

LAUNCHING OF TEACHING WITH IMPACT PROJECT

SPEECH BY: DIRECTOR, PRE-TERTIARY DIRECTORATE, MoE

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Worldwide, 617 million children and adolescents are not proficient in reading and mathematics. Most of these children do go to school, but do not reach minimal standards. This situation – described by UNESCO as the “Global Learning Crisis” - leads to sustaining poverty from generation to generation.

The crisis is greatest in Sub-Saharan Africa where only less than 7 % of students in upper primary schools are proficient in reading and only less than 14 % in mathematics. (UNESCO, 2019, World Bank, 2018). This has huge negative implications for our future. Education will not be a catalyst for development if children who are already disadvantaged are not learning.

Improving the competence of teachers is crucial as they are irreplaceable for children and adolescents. They function as role models, shape attitudes, demonstrate empathy, build confidence and make learning fun. In some cases teachers are the only accessible sources of basic knowledge.

The Teacher and Ghana's Educational Reforms:

Currently in Ghana, major educational programmes/policies have placed emphasis on; **improving quality of education at all levels** and **Teacher Reforms**.

For instance, as part of the strategies to improve quality, the Ministry of Education initiated the development of a new curriculum and assessment framework called the Standard-based Curriculum (SBC) to reform Basic education in Ghana. The main aim was to move from an objective-based curriculum to a standardized based curriculum. Also, a revised curricula of JHS to SHS curriculum named the Common Core Programme (CCP) has been developed and training of teachers on the CCP has commenced.

The preparation of teachers has not adequately responded to the lack of improvement in learning outcomes at the basic school system, and this among others called for the introduction of the Pre Tertiary Teacher Professional

Development and Management (PTPDM) Policy. The policy is aimed at streamlining the professional and career progression of teachers within the appropriate competency framework in the pre-tertiary sector.

In a bid to further improve service delivery and generally enhance effectiveness of Teacher Training, the Ministry through the National Council for Tertiary Education with the support of some donor partners upgraded the curriculum of the Colleges of Education to a four-year Bachelor of Education (B.Ed) Degree Programme. This means a 1st degree is the minimum requirement for teaching at any level of our country's education system. Currently, the CoE's have been affiliated to five Public Universities as part of the institutional reforms to deliver the new programme.

Teaching with Impact:

The above and other initiatives not mentioned here are part of the Ministry; *and by extension Government's* efforts designed to improve quality and most importantly move our pre-tertiary educational system from a *teacher-centred* to a *learner-centred* approach.

It is in this light that we see the **Teaching With Impact Programme** by Savana Signatures and Edukans International as not only innovative, but also coming to support the Government of Ghana and the Ministry of Education's efforts at ensuring that our teachers are highly skilled and that there is Active Teaching and Learning going on in our schools.

Effective teachers do many things such as planning and preparation, setting instructional outcomes, establishing a culture of learning, stimulating dialogue of questioning and answering, giving feedback, communicating with colleagues and families, etc. These essential elements are incorporated in Teaching with Impact trainings.

Through Teaching with Impact trainings, I'm reliably informed teachers develop skills to teach in ways through which learners achieve higher results and have better prospects to progress to secondary or tertiary education. They, and most importantly their learners; become more motivated and self-confident.

The Pre-Tertiary Directorate is therefore happy and indeed proud that such an intervention is going to be launched here in Ghana and hereby pledge the

Directorate's support in any way possible to see the success of this programme.

Matter of fact, we are currently benefitting from the immense expertise of the Executive Director of Savana Signatures Mr Stephen Agbenyo who serves as a Technical Working Group member for the development of one of our most important policies called the Safe School Policy *which incidentally is being supported by UNICEF and UNESCO.*

Inclusive and Special Education

In concluding, I'd like SavSign and Edukans to ensure your programme take special cognisance of Teachers for Inclusive and Special Education.

Amongst the major reform areas, the Ministry and *I should emphasis* my Directorate has prioritized improved access and increased participation of children with special needs in our Schools.

Capacities of teachers in these schools – *most of whom I must say work with minimum TLMs and yet so so dedicated* – should therefore be continually built and I'll be personally ready to assist together with the Special Education

Division of GES (our major implementers), to ensure adequate representation in your trainings.

I take the opportunity to once again express the appreciation of Pre-Tertiary Directorate and by extension the Ministry for the invitation and wish you a successful launch of the Teaching with Impact Project.

God bless you all!

Salutations...

- Mr. Prosper Nyavor, National Programme Officer, UNESCO Ghana
- Dr. Madeez Adamu-Issah, Education Specialist, UNICEF Ghana
- Mr. Mark Hoeksma, Product Development Manager, Basic Education, Edukans International
- Regional Director of Education, Northern Region, Overseeing North East Region
- Regional Director of Education, Volta Region
- Representations from Civil Society Organisations in Ghana
- Sam van Tol, Manager of Correctbooks
- Roel de Haas, Manager blue-tree Group

- Educationists from Uganda, Kenya, Malawi, Ethiopia, Netherlands
- Teachers
- The Media