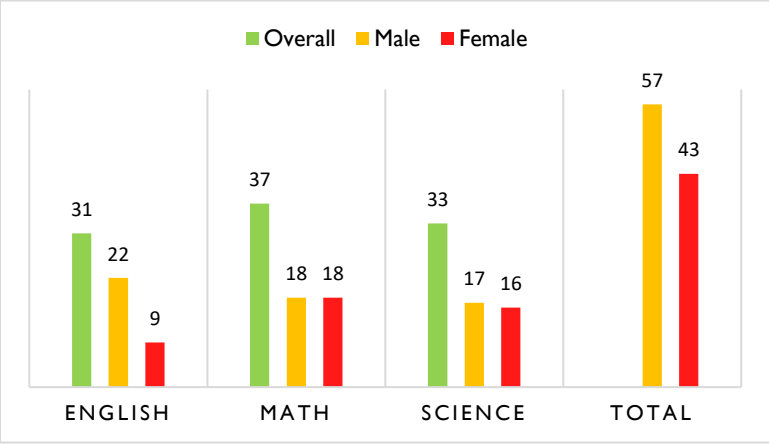
This section assesses the extent to which newly trained and deployed[2] DBE teachers are able to demonstrate interactive student focused instructional methods; core competencies from the PTPDMP framework; knowledge and application of basic school curriculum and assessment; and use of gender sensitive and learner-centred instructional strategies. The section is divided into two parts with the first part focusing on the demographic characteristics of beginning teachers surveyed, while the second part presents and analyses the current status of the programme outcome indicators.

3.2.1 Demographics of Beginning Teachers

Beginning teachers surveyed graduated from 37 CoE across the country during the 2014/15 academic year (See Annex 5 for details of Colleges of Education that beginning teachers attended.

As shown in Figure 3.1, of the 370 beginning teachers observed and interviewed, 57 percent (211) did males with females constitute 43 percent (160). The subject distributions of teachers were evenly split with mathematics teachers recording slightly higher than average

FIGURE 3.1 Distribution of Teacher by Sex and Subjects (%)

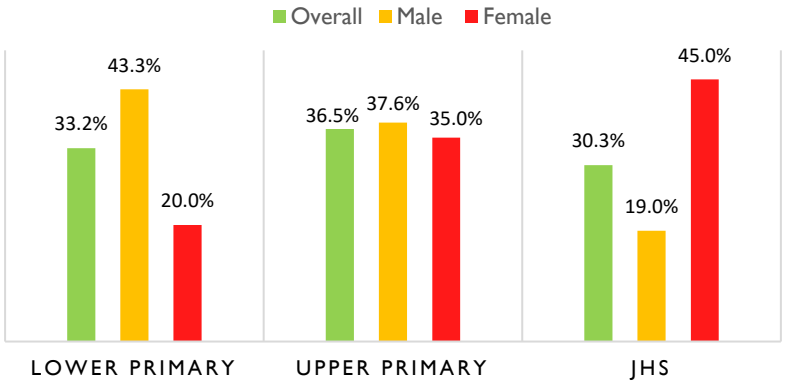


[2] A beginning teacher is defined Diploma and Basic Education Graduate of 2014/15 academic year who graduated from one of the 38 CoE in Ghana. These teachers were deployed in September 2015 by the Ghana Education Service.

(37 percent) followed by science (33 percent) and then English (31 percent). Across gender, the data show no differences in the proportion of male and female teachers teaching mathematics and science. However, more males than females were observed teaching English.

In terms of level of teaching, beginning teachers were found to be mostly evenly distributed across lower primary, upper primary and Junior high school levels. The results however show significant variations in terms of sex (see Figure 3.2).

FIGURE 3.2 Distribution of Beginning Teachers by Sex and Level of Teaching



3.2.2 Demonstration of interactive student focused instructional methods by beginning teachers

Outcome Indicator 1: % of male and female beginning teachers demonstrating interactive student focused instructional methods disaggregated by subjects - English, Math and Science

In assessing the demonstration of interactive students focused instructional methods, the survey observed beginning teachers during their English, Math and Science lessons on the following parameters (see Box 3.1):

Box 3.1

- Use of different teaching materials
- Use of different interactive methods
- Use of range of questions
- Whole class discussion
- Use of group/pair work
- Use of assessment strategies
- Gives constructive feedback
- Use of strategies for mixed abilities

In order to triangulate observation data, beginning teachers were further interviewed on their level of knowledge, ease and frequency of use of interactive instructional methods. In addition to this, pupils of beginning teachers were also asked to rate the level and quality of usage of this teaching method. A minimum criterion of satisfactory competence was developed for each response to form a composite score for the indicator. For instance, a beginning teacher must score a minimum score of 60 points for classroom observation, 33 for tutor interview and 96 for pupil interview to signify adequate demonstration of interactive student focused instructional methods (See annex 3a for scoring rubric for the four outcome indicators).

The results show that, out of the 370 teachers observed and interviewed, 0.5 percent demonstrated satisfactory competence in the use of interactive students focused instructional methods with no

significant differences across gender and subjects (See Table 3.1). The results suggest poor demonstration of interactive student's method by beginning English, Science and Math teachers in Ghana. The results thus confirm the project working hypothesis of improving the use of interactive students' techniques at the CoE level to influence the way newly trained teachers practice on the field.

TABLE 3.1 Demonstration of interactive students focused instructional methods by sex and subjects

	N	Total (%)	English %	Math %	Science %
Male	1	0.5	1.2	0	0
Female	1	0.6	0	0	1.7
Total	2	0.5	0.9	0	0.8

Across the level of teaching, the results show that beginning teachers that meet the minimum competencies teaches at lower primary but the difference is not significant to make any generalization (see Table 3.2).

TABLE 3.2 Demonstration of interactive instructional methods by level/class

	N	Total (%)	Lower primary %	Upper primary %	JHS %
Male	1	0.5	1.1	0.0	0.0
Female	1	0.6	3.1	0.0	0.0
Total	2	0.5	0.9	0	0.8

3.2.3 Demonstration of core competencies in PTPDM

Outcome 2: Percent (%) of male and female beginning English, Math, and Science teachers demonstrating core competencies in the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy Framework

The Pre-tertiary Teacher Professional Development and Management (PTPDM) policy framework focuses on issues that relates to teacher development and management of pre-tertiary education in Ghana. The PTPDM seeks to prepare teachers to enable them function effectively in the basic and second cycle's schools in Ghana and to develop and nurture teachers to become reflective and proficient practitioners. Contained in the PTPDM policy document are competency based frameworks and professional standards that every teachers are expected to exhibit/follow.

Similar to outcome indicator one, the performance of beginning teachers on this indicator was assessed through classroom observation and interview with the teacher and pupils. The aggregate scores have been presented in Table 3.3. Overall, 1.6 percent of beginning teachers exhibited competency in meeting the technical and professional standards expected of teachers. The results did not show any significant differences between male and female teachers. Across subjects, the results show that teacher of mathematics did not demonstrate any competence in the PTPDM standard relative to English and Science teachers.

TABLE 3.3 Teachers demonstrating core competence in PTPDM by sex and subjects

	N	Total (%)	English %	Math %	Science %
Male	5	2.4	3.7	0.0	3.3
Female	1	0.6	0.0	0.0	1.7
Total	6	1.6	2.7	0.0	2.5

When assessed in term of level of teaching of beginning English, Science and Math teachers, the results did not show any significant differences between teachers at lower/upper primary and JHS.

TABLE 3.4 Demonstration of core competence in PDTM by level of teaching and sex

	N	Total (%)	Lower primary	Upper primary	JHS
Male	5	2.4	1.1	2.5	5.0
Female	1	0.6	3.1	0.0	0.0
Total	6	1.6	1.6	1.5	1.8

3.2.4 Demonstration of knowledge and application of basic school curriculum and assessment

Outcome Indicator 3: % of male and female beginning English, Math, and Science teachers demonstrating knowledge and application of basic school curriculum and assessment.

Overall, the proportion of beginning teachers that exhibited satisfactory knowledge and application of basic school curriculum and assessment constitute only 1 percent of all beginning teachers surveyed with no significant differences across gender dimensions. The results suggest higher deficit as regards knowledge and application of basic school curriculum and assessment for all beginning English, Math and Science teachers (Table 3.5).

TABLE 3.5 Teachers demonstrating knowledge and application of basic school curriculum and assessment by sex and subject

	N	Total (%)	English %	Math %	Science %
Male	3	1.4	2.5	0.0	1.6
Female	1	0.6	0.0	0.0	1.7
Total	4	1.1	1.8	0.0	1.7

The survey also assessed the proportion of beginning teachers that demonstrated satisfactory level of knowledge and application of basic school curriculum and assessment across level of level of teaching. While none of the few beginning teachers that meet the minimum competency threshold teaches at JHS, the differences across the level of teaching is not significant to draw any strong conclusion (Refer to Table 3.6 for details).

TABLE 3.6 Teachers demonstrating knowledge and application of basic school Curriculum and Assessment by Sex and Level of Teaching

	N	Total (%)	Lower primary	Upper primary	JHS
Male	3	1.4	1.1	2.5	0.0
Female	1	0.6	3.1	0.0	0.0
Total	4	1.1	1.6	1.5	0.0

3.2.5 *Demonstration of gender sensitive and learner centred instructional strategies*

Outcome Indicator 4: % of male and female beginning English, Math, and Science teachers demonstrating gender sensitive and learner centred instructional strategies.

The use of gender sensitive and learner centred instructional strategies by beginning teachers was found to be largely low as less than one out of every 10 beginning teachers surveyed (03 percent) satisfactorily exhibited the appropriate competences. Overall, no marked difference was observed across gender and subject dimension in respect of this indicator.

TABLE 3.7 Teachers demonstrating gender sensitive and learner centered instructional strategies by sex and subjects

	N	Total (%)	English %	Math %	Science %
Male	0.0	0.0	0.0	0.0	0.0
Female	1.0	3.1	3.1	0.0	0.0
Total	1.0	0.3	0.9	0.0	0.0

The data did not also show any significant differences between the performance of beginning teachers at lower/upper primary and JHS on the use of gender sensitive and learner centred instructional strategies.

TABLE 3.8 Teachers demonstrating gender sensitive and learner centred instructional strategies by sex and levels

	N	Total (%)	Lower primary	Upper primary	JHS
Male	0.0	0.0	0.0	0.0	0.0
Female	1.0	0.6	0.0	0.0	1.4
Total	1.0	0.3	0.0	0.0	0.9

3.3 ANALYSIS OF OUTPUT LEVEL RESULTS

3.3.1 *Demographic Characteristics of Tutors*

FIGURE 3.3 Distribution of Tutors by Sex and Subjects (%)

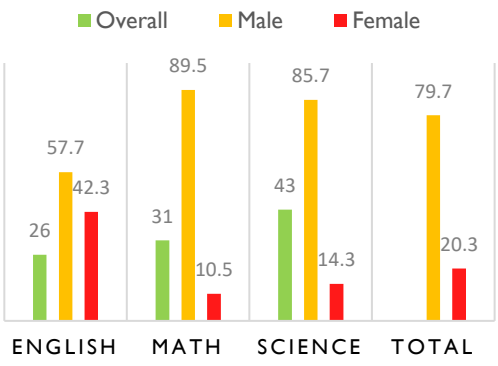


Figure 3.3 presents the demographic characteristics of tutors observed and interviewed. Out of the 276 tutors surveyed, 80 percent were males with the remaining 20 percent being females. The data is consistent with the gender distribution of math, English and science tutors across the Colleges of Education in Ghana. The data also show that science tutors constitute the highest proportion of the sample with 43 percent followed by Math (31 percent and then English 26 percent).

