ANNUAL T-TEL PROGRESS SUMMARY

1st October 2019 -30th September 2020

State of Implementation

Year 5 of the T-TEL programme (1st October 2019 to 30th September 2020) has been memorable for three major reasons- i.) the commencement in October 2019 of a new B.Ed. in Initial Teacher Education run by 5 universities and their affiliated Colleges of Education (CoE) and the consecutive roll-out of a new standards-based pre-tertiary curriculum in all basic schools; ii.) the closure of all educational institutions from mid-March 2020 in response to the COVID-19 pandemic and the consequent switch to Emergency Remote Teaching & Learning across all CoEs and iii.) the imminent closure of the FCDO-funded T-TEL programme and the corresponding sustainability measures which have been put in place to ensure sustainability, including the establishment of Transforming Teaching, Education & Learning (T-TEL) as a Ghanaian-registered not-for-profit company limited by guarantee.

i.) **Implementation of the new B.Ed. in Initial Teacher Education and standards-based pre-tertiary curriculum:** October 2019 saw the commencement of the new arrangement whereby all 46 public CoEs are affiliated to 5 public universities. Implementation has gone very well, with each of the 4 'new' universities making very good progress against their Roadmaps and ensuring that predicted risks of disruption or miscommunication between universities did not come to pass. The National Implementation Support Team (NIST) chaired by the National Council for Tertiary Education (NCTE) has played an important role as a coordinating forum for universities and CoEs to discuss and resolve issues. The simultaneous introduction of a new standards-based pre-tertiary curriculum nationwide for classes P1-P6 proved an additional benefit as it meant that there was synergy between the new classroom practices in basic schools and the new B.Ed.'s Supported Teaching in School (STS) which saw student teachers from CoEs spending time in 2,000 partner schools each week. It was exciting to visit basic schools across the country and see the new curriculum in action with student teachers and their mentors working together to deliver engaging lessons using a range of interactive approaches. Our major concern now is the damage which prolonged basic school closures since mid-March have had on young people's learning and on the effectiveness of curriculum implementation when schools finally do restart.   This is not such a concern for universities and CoEs as teaching and learning was able to continue remotely for a significant majority of student teachers.

ii.) **Emergency Remote Teaching & Learning:** In response to the institutional closure of all Colleges of Education in March 2020, NCTE, with the support of T-TEL, established a Virtual Learning Taskforce for Teacher Education. This Taskforce included all five mentoring universities and engaged key stakeholders such as the Principals of Colleges of Education (through PRINCOF), College of Education tutors, non-teaching staff and student teachers (through their respective unions and representative bodies- CETAG, CENTSAG and TTAG). The Taskforce met regularly to ensure that teacher education continues through virtual and online learning until such a point as institutions can re-open. Semester 2 of the 2019/20 academic year re-opened online for all institutions on

27th April 2020 and was completed as scheduled in early August. The Taskforce was clear that the approach being used in our teacher education system was 'Emergency Remote Teaching & Learning' which is defined as "a temporary shift to an alternate delivery model due to crisis circumstances". The primary objective is to provide temporary access to instruction and instructional support in a manner that is quick to set up and is reliably available during an emergency or crisis. This approach enabled over 85% of student teachers to attend virtual classes each week from Week 6 of the Semester onwards (with attendance rates peaking at 91% in Week). 4 universities also conducted their end of semester examinations online with average participation rates of over 90%. University of Cape Coast took the decision to conduct examinations on campus (including those for the final year Diploma in Basic Education student teachers who completed in July 2020) and these will be completed by the end of October. Support from Mastercard Foundation enabled the distribution of 2,750 smartphones and 4,750 SD cards by CoEs on a subsidised hire purchase basis to student teachers who were excluded from virtual learning. Mastercard Foundation funds were also used to improve Wi-Fi connectivity in 36 CoEs through NCTE's eLearning Fund.

iii.) **Teacher Education Reform sustainability plans and establishment of T-TEL as an NGO:** A major focus over the past twelve months has been ensuring that measures are in place to sustain and extend the gains made to date in the teacher education system so that these are not impacted by the end of the FCDO-funded T-TEL programme in December 2020. NCTE has been playing an increasingly central role in the effective oversight and coordination of teacher education reforms and this has been reinforced through the creation of the NIST and the development and roll-out of a College of Education Management Information System (CEMIS) which has enabled NCTE to access up to date information about a range of key performance and financial metrics. Sustainability has also been embedded through T-TEL's support to NTC to recruit and train Regional and District Portfolio Assessors who will be responsible for tracking the development of each beginning teacher as they build a portfolio of evidence which demonstrates their competence and adherence to the National Teachers' Standards (NTS) so that they can gain Qualified Teacher Status. Introducing this nationwide portfolio assessment system is an ambitious undertaking but an essential one so that teacher licensing becomes more than just a written exam but is instead something which encompasses the development of a professional portfolio which will be useful to beginning teachers throughout their career. T-TEL has also assisted NCTE to develop a teacher education sustainability plan and the major points from this plan can be found in the 'risks and issues' section of this report.

