



Challenge Fund: End of Project Learning Event Report

Mobilizing Local Resources and Partnerships to Improve the Professional Preparation of Pre-Service Teachers in Ghana's Colleges of Education

July 18 -19, 2018
Capital View Hotel, Koforidua

1.0 Introduction

*“When I was posted to my school of practice, Atomic Hills 2 Basic School in Ashongman Estates, I was first sent to class one. In that class, I realised the pupils had challenges with calculation. I came up with an innovative TLM called “The Spotted Butterfly” to help in the consolidation of addition of two-digit numbers, which helped the pupils to learn mathematics with ease. In the second semester of my practicum, I was sent to the same school, but in class four. There, I realised pupils had reading challenges. Again, I came up with another TLM called “The Reading Registration Centre” to address the poor reading of the students. **The reading registration model has been adopted by my school of practice to address poor reading for students in the whole school”.***



Gloria Sarfo Nyamekye, is a Mentee from the Accra College of Education. Her capacity was built on how to develop innovative TLMs to improve on her practical classroom skills. The implementation of the Challenge Fund project contributed to the improvement of her pedagogical knowledge and content knowledge. It helped her to realize her strengths, to improve on her weaknesses, and to come up with opportunities to reduce any threats during teaching practice.

Gloria Sarfo Nyamekye with her TLMs; The spotted Butterfly and The Reading Registration Centre.

The Challenge Fund project has contributed many innovations at the Colleges which are geared towards improving teaching and learning at the basic school.

2.0 Background

As part of strategies to achieve its overall programme outcome, T-TEL earmarked funds under the Challenge Fund (CF) to invest in Colleges and their partners to make tangible contributions to better quality teaching and learning, and to girl-friendly and learning-enabling schools. The CF is a competitive funding mechanism for Colleges to address challenges and issues that constrain their achievement of quality education outcomes.

Between August and November 2016, T-TEL awarded grants to 33 Colleges to implement interventions that will improve the quality of teaching and/or support innovative activities that enable better learning outcomes. The implementation period ranged between approximately 12-18 months.

The Challenge Fund interventions covered specific innovations under the following key issues:

- Trainee teachers’ practical experience of teaching
- Professional development of college tutors
- Quality teaching and learning materials in Colleges
- Girl-friendly and inclusive Colleges
- College management
- Partnerships between colleges, schools and districts

Eight colleges – Enchi, Accra, Ada (Mt. Mary), Offinso, Wesley, NJA, Bimbilla and St. Louis - have successfully completed their projects. As part of our commitment to capture learning, share innovative practices and to ensure sustainability of all the project outcomes, the fourth end of project learning event with the theme - *Mobilizing Local Resources and Partnerships to improve the professional preparation of Pre-Service Teachers in Ghana’s Colleges of Education* - was held at the Capital View Hotel, Koforidua, on the 11th and 12th of July 2018.

1.1 Overview of Learning Event Methodology and Process

A total number of 64 participants (see Annex 3 for participant list) comprising, as is relevant to a College- the Challenge Fund Project Lead, College Accounts Officer, a key member of the implementation team, a Lead Mentor of a target partner school, a target District Director of Education, a District Assembly Rep (DCE/DCD/Chairperson Social Services Sub-Committee), a Traditional Ruler/Rep, Mentee, attended the Learning Event. All Colleges were represented, except St. Louis who could not participate due to some challenges faced by the team.

A combination of presentations (in plenary) of projects and experiences followed by discussions were used to ensure informed and engaging reflections and deliberations. To show-case achievements and encourage learning, guided tours of Colleges' exhibitions profiling the interventions of the colleges were included in the program.

1.2 Emerging Innovations Proposed for Scale-up

- **Scaling up e-portfolio system:** The e-portfolio system from Ada/Mt. Mary Colleges of Education was the highlight of the event. All Colleges agreed that, it was a good system which should be replicated in all Colleges of Education. Going forward, it was proposed that it should be incorporated in the new B.Ed. Curriculum by NCTE for all Colleges.
- **TLMs Resource Centres:** The use of TLMs is very important in practical lesson delivery. For scale up, it was suggested that, all Colleges of Education should develop a resource centre for TLMs. There should be a catalogue of TLMs and suggested materials for developing such TLMs in every college.
- **Improving Support to PWDs:** Looking at the achievements of the NJA project, another aspect that T-TEL agreed to scale-up was the area of Gender Equality and Social Inclusion (GESI) especially in working to improve support for people with disability.
- **Stakeholder Participation and Collaboration:** Taking a cue from the Offinso project, it was discovered that a lot can be achieved by Colleges of Education when they work with their stakeholders. Participants agreed that, going forward, they will improve on their relationship with their stakeholders – Traditional leaders, district assembly, etc.
- **Collaboration among Colleges of Education:** Going forward, Colleges would build partnerships and learn from each other to improve on areas that are relevant to their respective Colleges for which their partner Colleges have made strides.

2.0 Learning Event Activities

2.1 Setting the Scene and Getting Inspired

Day One

To set the scene and inspire participants for the day, a unique style was used to open the session and introduce participants to the workshop. Four different pictures depicting different communication styles were posted on the wall and participants were asked to stand by the one that most depicts the communication style they would normally use to communicate with their stakeholders.

From these four groups, participants chose leaders who introduced the rest of the team. They also gave reasons for choosing the particular communication style and the group's expectation for the workshop. Most of the participants gathered round the picture depicting 'stakeholder engagements creating room for sharing ideas'. The expectations given for the event are summarized in table (1) below;

Table (1): Summary of participants' expectations:
<ul style="list-style-type: none">• To share project successes and learn from other colleges and improve on weaknesses of colleges• To share and learn from other colleges project achievements and challenges• To acquire new ideas from participating colleges to help sustain achievement made from projects• To identify and share new ideas to improve upon existing situations in the colleges.

2.2 Welcome address from the Team Leader

The Team Leader for T-TEL, Robin Todd, gave the welcome address and referred to T-TEL as being there to serve the Colleges and to ensure that all Colleges of Education are prepared for the new B.Ed. Programme - to implement the new curriculum and use all modes of teaching, such as using TLMs to teach.

He mentioned some of the good practices and issues he observed on his field trips to most of the Colleges of Education. He cited that, he is very impressed with the TLMs Enchi College has produced. He also touched on Ada's E-portfolio as a very good concept that can be replicated for all colleges and urged all to listen carefully to Ada's presentation on the e-portfolio. Regarding the new curriculum, he mentioned that 30% of the assessment will be based on practical assessment, however, how do we know that the ways of assessment will be the same in every College. Therefore, using recorded lessons as is done by Ada/Mt. Mary can show how each College is assessing.

Mr Todd also mentioned how impressed he was by NJA's successes. The involvement of the National Association of the Blind shows how Colleges of Education should involve more of their external stakeholders in their work. Despite the good work the Colleges are doing, we need to be mindful of the challenges such as the issue of accommodation faced by trainees. He gave an example of Accra College which he noticed during one of his visits. He urged that collaborating with external stakeholders can help to solve this.

In conclusion, he encouraged Colleges of Education to talk openly to the media about their work and challenges faced so far, as well as those being envisaged in the implementation of the new curriculum.

