



# Directors' Report 2025-2026

Prepared for  
T-TEL's 6th Annual General Meeting (AGM)  
9th May 2026

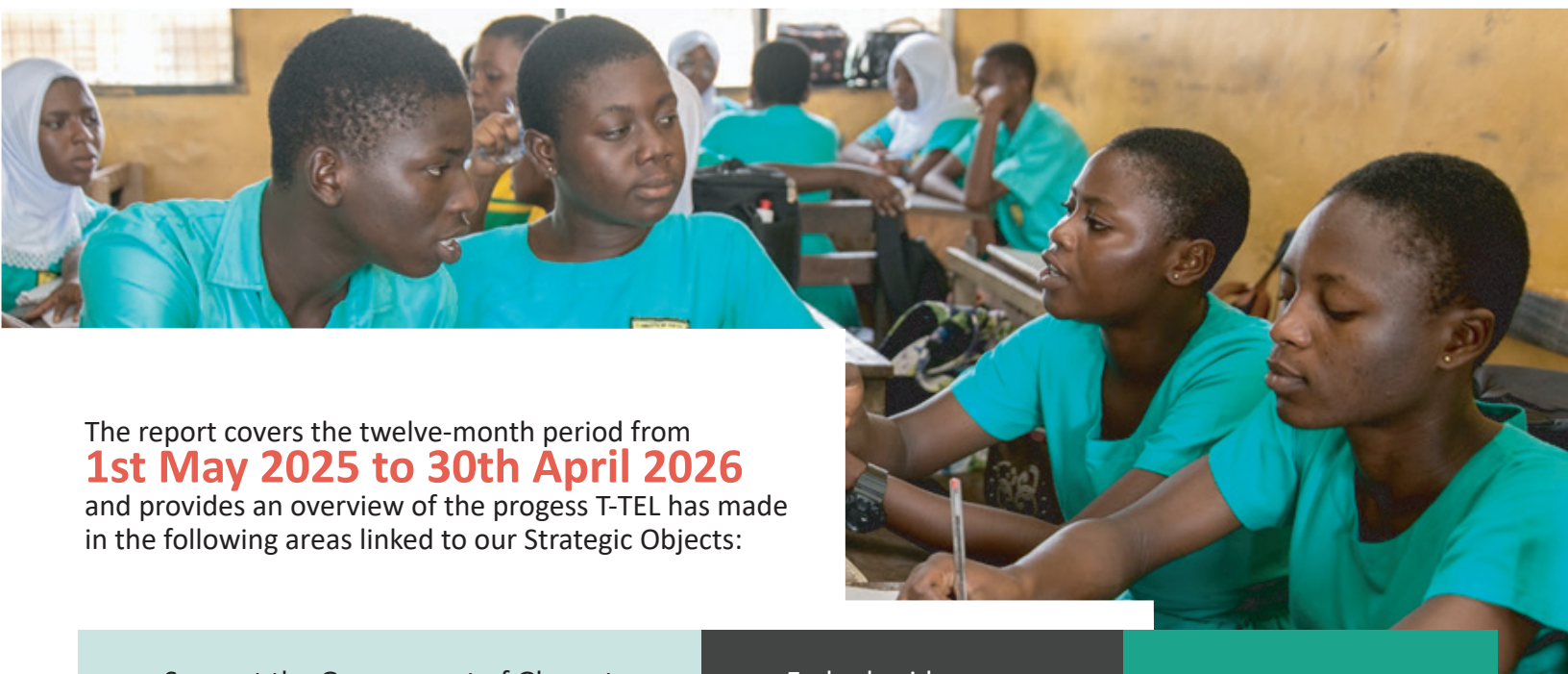


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## 1. Introduction

This Transforming Teaching, Education & Learning (T-TEL) Directors' Report has been prepared for the organization's 6th Annual General Meeting (AGM) in accordance with Section 128 of the Companies Act, 2019 (Act 992).



The report covers the twelve-month period from **1st May 2025 to 30th April 2026** and provides an overview of the progress T-TEL has made in the following areas linked to our Strategic Objects:

- 1** Support the Government of Ghana to translate key national education policies and priorities-including the Education Strategic Plan (ESP) 2018-2030 and recommendations from the National Education Forum Committee- into coherent, implementable and measurable reforms.
- 2** Embed evidence, learning and adaptive delivery within Ghana's education institutions to ensure reforms sustain beyond programmes and lessons learnt are shared across Africa.
- 3** Strengthen T-TEL's institutional capability through strong leadership, governance and financial resilience.