Following discussions with Mastercard Foundation and the Ministry of Education in late 2019 and early 2020 the management of the FCDO-funded T-TEL programme took the decision to establish a new Ghanaian not-for-profit company limited by guarantee to continue providing high quality advice and support to Ghana's education reforms. This new organization, named Transforming Teaching, Education & Learning (T-TEL) was officially registered on 7th July 2020. T-TEL aims to provides high quality technical advice, project management, research and implementation support services and is a proudly Ghanaian organisation which will utilise local talent and expertise to enable our education system to reach greater heights. T-TEL's first Board Chair is Professor Jophus Anamuah-Mensah whilst Sister Elizabeth Amoako-Arhen is the Vice Chair. The T-TEL Board appointed Robin Todd as the organisation's Executive Director. T-TEL is currently in negotiations with the Mastercard Foundation over an initial $16 million 2-year contract for Phase One of Transforming Senior High School Teaching, Education &

Learning (T-SHEL) with an anticipated start date of November 2020. T-SHEL aims to extend the reforms which have taken place in Ghana's basic schools across all Senior High Schools (SHS) and universities which train SHS teachers. T-SHEL Phase One also contains an element of financial and technical support to assist CoEs in the training of student teachers for JHS.

We present, in the paragraphs below, a summary of findings from JMK's Annual Evaluation Survey which was carried out virtually in July and August 2020 (involving virtual lesson observation and interviews with student teachers, tutors, Principals and basic school mentors) and analyse the learning which we can draw from these findings. Three main lessons from these research findings are set out below.

Lesson 1: Whilst virtual learning (Emergency Remote Teaching & Learning) access rates across the teacher education system are high there is evidence that this approach is less effective than face-to-face teaching & learning. The annual evaluation survey showed that the proportion of tutors using interactive student-focused methods during lessons had dropped since 2019 (to 68% in 2020 compared with 78% in 2019). Whilst this is still a major improvement over the 2015 baseline of 26% it does represent a drop, particularly for female tutors where there was a 15% drop in the proportion using student-focused teaching methods compared with an 8% drop for male tutors.

Tutors demonstrating the use of student-focused teaching methods by sex and subject (%)

Subjects (Male Tutors)	Annual survey (Oct-2015)	Annual survey (Jun- 2018)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020
English	23.3	74.6	80.0	72.4	-7.6
Mathematics	28.6	86.3	72.6	68.2	-4.4
Science	26.0	73.4	79.4	67.4	-12.0*
Total	26.4	78.4	77.1	68.9	-8.2*
Total (N)	220	222	293	241	

Subjects (Female Tutors)	Annual survey (Oct-2015)	Annual survey (Jun- 2018)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020
English	36.7	71.4	83.3	66.7	-16.6*
Mathematics	22.2	78.6	84.2	73.3	-10.9*
Science	5.9	64.7	75.0	58.8	-16.2*
Total	25.0	71.2	81.3	66.1	-15.2*
Total (N)	56	59	75	62	

* $p \leq 0.05$

Tutors noted that one of the main challenges with the virtual online teaching method is Teaching & Learning Materials (TLMs). They explained that the use of TLMs in the classroom helps students to easily understand what is being taught and to make references when needed. However, the use of online platforms makes it difficult for students to make references while online lessons are ongoing. Tutors also indicated that they found it challenging to monitor participation and student engagements during group work and activity-oriented lessons.

Qualitative insights gained from the student teacher focus groups showed significant challenges with network connectivity and quality mobile devices to access lessons. Some student teachers indicated that they did not understand lessons because download of video and audio posted by tutors on the platforms were a challenge due to the networks. These student teachers further indicated that they sometimes rely on their colleagues to provide explanations when they are unable to follow the lessons.

The implications of these findings are that, whilst the switch to virtual and blended learning does have some advantages, particularly considering rapid expansion of access, which we should consider

how to incorporate within teacher education once the COVID-19 situation has normalized, we must also recognise that, within our context, face-to-face instruction is more effective than Emergency Remote Teaching & Learning so we should aim to prioritise it wherever possible.

Lesson 2: The quality and capability of the new B.Ed. student teachers appears to be increasing year-on-year but more work needs to be done to embed their knowledge, understanding and adherence to the National Teachers' Standards (NTS).

T-TEL began measuring student teachers' demonstration of expected graduate attributes in 2019 to ascertain if the introduction of the B.Ed. led to an immediate improvement in quality and performance compared with the Diploma in Basic Education (DBE). The 2019 survey covered 2nd year DBE student teachers and 1st year B.Ed. student teachers whilst the 2020 survey covered 1st year and 2nd year B.Ed. student teachers. The results of this survey (summarised in the table overleaf) show that there was an 11.3 percentage point increase in the proportion of male B.Ed. Year 1 student teachers displaying expected graduate attributes in 2020 compared with their B.Ed. Year 1 counterparts in 2019. The comparative increase for female student teachers was 7.8 percentage points. This suggests that, despite the disruption caused by COVID-19, universities and CoEs are becoming more effective in implementing the new B.Ed.

Even more excitingly, there was a 17.5 percentage point increase in the proportion of male B.Ed. Year 2 student teachers displaying expected graduate attributes in 2020 compared with their DBE Year 2 counterparts in 2019. The comparative increase for female student teachers was 17 percentage points. This is the first comparative empirical evidence which we have collected to directly compare the attributes of B.Ed. student teachers with their DBE predecessors and it reinforces our assumption that the shift from DBE to B.Ed. has had a significant impact on student teacher quality.