The survey findings further indicate that tutors have long years of teaching experience with the mean years of 15. The minimum and maximum years of teaching experience among tutors surveyed are 1 and 37 respectively. Tutors observed were mainly teaching year 1 (56 percent) and 2 (44 percent) students as third year students were on field practices (see Figure 3.4 and 3.5).

FIGURE 3.4 Number of Year of Teaching Experience

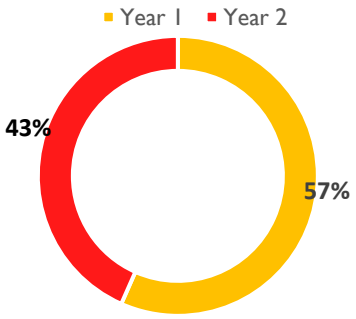
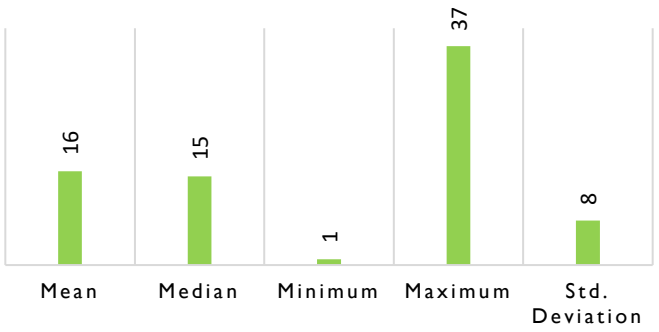


FIGURE 3.5 Level of Teaching of Tutors



3.3.2 Use of T-TEL Teaching and Learning Materials for lessons and tutorials

Output 2.1 Number/% of male and female tutors effectively using T-TEL teaching and learning materials for lessons and tutorials

One of the key elements of improving teacher education identified by T-TEL is the development of new materials. T-TEL materials focus on pedagogy with emphasis on Primary and JHS levels, within the context of the DBE curriculum. In particular, the materials focus on practical teaching, guides for tutors to explain how to use the teaching materials and a manual to guide coaches who are leading the workshops and the in-college coaching of tutors[3]. Tutors are expected to use T-TEL materials to plan and teach lessons and also have students use the materials for their learning. The baseline study therefore tracked the level of usage of T-TEL materials by tutors. In this regard, tutors were asked during interview whether they have used T-TEL materials before and how? They were also asked to list the materials they have used. Expectedly, none of the tutors report ever using materials developed by T-TEL. The baseline indicator value for this output is therefore set at zero.

3.3.3 Demonstration of student -focused teaching methods by College Tutors

Output 2.2 Number/% of English, Math, and Science male and female tutors demonstrating student - focused teaching methods

Professional development of tutors at Colleges of Education is one of the key intervention areas of the T-TEL programme. T-TEL seeks to introduce subject specialist coaching to tutors professional development through the training and development of regional coaching, coordination and mentoring visits to colleges. Tutors are therefore expected to demonstrate increased use of students focused teaching strategies.

In measuring the current level of tutors' usage of these strategies at baseline, three main methods were employed: classroom observation of English, Math and Science tutors, structured interview with tutors and self-administered questionnaire to (college students of tutors under observation). As shown in the box below, the three tools triangulated the performance of respective tutors over a number of specific competencies/indicators. These indicators broadly comprised (see Box 3.2):

[3] See T-TEL policy briefing No 003.; Curriculum and Assessment

A minimum criterion of satisfactory competence was set for each indicator and on the basis of the scores of the classroom observation, tutor interview and students assessment, an aggregate performance rating was computed (See annex 3b, for scoring rubrics for Tutors).

As shown in Figure 3.7, out of the total 276 tutors observed and interviewed, 15 percent demonstrated use of interactive students focused methods with male tutors scoring significantly higher (16 percent) than their female counterparts (10 percent).

Across subjects, the survey did not show any marked differences between English, Math and Science tutors.

Box 3.2

1. Use of strategies to open lesson
2. Use of strategies to give clear explanations
3. Use of different teaching materials
4. Use of different interactive methods
5. Range of questions
6. Promotes whole group discussion
7. Group/pair work
8. Use of assessment strategies
9. Gives constructive feedback
10. Use of strategies for mixed abilities
11. Treats females and males equally
12. Use of gender responsive strategies
13. Use of Leadership for learning strategies
14. Use of strategies to close the lesson
15. Use of T-TEL materials
16. Use of a high quality lesson/activity plan

FIGURE 3.6 Number of Tutors Demonstrating Students Focused Teaching Methods

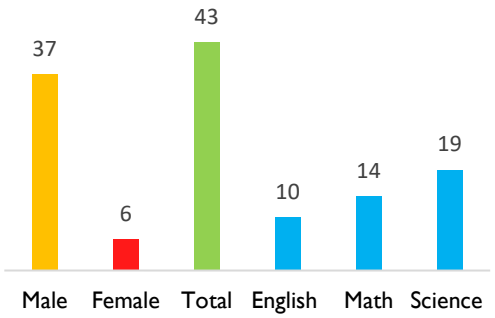
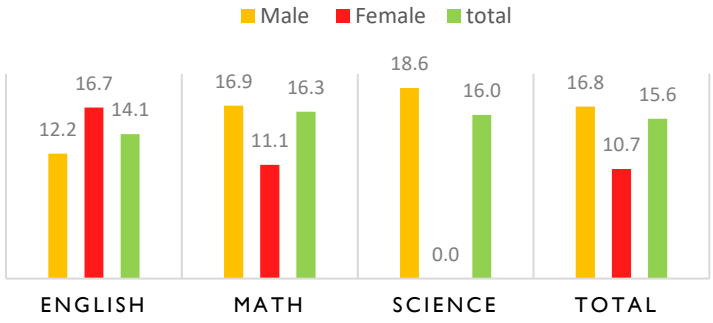
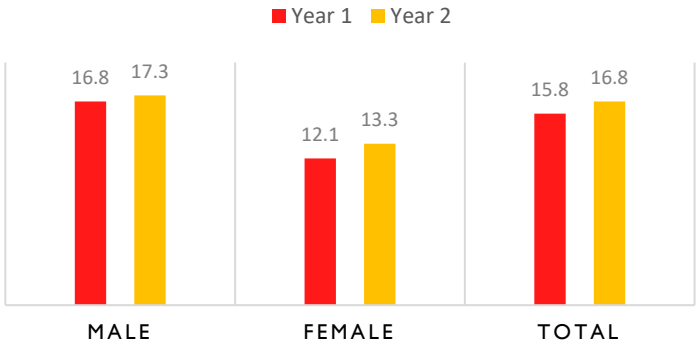


FIGURE 3.7 Percent of Tutors Demonstrating Student -Focused Teaching Methods



When analyzed in terms of level of teaching by College Tutors, the finding did not show any significant differences between tutors teaching first and second year students.

FIGURE 3.8 Tutors Use of Student - Focused Teaching Methods by Sex and Level



3.3.4 Usage of gender sensitive practicum mentoring strategies introduced by T-Tel

Output Indicator 2.3 Number/% of male and female mentors using gender-sensitive practicum mentoring strategies introduced by T-TEL

Mentors need special skills in order to help student-teachers in their pursuit of acquiring the required training and skills. T-TEL planned to develop gender sensitive practicum for use by mentors to effectively prepare student teacher to enter the teaching profession. T-Tel is yet to develop these materials for use by mentors for the coaching of teachers on field practice. The baseline value for this indicator is therefore set at zero.

3.3.5 Demonstration of gender-sensitive instructional methods by Tutors

Output Indicator 2.4 Number/% of male and female colleges tutors demonstrating gender-sensitive instructional methods

What happens in the teaching and learning processes in the classroom plays a big role in determining how well females and males participate in education and whether they stay in school and do well in their studies. Because teachers are central to the teaching and learning processes, their understanding and awareness of gender responsiveness is key to the effective participation of girls and boys in learning processes. Gender responsive teachers understand and respond to the specific needs of girls and boys in the teaching and learning processes. They do this by being aware of the special needs of girls and boys such encouraging equal participation and involvement of boys and girls in class activities and ensuring equal access to learning materials.

The T-TEL intervention will expose College Tutors to gender sensitive pedagogy and instructional strategies which they are expected to impart in trainee teachers during their teaching and tutorials. The baseline survey therefore assessed the current level of usage of gender sensitive instructional methods by English, Math and Science tutors. Following similar assessment methods described earlier, tutors were evaluated based on the following indicators:

- Extent of equal treatment of female and male students
- Usage of gender responsive strategies.

The results reveals that out of the 276 tutors observed and interviewed, only 5 (1.8 percent) were found to have exhibited satisfactory competence across the two domains stated above with no significant difference between female and male tutors. Across subjects, tutors teaching mathematics (8 percent) performed slightly higher than average compared to their counterpart teaching science (3 percent) and English (5 percent).

FIGURE 3.8 Number of tutors demonstrating gender sensitive instructional methods

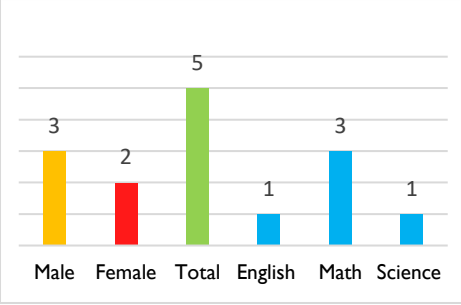


FIGURE 3.9 Percent of tutors demonstrating gender -sensitive instructional methods

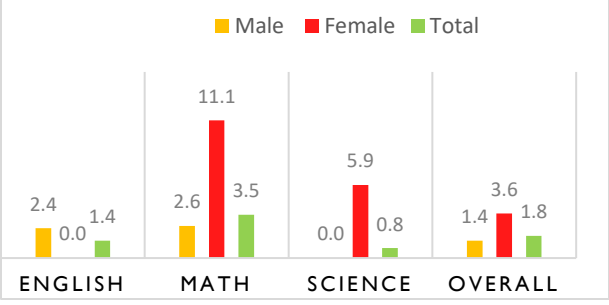


TABLE 3.9 Demonstration of Gender sensitive instructional method

	N	%	English	Math	Science
Male	3	1.4	2.4	2.6	0.0
Female	2	3.6	0.0	11.1	5.9
Total	5	1.8	1.4	3.5	0.8

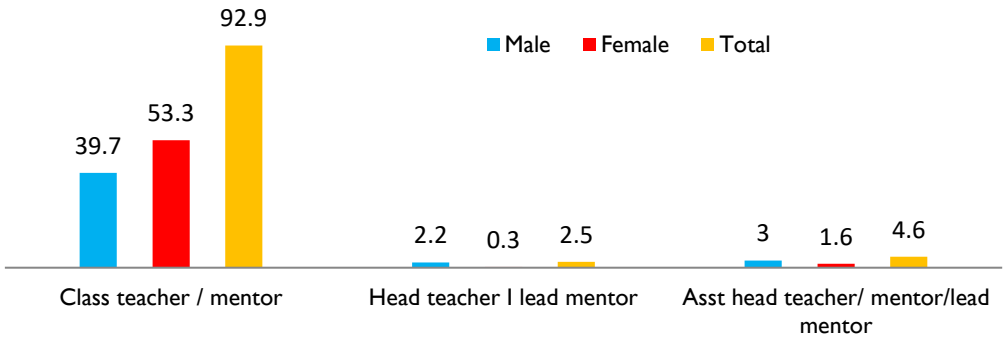
3.3.6 Mentors of students on teaching practice

High-quality mentorship for student teachers during teaching practice is widely perceived as one of the essentials of any effective teacher education program. Through mentoring, experienced teachers are expected to pass on the torch to the next generation of teachers. Mentors are thus required to guide, advise, teach, influence and support their mentees. To succeed in their duties, mentors need to play multiple roles ranging from serving as confidants, observers, listeners, confidence-builders among others in their efforts to meet the several needs of student teachers on teaching practice. To effectively deliver high-quality mentoring, mentors are expected to demonstrate, among others, the use of gender sensitive mentoring skills and strategies as well as appropriately respond to the needs of mentees before and during teaching practice.