## 2. Transforming Teaching, Education & Learning (T-TEL) Organisational Profile

Transforming Teaching, Education & Learning (T-TEL) was established as a Ghanaian not-for-profit company limited by guarantee on 7th July 2020. T-TEL's constitution states that the organisation's vision, mission and guiding principles are:



### **Vision:**

Transformed education for development.



### **Mission:**

To support government to strengthen Ghana's education system and deliver consistent improvements in teaching quality, equitable learning outcomes and skills development.

## Guiding Principles:



**Government-led and aligned with national priorities:** T-TEL aligns fully with government priorities and educational reforms. Our role is to strengthen existing systems whilst promoting Ghanaian expertise rather than duplicating them.



**A whole-system approach to lasting change:** T-TEL believes in taking a whole-system approach when it comes to supporting government to connect curriculum, assessment, pre-service and in-service teacher education, school leadership and motivation into a coherent reform agenda. We provide technical support across the education ecosystem to ensure that reforms actively reduce existing inequalities in access, participation, and learning outcomes.



**Using data and evidence to drive improvement:** Supporting the Ministry of Education to utilize robust data to inform decision-making at national, sub-national and institution level.



**Enabling government leadership:** T-TEL believes that its role is to support government to achieve sustained improvements in teaching and learning rather than drawing attention to itself. Communication and behaviour change activities are therefore focused on supporting government to articulate their priorities and progress with stakeholders and Ghanaian citizens.



**Recognising education as a transformative driver of national identity and development:** Education plays a critical role in shaping Ghana's sense of identity and purpose. T-TEL recognises this and focuses on ensuring that curricula and learning materials embrace Ghanaian languages, culture and values as well as foundational literacy and numeracy.



**Robust and reliable internal systems that enable accountability and sustainable growth:** T-TEL's technical support is founded on robust internal financial, operational and internal audit systems that ensure transparency and continuous improvement.

T-TEL is a proudly Ghanaian organisation which tries to adhere to world class standards and represent the best of Ghana. We aim to prove that a Ghanaian organisation can deliver high quality technical advice and achieve impactful results whilst operating on our own terms, as Ghanaians. Our rootedness, cultural and social understanding means that we are uniquely placed to work collaboratively with the Government of Ghana to enhance our education system.

T-TEL works in partnership with the Ministry of Education and key agencies such as the Ghana Education Service, Ghana Tertiary Education Commission, National Teaching Council, National Council for Curriculum and Assessment, Ghana TVET Service and National Schools Inspectorate Authority as well as Universities, Colleges of Education and schools. T-TEL believes in partnership and works to support these agencies and institutions to identify their own priorities and achieve their own goals.



*We try not to publicise ourselves but instead seek to highlight the important steps that these agencies and institutions are taking to improve education in Ghana.*

T-TEL has observed that the Government of Ghana commits significant resources each year to education and that a very high proportion of these resources are consumed in recurrent salary costs or in providing infrastructure. This means that agencies and institutions often lack the additional resources to bring about improvements in education quality. Our aim is to secure external funding from partners so that we can use these funds to support the existing system to work more effectively. We do this by providing high quality technical assistance and implementation support services which enable the Government to increase its returns on the funds which they have already invested across the education system by improving learning outcomes and enhancing productivity.



### 3. Governance, administrative and regulatory compliance

T-TEL is owned by a group of **13 subscribers** who are responsible for ensuring its organisational relevance, success and growth. Subscribers meet formally once a year at T-TEL's Annual General Meeting (AGM).

The subscribers have entrusted the strategic operations and governance of T-TEL to a Board. **As of May 2025 there are**

**8 Board members**, as set out in the table.

Board Member	Role Description
Professor Jophus Anamuah-Mensah	Board Chair and Chair of the Executive Committee
Sister Elizabeth Amoako-Arhen	Board Vice-Chair
Professor Kwame Akyeampong	Board member and Chair of Finance & Audit Committee
John Martin	Board member and Chair of Fundraising & Business Development Committee
Professor George Oduro	Board member and Chair of the Governance Committee
Professor Rita Akosua Dickson	Board member
Professor Mohammed Salifu	Board member & Government of Ghana representative
Aso Wusu Asante	Board member

**5** In addition to the Board there are **sub-committees**



### **Executive Committee:**

to take decisions for the Board when all Members of the Board are unavailable. This Committee is chaired by Professor Jophus Anamuah-Mensah.