Student teachers demonstrating higher levels of expected graduate attributes by sex and year (%)

Level (male student teachers)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020
Year 1	41.4	52.7	11.3*
Year 2	41.6	59.1	17.5*
Total	41.5	55.9	14.4*

* p≤0.05

Level (female student teachers)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020
Year 1	34.7	42.5	7.8
Year 2	39.1	56.1	17.0*
Total	36.9	49.3	12.4*

* p≤0.05

The qualitative survey of student teachers indicated that they attributed their regular visits to partner schools for field practice and observations as helping them to design their own TLMs by learning from experienced teachers. Some student teachers also appeared to suggest that the new curriculum writing guide has helped them to understand inclusion in learning. Thus, they have learned how to attend to the individual learning of pupils, especially persons with disability and special needs.

Whilst the 2020 survey shows a promising increase in the proportion of tutors and mentors who understand and demonstrate the practical application of the National Teachers' Standards (NTS) this

is not the case for student teachers where there has been a slight (not statistically significant) decline in the proportion of student teachers able to demonstrate practical application of the NTS. The tables and figures below illustrate the respective scores for tutors, mentors and student teachers.

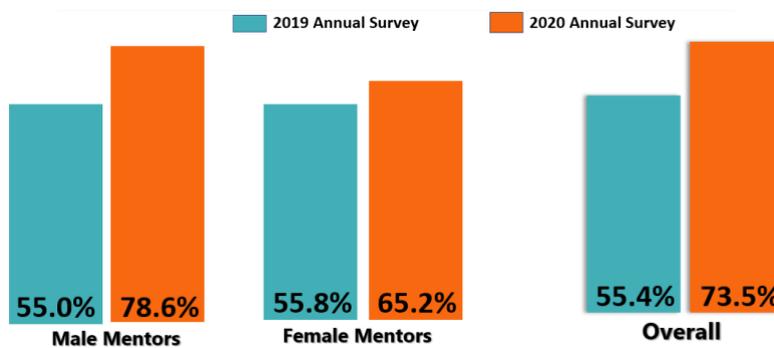*Tutors demonstrating the application of NTS by sex and subject (%)*

Level (male tutors)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020
English	57.7	81.0	23.3*
Mathematics	59.4	80.7	21.3*
Science	61.8	80.0	18.2*
Total	59.7	80.5	20.8*
Total (N)	293	241	

* $p \leq 0.05$

Level (female tutors)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020
English	72.2	76.7	4.5
Mathematics	52.6	73.3	20.7*
Science	50.0	88.2	38.2*
Total	61.3	79.0	17.7*
Total (N)	75	62	

* $p \leq 0.05$

Mentors demonstrating the application of NTS by sex

55.0% 78.6% Male Mentors   55.8% 65.2% Female Mentors   55.4% 73.5% Overall

CoE student teachers demonstrating the application of NTS by sex and year (%)

Level (male student teachers)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020
Year 1	34.0	34.5	0.5
Year 2	35.8	31.7	-4.1
Total	35.0	33.1	-1.9

Level (female student teachers)	Annual survey (Jun-2019)	Annual survey (Jul-2020)	Δ from 2019 to 2020

Year 1	26	23.2	-2.8
Year 2	31.9	29.6	-2.3
Total	28.9	26.4	-2.5

Evaluating the raw scores on the NTS attributes, the survey noted that students obtained higher scores on 'Clarity of expression' and 'What kinds of materials should the teacher use to enhance learning' .The NTS attribute where both male and female students scored least were 'How should a teacher identify students who have learning difficulties and address their needs?'.

Whilst the ability to demonstrate practical application of the NTS may have been impacted by the closure of institutions and the shift to Emergency Remote Teaching & Learning, it is clear from these results that there needs to be a concerted effort over the coming year from tutors and mentors to ensure that B.Ed. student teachers are able to demonstrate application of the NTS. The NTS form the basis of teacher professionalisation in Ghana so it is essential that beginning teachers can demonstrate practical application of the NTS after they have completed their four-year B.Ed. and entered their portfolio assessment practice year.

Lesson 3: There has been very significant positive progress over the past twelve months in putting in places systems and processes to address sexual harassment in CoEs and ensuring that CoEs provide an inclusive, gender-sensitive environment. This provides a solid foundation for continued progress through implementation of CoEs' new GESI Action Plans aligned to NCTE's National GESI Strategy and Action Plan for Teacher Education (2020-2025).

The effectiveness of NCTE and T-TEL's efforts to establish Safe Space Focal Person (SSFP) systems in all 46 CoEs to address sexual harassment were measured as part of the Annual Evaluation Survey. To be classed as 'effective' each CoE had to cumulatively achieved 8 sub-indicators:

i.) CoE has sexual harassment policy in place; ii.) CoEs has dedicated meeting place for reporting sexual harassment; iii.) CoE with sexual harassment policy aligned with national policy; iv.) CoE has disseminated the policy widely to the CoE community; v.) % of CoEs with channels for reporting sexual harassment; vi.) CoE has SSFPs; vii.) CoE with SSFPs formally appointed by CoE management; viii.) CoEs with grievance committees in place.

Based on the computation of the indicator from achievement of the 8 sub-indicators above 38 of the 46 CoEs (83%) have a dedicated and effective safe space focal person system, staff trained by SSFPs with student teachers believing these systems is enabling and empowering the college community to report sexual harassment issues in a confidential and safe environment.

Furthermore, it is encouraging to note that student teachers interviewed as part of the annual evaluation survey had a high level of awareness of their CoE's sexual harassment policy (over 94%), while 87% were aware of channels for reporting sexual harassment, 67% knew the names of their SSFP and 90% believed that their CoE's system was effective. These are very positive results and demonstrate the considerable progress which has been made in responding to sexual harassment in CoEs since October last year.