2.3 Presentation by Colleges of Education

Presentations on key achievements, lessons and challenges by colleges formed the rest of day one's activities. Representatives from Colleges shared with participants their Challenge Fund project activities and their outcomes and together with their team members, provided answers to participants' questions. It ended with a plenary of key learnings and insights from the day's discussions.

Below are summaries of presentations from Enchi, Accra, Ada-Mt. Mary, Offinso, Wesley, NJA, Bimbilla and St. Louis Colleges of Education respectively, using the following outline;

- Achievement of Overall Outcome of Challenge Fund Project
- Key Strategies employed
- Some success stories

Summary of Presentation by Colleges:

Enchi College of Education

The Development of Tutor Pedagogical and TLM Application Skills for Enhanced Teacher Trainees Performance

Key Strategies Employed

- Stakeholder Engagements
 - Baseline Study
- Capacity Building Workshop
 - Mock Training Exercise
 - Demonstration Lesson
 - Reflective Practice

Overall Achievements

90% and 80% of tutors and mentees respectively exhibited proficiency in modern pedagogical skills

86% and 85% of tutors and mentees efficiently and effectively prepared and used TLMs respectively.

The College now have a resource room with basic tools and materials for the preparation and storage of TLMs.

Mentoring tool has been developed to assist the management, teaching practice coordinator and link tutors to monitor the support Mentors are providing to Mentees and the challenges in providing the support.

Mr. Isaac Assan-Donkoh a tutor said,

“I am impressed about this programme because it has equipped me with modern pedagogical skills such as the use of the differentiated instruction during my lessons. This strategy has improved the way I handle all kinds of learners in my classroom and has also boosted learners’ confidence to be actively involved in the teaching and learning process”.

Using E-Portfolio System to Improve Teacher Trainees' Practice of Teaching

Key Strategies Employed

- Baseline studies
- Capacity building for Tutors, Mentors and Mentees on clinical supervision
- Capacity building for Tutors, Mentors and Mentees on the use of e-portfolio

Adopting and implementing the Concept of **Clinical Observation/supervision**

Organising reflective teaching using video of recorded teaching

Teaching practice forms A, B and sample lesson plans made available to trainees through the developed **Supplementary Teaching practice Manual**

Overall Achievements

50% improvement of pre-service teachers' teaching skills

Interactive E-portfolio developed resulting in 100% increase of Teaching practice supervision (that is from average of 3 to 6 times)

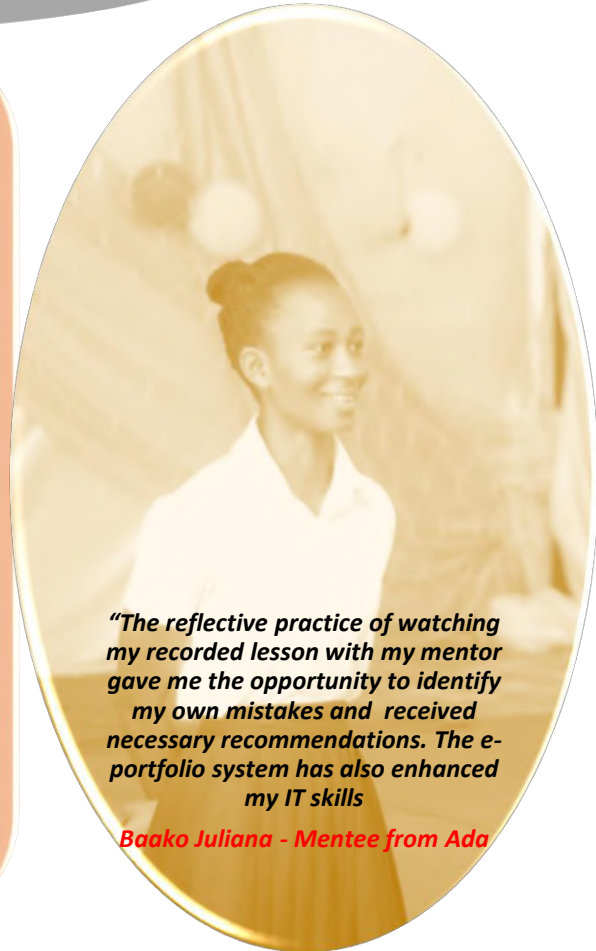
Improved OCTP Performance (both on Campus and Off-Campus) by pre-service teachers as a result clinical observations employed.

More lead time for knowledge and practical skills acquisition by teacher trainees as a result of increased OCTP sessions from 2 to 4 times per semester.

Levels 100 and 200 teacher trainees are able to access and learn OCTP skills in advance with the aid of uploaded videos of taught lessons.

Videos of taught lessons are used by both Mentees and Mentors of Partner Schools for reflective practice

Practical Skills of Tutors, Mentors and Teacher Trainees in ICT and Internet Usage have improved significantly as a result of the use the E-Portal System



"The reflective practice of watching my recorded lesson with my mentor gave me the opportunity to identify my own mistakes and received necessary recommendations. The e-portfolio system has also enhanced my IT skills

Baako Juliana - Mentee from Ada

Making Practicum Process Effective at the College and Target Partner School Levels through TLM Application and Strong Stakeholder Collaboration

Key Strategies Employed

- Baseline study
- Introduction of Clinical Supervision
- Introduction of Teaching Portfolio
 - Development of TLM catalogue
 - Development of Supplementary all Stakeholder Practicum handbook
 - Training workshops/orientations/seminars for Mentors, teacher trainees and MDEOs
- Lesson planning and preparation
- TLM design, preparation and Usage
 - Teaching Portfolio building
 - Clinical Supervision

Overall Achievements

Practicum process has improved as 69 (98%) out of 70 key stakeholders (Tutors, TA, MDEO, Mentors, teacher trainees, MDA) are fully involved, recognized and participated effectively

Teacher trainees use of appropriate TLMs in lesson delivery during practicum improved by 24% (average score of 4 out of 5)

Effective collaboration and cooperation among all stakeholders (OFCE, MDEO, Partner Schools, TA)

Tutors, Mentors and Teacher Trainees are practically demonstrating knowledge and skills acquired in: *Lesson planning, preparation and delivery, TLM design, preparation and application in lesson delivery and Preparation of Teaching portfolio*

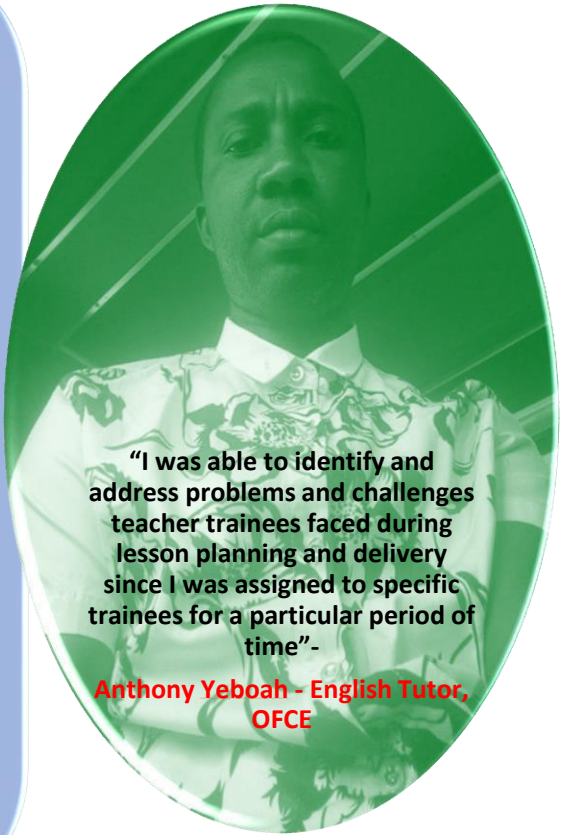
Traditional Authorities and SMC/PTA visit mentees not only in schools but also in their homes to ensure their security and well-being