This section assesses the extent to which gender sensitive practicum mentoring strategies are used by mentors to address the needs of student teachers on teaching practice. The first part of this section provides the demographic profile of the mentors sampled while the second part present an analysis of the substantive issues. It should be noted that at the time of data collection, mentors only had 2-3 weeks of mentorship contact with their Year 3 Student Teachers.

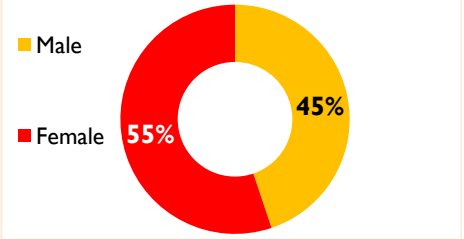
Of the 368 mentors' surveyed majority were mentors/class teachers 329 (92%), 2% were head teachers/lead mentors while 4% were assistant head teachers/lead mentors/mentors.

FIGURE 3.10 Classification of mentors



In all, women constituted a little more than half (55 percent) of the mentors sampled. As shown in Figure 3.11 the overall mentor sample was, in general, slightly female dominated. This observation was, however, not the same for all subject areas. The mentors for Mathematics and Science were unsurprisingly male dominated. These two subject areas have traditionally been dominated by male students. The low interest in

FIGURE 3.11 Subjects of mentors by sex



Mathematics and Science among female students has occasioned several national level interventions over the years to address the imbalance. Perhaps, this observation is an indication that the effects of the interventions made over the years are yet to translate in gender equality in the population of mathematics and science mentors. The subject specific gender disaggregation of mentor sample is summarized in Figure 3.12. In terms of professional qualifications, while about half (53 percent) of the mentors sampled had a diploma, close to 40 percent had either a degree or masters. The details are summarized in Figure 3.13.

FIGURE 3.12 Subjects of Mentors by Sex

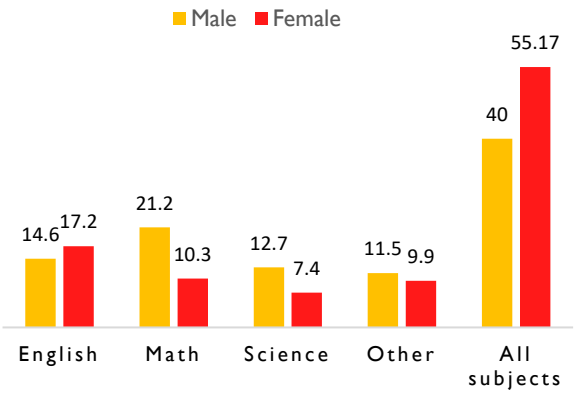
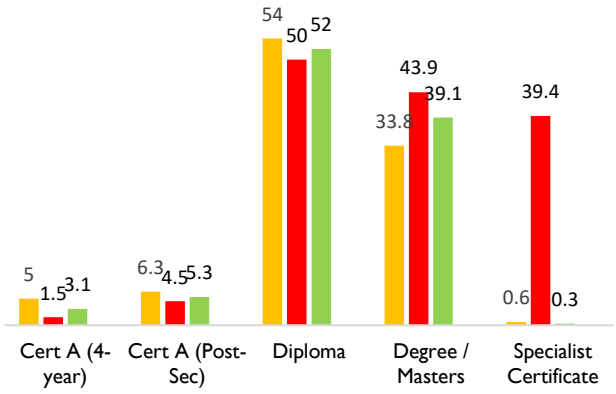


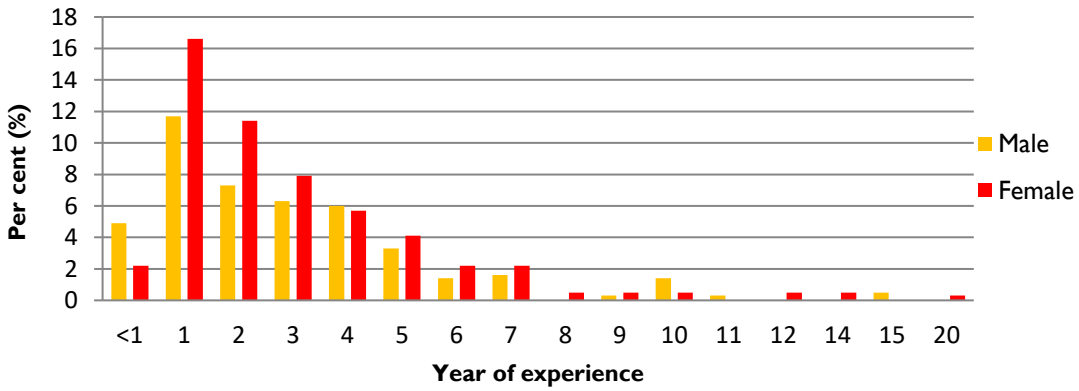
FIGURE 3.13 Professional Qualification of Mentors



As Colleges of education take steps to become fully fledged tertiary institutions, one of the key areas for consideration by the National Accreditation Board is the qualification of academic and administrative staff. It is, however, unclear if the mentors will be required to meet a certain minimum qualification or standard besides experience or longevity in the service. For instance, if as part of the transition, mentors are required to have a degree as the minimum qualification, the baseline survey indicates that not more than four mentors out of every 10 sampled could satisfy such minimum condition.

With respect to experience, it was observed that on the average, the mentors surveyed had about 3.02 years of mentoring experience; with individual cases ranging from a minimum of 6 months to a maximum of 20 years of mentoring experience. The focus of the discussion in the subsequent part of this section covers the extent to which gender sensitive practicum mentoring strategies are used by the mentors to address the needs of student teachers on teaching practice.

FIGURE 3.14 Years of experience of mentors by sex



3.3.6 Use of Gender – sensitive practicum mentoring strategies

Indicators 2.3 Number/% of male and female mentors using gender-sensitive practicum mentoring strategies (introduced by T-TEL)

In assessing the use of gender-sensitive practicum mentoring strategies, the survey considered the performance of respective mentors over a number of specific indicators. These indicators broadly comprised:

1. Specific support provided for mentees at the beginning of field practicals.
2. Specific support provided for mentees during the course of the field practicals.
3. Specific or extra support provided for female mentees.
4. Specific competencies mentees improved under mentorship during their field practicals.
5. Use of different mentoring strategies.

To triangulate data, individual mentors and their respective mentees were interviewed with regard to the performance of mentors on the same indicators. A minimum score was set for each indicator and on the basis of the assessment by both mentors and mentees; a composite performance rating was computed (See annex 3c, for scoring rubrics for Mentors).

Out of a total of 368 mentors assessed, only 6 (1.6 percent) were found to have exhibited satisfactory competence across all the five broad indicators listed above. Female mentors (2 percent) were noted to have performed slightly better than their male counterparts (1.2 percent). Table 3.10 presents a summary of the number / percent of male and female mentors achieving a minimum score of 80 in the use of gender-sensitive practicum mentoring strategies.

TABLE 3.10 Mentors achieving a net score of 80% and above in the use of gender sensitive practicum

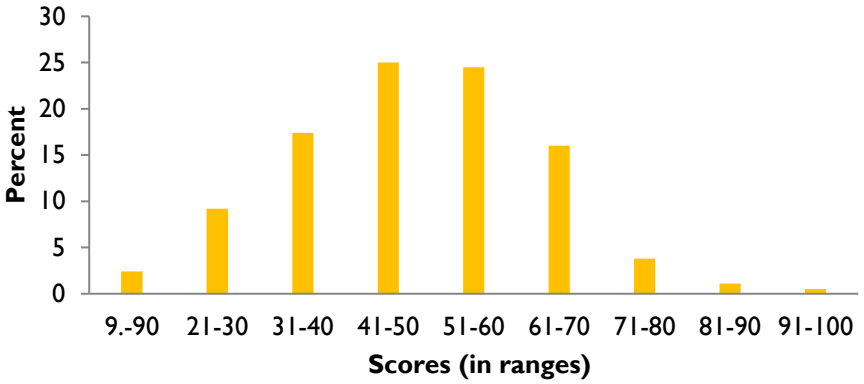
	N	Percent (%)
Total	6	1.6
Male	2	1.2
Female	4	2.0
Mean		88
Maximum		93
Minimum		81

Moreover, an analysis of all cases – comprising both mentors below and above the 81-point minimum score – presents interesting similarities especially in relation to the emerging gender pattern. Overall, the mean score of all mentors regarding the use of gender sensitive practicum mentoring strategies was found to be about 48 with female mentors (50 percent) slightly outperforming the male mentors (47 percent). However, across subject areas male mentors were noted to have done better in the use of gender sensitive practicum mentoring strategies than female in respect of Mathematics and Science (Table 3.11 and Figure 3.15).