Results of responses from student teachers

Student Teacher scores	Female students	Male students	Overall
Awareness of CoEs sexual harassment policy	(690) 94.9%	(700) 94.3%	(1,390) 94.6%
CoE organised any dissemination/orientation on the college's sexual harassment policy	(673) 97.5%	(663) 94.7%	(1,336) 96.1%
Are you aware of channels for reporting sexual harassment?	(614) 89.0%	(598) 85.4%	(1,212) 87.2%

Do you know who your SSFP is?	(487) 70.6%	(450) 64.3%	(937) 67.4%
In your opinion, do you believe that your college has an effective sexual harassment response system	(624) 90.4%	(637) 91.0%	(1,390) 90.7%

The effectiveness of efforts to address GESI issues in CoEs was further demonstrated by a significant increase in the number of CoEs which were assessed as "ensuring an inclusive gender-sensitive environment". This indicator was measured by calculating the percentage of CoEs that meet or exceed a specified number of points on a composite scale based on three instruments: (a) the CoE Principal Interview Guide; (b) the Tutor Lesson Observation Tool; and, (c) the CoE Student Questionnaire. See Box 3.9 for criteria for measuring the indicator. Results from the 2020 survey show that there has been a 20.1 percentage point increase in the number of CoEs that ensure an inclusive, gender-sensitive environment, increasing from 17.4 percent in 2019 to 37.5 percent in 2020.

Whilst there is still clearly more to do to improve the number of inclusive, gender-sensitive CoEs, these results provide a solid foundation for continued progress through implementation of CoEs' new GESI Action Plans aligned to NCTE's National GESI Strategy and Action Plan for Teacher Education (2020-2025).

T-TEL Plans for Quarter 22

As we write this Annual Report the final closure of the FCDO-funded T-TEL work feels very close. T-TEL shut our five zonal offices at the end of August 2020 and laid off most of our staff to coincide with the end of the 2019/20 academic year in CoEs. Those staff who have remained have been occupied in programme close-out activities and in supervising the Mastercard Foundation co-funded work on improving Wi-Fi Connectivity and Virtual Learning (a full report of these activities will be submitted to both Mastercard Foundation and FCDO by 31st October 2020). Aside from this ongoing work on Wi-Fi Connectivity work (where we have recently extended our support to an additional 9 CoEs following an initial support package for 27 CoEs) the two most significant activities left to carry out over the coming months are i.) a final T-TEL Learning Event which is currently scheduled for 22nd October and ii.) a sub-grant to Sabre Education to work with 3 universities to provide training on the use of Play-Based Approaches to support their delivery of the B.Ed. in Early Childhood Education in their affiliated CoEs. This activity had been scheduled to take place earlier in the year but was delayed because of the institutional closures occasioned by COVID-19. It is important that this is completed before the end of November 2020 because Mastercard Foundation has been clear that T-SHEL programme funds can only be used to support JHS teacher education in CoEs and that it is not permissible to use them to support Early Childhood related activities.

Risks and Issues

T-TEL has produced a comprehensive risk register which is regularly reviewed, updated and shared with FCDO. The latest version of this risk register, updated on 9th October 2020, does not show any deterioration or severity across any of the risk categories. As the T-TEL programme is now entering its last few months we have taken a different approach to risk in this current report and, rather than setting out the most significant risks to the programme (which are now diminishing in severity as the amount of work remaining to complete decreases) we have set out below the most significant risks to sustaining Ghana's teacher education reforms over the coming years along with proposed mitigation measures. The text below is taken from a briefing note which T-TEL prepared for the Ministry of Education on 30th September 2020 as part of considerations of teacher education reform sustainability.

Issue 1: Addressing infrastructure constraints within Colleges of Education. The requirement to accommodate 3 or 4 years of student teachers on campus (3 or 4 depending on the structure of Supported Teaching in School (STS) which is agreed from 2021/22 onwards) requires additional investment in infrastructure as CoEs have only had to accommodate 2 years of student teachers on campus up to date. Failure to construct more classrooms and dormitory facilities will mean that it is difficult for CoEs to implement the four-year B.Ed. in line with the National Teacher Education Curriculum Framework (NTECF).

Recommendation: The use of blended learning for the 2020/21 academic year (with Year 1 student teachers on campus throughout and Year 2 and 3 alternating between on campus and virtual learning in 6-week blocks) has bought some more time for the Government of Ghana to address this issue. NCTE has firm information about which CoEs require additional facilities and this has been passed on to GETFund who have stated that this is a priority as soon as funding becomes available. A number of these required facilities are already partially constructed and don't require much additional investment to be ready. NCTE needs to ensure that GETFund has constructed these additional facilities by October 2021. If this deadline has not been met that contingency measures will be implemented including the potential extension of virtual and blended learning (where attendance rates of up to 90% for Semester 2 of 2019/20 show that mass participation in effective virtual learning is possible) or the restructuring of STS to extend the time which student teachers spend off campus.

Issue 2: Ensuring that Supported Teaching in School (STS) is carried out in line with the NTECF and NTC. STS is a critical aspect of the new B.Ed. curriculum and there is a risk that it is undermined by a lack of transportation provision in CoEs and because some basic partner schools are not following the approaches and methodologies which student teachers are learning from tutors in Colleges of Education.

Recommendation: NCTE has made Government of Ghana aware of the need to prioritize additional transport provision and buses in CoEs so this needs to be prioritized. The National Implementation Support Team (NIST) and the Affiliation Monitoring Checklist will be used as a means of ascertaining the extent to which all CoEs are fulfilling their obligations under STS. In the short-term universities have made use of pre-recorded video clips of lessons to ensure that STS can continue through virtual learning and NCTE will encourage the further development of relevant video lessons.