Joint supervision and scoring of mentees by tutors, mentors and MDEO officials

Development and use of TLM Catalogue by teacher trainees

Standardized/harmonized format for lesson planning and preparation

Introduction of teaching portfolio to improve practicum process



“I was able to identify and address problems and challenges teacher trainees faced during lesson planning and delivery since I was assigned to specific trainees for a particular period of time”-

**Anthony Yeboah - English Tutor,
OFCE**

Increasing intake of Visually Impaired Teacher Trainees while Building Technical Skills of Tutors to Teach Visually Impaired in NJA CoE-Wa

Key Strategies Employed

- Baseline study
- Project inception workshop
 - Awareness creation and sensitisation
- Capacity building on practical braille training for tutors and visually impaired teacher trainees
- Visually impaired teacher trainees were taken through both content and practical mobility training

Overall Achievements

Increased in-take of visually impaired teacher trainees from 12 to 33.

14 of the 42 (31%) tutors can write their names and construct simple sentences in braille

20 of the 40 tutors (50%) now effectively engage Visually Impaired and Sighted teacher trainees with various classroom management strategies in their lesson delivery.

With our extensive sensitization and public education campaigns including radio discussions in 3 regions, the number of 1st year visually impaired teacher trainees admitted by NJA CoE in 2017 was 21

All 21 enrolled teacher trainees with visual impairment are familiar with the college environment and can move around with little or no assistance. This was the first time in the college history that mobility training was organized for teacher trainees with visual impairment

Level 100 teacher trainees with visually impaired who have the White Cane now effectively use it to alert other road users of their condition



"Our colleagues were taught how to work and assist us. They helped us to write our notes by spelling all words and describing diagrammes to us. We were also taught how to use the white cane. It guides you and prevents you from falling". (Issah Sadahatu teacher trainee from NJA)

Strengthening College-School Partnership: A New Approach to Quality Initial Teacher Preparation

Key Strategies Employed

- Baseline Study conducted
- 50 (93%) WESCO tutors trained on best practices of clinical TP supervision.
- 27 mentors from 6 partners schools (Ejisu Presby Pri., Asamang M/A Pri., St. Andrews Anglican, Kwamo, Kwamo M/A JHS, Nana-Wusu D/A Primary, Kwamo and Onwe M/A Pri. B) in the Ejisu municipality trained on mentoring and coaching skills.
- Teaching Practice and Mentorship guide and data management system successfully developed for use
 - Pre-practicum and post-practicum meetings with stakeholders to discuss the practicum process
 - A mentee support form to track the support of all our stakeholders during the practicum process
 - Increased the number of mentee supervision (from 3 to 5)

Overall Achievements

Improved average teaching practice scores(75%) of mentees as a result of improved participation of key stakeholders (DEO, circuit supervisors, Traditional authority, SMC PTA, partner schools, etc) in teaching practice

All 14 Circuit supervisors in the Ejisu Municipality are involved in supervising and coaching of mentees in the municipality.

Stakeholders provide accommodation for mentees e.g the chief of Ejisu-Asaaman provides accommodation to mentees in the palace

Partner schools are collaborating with the local authority to seek the welfare of mentees

Circuit supervisors send regular feedback on monitoring of mentees to the college

The Head of Inspectorate for Ejisu, Mr. William Manu remarked;

" This year, there was no report of misconduct on the part of the mentees because of the collaboration between the college and the municipality. We are also happy that, circuit supervisors were part of the project. The project is a good one and should continue. The director of education is ready to give any assistance needed to sustain it"

Innovative Strategies towards Improving Trainee Teachers' Pedagogical Competencies and Practical Classroom Skills

Key Strategies Employed

- The Accra College Teaching Practice and Supervision Manual was developed to aid tutors in clinical supervision and assessment of teacher trainees' on On-Campus and Off-Campus Teaching Practice (OCTP)
- Multimedia teaching and learning Tool (Video lessons) on teaching to aid trainees in lesson delivery
 - Teacher Trainees were trained on Reflective Practice, use of Learning Journals and Teaching Portfolio using the Clinical Supervision and Assessment
- Training of Teacher Trainees on the preparation and application of TLMs
- capacity of both Tutors and Teacher Trainees was built on modern teaching practices using pre-recorded video lessons prior to on-campus or off-campus teaching practice and supervision exercises

Overall Achievements

74.9% improvement in Pedagogical Competencies and Practical Classroom Skills of targeted Teacher Trainees

82.6% achieved in harmonization and consistency in supervision and assessment in teacher trainees

As a results of the Harmonization of Supervision, Assessment and Scoring, the disparity in the supervision scores of our tutors has been addressed; Teacher trainees' scores are now with little or no disparity

Tutors can now supervise other subject areas with more confidence. For instance an English tutor can supervise Science or Mathematics lesson without much disparity in the scores given

The trainees who benefitted from the project are more innovative and creative in their practical classroom delivery. (Using videos, TLMS and different methods of delivery in their lessons and in dealing with difficult topics)

The trainees exhibit effectiveness in lesson note preparation and lesson delivery, leading to improved teaching practice scores.



"My colleague mentees now come to me for help in the preparation of lesson notes and the process of lesson delivery. My mentor calls me a consultant"

(Seth Mensah Bortei - A Mentee)

Using Learning Management System (LMS) to Improve the Pedagogical Skills of Pre-Service Teachers on Praticum

Key Strategies Employed

- Capacity building on LMS (tutors, mentors, & mentees).
- Using LMS to assess mentees lessons.
 - Demonstration Lesson
 - Reflective Practice Sessions
 - Capacity building on TLMs

Overall Achievements

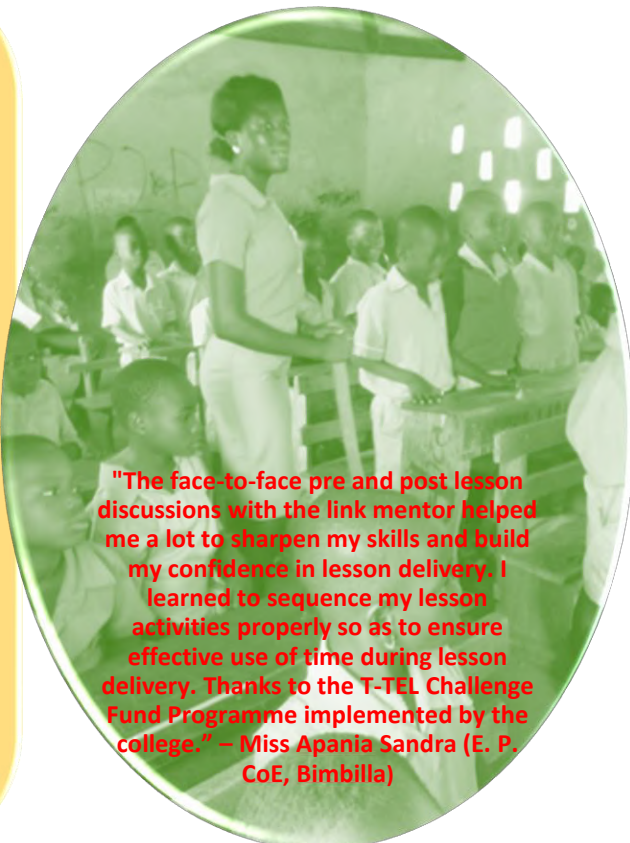
7 out of 50 tutors targeted, 2 mentors out of 50 targeted and 20 out of 50 mentees targeted effectively uploaded lesson plans and assessment form B onto the LMS.