TABLE 3.11 Mean Score of Mentors in the use of gender-sensitive mentoring strategies by sex and subjects

	Overall (%)	Male mentors (%)	Female mentors (%)
English	51.02	47.08	53.71
Math	46.43	47.91	43.95
Science	46.03	48.00	43.46
Other subject	45.94	46.00	45.88
All subjects	49.91	47.39	51.39
Total	48.85	47.39	50.02

FIGURE 3.15 Raw score of Mentors in the use of gender-sensitive mentoring strategies by sex and subjects

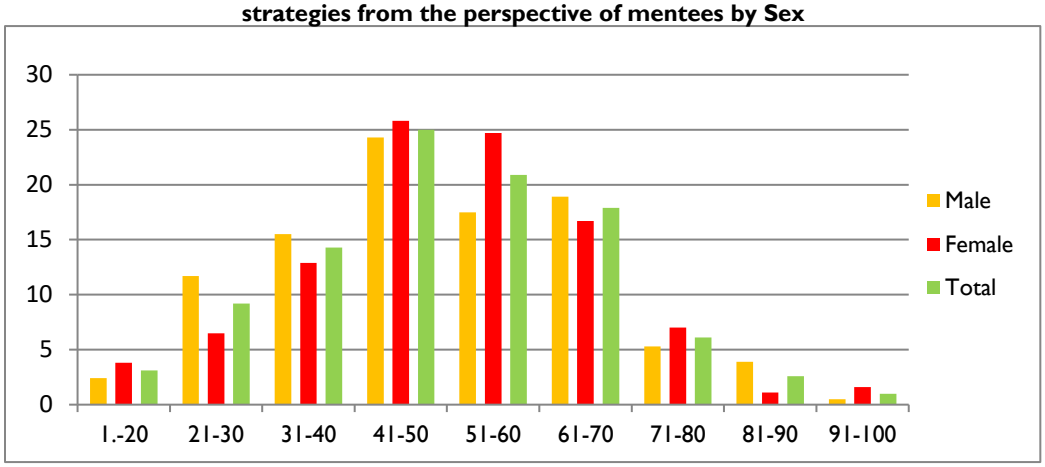


A similar gender pattern emerged when the scores of mentees regarding their mentor's application of gender sensitive mentoring strategies was separately analyzed. Similar to the previous instances, female mentees assessed the performance of their respective mentors to be slightly higher (51 percent) as compared to the assessment by male mentees (49 percent). Across subject areas, a variation in gender pattern was observed in respect of Mathematics. Female mentees in Mathematics assessed the performance of their mentors higher (54 percent) as compared to assessment of their male counterparts (46 percent) (see Table 3.12 and Figure 3.16).

TABLE 3.12 Mentors use of gender sensitive mentoring strategies from the perspective of mentees

	Overall (%)	Male mentees (%)	Female mentees (%)
English	51.59	53.26	49.71
Math	49.67	46.79	54.22
Science	49.16	47.98	50.87
Other	51.91	52.96	51.09
All subjects	49.90	51.00	49.17
Total	50.3	49.5	51.09

FIGURE 3.16 Mentors use of gender sensitive mentoring strategies from the perspective of mentees by Sex

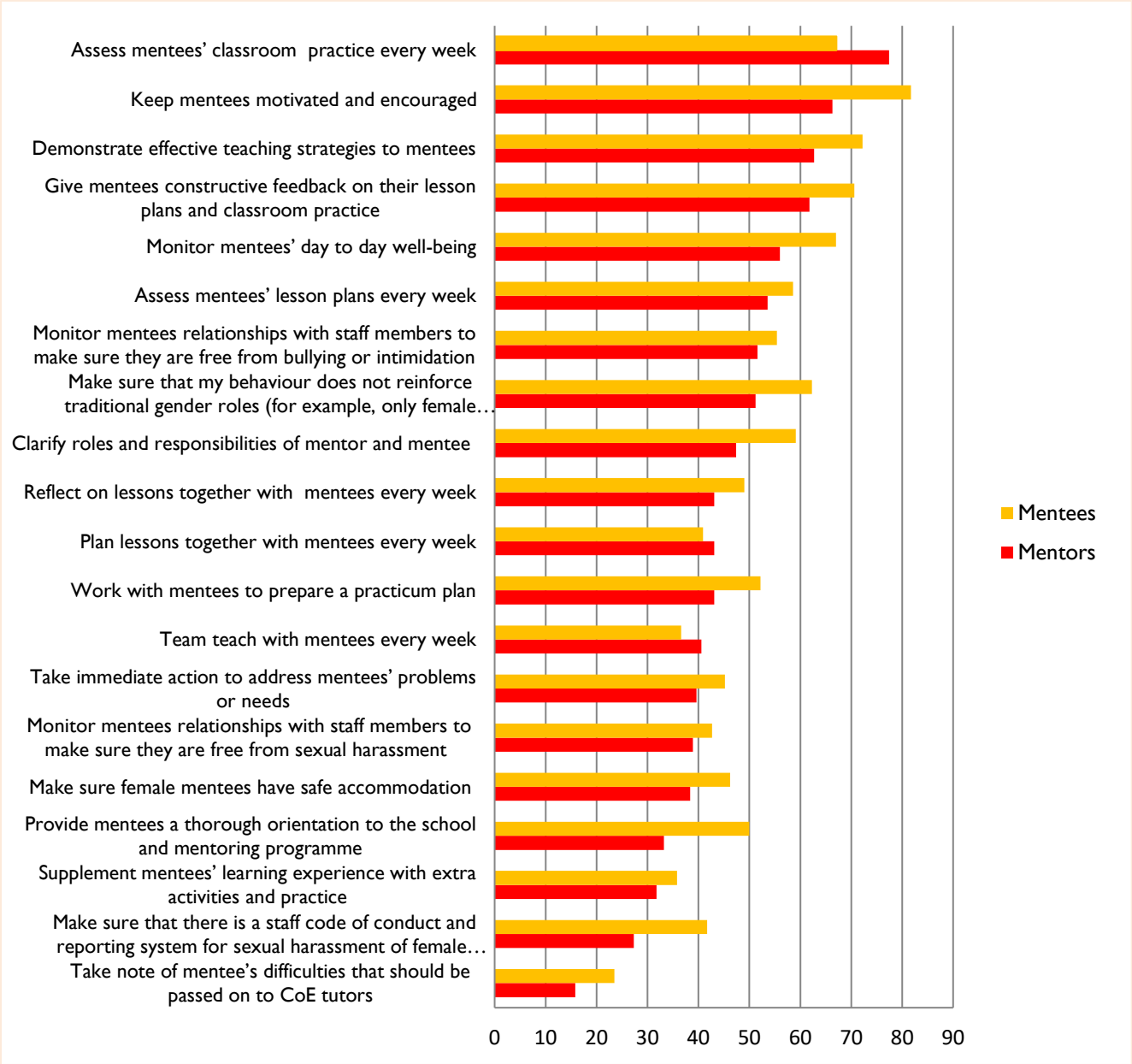


Across the specific dimensions of mentoring, the performance of mentors was adjudged to be relatively high in the following areas:

- Demonstration of effective teaching strategies and competencies to mentees
- Assessment of mentees' classroom practice every week
- Provision of constructive feedback to mentees on their lesson plans and classroom practice
- Keeping mentees motivated and encouraged.
- Monitor mentees day to day wellbeing

Further information on performance across mentoring dimensions from the perspectives of both mentors and mentee is summarized in Figure 3.17. Annex 6b contains analysis of mentors and mentees mean scores on specific performance dimensions by gender.

FIGURE 3.17 Average scores of mentors and mentees on specific performance dimensions of mentors



3.3.7 College of Education Principals

One of the key components of T-TEL is support for college leadership and management. Thus College leaders are expected to play an important role in bringing about transformative change in the way Colleges are managed and governed for improved teaching and learning outcomes. T-TEL therefore seeks to deploy a number of leadership to support management, leadership and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions. In particular, senior leaders from each college of education would benefit from series of training programmes to be organized by T-TEL's College Improvement Advisors (CIAs) and with the support of key Advisors acting as coaches.

This section examines the baseline level of institutional capacity under the following domains:

- Leadership and management skills
- Achievement of annual target including gender-related targets within College Development Plans
- Compliance with National Council of Tertiary Education (NCTE) assessments and improvement plans requirements
- Effectiveness of college governance.

The next section presents the demographic profile of CoEs sampled while the subsequent section presents an analysis of the indicators.

Background of CoE Principals

Colleges of Education (CoEs) in Ghana are predominantly headed by males. Thus, of the 38 Colleges of Education in Ghana, 71% (27) are headed by males while the remaining 29% (11) are headed by females (Figure 3.18). Many of the principals have spent several years as heads of the current colleges. Figure 3.19 shows that the median number of years principals have been at their current colleges is 4 years. Only 3 principals have been at the current posts for just one year. Female principals have been at their current posts for slightly longer than their male counterparts (median years of 5 versus 4).

FIGURE 3.18 Sex of CoE Principals

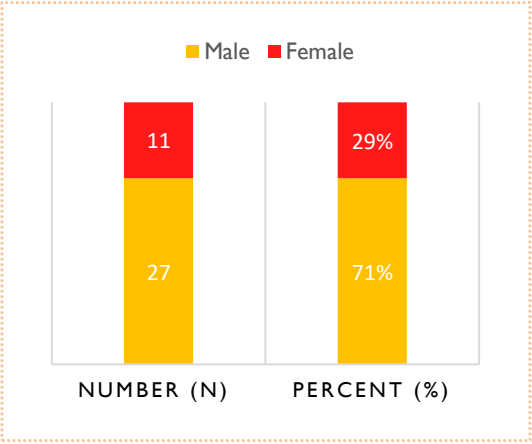
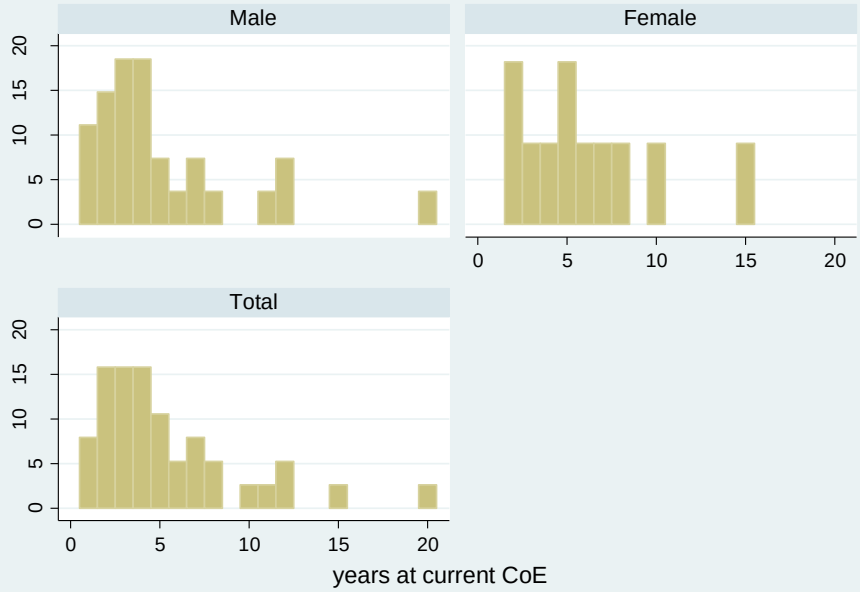


Figure 3.19: Years spent as principal at current CoE by sex principal



Demonstration of achievement of defined set of leadership and management skills

Output Indicator 1.1 CoE Principals demonstrating a percent achievement of a defined set of leadership and management skills

In assessing this output indicator, College Principals were asked a series of questions in relation to their leadership and management skills as summarized below:

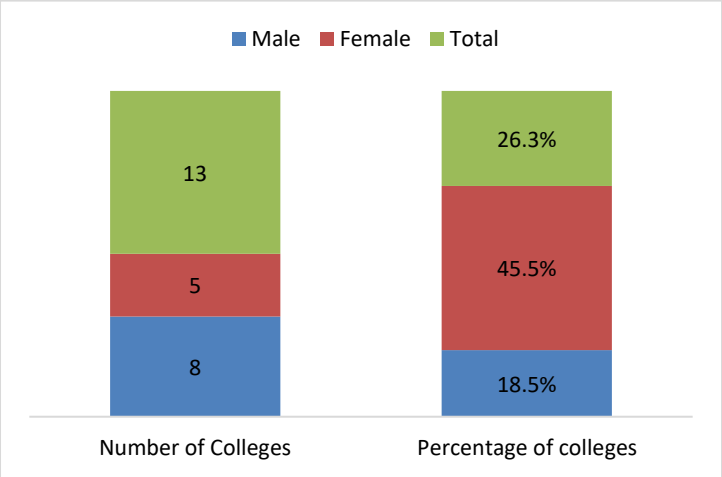
Box 2 Leadership and management skills domains

- Whether Colleges have vision and mission statement and whether they are aligned;
- Level of stakeholder involvement in the development of these statements and whether the vision has been shared with stakeholders
- Whether objectives have been developed objectives from the vision
- Use of vision to inform your College Development Plan
- College Principal understanding of their statutory roles and responsibilities and that of the Governing Council
- Set up and level of functionality of committees of the Governing Council
- Set up and level of functionality of committees of the Academic Board
- Existence of strategies to support tutor professional development
- Existence of strategies to support improvements in student performance
- Existence of strategies to improving teaching practice in schools
- Existence of plans and policies to affect change
- Development of College Development plan (CDP)
- Level of stakeholder involvement in development of CDP

Principals were interviewed on their understanding and demonstration of these skills and were required to provide documentary evidence where appropriate. To ensure triangulation of principal data, a college governing council member, or secretary was interviewed on their views of the principal's performance on the same domains. A scoring rubric were then developed stating the minimal criteria of competence which was used to compute a composite score from the responses of both the Principal and College council members/secretaries (See annex 3d, for scoring rubrics for Principals).

Figure 3.15 presents result on whether Principals met the defined criteria for leadership and management skills. An overwhelming majority of colleges are not meeting the criteria set for achieving a defined set of leadership and management skills. Thus, only 13 of the 38 or (34 percent) of CoE met the criteria for this output indicator. The sex of the principal of the college matters for meeting this indicator. The figure below shows that a relatively higher fraction of the colleges with female principals (5 out 11 or 45 percent) achieved this output indicator compared to colleges with male principals (8 out of the 27 or 29 percent).

FIGURE 3.20 Number and % of Colleges Meeting Defined Set of Leadership and Management Skills Criteria by Sex of the Principal



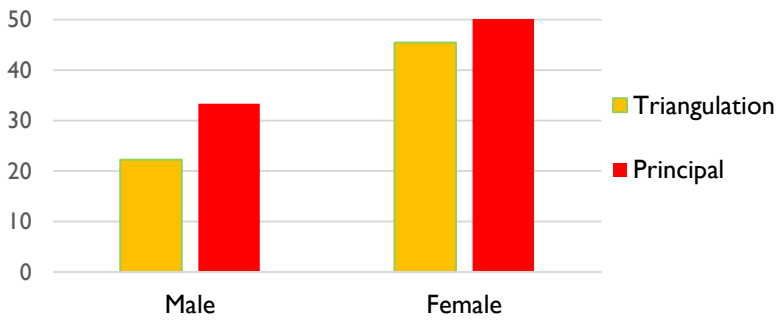
The experience of the principal at the college also matters for meeting this indicator. While only 20 percent of colleges whose principals' years at post is up to 4 years (median years) met this indicator, 50 percent of colleges whose principals' years at post is higher than 4 years satisfied this indicator (see Table 3.13).

Table 3.13 Number and % of colleges meeting the criteria for achievement of a defined set of leadership and management skills by experience of the principal

	Number of colleges	Percent of colleges
Below median (4 yrs)	4	20.0
Above median (4yrs)	9	50.0
Total	13	34.2

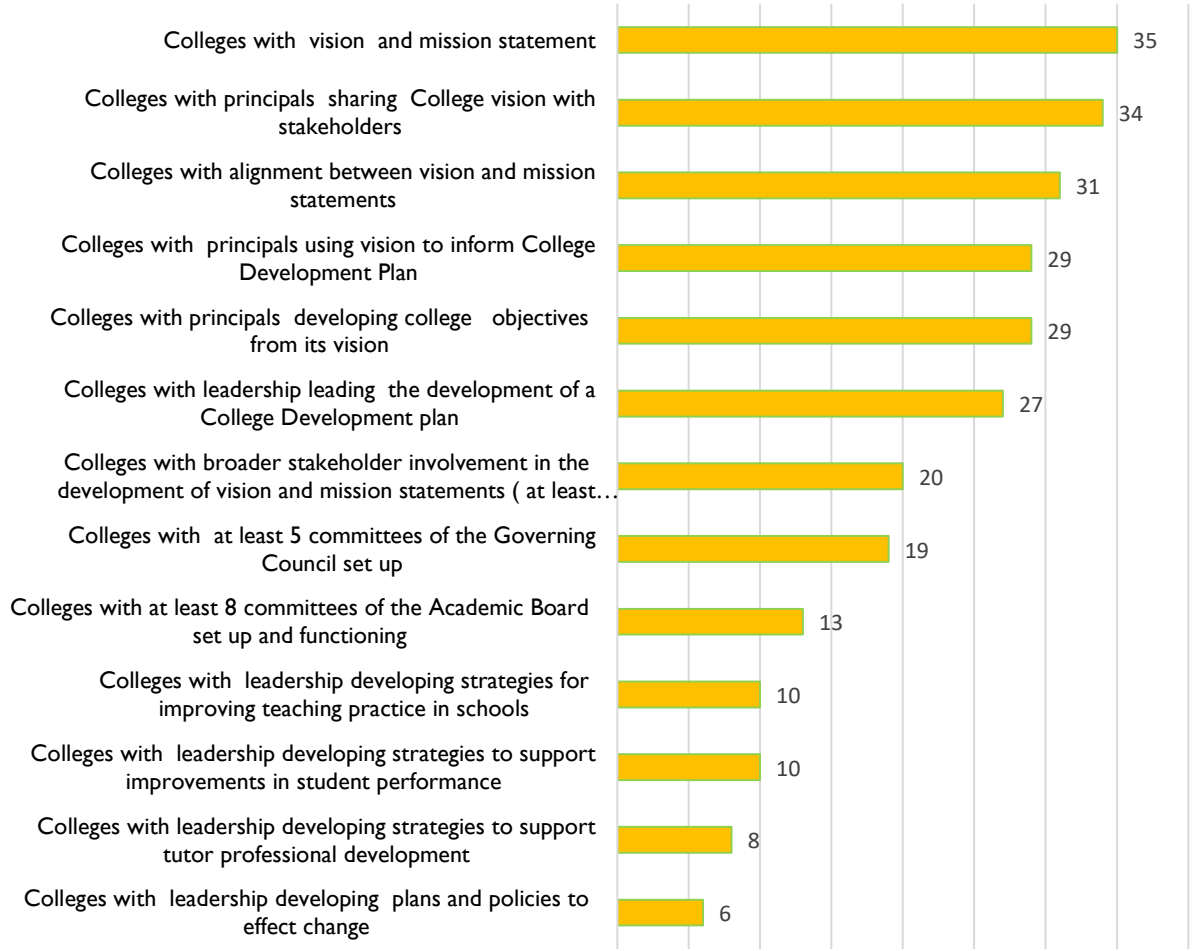
It is important to point out that on this outcome, the scoring by the principals were higher than the triangulation by the college secretary/governing council members. Using only the interviews with the principals 39.5% of colleges would met this criteria compared with 28.9% using only the triangulation interview. As Figure 3.21 shows, these differences were also observed for both male and female principals.

FIGURE 3.21 Differences between principals and Secretaries/council members on outcome 1.1



There is a high degree of variation in fraction of colleges who meet specific dimensions of the leadership and management skills indicator. Figure 3.22 shows that while a high majority of CoEs have mission and vision statements (92 percent), shared vision statements with stakeholders (89 percent) and aligned mission and vision statements (81 percent), very low percent of CoEs had leaders developing plans and policies to effect change (15 percent), strategies to support tutor professional development (21 percent) or strategies to support improvements in student performance (26 percent).

Figure 3.22 Achievement on specific Leadership and Management Skills dimensions



Colleges meeting annual target including gender-related targets within College Development

Output Indicator 1.2 'Number and % of colleges meeting 70% of annual targets, including gender-related targets within College Development Plan'

None of the colleges met criteria for meeting annual targets within their College Development Plan (CDP). The problem with meeting this particular outcome indicator starts with absence of targets. As Table 3.14 shows, an overwhelming majority of colleges do not have a target for each of the dimensions that make up this indicator. The target most likely to appear in colleges' CDP is Financial Management targets but even with this, only 23.7% of colleges had this target. Gender-related targets are the least

common in CDPs with only one college report this target. Even when they are set in the CDPs, the targets are almost always never fully achieved. There were only two instances where colleges achieved 70% of targets. One college each achieved a gender-related target and infrastructure and environment targets (see Table 3.14).

Table 3.14 Colleges with annual targets and colleges achieving 70% of targets

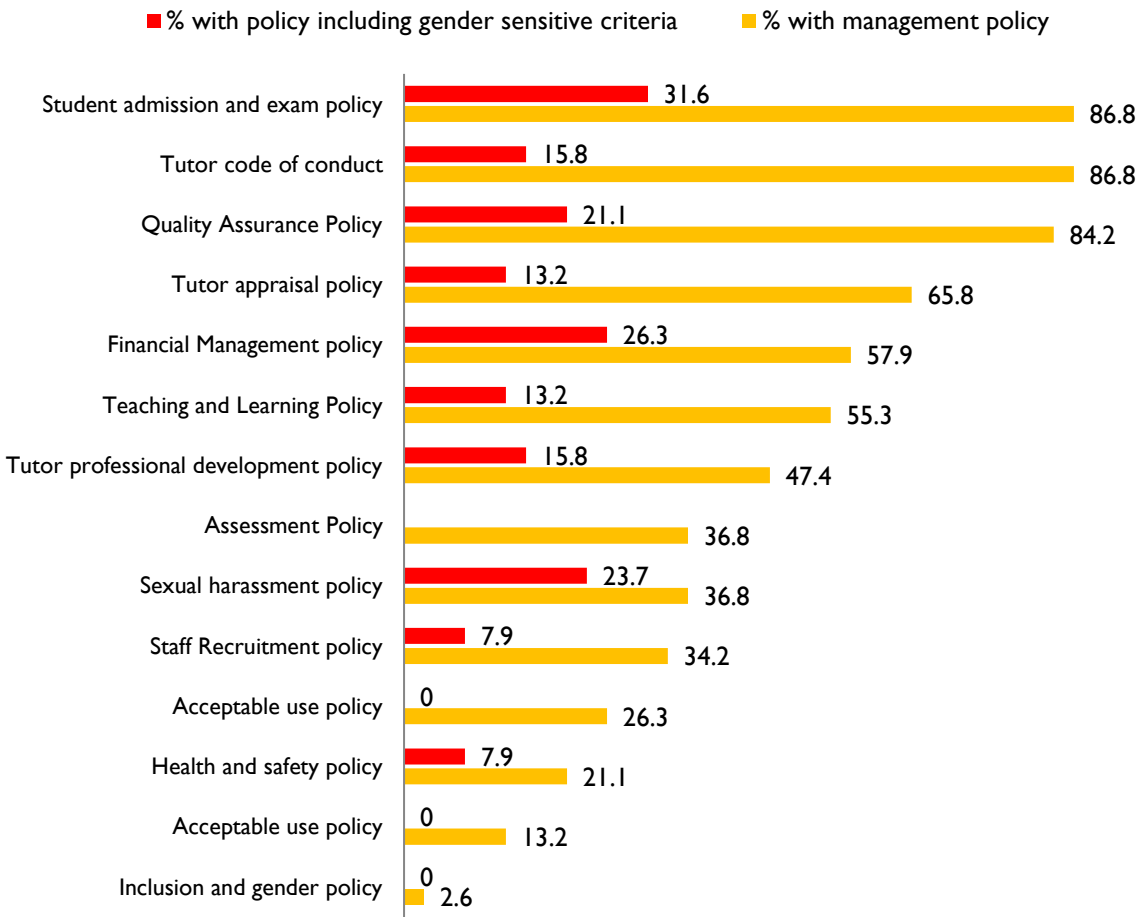
	Colleges with targets		Colleges with70% of target achieved	
	N	%	N	%
Gender Planning targets in your College Development Plan	1	2.6	1	2.6
Financial Management targets in your College Development Plan?	9	23.7	0	0
Teaching and Learning targets in your College Development Plan?	3	7.9	0	0
Partnership and Cooperation targets in your College Development Plan?	3	7.9	0	0
Infrastructure and Environment targets in your College Development Plan?	4	10.5	1	2.6
Student engagement targets in your College Development Plan?	3	7.9	0	0