In 2018 all 46 CoEs signed School Partnership MoUs with their partner schools and the 88 MMDDEs who oversee these partner schools. Whilst this was a positive step in ensuring that there is a common approach and understanding of the importance of STS it has since become apparent that more work is required to raise awareness of these MoUs. It seems that in several districts there is limited awareness amongst staff about the existence of these MoUs and their implications for cooperation and collaboration and this is something which we must all work to address. Under the 'new T-TEL's' T-SHEL[1] programme support will be provided through universities to support CoEs to work with MMDDEs to implement these MoUs effectively across all partner schools.

Issue 3: Ensuring that assessment of B.Ed. student teachers is aligned with the National Teacher Education Assessment Policy (NTEAP). The National Accreditation Board (NAB) approved the NTEAP in 2019. The NTEAP sets out a standardized approach to assessment which needs to be followed by all universities and CoEs to ensure consistency in the grading of the B.Ed. in Initial Teacher

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[1] Transforming Teaching, Education & Learning (T-TEL) was established as a Ghanaian registered NGO in July 2020 and is currently in negotiation with Mastercard Foundation for an initial $16 million 2 year grant for a programme called 'Transforming Senior High School Teaching, Education & Learning (T-SHEL). Whilst the majority of funding in this programme will be dedicated to SHS there is a proportion which can be used to support CoEs.

Education. NCTE through NIST has held discussions with all 5 universities and they have agreed to implement the NTEAP from the start of the 2020/21 academic year onwards for all new entrants (some universities have already started implementing it). UCC has raised a few concerns about one aspect of the NTEAP (course weighting) where NAB is providing clarity on the way forward. NCTE and NAB will now need to ensure that all universities and affiliated CoEs adhere to the NTEAP going forward.

Recommendation: NCTE established the National Implementation Support Team (NIST) in November 2019. NIST is chaired by the Executive Secretary of NCTE and is the body responsible for overseeing and coordinating implementation of the teacher education reforms. NIST membership includes NAB, PRINCOF, 5 universities, representatives from CoEs and T-TEL staff and key advisers. NIST meetings are held quarterly (the last meeting was held on 12th August) and are organised and coordinated by NCTE. These NIST meetings will continue to be held quarterly for the foreseeable future. T-TEL zonal staff have played an important role in NIST meetings by submitting reports using the Affiliation Monitoring Checklist to assess the extent to which universities and CoEs are meeting their respective obligations as set out in their Affiliation Agreements. Going forward this role will be carried out by the new T-TEL technical staff embedded in each of the 5 universities as part of the Transforming Senior High School Teaching, Education & Learning (T-SHEL) programme which is scheduled to begin in October 2020. New T-TEL staff will play this role because i.) reporting requires the existence of a neutral third party who is neither an employee of a university or a CoE and ii.) this reporting is a time-limited function as it will no longer be necessary once the Affiliation Agreements expire in 2023. NAB will be brought in by NCTE to play a specific role each year in assessing adherence to the NTEAP as part of the Affiliation Monitoring Checklist assessment process. This report will be sent to NCTE and disseminated through NIST.

Issue 4: Supporting universities and Colleges of Education so that they make effective use of ICT to support virtual and blended learning. The teacher education system responded well to the COVID-19 pandemic and the shift to virtual learning and this enabled Semester 2 of the 2019/20 academic year to be carried out online between 27th April and 14th August 2020 with weekly student teacher attendance rates of over 90% being achieved by the end of the Semester. This needs to be used as a platform to further extend effective ICT usage in universities and affiliated CoEs.

Recommendation: Through Mastercard Foundation support NCTE has already distributed smartphones and SD cards to many needy student teachers and established a CoE eLearning Fund which will be used to improve virtual learning. 27 CoEs have already benefitted from this CoE eLearning Fund which is being used to improve Wi-Fi connectivity with a further 9 CoEs to follow. NCTE is confident that this will enable CoEs to have sustainable access to connectivity. Going forward the MoE has plans in place to ensure free high-speed internet access for all CoEs and there is provision in the Mastercard Foundation T-SHEL programme to make additional investments in ICT connectivity and virtual learning.

Issue 5: Enacting any legislative changes required to reflect the new relationship between universities and Colleges of Education after the end of the current transition agreements in 2023. If CoEs are to become part of affiliated universities from 2023 onwards then Act 847 will need to be revised to make provision for this. There are several sensitivities which need to be addressed including the ongoing role of religious organisations which founded many of the CoEs. These discussions will need to be handled carefully so as not to disrupt the reforms.

Recommendation: Potential revision of Act 847 has been delayed following discussions with the Ministry of Education and NCTE. It needs to happen before 2023 so this is a task which can be taken up by NCTE with support from the new T-TEL if required to help organise consultations etc. The

revision of Act 847 is not a resource intensive activity and is something which can be adequately handled by NCTE once the Government of Ghana has provided clarity on the future institutional arrangements which they want to implement. NCTE has significant experience in carrying out consultations and introducing legislative changes.

The Teacher Education Reform Roadmap for 2020

T-TEL developed a detailed implementation Roadmap for the Teacher Education Reforms in January 2020 setting out 20 Key Performance Indicators (KPIs) which needed to be achieved during 2020 in order to ensure successful implementation of the teacher education reforms. In response to the shift to virtual learning brought about through the closure of all universities, Colleges of Education and schools the Roadmap was revised on 8th April to include an additional 5 KPIs related to teacher education's COVID-19 response and virtual learning.