20 out of 50 mentees demonstrated good lesson planning skills, usage of TLMs, pedagogical content knowledge, lesson closure, effective management of students behavior, students participation, etc. during on and off campus teaching practice.

All 50 mentees improved lesson planning and delivery skills through sharing of best practices during lesson reflection.

All 50 targeted mentors assess mentees using assessment form A. This has made mentees more accountable to their mentors.

With mentors regular checking of mentees attendance and reporting to the colleges via the LMS, mentees are now regular to school.



"The face-to-face pre and post lesson discussions with the link mentor helped me a lot to sharpen my skills and build my confidence in lesson delivery. I learned to sequence my lesson activities properly so as to ensure effective use of time during lesson delivery. Thanks to the T-TEL Challenge Fund Programme implemented by the college." – Miss Apania Sandra (E. P. CoE, Bimbilla)

2.4 Key Comments and Recommendation from Presentations

After the presentations, there were questions and comments from participants during plenary. Below are key points and recommendation from the discussions;

- Every effective clinical supervision should have the pre, during and post – supervision.
- Colleges of Education must develop stronger relationships with their local stakeholders to ensure an effective collaboration in the delivery of quality teaching at the basic schools. Accommodation is a challenge to most mentees. Collaboration with local stakeholders; such as traditional rulers, assemblymen etc, can ensure secure accommodation for mentees.
- Teacher trainees should be encouraged to make use of low and no cost TLMs.
- Colleges of Education should ensure that their partner schools are well equipped on the standard formats for lesson notes preparation, to avoid conflicts when teacher trainees go for out-practice.
- GES and other stakeholders should be involved in mentees’ supervision.
- Colleges of Education should collaborate more with assemblies when working with partner schools.
- Colleges of Education are encouraged to adopt Enchi’s system of monitoring the performance of partner schools, in order to encourage partner schools to work better.
- Colleges of Education should build the capacity of their partner schools, so that they can support mentees adequately during out-practice.
- Supervising mentees’ recorded lessons increases the number of supervision for the mentees. The e-portfolio is a good system in improving the supervision rate by tutors.
- Using recorded videos for reflective practice allows the mentee to see vividly the mistakes performed and correct them during the next lesson.
- As Colleges of Education migrate into university Colleges of Education, ICT is very important and so there is the need to strengthen ICT in the Colleges of Education.
- It is important that in doing our work, we learn from our failures and try to improve on it.
- In many Ghanaian communities, most parents’ hideaway their visually impaired children, there is need for sensitization, so that parents can send such children to school.
- During the end of project stakeholder forum at NJA, the visually impaired teacher trainees appealed to the district assembly to use the District Assembly Common Fund (DACF) for People with Disability (PWD) to support such disabled children to go to school.
- T-TEL has a budget line to support Colleges of Education to develop Resource Centres for TLMs. T-TEL will be looking forward to focusing on resources for visually impaired as one of the resource centres to be established.
- Colleges of Education must all start engaging with each other to come out with good methods of working together. Collaboration among Colleges of Education should be intensified, so that learning can be enhanced.
- Colleges should also look out for other funding opportunities.
- Media engagement has not been very impressive in all the Colleges of Education projects. It is important that Colleges of Education engage the media, so that they can share their results more to the public. That can also promote the project and get interested donors to the colleges.
- Colleges of Education should look at addressing challenges that have been mentioned in their presentation, when scaling up their project or in sustaining their project.
- Every tutor is an expert in their own field, with little interest on knowledge in other subject areas. And so, with the move of the new curriculum where 30% of the marks will be awarded for practical teaching, a standard guide should be developed for all tutors to use for supervision. It should contain sample lessons plans as a model that all tutors can use to score. Orientation should be organized for new tutors on this tool as and when they come on board.

3.0 Learning, Scale up and Sustainability

Day Two

Day two of the event was devoted to dialogue and sharing among participants. It offered space for further sharing, learning and networking through group work. There was equally a guided tour around the gallery walk displayed by participants profiling their interventions.

Insights from participants' reflections from Day One

1. *What two best practices do you intend to implement in your college?*
2. *Which innovation will you consider adopting and institutionalising in your college?*

- Creating a TLM resource centre
- TLM cataloguing
- Developing TLMs from local materials to reduce cost
- Reflective Practice for both Mentors and Mentees
- Effective Clinical Supervision
- Using e-portfolio for supervision of off-campus teaching practice

3.1 Group Work – Best Practices, Key Strategies for Scale up and roles of Key Stakeholders

Colleges were given group work, aimed at harvesting best practices and to enable the Colleges identify strategies that can help them sustain the gains they have made beyond T-TEL.

Based on achievements, learnings, challenges and opportunities shared by the Colleges within their groups, the following were identified by participants as being the best practices from their projects that could be embedded and rolled out across all colleges, key strategies that could sustain and consolidate the results of their projects and the specific roles and support that their key stakeholders (internal and external) could provide to sustain the gains beyond T-TEL. The presentations are summarized in the table below:

Best Practice, Sustainability and Support from Key Stakeholders

Best practice, sustainability, support from key stakeholders

NJA	<p><i>Best practices from project:</i></p> <ul style="list-style-type: none"> • Ensuring Value for money • Transparency and accountability <p><i>Key strategies to sustain and consolidate gains of the project:</i></p> <ul style="list-style-type: none"> • Outreach programmes. E.g.; Radio talk shows, community engagement, working with alumni • Making budgetary provisions from college IGF for sustaining the project • Engage district and municipal assemblies to sponsor VI's in the college <p><i>Roles and support of key stakeholders:</i></p> <ul style="list-style-type: none"> • <i>Alumni:</i> to sponsor JAWS software and computers for the visually impaired • <i>NJA Management:</i> To support the yearly sensitisation drive and mobility training <p><i>External stakeholders:</i></p> <ul style="list-style-type: none"> • MCEs and Assemblies; To harness efforts in tarring college roads and pavements • MMDEs; To continue to give financial support to the VI's from their 3% allocation of the common fund
Bimbilla College Partnership	<p><i>Best practices from project:</i></p> <ul style="list-style-type: none"> • Involvement of tutors and mentors in assessing pre-service teachers through the use of LMS • Employing demonstration lessons and reflective practice during on and off campus teaching practice to improve on mentees lessons delivery

