



Transforming Teacher Education and Learning in Ghana (T-TEL Ghana)

CHALLENGE FUND

Information Session



Agenda



- Introductions
- Objectives
- Brief Background of T-TEL
- Why this Call
- Eligibility Criteria
- Suggested Areas of Intervention
- The Expression Of Interest Template
- The Grant Process
- Next Steps
- AOB



Objectives



Provide guidance and information to potential applicants on:

- The Challenge Fund and T-TEL
- The Grants process and its requirements
- Suggested interventions
- EOI template, particularly the key areas of the results framework



Brief Background



- T-TEL is a four-year Government of Ghana Programme supported by the UK's Department for International Development, and managed by Cambridge Education of UK.
- The mission of this programme is **to transform the delivery of Pre-service Teacher education in Ghana by improving the quality of teaching and learning through support to all 38 public Colleges of Education from 2014-2018.**
- T-TEL is part of Girls – Participatory Approaches for Student Success (G-PASS), a Government of Ghana programme targeting resources at school management, teacher skills and research to improve education, particularly for girls.



Collaboration and Partnership



- T-TEL's counterpart Institutions: Ministry of Education (and its divisions), national level bodies such as the National Teaching Council, National Council for Tertiary Education, National Accreditation Board, National Inspectorate Board, Ghana Education Service, Universities of Cape Coast and Winneba.
- Two committees – a Steering Committee and a Technical Advisory Committee – have been constituted to provide overall strategic direction and technical oversight, respectively.



Elements of the Programme:



- Training and coaching for tutors in Mathematics, English and Science, and eventually some generic materials for all tutors;



- Support to the management of Colleges and training of College Principals;



- Support to reform of the pre-service curriculum;



Elements of the programme:



- Support to the development of more effective student practicums;



- A Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives;



- A set of incentives for each CoE to improve their management and training delivery.



Why This Call?



The purpose of this call is to invite Expressions of Interest from eligible institutions/organizations that are interested in piloting innovations in teacher education.

Innovations must contribute to improved teaching and learning in pre tertiary teacher education in Ghana, especially for girls.



Who Can Apply?



There are three categories of organisations that may apply for a T-TEL Challenge Fund grant:

- A public College of Education
- A public College of Education in partnership with other public Colleges of Education (up to a maximum of four colleges)
- A partnership of one or more Public College of Education **and** one or more organisation(s) who already work with the partner College, such as:
 - Model schools
 - CoE Partner Schools that host student teachers for their practicums
 - District/Municipal/Metropolitan Assemblies and Education Offices with schools that host student teachers for their practicums
 - CSOs working in teacher education or girls' education
 - Universities



Eligibility Criteria for Partnerships



- Should be legally registered/accredited in Ghana;
- In the case of a partnership, the College of Education (the lead applicant), will be the legally contracted grant recipients and will bear full responsibility for the successful implementation of the project.



Eligibility Criteria for Grant Projects



- Be able to state clearly the results and outcomes that will be achieved from the project;
- Demonstrate a track record in delivering results and timely reports;
- Must have appropriate standards for good organisational governance;
- Practically demonstrate real and actual inclusion/diversity and gender sensitivity across the organisation;
- Must have appropriate procedures for (financial/administrative) management, monitoring and reporting (evidence of procedures manual);
- Show at least two previous annual statements of accounts audited by a suitably certified person(s) or body;
- Partnerships can be established between Colleges of Education and international organizations complementing each other's capacities and strengths.



Partner/Model Schools

- Must partner with one of the 38 CoEs in Ghana
- Have a functional School Management Committee (SMC) and School Development Plan
- Have a school bank account
- Be open to regular monitoring and evaluation by stakeholders



Eligibility Criteria – All Applicants



In addition, all applicants must demonstrate how they will:

- Be innovative and do things differently, test a new idea to achieve programme objectives or implement an existing idea but in a new situation;
- Build on the gains or lessons from relevant ongoing or previous initiatives to increase impact and add value;
- Involve collaboration with others, to expand potential impact;
- Ensure that your project takes into consideration responsiveness to gender equality and social inclusion.