The third quarterly review of the 2020 Roadmap took place on 8th October and the status of each KPI is set out on the following pages. As of 8th October 2020 we ranked 21 KPIs as Green (up 7 from the 14 which were rated as Green on 9th July), 2 KPIs as Amber/Green (down 6 from the 8 rated A/G on 9th July) and 1 KPI as Amber/Red (down 1 from the 2 rated A/R on 9th July). 1 KPI was rated 'N.A.' as it had been decided in consultation with the Ministry of Education and with the likely start of the 'new' T-TEL programme to postpone the consultation and revision of Act 847 until 2021. In total 0 KPIs had got worse (decline in rating) since 9th July whilst 7 KPIs had got better (improved in rating) since 9th July.

This extremely positive improvement in KPI ratings reflects the restart of many planned activities between July and September either through virtual or face-to-face means since the start of July 2020. It also reflects the fact that the T-TEL programme is ending and most activities have now been successfully completed.

The only KPI which remains Amber/Red is that related to Supported Teaching in School (STS) which continues to be impacted by the ongoing closure of basic schools. A headline summary of progress against each KPI is also set out below:

National education policy system effective performance monitoring and oversight
- KPI Summary *(details of activities under each KPI on slides 14-16)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating		Trend since previous report & progress to date
1.1	**Reform Secretariat reporting & support:** Providing Quarterly Reports and updates on teacher education reform through NCTE; providing advice and support to Reform Secretariat if requested.	Robin Todd	Ongoing to Dec 2020	G	↔	KPIs in NCTE's 2019 Roadmap achieved in full; support provided to NCTE to finalise 2020 Roadmap; conducted FLN assessment which was presented to Minister and senior officials. Assisting NCTE with annual progress reporting review and Q2 Performance Report.
1.2	**Research & Learning :** Completion of qualitative studies on changes in teaching practices observed through quantitative survey data; implementation of annual evaluation survey; Study on Attitudes towards the Teaching Profession carried out by consortium of 5 universities and report disseminated; sustainability plan produced and implemented.	Abdul-Karim Kadiri	Ongoing to Dec 2020	G	↑	Teaching Profession attitudes study cancelled due to school closures and requirement to make budget savings. Annual Evaluation Survey completed virtually in July/August 2020 with a focus on CoEs given the ongoing closure of partner schools. Decision needs to be made as to whether to conduct partial JHS 2 survey in November 2020 or to wait until 2021 annual survey which will now be overseen by NCTE.
1.3	**National Communications:** SHS outreach and Early Grade campaign; Digital media and PR support; production of short films outlining T-TEL's work and the teacher education reforms; lesson documentation and knowledge management; Data visualisation to support understanding and behaviour change in relation to reforms; migration of website and creation of microsites.	Bernice Bangfu	Ongoing to Dec 2020	G	↔	SHS Outreach, Early Grade and Teacher Education Reform journey films completed and released. Early Grade film shown on Joy News and Adom TV as part of Ghana Teacher Prize in October 2020. B.Ed. Microsite performing well, plans being developed to transition T-TEL website to the 'new' T-TEL NGO. Final T-TEL Learning Event scheduled for 22nd October 2020.

Strengthened quality assurance and regulatory system - KPI Summary *(details of activities under each KPI on Slides 17-21)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating	Trend since previous report & progress to date
2.1	**Strengthened NCTE (including CEMIS):** Support NCTE to set up and install College of Education Management Information System (CEMIS); to implement National GESI Strategy and Action Plan and to conduct training for any newly-constituted College Councils.	Sam Awuku	31st March (CEMIS installation) 31st Dec (GESI & Councils)	G ↑	CEMIS installation completed and training carried out virtually. All CoEs connected to CEMIS via the cloud and operating the system with servers installed. Official launch scheduled for 21st October 2020.
2.2	**Strengthened NTC:** Support NTC to design a Portfolio Assessment system for teacher licensing and conduct training for all Moderators and Assessors once they have been recruited; to ensure that the design of the teacher licensing system is appropriate and is publicised and promoted accurately and effectively; and introduce a points-based teacher promotion and professional development system which incentivises mentors.	Sam Awuku	30th Sept (Portfolio Assessment) 31st Dec (licensing promotion and teacher devt)	G ↑	All Regional Assessors and District Assessors have been recruited and training was carried out successfully in September 2020.
2.3	**Strengthened NAB:** Support NAB to implement and quality assure the National Teacher Education Assessment Policy; finalise and publish QAAAI reports on 6 'new' public CoEs; and develop plans for conducting follow-up QAAAI assessments of CoEs.	Sam Awuku	31st Dec (assessment) Feb & Oct (QAAAI)	G ↔	QAAAI assessments completed and ratified by Board. NTEAP implementation commencing 2020/21.
2.4	**Support to GES & PRINCOF:** Raise awareness and understanding of National School Partnerships policy and provide support where required to ensure that the teacher education system reinforces delivery of the new pre-tertiary curriculum; ensure that 10 TLM Resource Centres are established and equipped in selected CoEs and that the impact is documented.	Sam Awuku & Augustus Asah-Awuku	31st Dec (School Partnerships) 30th July (TLM Resource Centres)	G ↑	TLM Resource Centre contracts signed and funds released to all 10 CoEs. Progress has been slower than originally anticipated in workplans because of institutional closures. All funds have now been released and work completed as of end September 2020.
2.5	**National Implementation Support Team:** Develop and agree NIST; affiliation agreement checklist produced and approved; quarterly reports produced against affiliation agreement checklist and submitted to Reform Secretariat.	Robin Todd	February (ToRs & Checklist) December (reporting)	G ↔	ToRs and Affiliation Agreement Checklist tabled and approved at 7th February NIST meeting. latest Quarterly Report was tabled at the 4th NIST meeting on 12th August.