Colleges with a defined set of management policies demonstrating a defined set of gender sensitive criteria

Output Indicator 1.3- 'Number and % of colleges with a defined set of management policies demonstrating a defined set of gender sensitive criteria'

The colleges perform very poorly when it comes to management policies defining a set of gender-sensitive criteria. None of the colleges meet the cutoff for this output indicator. The average score on this indicator is 8.84 (standard deviation 4.84), which is significantly lower than the cutoff of 33 points required for this indicator. Figure 3.23 provides information on the number of colleges with specific management policies. Not a single college has management policies to cover the entire dimension of policies defined. The commonest set of management policies are those on academic governances of the colleges: student admissions and exams policy (86 percent), tutor conduct policy (86 percent) and quality assurance policy (84 percent). By contrast, very few colleges have management policies on inclusion and gender (2.6 percent); acceptable use (13 percent), health and safety (21 percent) or sexual harassment (36 percent).

Figure 3.23 CoE with specific management policies (%) and with managements policies that define gender-sensitive criteria



Even when the colleges have management policies, they hardly contain gender-sensitive criteria. For example, even though 86 percent of colleges have student admission and exams policy, Figure 3.19 shows that only 31 percent of colleges contained gender-sensitive criteria on this policy. Similar patterns are observed for all the other policies. It is important to note that even the one college with policies on inclusion and gender did not define a gender-sensitive criterion with the policy.

Colleges submitting completed annual self–assessments and improvement plans to NCTE'

Output Indicator 1.4 - 'Number and % of colleges submitting completed annual self–assessments and improvement plans to NCTE'

Figure 3.24 shows that majority of colleges do not complete and submit annual self-assessments and improvement plans to the NCTE. Overall, only 31.5 percent of colleges meet the criteria for this indicator. Colleges headed by female principals were more likely to submit these completed plans (45 percent) compared with colleges with male principals (26 percent). There is no difference in this

indicator by number of years spent as principal as current college (Figure 3.25). Table 3.15 presents a breakdown of the four constituent components of this output indicator. Female-headed colleges outperformed the male-headed counterparts on all four component indicators. The full list of colleges submitting completed annual self-assessment and improvement plan is attached as annex 5b.

FIGURE 3.25 Colleges submitting completed annual self-assessments and improvements by experience of principal

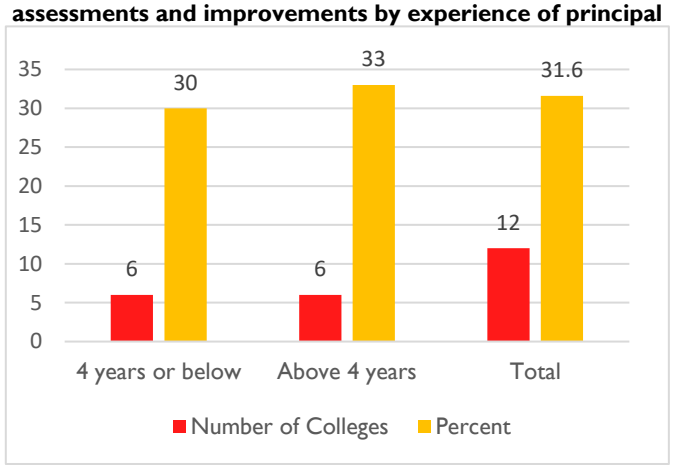


FIGURE 3.24 Colleges submitting completed annual self-assessments and improvements by sex of principal

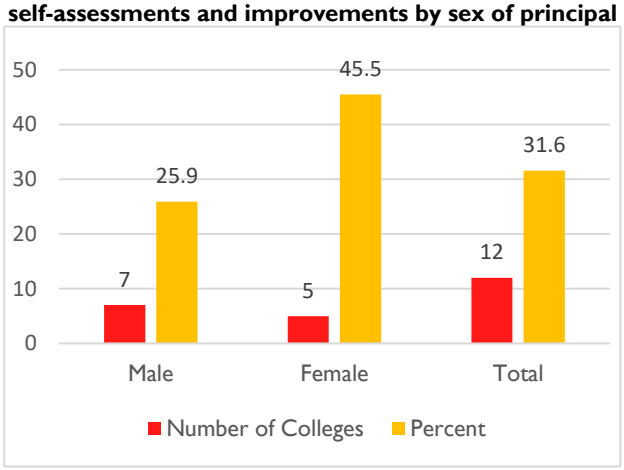


TABLE 3.15 Colleges submitting completed annual self-assessments and improvements by sex of principal

	N	%	Male Principals	Female Principals
CoE with College Improvement Plan	16	42.1	37.0	54.5
CoE with broader stakeholder involvement in developing the College Improvement Plan (At least 5 stakeholders)	12	31.6	33.3	45.5
CoE with a review schedule for the College Improvement Plan?	11	28.9	29.6	27.3
CoE undertaking College self-assessment in 2014/15 academic year	13	34.2	40.7	18.2

However, consultation with the NCTE reveals that last time CoE were made to submit annual self-assessment was 2012/13 academic year. No CoE submitted a self-assessment form to NCTE in 2014/15 academic year. Further, the self-assessment tool did not contain ranking for CoE against the NCTE criteria. It also came to light that none of the CoE at that time met the minimum requirement for accreditation as tertiary institutions. In the light of the above, the baseline values for colleges submitting annual self-assessment and improvement plans to NCTE have been set at zero.

Output Indicator 3.1 - 'Number/% of CoEs with effective governing councils'

Although majority of colleges (90 percent) have governing councils, only two of these councils meet the criteria for being an effective council. For 84 percent of these governing councils, there is documentation that outlines the roles and responsibilities of the council. However, only 39 percent of principals believe the council is achieving its duties and only 15 percent of principals have a business

interest register for all governors. Consequently, only 2 of the 38 colleges have governing councils that meet the criteria being effective. Significantly, both of these colleges have female principals (Figure 3.26). There is no difference in this indicator by number of years spent as principal as current college.

FIGURE 3.26 Colleges with effective councils by sex of principal

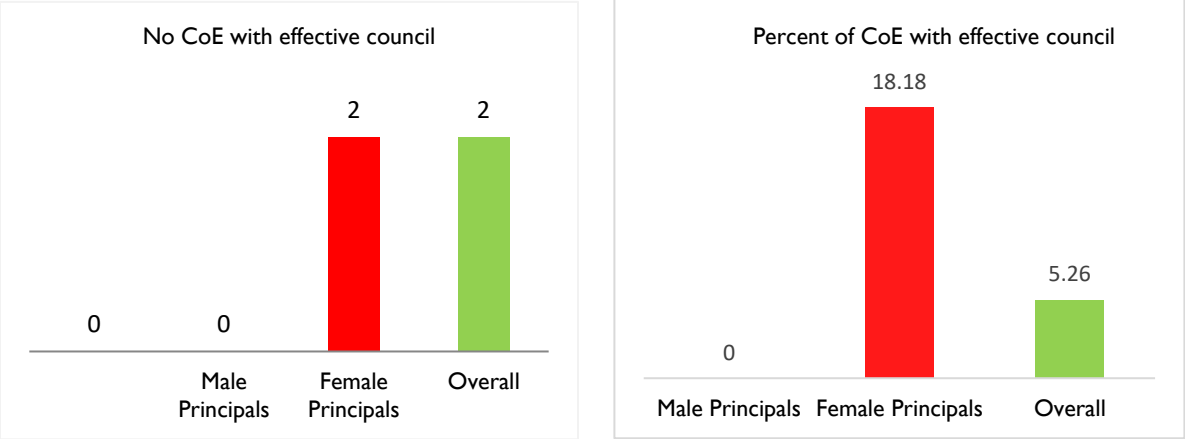


TABLE 3.16 Dimension of effective councils

Effective Governing Council	N	Percent
College has a Governing council in place	35	90.79
College has a business interest register for all governors	6	15.79
College has a document that outlines the governing council's roles and responsibilities	32	84.21
College Governing Council duties are performing their duties	15	39.47

Output Indicator 3.3- 'Number / Percentage of colleges meeting institutional accreditation standards defined by NAB

According to consultation at the National Accreditation Board, the last time self –assessment was conducted across all the 38 CoE was 2013. Since then, no self-assessment has been conducted by the NAB. Further consultations revealed that no College of Education met the minimum assessment criteria at that time to qualify as a tertiary education. The baseline indicator as it relates to NAB criteria has been set at zero.

However, the survey asked principals of the colleges to indicate the extent to which they meet NAB accreditation requirement. As shown by Figure 3.27, the colleges performed poorly in terms of meeting the NAB accreditation standards. Overall, 36 percent of colleges report meeting the criteria for the institutional accreditation standards defined by the accreditation board. A higher percentage of colleges with female principals' report meeting the criteria (45.4 percent) compared with colleges with male principals.

Figure 3.28 show the number of years the principal has been heading the current does not affect the likelihood of meeting the accreditation standards. The specific accreditation standards mostly likely to be met were those on quality of leadership and management (60 percent), quality of teaching and learning (60 percent) and quality of student engagement (55 percent). The accreditation standards least met

were quality of partnership and cooperation (47.4 percent) and quality of college infrastructure and environment (47.4 percent).