### **Fundraising & Business Development Committee**

to assist the organisation in developing a fundraising strategy/strategic plan and provide strategic support in implementing this strategy. To support in consideration of risks and opportunities of various grants and other contractual opportunities. This Committee is chaired by John Martin.



### **Research Committee:**

to develop a research strategy for the organisation and to commission and quality assure research aligned with the strategy. This Committee is chaired by Professor Michael Boakye-Yiadom.



### **Finance & Audit Committee:**

to support the organisation in the sound financial management of the organisation including assessment of financial risk, audit, financial health of the organisation and adherence to policies, processes and procedures. T-TEL's Chief Internal Auditor reports to this Committee. This Committee is chaired by Professor Kwame Akyeampong.



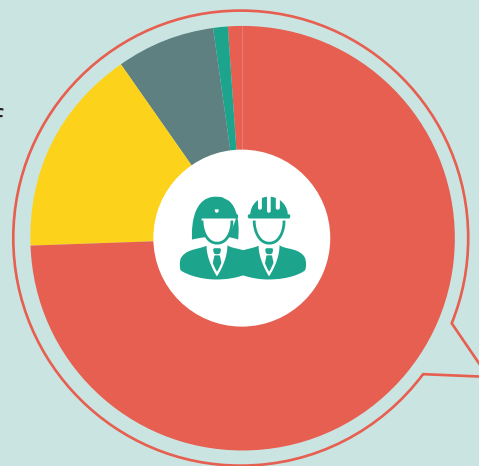
### **Governance Committee:**

to ensure that the organisation is complying with its constitution and fulfilling all governance functions. Plays a role in training and supporting Board members and in identifying new potential candidates for the Board. This Committee is chaired by Professor Mohammed Salifu.

**68** T-TEL currently employs **full-time staff** a decrease of 2 from 70 who were employed at the time of the 5th AGM.

**16** **part-time Key Advisors**

**3** **National Service personnel**



**1** **Chief Internal Auditor** who is employed full-time but on a consultancy basis

This brings the total number of people working with T-TEL to **88**



One staff member, Issahaku Abudulai, retired during the year and his long-standing contribution to T-TEL will be celebrated during the AGM.

The organization is led by the Executive Director who reports to the Board. The Executive Director is part of a nine-member Senior Management Team (SMT) who are responsible for overseeing the day-to-day operations of the organization. One staff member went on retirement.

## T-TEL carries out an Annual employee satisfaction survey every December

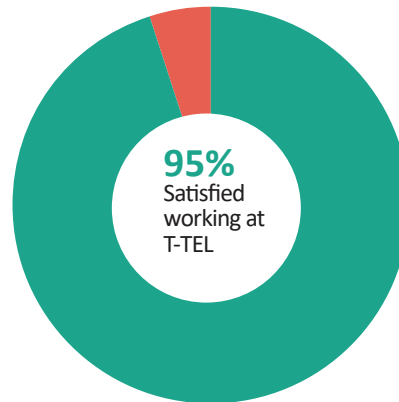
The results from the December 2025 survey continue to be very positive although the

response rate of **59%**

was a decline from last year's response rate of 68%.

Follow-ups with staff indicate that this decline was due to a combination of general satisfaction with the organisation- meaning that staff didn't have improvement suggestions to make- and limited time to fill in the survey due to work pressures.