Suggested Areas of Intervention

No.	Suggested Areas of Intervention	Considerations
1	Trainee teachers' practical experience of teaching	<ul style="list-style-type: none"> Sufficient opportunities to practice teaching; Structured and properly supported teaching practice; Formal mentoring of trainees in schools; Strengthened partnerships between colleges and schools; Frequent interaction in a classroom setting over a semester; Record of learning/set of structured learning materials to enable trainees reflect on their teaching experience; Innovative ways to assist trainees source funding for teaching and learning materials; Frequent in-house upgrading of mentors
2	Professional development of college tutors	<ul style="list-style-type: none"> Provision of opportunities for professional development; Tutors Further Development - Integrating internet-based OERs in lessons; supporting colleagues in Colleges to integrate other OERs in their teaching plans; contextualising the available resources in teaching.
3	Quality teaching and learning materials in Colleges of Education	Development of low cost indigenous or local Teaching and Learning that can practically contribute to students learning
4	Girl-friendly and inclusive Colleges of Education	<ul style="list-style-type: none"> Inclusive access for all staff and students; Access to building for students/staff with physical disabilities; Development / Implementation of College Gender & Girl Friendly Policies Capacity Development in gender equality mainstreaming for Staff and students Strengthening Systems to implement Sexual Harassment Policy for Staff and Students Strengthening systems for the implementation of the Gender Score Card
5	College of Education management	<ul style="list-style-type: none"> Development of quality assurance systems; Comprehensive systems that enable evaluation of teaching and learning practices; Evaluation of staff performance; Systems to evaluate students experience; Systems to improve efficiency and effectiveness of administrative and management staff
6	Partnerships between colleges, schools and districts	<ul style="list-style-type: none"> Strategies for strengthening and improving through a wide range of partnerships/collaborations; External stakeholder involvement; Developing partnerships with similar institutions; Establishment of good relationships with partner schools;



Considerations



- The Challenge Fund will fund ***Innovation in Teacher Education*** in Ghana. This means we will fund projects that try out new ways to improve teacher education or implement an existing idea but in a new situation.
- Applicants are encouraged to explore opportunities for formal/informal alliances/networks/coalitions in the implementation of their proposed actions
- EOIs must have realistic and clear objectives
- The proposed projects can have a maximum duration of **2 years** (24 months) but could be of shorter duration.
- EOIs may either be new initiatives or build on on-going/tested initiatives to achieve greater impact and results
- Enable collaborations between CoEs/organisations working on related or complementary issues



Learning Points



- Applicants need to challenge themselves to be innovative in terms of what and how they seek to achieve their objectives
- Applicants need to link areas of interventions with the overall objective of their proposal
- Applicants should elaborate on the rationale for their projects and provide verifiable baselines
- It is a requirement for applicants to complete all areas of the provided online expression of interest (EOI)
- Result areas should be focused and achievable
- Issue(s) need to be tangible (relevant to the purpose of this Call)



The Grant Fund



- The upper grant limit for CoEs is GHS 60,000
- To promote the establishment of partnerships with other colleges, the grant limit will be extended according to the number of colleges joining the partnership, with an additional 25% allowance for coordination. To illustrate:

# of partners applying for grant	Maximum grant available (GHS)
1	60,000
2	150,000
3	225,500
4	300,000



Expression of Interest Template

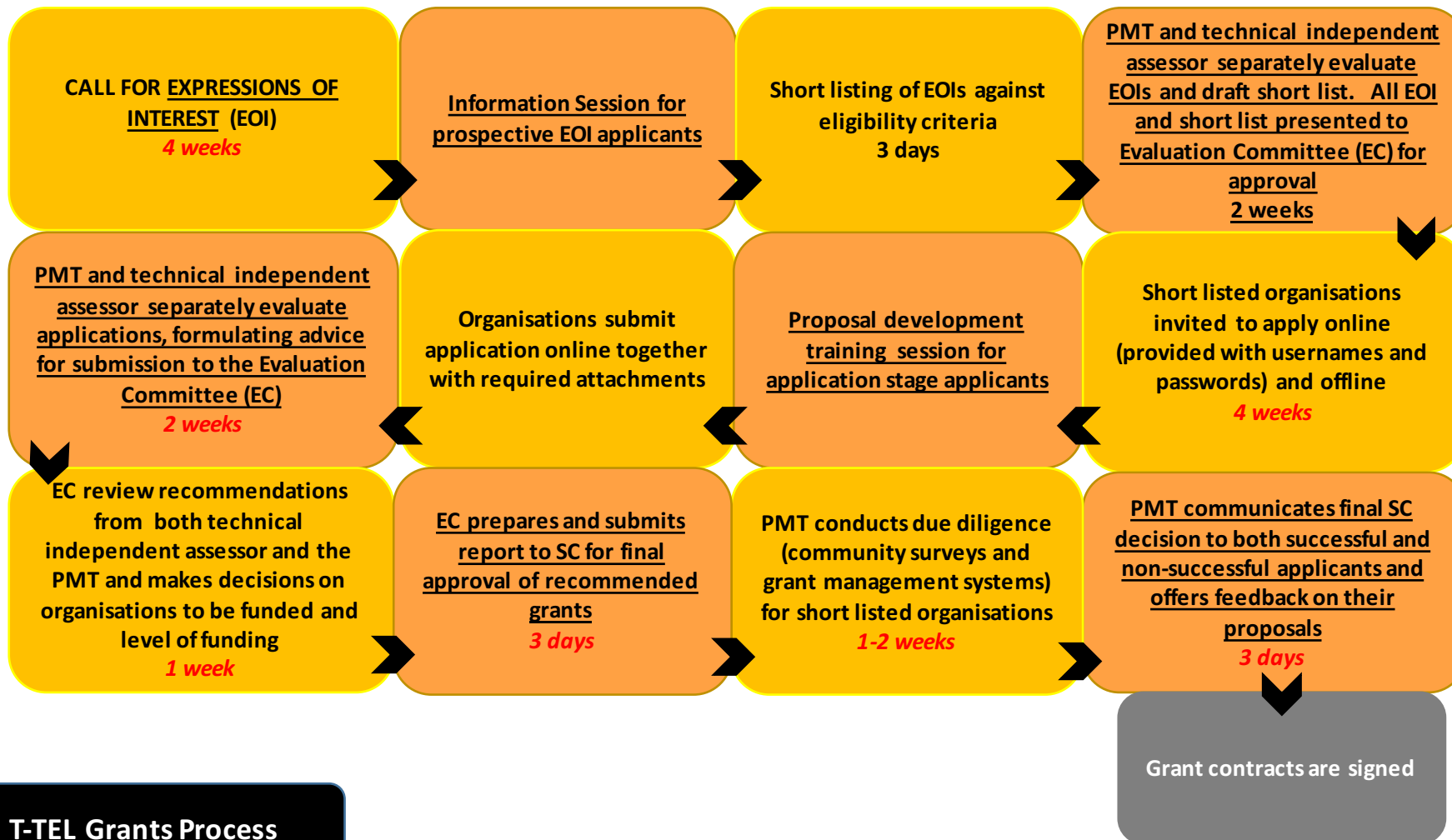


Form attached separately (word document)



The Grant Process





T-TEL Grants Process

Next Steps



Date	Activity
January 11, 2016 at 10am	Information Session (Accra)
January 13, 2016 at 10am	Information Session (Kumasi)
January 29, 2016 at 5pm	Deadline for submission of Expressions of Interest (EOIs)
February 15-18, 2016	Feedback to applicants on outcome of EOIs
February 19, 2016	Online applications opened to shortlisted applicants



- Questions
- Comments
- Suggestions

Are welcome



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THANK
YOU