5

Curriculum reform implemented through universities and affiliated Colleges of Education – KPI Summary *(details on slides 22-26)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating		Trend since previous report & progress to date
3.1	**University CPD planning and implementation (university-level activities):** Development and implementation of 2020 CPD Roadmaps for 5 universities; ongoing support through NIST and T-TEL zonal teams; and finalisation of all Course Manuals for Years 2, 3 and 4 of the B.Ed.	Professor Jophus Anamuah-Mensah	30th January (Roadmaps) 30th June (Year 2) 31st Dec (Years 3 & 4)	G	↑	Roadmaps received and progress made 4th NIST meeting held on 12th August. Year 2, 3 and 4 Course Manuals finalised and awaiting publication on Resources Hub.
3.2	**Tutor Professional Development (PD & TPLC Sessions) and curriculum implementation (CoE-level activities):** Support delivery of 2019/20 Semester 1 PD & TPLC sessions; develop 2019/20 Semester 2 PD & TPLC session concept, approach and supporting materials; support delivery of Semester 2 sessions and develop plans for 2020/21 academic year.	Professor Jonathan Fletcher	Feb 2020 (Semester 2 materials) Sept 2020 (2020/21 plans)	G	↔	Semester 1 sessions completed with average attendance of 85% across all CoEs. Semester 2 sessions completed virtually with attendance rates of 86%. Plans for 2020/21 academic year being taken forward by 5 mentoring universities.
3.3	**Planning for revision of Act 847 and new institutional arrangements between CoES and universities:** Develop plan and hold consultations on revision of Act 847 involving all concerned stakeholder groups; revise Act 847 and develop timetable for it to be tabled in Parliament ahead of the end of the transition period in 2022/23.	Robin Todd	Oct 2020 (consultation) Nov 2020 (redraft & revisions)	N.A.	↔	Given other issues ongoing and likely extension of T-TEL support through Mastercard Foundation this activity has been postponed until 2021.
3.4	**Ensure compliance with National Teacher Education Assessment Policy:** support universities to raise awareness of National Teacher Education Assessment Policy and Framework; provide ongoing support to tutors through university coordinators; monitor and report on progress to NAB and NIST.	Professor Jophus Anamuah-Mensah	March 2020 (awareness) Mar-Dec 2020 (ongoing implement)	A/G	↔	Implementation from 2020/21. Awareness raising ongoing. Progress report tabled at NIST on 12th August, still some issues with compliance. NAB has written to NIST confirming UCC must comply.
3.5	**Implementing the 2020-2025 National GESI Strategy within universities and the B.Ed curriculum:** Raise awareness amongst 5 universities on the GESI strategy and ensure implementation and reporting of relevant activities to NCTE, NAB and NIST	Dinah Adiko	April 2020 (awareness) Dec 2020 (implement)	G	↔	Activites ongoing, NCTE reporting progress as part of 2019 Roadmap for Ministry of Education and Reform Secretariat.

Strengthened institutional environment within Colleges of Education enabling them to meet new standards - KPI Summary *(details on slides 27-31)*

KPI	Description	Internal Responsibility	Deadline	RAG Rating		Trend since previous report & progress to date
4.1	**Transition Support Fund:** conduct 2ⁿᵈ TSF Assessment round, validate results and release payments; finalise and circulate learning points; conduct final Assessment round virtually; monitor use of funds with NCTE and report on impact in terms of additional training and qualifications gained.	Noshie Iddisah & ZTLs	Jan 2020 (learning) July 2020 (next round)	**G**	⬌	Final round of virtual TSF assessment carried out in July 2020 across all 46 CoEs. All CoEs passed.
4.2	**Leadership & Management:** implement Leadership & Management training sessions for 'new' CoE Principals and refresher training for all 46 Principals; ensure that NAB approves the Education Leadership Qualification Curriculum Framework (ELQCF) and support universities to develop a qualification aligned with the ELQCF.	Sam Awuku	Sept 2020 (L&M training) Dec 2020 (qualification)	**G**	⬌	Visits made to CoEs in March and August 2020 to provide support on leadership issues. ELQCF produced in draft and is with NAB and NCTE for further action (to be taken forward under T-SHEL). Leadership Book almost ready for publication.
4.3	**Financial Management strengthening within CoEs:** Ongoing support to CoEs to install and operate QuickBooks; assessment of usage at the end of Q1; work with NCTE to address these issues.	Noshie Iddisah & ZTLs	June 2020 (assessment & usage)	**G**	⬌	Installation and training completed across all 46 CoEs. 96% of CoEs currently using QuickBooks, exceeding target of 70% by Q3.
4.4	**GESI Strategy implementation within CoEs:** Raise awareness across CoEs of the GESI Strategy and assist them to develop their own institution-specific GESI Action Plans; monitor progress against Action Plans and provide support where required; ensure that all CoEs have effective Safe Space Focal Persons (SSFP) systems.	Dinah Adiko, Marj Tackie & ZTLs	April 2020 (action plans) Sept 2020 (implement & support)	**G**	⬆	All CoEs have completed GESI Action Plans and submitted to NCTE. All 46 CoEs appointed two SSFPs, one male, one female accordingly and 93% of these SSFPs have been given official letters of appointment with clear job descriptions.
4.5	**Dedicated support to 6 'new' Colleges of Education:** Ensure that all 6 'new' CoEs have received their QAAAI assessment reports and have developed improvement action plans; have completed PBR and GRIPs and received funds.	Sam Awuku, Prof Fletcher, Noshie Iddisah & ZTLs	April 2020 (QAAAI, GRIPs & PBR)	**G**	⬌	All CoEs passed their QAAAI assessments and all CoEs also completed their GRIPs and PBR and have received funds.