Respondents



Respondents



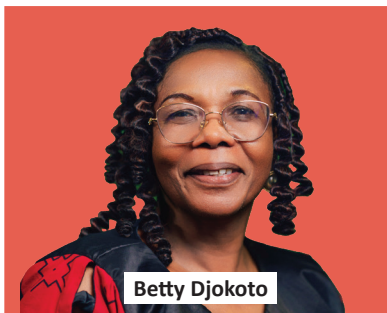
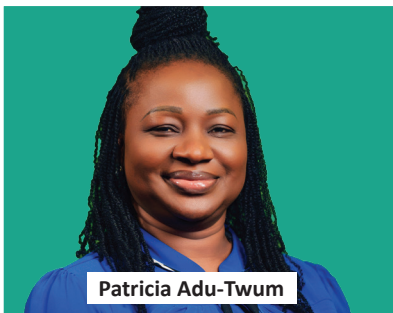
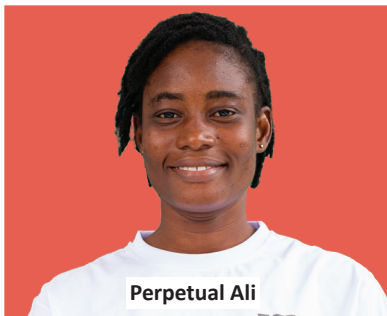
When asked to identify areas for improvement, the top two areas were

- **'workload and work-life balance'**
- **and 'communication and information sharing'.**

T-TEL management recognises that staff have faced significant work pressure since 2024 with the development and subsequent national roll-out of the new Senior High School curriculum and assessment system. This has led to an unprecedented volume of high-profile work and we believe that this will ease through 2026 and beyond as the new curriculum becomes firmly embedded across the system. Management nonetheless remains attentive to staff wellbeing and will monitor this closely through 2026. On communications, T-TEL is strengthening its systems to encourage more regular knowledge sharing across teams, linked to monthly Key Performance Indicator (KPI) update and budget meetings.



We continued to recognize exceptional performance through the quarterly **T-TEL Excellence Award**. Excellence Award winners since the last AGM were:

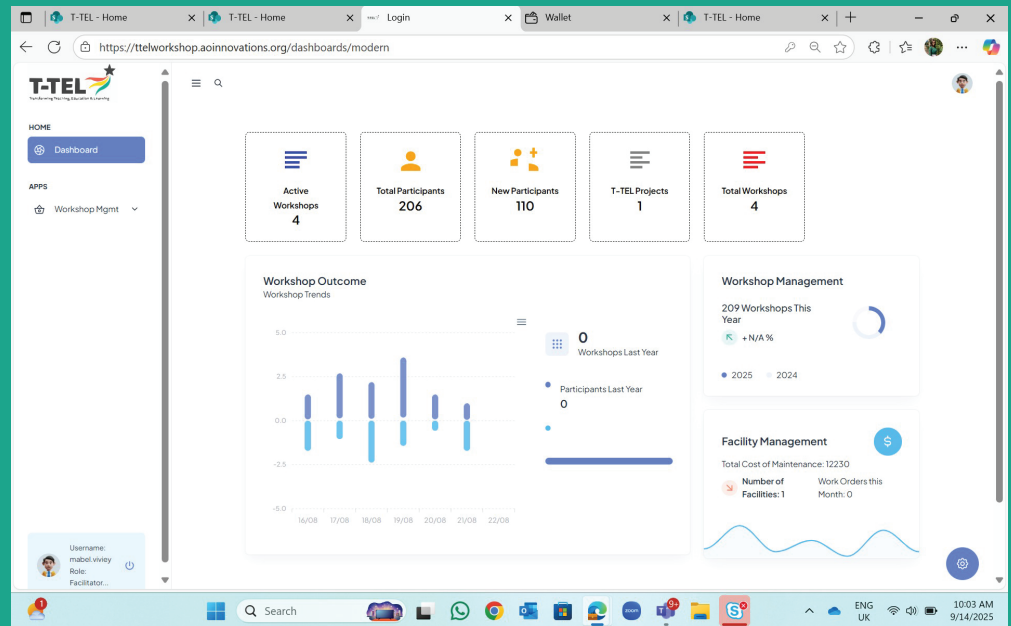


## Joint Internship Scheme in 2023

T-TEL and the Teacher Trainees Association of Ghana (TTAG) continued to run a joint Internship Scheme which, in 2025, provided an opportunity for 12 final year B.Ed. student teachers to spend four weeks working with T-TEL in our Accra head office and with our district and regional teams. Over the past year T-TEL has also hosted interns from several Ghanaian universities including University of Ghana, Kwame Nkrumah University of Science and Technology (KNUST)



T-TEL launched its Enterprise Resource Planning (ERP) system in September 2025 to automate and integrate our business processes. This system is working effectively and is generating cost and time savings to the organization.