	<p><i>Key strategies to sustain and consolidate gains of the project:</i></p> <ul style="list-style-type: none"> • Stakeholder engagement. E.g.; E.P Mission, Traditional authorities, MDA/MMDAs and GES • The use of local experts in designing and implementation of project activities • The use of college IGF in funding some of the college activities and the project <p><i>Roles and support of key stakeholders:</i></p> <ul style="list-style-type: none"> • <i>Management:</i> Use IGF to fund some of the project activities • <i>College Staff:</i> Use staff with specific skills to carry out activities with no cost <p><i>External Stakeholders:</i></p> <p><i>E.P Mission:</i> Support in the funding of activities Assist in raising funds from other donors</p>
Ada-Mt. Mary College	<p><i>Best practices from project:</i></p> <ul style="list-style-type: none"> • Clinical Observation and supervision • E-portal for monitoring/supervising off-campus teaching practice <p><i>Key strategies to sustain and consolidate gains of the project:</i></p> <ul style="list-style-type: none"> • Writing proposals to NGOs, banks, etc for sponsorship • Intensifying training of our staff on the use of the e-portfolio and also on clinical supervision • Widening the scope of the project to involve all teacher trainees <p><i>Roles and Support of key stakeholders:</i></p> <p><i>Management;</i></p> <ul style="list-style-type: none"> • To budget for training on e-portal and data building • Management to make it mandatory for all trainees to undergo e-portal training as part of the requirement for teaching practice <p><i>External Stakeholders;</i></p> <ul style="list-style-type: none"> • <i>Mentors;</i> To ensure that trainees record and upload their lessons • <i>Education Directorate;</i> Mobilize mentors for training on e-portal
Wesley College	<p><i>Best practices from project:</i></p> <ul style="list-style-type: none"> • Collaboration with key stakeholders (CS, Mentors, M&DEO, Traditional authority, etc) • Effective clinical supervision (Pre, observation and post) <p><i>Key strategies to sustain and consolidate gains of the project:</i></p> <ul style="list-style-type: none"> • Continue to involve key stakeholders in the initial teacher preparation • Continue orientation for mentors on best practice of mentoring and coaching • Continue orientation for college supervisors on effective clinical TP supervision <p><i>Roles and Support of key stakeholders:</i></p> <ul style="list-style-type: none"> • <i>College Management:</i> Continues provision of counselling services • <i>Traditional Authority/Assembly:</i> <ul style="list-style-type: none"> ○ Support mentees with good accommodation ○ Provide Watch- dog services for mentees
Enchi College	<p><i>Best practices from project:</i></p> <ul style="list-style-type: none"> • Creation of TLM resource centre • Development of TLMs from local materials to reduce cost <p><i>Key strategies to sustain and consolidate gains of the project:</i></p> <ul style="list-style-type: none"> • Capacity building workshops for teachers and partnership schools and the zones • Sensitisation- awareness creation on the existence of the resource centre • Reflective practice for both mentors and mentees to evaluate performance <p><i>Roles and Support of key stakeholders:</i></p> <ul style="list-style-type: none"> • College Management; Financial support to project as well as play supervisory role • The SRC; Provision of logistics for locally made TLMs

	<p><i>External stakeholders:</i></p> <ul style="list-style-type: none"> • Traditional Authority; Assist with accommodation and feeding for mentees
Offinso College	<p><i>Best practices from project:</i></p> <ul style="list-style-type: none"> • TLM cataloguing • Standardized lessons plan format <p><i>Key strategies to sustain and consolidate gains of the project:</i></p> <ul style="list-style-type: none"> • Capacity building workshops • Introduction of teaching portfolio • Supplementary all stakeholders' handbook <p><i>Roles and Support of key stakeholders:</i></p> <p>External stakeholders;</p> <ul style="list-style-type: none"> • <i>Traditional authority</i>; Support with accommodation for mentees • <i>MDEO</i>; Capacity building for mentors • <i>TA, MDA, MDEO and Donors</i>; Support college activities with funding
Accra College	<p><i>Best practices from project:</i></p> <ul style="list-style-type: none"> • Adopting the e-portal system to enable teacher trainees to upload their lesson delivery and lesson plans for assessment <p><i>Key strategies to sustain and consolidate gains of the project:</i></p> <ul style="list-style-type: none"> • Harnessing local resources to replicate the project • Involvement of all stakeholders in project <p><i>Roles and Support of key stakeholders:</i></p> <p>College Staff and Management; Writing of proposals for funding</p>

3.2 Remarks by Reuben Hukparti from DFID

Reuben Hukparti, the representative from DFID advised Colleges to be careful in their use of donor funds. He said colleges have financial processes and systems, but are not abiding by them. He indicated that an audit would be conducted as part of the grants management and Colleges were to ensure that they did not default in any way. He concluded by encouraging all to follow the due processes always.

3.3 Guided Gallery Walk

A guided tour was facilitated around participants' significant achievements which had been captured in pictures. From the guided tour, participants identified the achievements, good practices, innovations, tools and approaches which they found interesting for adoption to improve their college system. Some of the good practices identified for replication included;

- The use of recorded videos by trainees for reflective practice
- Engaging mentees in pre- and post- lessons delivery which is improving on mentees practical teaching
- Harmonising the supervision of tutors to ensure that trainees get the right marks they deserve
- Using IGF to support good innovations and promote learning for teacher trainees
- Giving opportunity for Mentors to assess Mentees
- The establishment of TLM Resource Centres
- Improving effective practicum, using TLMs
- Working with stakeholders to enhance supervision during practicum

Some of the interesting tools identified by participants included:

- Using the e-portfolio system to increase supervision of mentees during out-practice
- Cataloguing materials for referencing during preparation of self-made TLMs
- The Supervision and Assessment manual, for improving harmonisation of teaching
- Using LMS to enhance teaching practice supervision

Opportunities for collaboration were identified. These are;

- Ada to collaborate with Accra College of Education – How to introduce the e-portal in supervision while ensuring harmonisation.

3.4 Suggestions to improve T-TEL programming going forward

Participants response to provide suggestions for the improvement of the T-TEL programme going forward and their collaboration with T-TEL was - continue to work with the National Council for Tertiary Education (NCTE) to put in place effective Management Information Systems portal in all 46 Colleges of Education; secondly, address the issue of clashes in programmes - T-TEL's team leader had promised to share a calendar of activities with Principals. The T-TEL team would therefore use the opportunity of the emergency planning meeting to plan all their activities ahead of colleges' re-opening.

Comments:

- T-TEL should support colleges on providing capacity building workshops for mentors mentoring the pre-service teachers.
- T-TEL will be working with the Ministry of Education to support colleges to upgrade themselves to meet the minimum requirement

4.0 Closing Remarks

A brief closing ceremony was held to end the two-day learning event, which was characterized by remarks from the T-TEL Technical Advisor, Team Leader and the Principal of Ada College, Mr. Cephas Bodakpui. A group picture was taken to mark the end of the learning event.