7

Partner Schools aligned with new curriculum and delivering effective teaching and learning - KPI Summary

KPI	Description	Internal Responsibility	Deadline	RAG Rating		Trend since previous report & progress to date
5.1	**Supported Teaching in Schools and new pre-tertiary curriculum implementation:** Ongoing support through zonal teams to CoEs to strengthen STS within partner schools and engagement with MMDDEs on implementation of National School Partnerships Policy; support CoEs to ensure that basic school curriculum is being implemented effectively in partner schools; development and distribution of Supported Teaching in School (STS) Year 3 Handbook and facilitation of College-based mentor training; ensure that partner schools are aware of the national GESI Strategy and Action Plan for Teacher Education and take responsibility for ensuring zero tolerance to sexual harassment within their institutions.	Professor Jonathan Fletcher & ZTLs	July 2020 (zonal support) September 2020 (School Partnerships & GESI) October 2020 (Year 3 STS Handbook & training)	A/R	⟷	Achieved Deliverable 2: 80% of CoEs can demonstrate effective linkages across the majority of partner schools. Good progress made during Q1 on strengthening relationships between CoEs and RMMDDEs but meetings not possible currently because of COVID-19, likewise good progress with new pre-tertiary curriculum implementation which has also been halted. Rating deteriorated due to school closures due to COVID-19 which have prevented interactions with partner schools and STS.
5.2	**District and stakeholder communications:** Conduct Early Grade and SHS communications campaign to increase awareness of teaching as a degree level profession; support CoEs and universities' efforts to publicise teacher education through their PROs and communications teams; raise awareness and understanding within RMMDDEs of teacher education reforms and the role of STS in the new B.Ed; and conduct Public Opinion Survey using the same methodology as in July/August 2019 to determine whether there have been changes in awareness and support for the teacher education reforms.	Bernice Bangfu & ZTLs	July 2020 (Early Grade and SHS) August 2020 (public opinion survey) September 2020 (university, CoE & RMMDDE support)	A/G	⟷	SHS campaign delayed because of COVID-19 and admissions issues but Early Grade film was shown on Joy News and Adom TV with accompanying social media publicity. Focus of local communications efforts is on virtual learning. Good work being carried out by many CoEs in strengthening collaboration with MMDDEs.

8

COVID-19 Response and Virtual Learning- KPI Summary

KPI	Description	Internal Responsibility	Deadline	RAG Rating		Trend since previous report & progress to date
6.1	Using social media for regular communications on COVID-19 issues, health messages and updates on virtual learning. Creating a B.Ed microsite for student teachers on the T-TEL website containing all B.Ed course materials for Year 1 and Year 2 courses with a separate area for student teachers and tutors.	Enock Gyan & Isobel Wilson-Cleary	17th April (microsite) Ongoing (comms)	G	↔	COVID-19 communications campaign carried out which showed that 89% of student teachers and 96% of tutors had high awareness of risks and prevention measures. B.Ed. microsite established on the NCTE website with over 5,000 users to date.
6.2	Ensuring that university virtual learning systems are extended to cover all affiliated CoEs and student teachers.	Beryl Opong-Agyei, Sam Awuku & University Leads	Ongoing to 14th August	G	↔	Over 95% of B.Ed. student teachers are now registered on university virtual learning platforms and this will be used for assessment purposes.
6.3	Ensuring that as many B.Ed. student teachers as possible participate in virtual learning delivered by their CoE tutors and conducting regular online lesson observation to ensure quality of tuition.	Beryl Opong-Agyei, Sam Awuku & ZTLs	April 2020 and ongoing	G	↔	Over 86% of B.Ed. student teachers attended virtual lessons each week through a combination of university and CoE platforms.
6.4	Enhance tutors' capacity to deliver online by providing training on virtual and distance learning teaching techniques. Conduct weekly PD and TPLC sessions following manuals prepared by mentoring universities.	Prof Fletcher & ZTLs	April 2020 and ongoing	G	↔	1,897 participants in Amsterdam University Online Education Training. 86% of tutors participated in PD and TPLC sessions across all 46 CoEs.
6.5	Incorporate GESI Responsive Guidelines into all virtual learning activities and take actions to ensure that the needs of all learners are taken into account. Introduce measures so that the most vulnerable do not suffer disproportionately due to lost learning time and are able to re-engage once the suspension on educational institutions is lifted.	Dinah Adiko & Marj Tackie	April 2020 and ongoing	G	↑	GESI Responsive Guidelines for Virtual Learning have been created, quality assured and circulated to all relevant stakeholders, universities and CoEs. 4,750 phones and 2,750 SD cards distributed to disadvantaged student teachers who are excluded from virtual learning.

9