## 4. Education technical assistance and program delivery

T-TEL aims to achieve our vision of ‘transformed education for development’ through our education programs, implemented in partnership with the Ministry of Education (MoE), Ghana Education Service (GES), Ghana TVET Service (GTVETS) and related agencies and institutions. In 2025-26 our main programmatic focus has been supporting the Government of Ghana to implement a comprehensive and ambitious set of Secondary Education Reforms through Leaders in Teaching (LiT) in partnership with Mastercard Foundation.

T-TEL also conducted a research study into the effectiveness of Supported Teaching in School (STS) as part of the Bachelor of Education (B.Ed.) in Initial Teacher Education delivered in Colleges of Education. This study was implemented in partnership with the University of Cape Coast with funding from the Gates Foundation.

In 2025 T-TEL collaborated with Google Research and Kayma to conduct a randomized controlled trial (RCT) on Artificial Intelligence (AI) and Assessment in 13 Senior High Schools (SHSs) and Senior High Technical Schools (SHTSs).

In 2025-26 T-TEL utilized a portion of our unrestricted reserves to finance two important pilot projects- the Transforming Basic Education Pilot and the Transforming Technical and Vocational Education and Training (TVET) Pilot, in partnership with GES and GTVETS respectively.

In addition, we supported the establishment of a Sierra Leonean not-for-profit organization, Lɛ Wi Lan, which will be formally linked with T-TEL through the new Alliance for Transforming African Education (ATAE).



## 4.1 Secondary Education Reform- Leaders in Teaching (LiT)

The aim of the Secondary Education Reform is to improve the quality of teaching and learning in Ghanaian Senior High Schools (SHSs) and Senior High Technical Schools (SHTSs) so that all young people have the 21st Century Skills and competencies needed for lifelong learning, employability and adult life. T-TEL has supported the Ministry of Education and their key agencies to make significant positive progress towards this aim in 2025/26. Major activities and achievements during the year are set as follows.

improve the quality of  
teaching and learning

Employability

LiT

21st Century Skills  
& Competencies

Lifelong Learning



### 4.1.1 Development of Materials for the new SHS curriculum including Teacher Manuals, Professional Learning Community (PLC) Handbooks, Learner Materials and the Curriculum Microsite

The new Senior High School (SHS) Curriculum was launched for Year One learners in October 2024. The start of the 2025/26 academic year in October 2025 marked the first time that schools had two cohorts of learners studying the new SHS curriculum at the same time.

T-TEL supported the National Council for Curriculum and Assessment (NaCCA) and Ghana Education Service (GES) to ensure that

T-TEL also worked with GES, national subject associations and the Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) to produce accompanying Learner Materials for all

All Year One and Year Two Learner Materials have been approved by NaCCA and GES and are available on the Ministry of Education's Curriculum Microsite- <https://curriculumresources.edu.gh>. The Curriculum Microsite is zero-rated for data which means that Ghanaian teachers or learners can access and download all materials at no cost. The Microsite also contains

Between **1st January and 31st March 2026** there were **4,325,342** downloads of materials from the curriculum microsite.

This means that, **since January 2025, there have been 13,190,048** downloads from the site.

This volume of usage demonstrates what an important resource it has become for Ghanaian teachers and learners.

This means that over

**1,000,000**

students in SHS Year One and Year Two are now learning the new curriculum.

all **68,000** SHS teachers have copies of Year One and Year Two Teacher Manuals and accompanying Professional Learning Community (PLC) Handbooks.