FIGURE 3.27 Colleges meeting institutional accreditation standards by Sex

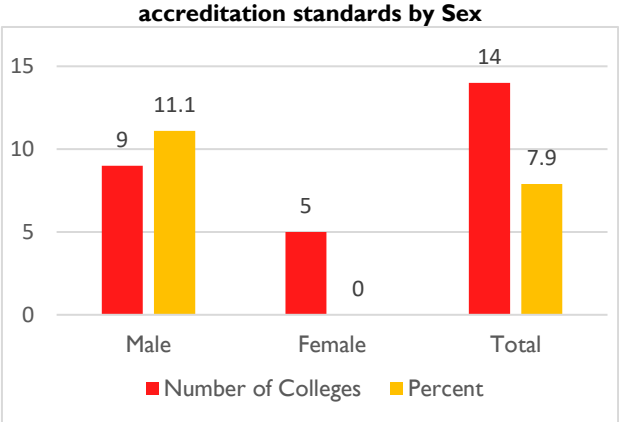


FIGURE 3.28 Colleges meeting institutional accreditation standards by years spent as principal

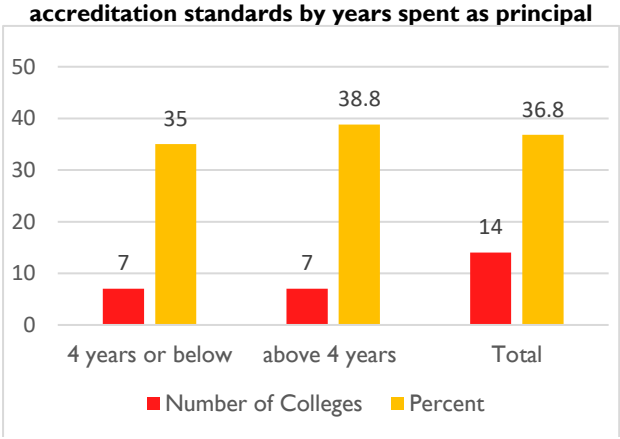


TABLE 3.17 Number/Percentage of Colleges meeting specific NAB accreditation standards

NAB accreditation standards	N	Percent
Quality of Leadership and Management	23	60.5
Quality of Teaching and Learning	23	60.5
Quality of Students Engagement	21	55.3
Quality of Assessment	20	52.6
Quality of Partnership and Cooperation	18	47.4
Quality of Monitoring and Evaluation	20	52.6
Quality of College Infrastructure and Environment	18	47.4

3.4 SUMMARY OF BASELINE INDICATORS

The baseline indicators have been summarized below.

TABLE 3.18 Summary of T-TEL Outcome and Output Indicators

		Indicator	Baseline
OUTCOME	Better trained and prepared beginning teachers capable of applying student-centred and gender sensitive approaches to teaching and learning	**Outcome indicator 1**	
		% of male and female beginning teachers demonstrating interactive student focused instructional methods disaggregated by subjects - English, Math and Science	English – Male (1.20%); Female (0%) Math – Male (0.0%); Female (0.0%) Science – Male (0.0%); Female (1.7%)
		Outcome indicator 2	
		% of male and female beginning English, Maths, and Science teachers demonstrating core competencies in the Pre-Tertiary Teacher Professional Development Management Policy Framework	English – Male (3.7%); Female (0.0%) Math – Male (0.0%); Female (0.0%) Science – Male (3.3%); Female (1.7%)

		Outcome indicator 3	
		% of male and female beginning English, Math, and Science teachers demonstrating knowledge and application of basic school curriculum and assessment	English – Male (2.5%); Female (0.0%) Math – Male (0.0%); Female (0.0%) Science – Male (1.6%); Female (1.7%)
		Outcome indicator 4	
		% of male and female beginning English, Math, and Science teachers demonstrating gender sensitive and learner centred instructional strategies.	English – Male (0.0%); Female (3.1%) Math- Male (0.0%); Female (0.0%) Science- Male (0.0%); Female (0.0%)
OUTPUT 1	Improved management and leadership practices in Colleges of Education	Output indicator 1.1	
		Number and % of male and female college principals demonstrating a % achievement of a defined set of leadership and management skill	Male principals – 8 (29.6%) Female Principals- 5(45.4%)
		Output indicator 1.2	
		Number and % of colleges meeting 70% of annual targets, including gender-related targets within College Development Plan	0%
		Output indicator 1.3	
		Number and % of colleges with a defined set of management policies demonstrating a defined set of gender sensitive criteria	0%
		Output indicator 1.4	
		Number and % of colleges submitting completed annual self–assessments and improvement plans to NCTE in 2015	0%
Output 2	Improved quality of pre-service training	Output 2.1	
		Number/% of male and female tutors effectively using T-TEL teaching and learning materials for lessons and tutorials	English - Male 0%, Female 0% Math - Male 0%, Female 0% Science - Male 0%, Female 0%
		Output 2.2	
		Number/% of English, Math, and Science male and female tutors demonstrating student -focused teaching methods	English – Male (12.2%); Female (16.7%) Math – Male (16.9%); Female (11.1%) Science – Male (18.6%); Female (0.0%)
		Output 2.3	
		Number/% of male and female mentors using gender-sensitive practicum mentoring strategies introduced by T-TEL	English- Male (3.85%); Female (2.7%) Math – Male (0%); Female (0%) Science – Male (0%); Female (0%) Other subjects - Male (0%); Female (0%)
		Output 2.4	
		Percentage of male and female colleges tutors demonstrating gender-sensitive instructional methods	English – Male (2.4%); Female (0.0%) Math – Male (2.6%); Female (11.1%) Science – Male (0.0%); Female (5.9%)

Output 3	National policies for pre-service teacher education reviewed and operationalised	Output 3.1	
		Number or % of CoEs with effective governing councils	Male principals 0 (0%) Female Principals (2(18.1)
		Output 3.2	
		Number or % colleges meeting institutional accreditation standards defined by NAB or (equivalent)	0%

4. CONSIDERATION FOR PROGRAMME IMPLEMENTATION

The survey sought to establish a baseline to track the outcomes of the T-TEL program components, support implementation of results-based management, and test the program's Theory of Change. In that respect, this report has delved into, and provided detailed insight into the status of key project indicators on the level of competency and preparedness of beginning teachers in applying student-centred and gender sensitive approaches to teaching and learning.

The findings from the survey reveal that less than 1 percent (0.5%) of beginning teachers is demonstrating satisfactory competence in the use of interactive students focused instructional methods. About 1% of beginning teachers are demonstrating satisfactory performance in relation to meeting the technical and professional competency expected of teachers under the PTPDM. Similar to the findings on the PDPTM, the use of gender sensitive and learner centred instructional strategies by beginning teachers is largely low as not more than 1% beginning teachers (0.3%) surveyed satisfactorily exhibited the appropriate competences.

Findings from tutor assessment show that 15% of College tutors are demonstrating satisfactory competence in the use of interactive students focused methods. Here, male tutors are outperforming (16%) their female cohorts (10%). However, in the case of the application of gender sensitive instructional methods, almost all tutors fared poorly with only 1.8% exhibiting satisfactory competence. Similarly, only 1.6% of mentors are using gender-sensitive practicum mentoring strategies.

The leadership and management performance of College principals are also below par with only one-third (34%) of principals meeting the defined criteria for this indicator. The sex of principal of colleges matters in relation to how effectively CoE in are managed in Ghana. Thus, higher fractions of colleges with female principals (45%) are achieving this output indicator compared to colleges with male principals (29%).

The findings from the survey also indicate that none of the colleges are meeting their annual target including gender-related targets within their College Development Plans. It came to light that most colleges do not have targets in their CDP let alone meeting them. The target most likely to appear in colleges' CDP is Financial Management targets but even with this, only 23% of colleges have this target. Gender-related targets are the least common in CDPs with only one college reporting this target. Similarly, not a single college has management policies to cover the entire dimension of policies stipulated by the T-TEL output indicator. Thus colleges of education perform very poorly with regard to effective management policies that are gender sensitive. The average score on this indicator is 8.84(standard deviation 4.84), which is significantly lower than the minimum satisfactory score of 33 required for this indicator. Further most management policies of colleges are not gender sensitive. For example, even though 86% of colleges have student admission and exams policy, only 31% have gender-sensitive criteria in these policies.

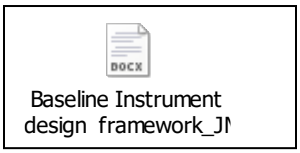
At the governance level, the survey show that most colleges do not have effective governing councils with only two of the council's meeting the criteria of being an effective council.

Recommendations

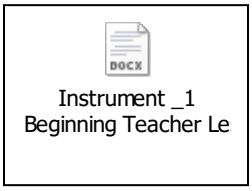
- The poor performance of both tutors and beginning teachers on the application of gender sensitive criteria in teaching and learning requires that materials provision under T-TEL should not be limited to only tutors but include materials for students as handbook in the target subjects. This will improve the ability of beginning teachers to adequately demonstrate competences in the use of gender responsive strategies. The materials should also be made available to students during the period of their field practicum to internalise prior to the completion of their programmes.
- For wider impact, there may be the need for broader integration of T-TEL materials in short courses for refreshment of teachers who are already at post particularly in areas of gender sensitive pedagogy.
- Deepen the gender component of the capacity building intervention for all target beneficiaries of the T-TEL programme to optimise project impact.

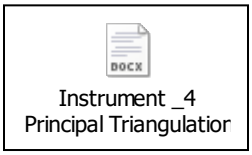
ANNEXES

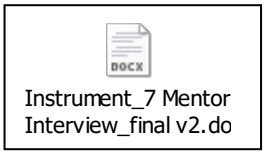
Annex 1- Baseline Instrument Design Framework

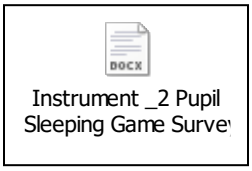


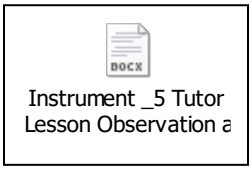
Annex 2 Baseline Survey Instruments

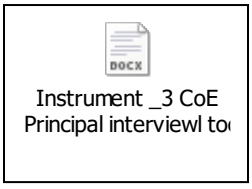


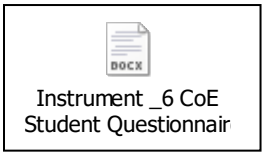






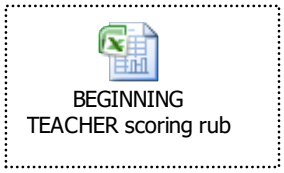




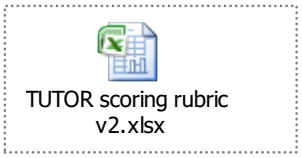


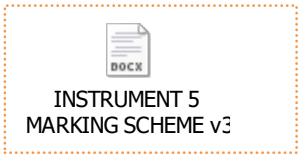
Annex 3 SCORING RUBRICS

Annex 3a



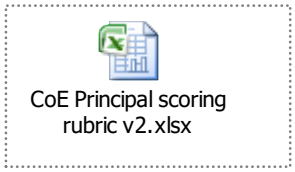
Annex 3b



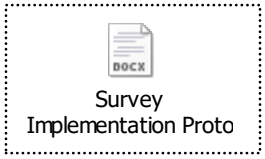


Annex 3c

Annex 3d



Annex 4 Survey Implementation Protocol & training curriculum



Annex 5

Annex 5a List of Colleges with female principals

1.	ACCRA COLLEGE OF EDUCATION
2.	AGOGO PRESBY COLLEGE OF EDUCATION
3.	ENCHI COLLEGE OF EDUCATION
4.	HOLY CHILD COLLEGE OF EDUCATION
5.	JAHAN COLLEGE OF EDUCATION
6.	OLA COLLEGE OF EDUCATION
7.	PRESBYTERIAN WOMENS COLLEGE OF EDUCATION
8.	SDA TRAINING COLLEGE
9.	ST LOUIS COLLEGE OF EDUCATION
10.	ST MONICAS COLLEGE OF EDUCATION
11.	ST THERESAH COLLEGE OF EDUCATION