4.1 Remarks by Akwasi Addae-Boahene, T-TEL Chief Technical Advisor

Akwasi started by sharing with participants the poor performance of students in the recent WASSCE results. He indicated there has been a drastic drop in Mathematics (Core) from 42.73% to 38.33% in 2017. Similarly, there was a drop in the performance of English Language from 54.06% to 46.79%. He added that, Senior High School graduates who failed to obtain grades A1 to C6 in Mathematics – 193,882 which represents 61.67%; and English Language – 167,404 which also represents 53.21% cannot access tertiary education. These figures according to him, bring to the fore the essence of laying a strong foundation at the basic level to facilitate a successful learning journey. He informed participants that, the 2018 World Bank Schooling for Learning in Africa Report highlights severe learning crises in Sub-Saharan Africa acknowledging that the content knowledge and pedagogical knowledge of tutors are poor. He was however happy that cabinet has approved the teacher education policy under which T-TEL has been operating adding that “if we fail to make education better, Ghana will not progress as a country”. This is because the knowledge of citizens determines the future of a country. He encouraged all to be champions in ensuring that we create a better future for children in Ghana. He commended the Colleges of Education on the achievement made from the CF projects and concluded by pledging continuous support from T-TEL.

4.2 Remarks by Robin Todd, T-TEL Team Leader

According to Robin, the most important lessons he learnt as a teacher in Wulugu, are “that being a good teacher means understanding your students, getting to know each of them individually and developing teaching and learning strategies which meet their needs. “I also learnt that you do not need whiteboards or projectors or DVD players to make a difference in children’s lives”. He reflected that, to be an effective teacher, one must maintain the following;

- Professional Values and Attitudes – the dedication to learn and improve and become the best teacher you can be;

- Professional Knowledge – of the subjects and content of the curriculum being taught and;
- Professional Practice – the understanding of how to encourage participation, critical thinking and achieve intended learning outcomes.

He indicated that the “Ghana National Teachers’ Standards (NTS) which was approved by Cabinet in September 2017, provided the foundation upon which the country’s educational reforms is built so that effective education starts with the teacher”. He acknowledged that the education system in Ghana is one of the most favourable in Sub-Saharan Africa, but repeated surveys and studies showed that Ghana is failing in the most important aspect of education, which is improving learning outcomes. He emphasised that the education system is focussed on examination with little attention on critical thinking and problem-solving skills. He hoped for a change through the on-going reforms. Robin concluded by recognizing that Colleges of Education are doing a good job while assuring the support of T-TEL to all the colleges.

4.3 Remarks by Mr. Cephas Bodakpui, Principal of Ada College and Chairman of the Event

The Chair acknowledged the good innovations and results that were shared by the various Colleges present alluding that despite the challenges being faced by Colleges in the implementation of the various challenge funds projects, all Colleges of Education were successful and excited to share their success stories. He indicated that the successes of the innovations will prepare Colleges of Education to be better placed to mitigate any challenges that may arise as the B.Ed. programme takes off this year.

Annexes

Annex 1- Evaluation Report

Challenge Fund
End of Project Learning event
Evaluation Report

July 18 – 19, 2018, Capital View Hotel, Koforidua

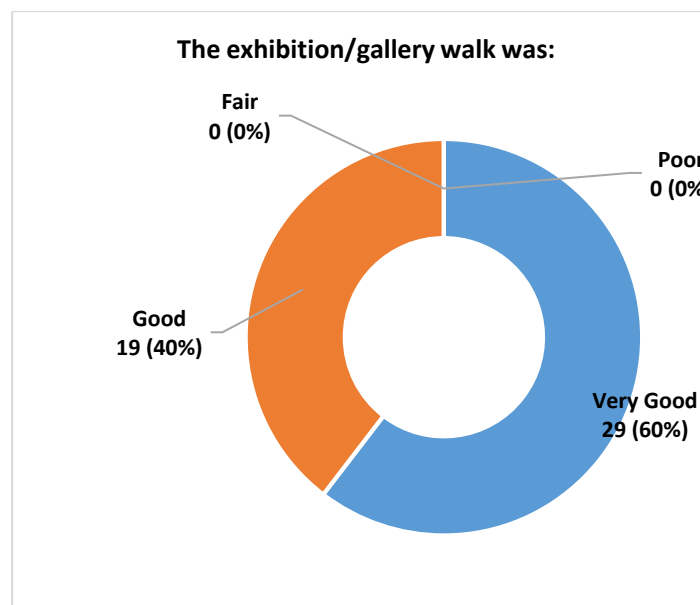
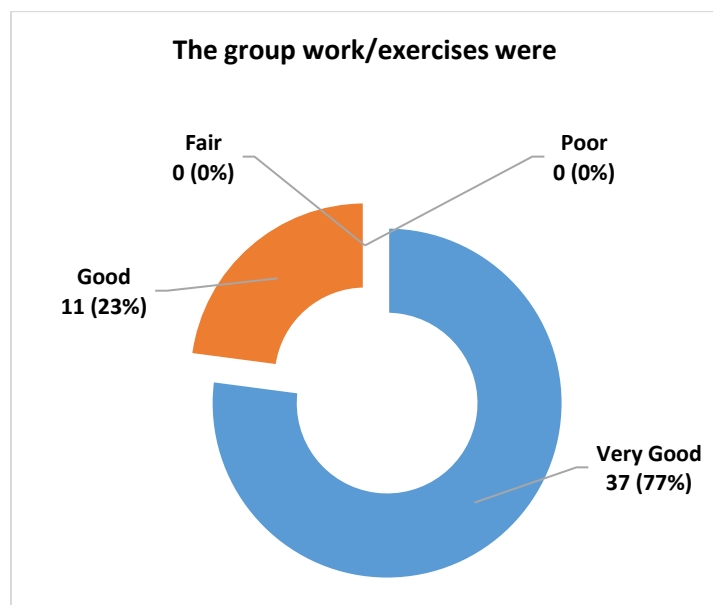
Introduction

This evaluation report presents the participants assessment of the Learning Event organized by T-TEL on July 18 – 19, 2018 at the Capital View Hotel in Koforidua. The Learning Event provided a common platform for Colleges, their partner schools and key stakeholders to interact and share information on educational issues related to their projects and how this can impact on the colleges and the country as a whole. 8 Colleges participated in the Challenge Fund – End of Project Learning event with a total number of 64 participants.

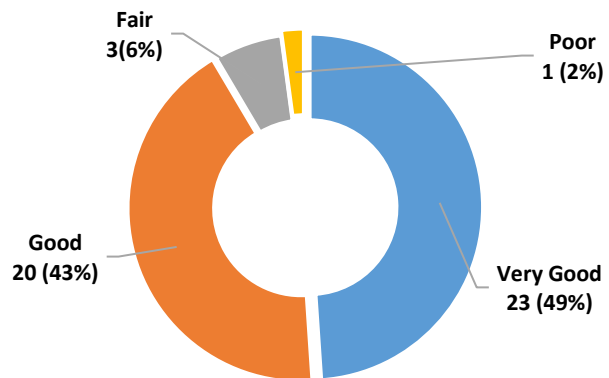
There were various approaches used to measure the effectiveness and outcomes of the learning event but for better evaluation, a questionnaire was prepared which consisted of two sections - **Evaluating the learning event and Proposed Future Improvements and Sustainability**. Out of the 64 participants, 49 questionnaires were received which represents 94% of the total number of participants. From the 49 questionnaires recovered, 32 were Implementation team members, 3 Municipal/District Education Directorate, 3 teacher trainees, 5 Traditional Authorities, 3 lead mentor/mentor and 3 media.