Annex 5b Colleges meeting the criteria for colleges submitting completed annual self–assessments and improvement plans to NCTE'

1.	AGOGO PRESBY COLLEGE OF EDUCATION
2.	BAGABAGA COLLEGE OF EDUCATION
3.	BEREKUM COLLEGE OF EDUCATION
4.	FOSU COLLEGE OF EDUCATION
5.	GBEWAA COLLEGE OF EDUCATION
6.	HOLY CHILD COLLEGE OF EDUCATION
7.	KOMENDA COLLEGE OF EDUCATION
8.	MAMPONG TECHNICAL COLLEGE OF EDUCATION
9.	OFFINSO COLLEGE OF EDUCATION
10.	OLA COLLEGE OF EDUCATION
11.	SDA TRAINING COLLEGE
12.	ST JOSEPH COLLEGE OF EDUCATION
13.	TUMU COLLEGE OF EDUCATION

Annex 5c. Colleges meeting the criteria for effective governing councils

1. HOLY CHILD COLLEGE OF EDUCATION
2. SDA TRAINING COLLEGE

Annex 5d Colleges with sexual harassment policy

1.	ACCRA COLLEGE OF EDUCATION
2.	ADA COLLEGE OF EDUCATION
3.	ATEBUBU COLLEGE OF EDUCATION
4.	DAMBAI COLLEGE OF EDUCATION
5.	HOLY CHILD COLLEGE OF EDUCATION
6.	JAHAN COLLEGE OF EDUCATION
7.	JASIKAN COLLEGE OF EDUCATION
8.	MOUNT MARY COLLEGE OF EDUCATION
9.	ST FRANCIS COLLEGE OF EDUCATION
10.	ST LOUIS COLLEGE OF EDUCATION
11.	ST MONICAS COLLEGE OF EDUCATION
12.	ST THERESAH COLLEGE OF EDUCATION
13.	WESLEY COLLEGE OF EDUCATION
14.	WIAWSO COLLEGE OF EDUCATION

Annex 5e Colleges with gender-sensitive sexual harassment policy

1. HOLY CHILD COLLEGE OF EDUCATION

ANNEX 6

Annex 6a Cross Tabulation of Colleges of Education for Male and Female Teachers

	B3. At which CoE did they study?	**B1. Sex of the teacher**		
		Male	Female	Total
1	Bagabaga College of Education	2	3	5
2	Bimbila E.P. College of Education	1	1	2
3	Gbewaa College of Education	2	0	2
4	Nusrat Jahan Ahmadiyya College of Education	7	9	16
5	St John Bosco College of Education	15	11	26
6	Tumu College of Education	3	1	4
7	Akrokiri College of Education	0	2	2
8	Atebubu College of Education	0	1	1
9	Agogo Presbyterian College of Education	7	0	7
10	Berekum College of Education	1	1	2
11	Mampong Technical College of Education	0	5	5
12	Ofinso College of Education	2	4	6
13	St. Joseph College of Education	7	18	25
14	St. Louis College of Education	7	1	8
15	St. Monica's College of Education	2	2	4
16	Wesley College of Education	3	2	5
17	Akatsi College of Education	0	3	3

18	Dambai College of Education	1	3	4
19	Evangelical Presbyterian College of Education	2	4	6
20	Jasikan College of Education	5	6	11
21	Peki College of Education	2	5	7
22	St. Francis College odf Education	16	16	32
23	St. Theresa,s College of Education	18	1	19
24	Enchi College of Education	2	1	3
25	Foso College of Education	4	0	4
26	Holy Child College of Education	2	0	2
27	Komanda College of Education	8	14	22
28	Ola College of Education	15	1	16
29	Wiaso College of Education	0	1	1
30	Abetifi Presbyterian College of Education	1	4	5
31	Ada College of Education	13	6	19
32	Accra College of Education	7	5	12
33	Kibi Presbyterian Collegev of Education	7	9	16
34	Mount Mary College of Education	5	2	7
35	Presbyterian College of Education	15	13	28
36	Presbyterian Women's College of Education	22	1	23
37	SDA College of Education	6	4	10
	Total	210	160	370

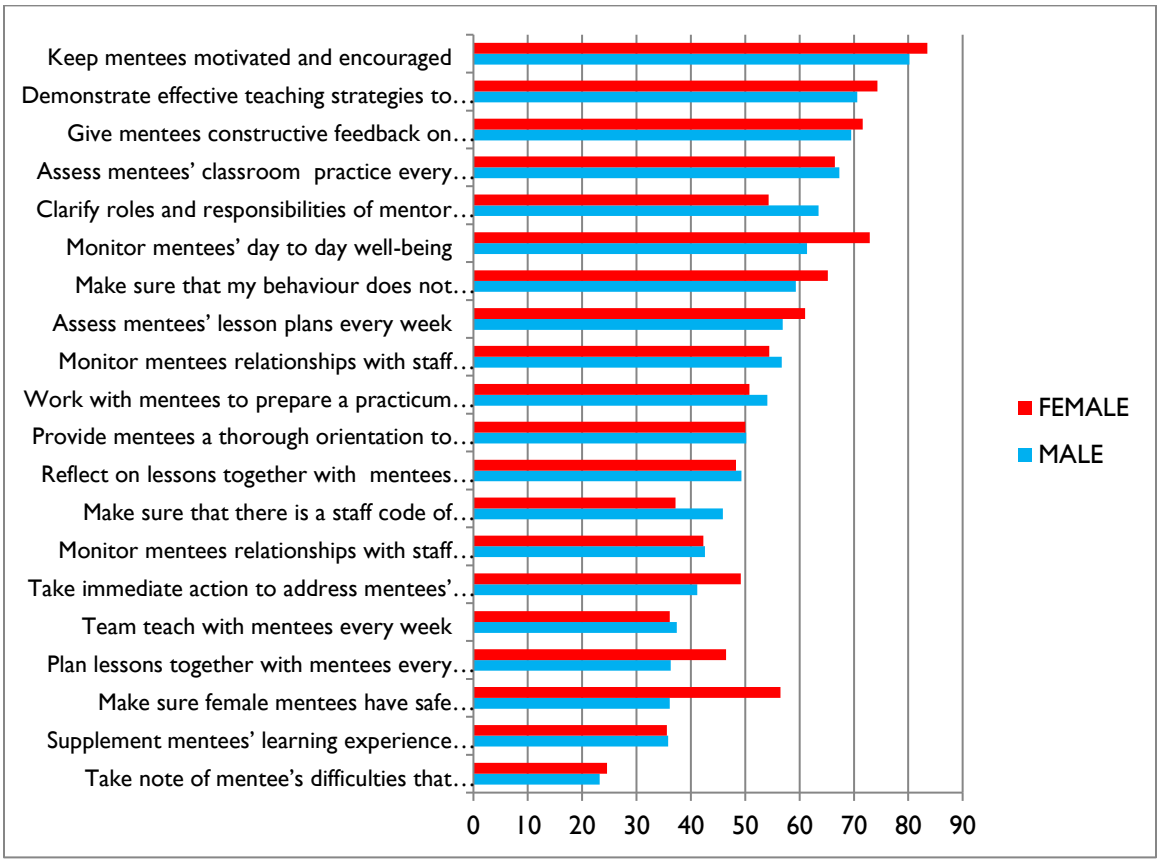
Annex 6b Analysis of mentors and mentees mean scores on specific performance by gender

MENTEES SCORE BY GENDER

	ALWAYS	
	MALE	FEMALE
1. Provide mentees a thorough orientation to the school and mentoring programme	50.2	50
2. Work with mentees to prepare a practicum plan	54.1	50.8
3. Clarify roles and responsibilities of mentor and mentee	63.5	54.3
4. Make sure female mentees have safe accommodation	36.1	56.5
5. Plan lessons together with mentees every week	36.3	46.5
6. Team teach with mentees every week	37.4	36.1
7. Demonstrate effective teaching strategies to mentees	70.6	74.3
8. Reflect on lessons together with mentees every week	49.3	48.3
9. Assess mentees' lesson plans every week	56.9	61

10. Assess mentees' classroom practice every week	67.3	66.5
11. Give mentees constructive feedback on their lesson plans and classroom practice	69.5	71.6
12. Keep mentees motivated and encouraged	80.2	83.5
13. Supplement mentees' learning experience with extra activities and practice	35.8	35.6
14. Monitor mentees' day to day well-being	61.4	72.9
15. Take immediate action to address mentees' problems or needs	41.2	49.2
16. Take note of mentee's difficulties that should be passed on to CoE tutors	23.2	24.6
17. Make sure that there is a staff code of conduct and reporting system for sexual harassment of female mentees	45.9	37.2
18. Monitor mentees relationships with staff members to make sure they are free from sexual harassment	42.6	42.3
19. Monitor mentees relationships with staff members to make sure they are free from bullying or intimidation	56.7	54.4
20. Make sure that my behaviour does not reinforce traditional gender roles (for example, only female mentees/teachers make tea or clean up)	59.3	65.2

MENTEES CHART



MENTORS

	ALWAYS	
	Male	Female
1. Provide mentees a thorough orientation to the school and mentoring programme	31.7	34.5
2. Work with mentees to prepare a practicum plan	41.4	33.2
3. Clarify roles and responsibilities of mentor and mentee	46.9	47.7
4. Make sure female mentees have safe accommodation	29.3	45.7
5. Plan lessons together with mentees every week	40.3	45.3
6. Team teach with mentees every week	30.2	48.8
7. Demonstrate effective teaching strategies to mentees	59.1	65.7
8. Reflect on lessons together with mentees every week	37.7	47.5
9. Assess mentees' lesson plans every week	52.4	54.5
10. Assess mentees' classroom practice every week	77.4	77.7
11. Give mentees constructive feedback on their lesson plans and classroom practice	54.6	67.7
12. Keep mentees motivated and encouraged	60.5	71.1
13. Supplement mentees' learning experience with extra activities and practice	32.3	31.4
14. Monitor mentees' day to day well-being	52.1	59.2
15. Take immediate action to address mentees' problems or needs	41.5	38.1
16. Take note of mentee's difficulties that should be passed on to CoE tutors	17.5	14.4
17. Make sure that there is a staff code of conduct and reporting system for sexual harassment of female mentees	26.4	28
18. Monitor mentees relationships with staff members to make sure they are free from sexual harassment	36.4	40.9
19. Monitor mentees relationships with staff members to make sure they are free from bullying or intimidation	52.4	51
20. Make sure that my behaviour does not reinforce traditional gender roles (for example, only female mentees/teachers make tea or clean up)	43.6	57.4

MENTORS Mentors Score by Gender