Evaluating the learning event

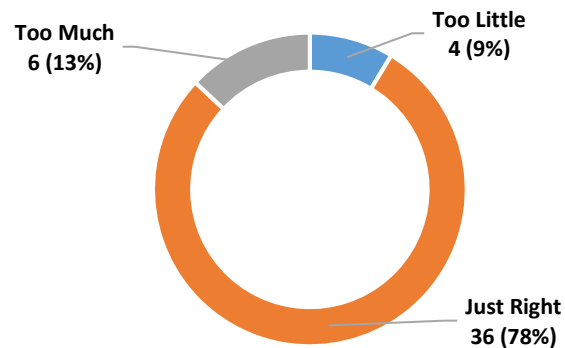
The participants were grateful of the depth of knowledge acquired from the success stories shared by the various colleges on their projects during the learning event. The various approaches (mix of presentations, discussions, gallery walk and interactive group works) used for the event made it easier for the participants to fully participate and share ideas with other colleges. The written feedback from the participants as well as the scores in the tables below illustrate their satisfaction on the approach and learning methods used to deliver the learning event content.



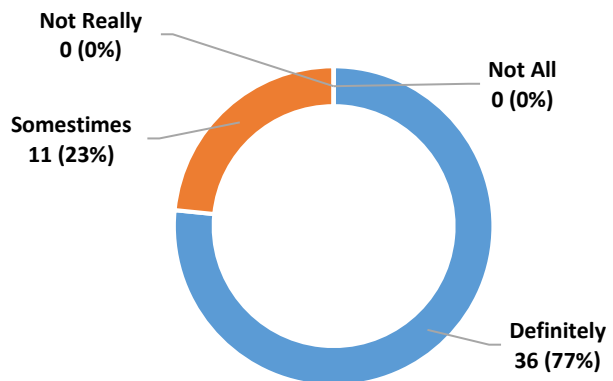
The engagement with the media was



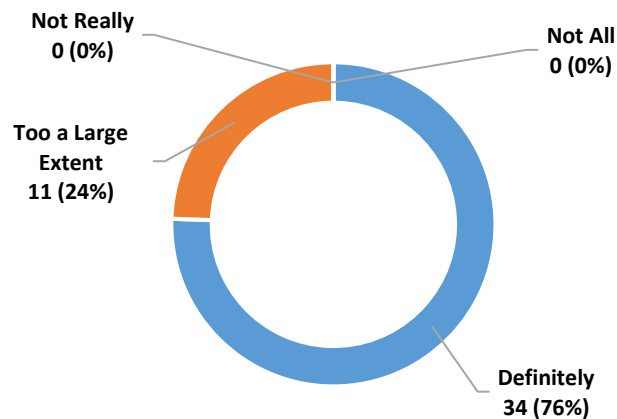
The amount of information on the college project shared was

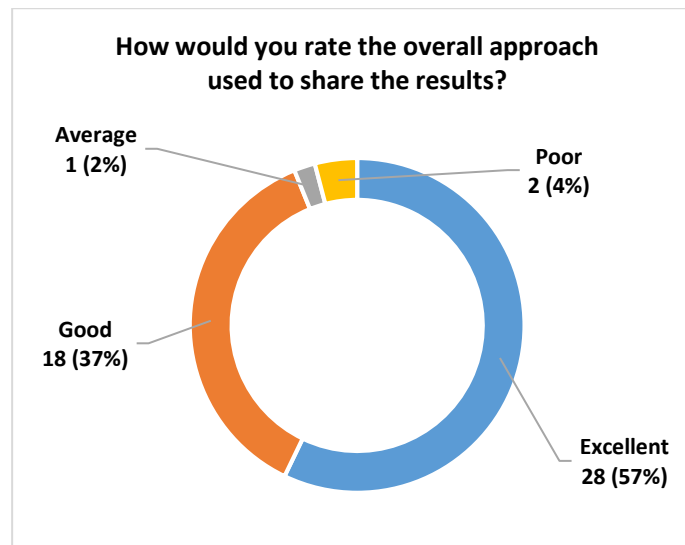
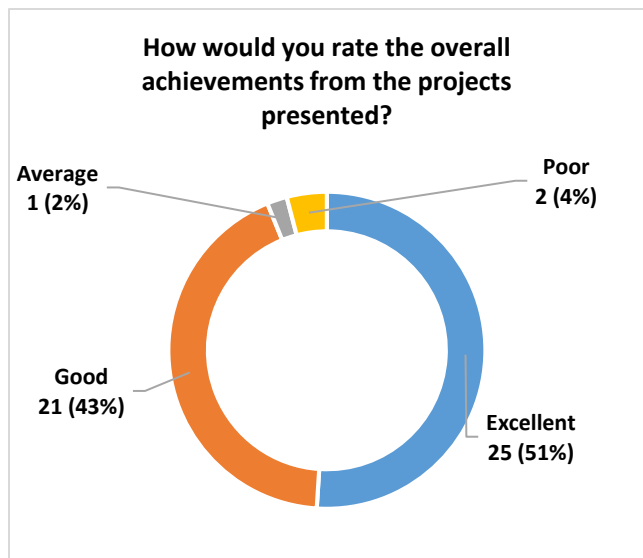


Were you able to participate and share your ideas?



Was your time productively spent at the Event





Share any 2 lessons you have learnt from the 2-day event:

- How to collaborate with other people and work as a team
- Selecting appropriate TLM's for work
- Communication in every endeavour is key to success
- The use of E-Portfolio for supervising trainees
- I have learnt that mutual understanding is key in partnership between 2 or more colleagues
- Must get local resources to continue T-TEL programme
- Must involve all stake holders in decision making
- Team work is very good to achieve result
- Sharing of different ideas from Colleges
- Partnership as an effective strategy for growth and efficient function of college
- Use of E-portal to improve Teaching and Learning
- Engagements of stakeholders in implementation of policies.
- How to enhance clinical observation
- Various forms of innovations have been developed to aid the progress of teacher trainee.

- Emphasis was laid on gender equality

Any recommendations for improvement in future learning events?

- Yes; time given to share ideas was inadequate
- Yes; there should be a strict adherence to time allocated for presentation
- No; the programme was very successful from all angles
- Yes; certificate should be awarded next time
- Yes; time on the gallery walk to be increased
- Yes; days to be increased to 3 days
- Yes; more of such workshops should be organized not only for tutors but for non-training staff too
- Yes; there is no need to audit account for efficiency

Proposed Future Improvements and Sustainability

This section covers the written comments and feedback provided by participants through the evaluation questionnaire regarding the additional knowledge and practical skills gained in supporting the college to sustain the results achieved; emerging best practice adopted for implementation and identified strategies to help harvest additional results/impacts from the completed project.

Did you gain any knowledge that will help your college sustain the results of your project?

- Yes; I learnt to publicize the project for support
- Yes; engaging stakeholders in decision making
- Yes; improvement in collaboration with stakeholders is key in achieving success and sustainability
- Yes; to collaborate and adapt from others to make our product better
- Yes; writing of letters to solicit funds. Involving internal and external stakeholders
- Yes; the need for teamwork and partnership would facilitate the rate of results to be achieved from objectives stated
- Yes; the need to involve chief and community stakeholders in accommodating mentees
- Yes; the use of E-Portal and lesson notes in teaching and learning
- Yes; sharing and feedbacks from colleges has increased my knowledge
- Yes; effective and efficient Implementation (Transparency, accountability and documentation)

What emerging best practice(s) from the learning event will you adapt and implement in your college?

- Adopt the electronic mode of T.P supervision showed by some of the colleges
- TLM preparation and proper use
- The teaching practice Management System from Wesley College

- Clinical Supervision
- Use of electronic assessment of lesson notes
- Having a gallery walk on every project as exhibition
- Teamwork, transparency and networking
- Transparency, accountability and value for money are the best practices
- E-Learning practices to improve on trainee teachers' pedagogical knowledge
- Wesco teaching practice results collation system
- The impact of good practical classroom skills to aid trainee in becoming innovative in teaching and learning materials in their school for practice
- Proper sensitization of all stakeholders
- Use of information management systems in collating process in TP, events and scores
- The need to incorporate automated and prompt submission of teaching practice scores as part of E-Portfolio system
- Development of college portals for both students and supervisors (Tutors, Mentors, G.S)
- To put in place measures to admit the visually impaired students onto the college.
- Developments and use of TLM catalogue

What strategy will your college adopt to track/harvest additional results/impacts from your completed project?

- Continue the collaboration with our stakeholders, alumni and even expand to cover other stake holders not captured in the project.
- Clinical Supervision
- Engage experts from the colleges instead of paying so much to consultants.
- Continuous monitoring and support for project.
- Software designing to collate feedbacks
- Out reached programmes to sustain the project
- Stakeholders' consultations and proposal writings for assistance
- Effective record keeping
- Any efficient research instruments
- The use of college Portfolio and manual being adapted would enhance the completion of project
- Asking other stakeholders to assist the colleges. E.g. The rural banks and religious bodies
- E-Portal systems to trainee, mentors to also upload achievements unto the internet for all to be able to assess
- Making knowledge acquisition on the E-Portal mandatory
- Proposals for funding and stakeholders' engagement

Challenge Fund – End of Project Learning Event

11th & 12th July, 2018 @ Capital View Hotel, Koforidua

Theme: *Mobilizing Local Resources and Partnerships to Improve the Professional Preparation of Pre-Service Teachers in Ghana's Colleges of Education*

EVALUATION FORM

To help us improve the quality of our technical support, we would appreciate your feedback!

1. Date	
2. Venue	
3. Category of Participant Group	<p>Please <i>tick</i> the best option</p> <p><input type="checkbox"/> Implementation Team Member <input type="checkbox"/> Municipal/District Education Directorate</p> <p><input type="checkbox"/> Teacher Trainee <input type="checkbox"/> Traditional/Religious Authority <input type="checkbox"/> Lead Mentor/Mentor</p> <p><input type="checkbox"/> Other (please, specify)</p>
SECTION A: Evaluating the Learning Event	
Please <i>tick</i> the appropriate box, the option that best reflects your evaluation of the learning event:	
4. The group work was:	<input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
5. The project exhibition/gallery walk was	<input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
6. The engagement with the media was	<input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
7. The amount of information on the college projects shared was	<input type="checkbox"/> Too little <input type="checkbox"/> Just right <input type="checkbox"/> Too much
8. Were you able to participate and share your ideas?	<input type="checkbox"/> Definitely <input type="checkbox"/> Sometimes <input type="checkbox"/> Not really <input type="checkbox"/> Not at All
9. Was your time productively spent at the Event?	<input type="checkbox"/> Definitely <input type="checkbox"/> To a large extent <input type="checkbox"/> Not really <input type="checkbox"/> Not at All
10. Share any 2 lessons you learnt from the 2-day event.	
11. How would you rate the overall achievements from the projects presented?	Please <i>tick</i> as appropriate. Scale 1 - 4 (1:Excellent; 2:Good; 3:Average, 4:Poor) 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
12. How would you rate the overall approach used to share the results?	Please <i>tick</i> as appropriate. Scale 1 - 4 (1:Excellent, 2:Good, 3:Average, 4:Poor) 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
13. Did you encounter any challenge during the 2-day learning event? (E.g. venue, accommodation, etc.)	Please <i>tick</i> and <i>explain</i> as appropriate. <input type="checkbox"/> Yes <input type="checkbox"/> No
14. Any recommendations for improvement in future learning events?	Please <i>tick</i> and <i>explain</i> as appropriate. <input type="checkbox"/> Yes <input type="checkbox"/> No
SECTION B: Proposed Future Improvements and Sustainability	
15. Did you gain any knowledge that will help your college sustain the results of your project?	Please <i>tick</i> and <i>explain</i> as appropriate. <input type="checkbox"/> Yes <input type="checkbox"/> No
16. What emerging best practice(s) from the learning event will you adapt and implement in your college?	
17. What strategy will your college adopt to track/harvest additional results/impacts from your completed project?	

Annex 2 – Agenda

Challenge Fund – End of Project Learning Event

Wednesday 18th & Thursday 19th July 2018

Capital View Hotel, Koforidua

Theme: *Mobilizing Local Resources and Partnerships to Improve the Professional Preparation of Pre-Service Teachers in Ghana's Colleges of Education*

Day One Schedule:

Timing	Session	Facilitator / Presenter
Wednesday, 18th July		
08.30-09.00	Registration	ZFS
09.00-09.45	Opening, Introduction, Expectations and Ground Rules	Funds Team
09.45-11.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none"> Wesley College of Education Enchi College of Education 	Daniel Alimo / College Rep
11.15-11.45	Tea Break	
11.45-13.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none"> Ada College of Education St. Louis College of Education 	Daniel Alimo / College Rep
13.15-14.00	Lunch	
14.00-15.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none"> Bimbilla College of Education Offinso College of Education 	Daniel Alimo / College Rep
15.15-15.30	Water Break	
15.30-16.15	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none"> NJA College of Education Addressing identified implementation and reporting challenges	Daniel Alimo / College Rep
16.15-16.45	Reflections and Wrap up of Day 1	Funds Team

Day Two Schedule

Timing	Session	Facilitator / Details
Thursday, 19th July		
08.30-09.00	Re-cap of Day One proceedings and introduction to Day Two	Funds Team
09.00-10.30	Presentation on key achievements, lessons and challenges by College: <ul style="list-style-type: none"> • Accra College of Education 	Daniel Alimo / College Rep
10.30-11.30	Project Exhibition/Gallery Walk	Funds Team
11.30-12.00	Tea Break	
12.00-14.00	Your College Beyond T-TEL <ul style="list-style-type: none"> - Consolidating gains – Way forward (Sustainability and replication) - Crosscutting issues (GESI) <i>(Funds Team to set parameters for group work and subsequent presentations)</i>	Funds Team / Colleges to present
14.00-14.45	Lunch	
14.45-16.00	Media Engagement with Colleges of Education <i>(facilitated panel discussion)</i>	Funds Team
16.00-16.30	Next steps and event evaluation	Funds Team
16.30-17.00	Wrap up and closing statement – (Principal/CTA)	Funds Team

Annex 3: List of Participants

End of Challenge Fund Project Learning Event at Capital View Hotel, Koforidua					
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End of Challenge Fund Project Learning Event at Capital View Hotel, Koforidua

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End of Challenge Fund Project Learning Event at Capital View Hotel, Koforidua

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