**46** subjects and **12** Ghanaian Languages.

- + all Teacher Manuals
- + Subject-Specific PLC Handbooks
- + subject-specific Curriculum
- + Teacher Assessment Manual & Toolkit
- + Links to AI-enabled Subject-Specific Apps

## 4.1.2 Weekly Professional Learning Community (PLC) sessions in all SHSs and SHTSs

### Weekly Professional Learning Community (PLC) sessions

were introduced by GES across all SHSs and SHTSs



As the main mechanism by which **teachers will learn about the new curriculum.**



Attendance at these sessions is tracked in real-time on the Secondary Education Institution (SEI) Dashboard: [https://t-tel.shinyapps.io/secondary\\_reform/](https://t-tel.shinyapps.io/secondary_reform/)

### Subject-Specific PLC Sessions

2025/2026 (Since the start of the 2025/26 academic year in October 2025)

**87%**  
Teacher  
attendance  
rate

**10,009**  
Total sessions

across  
**717**  
SHSs & SHTSs

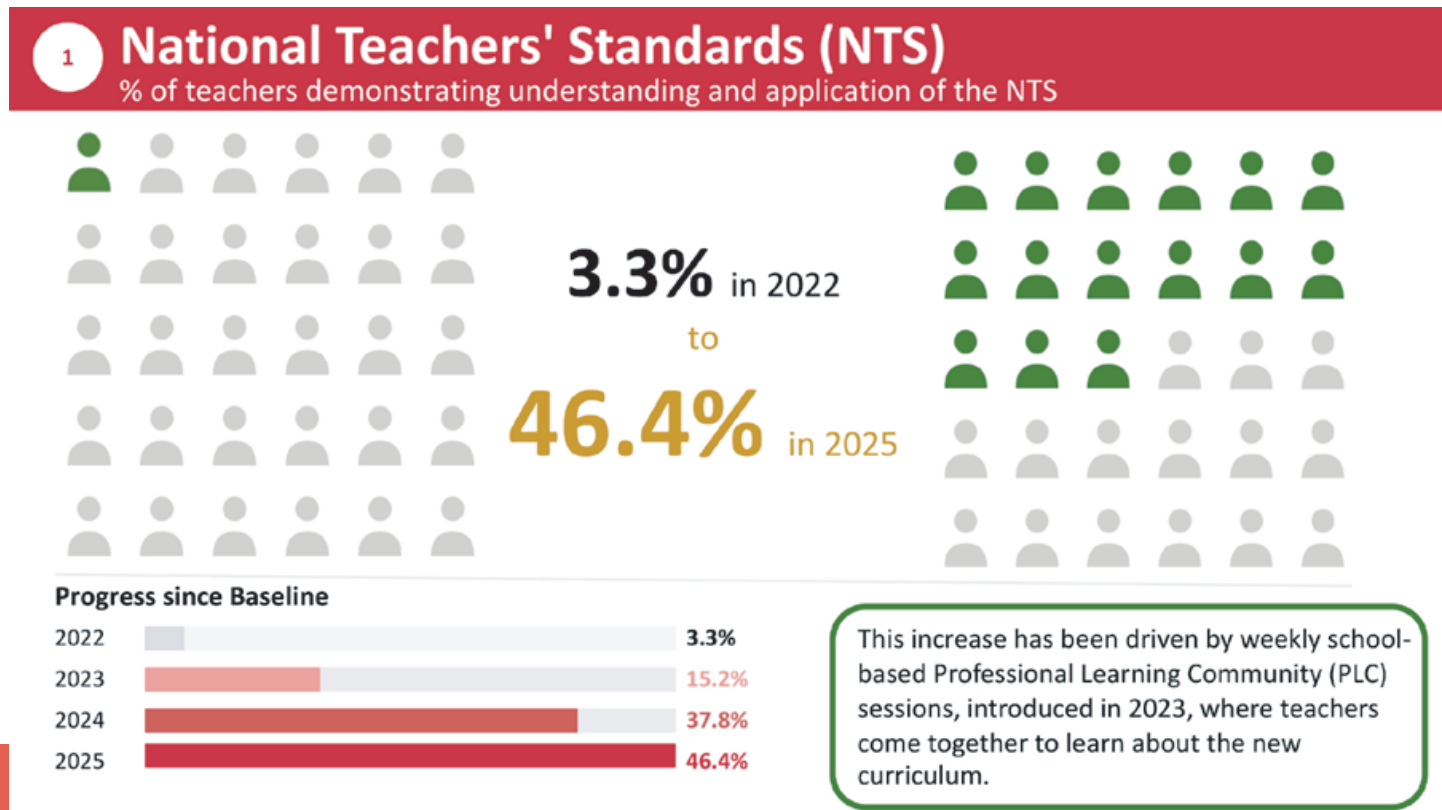
represents a **cumulative total of 1,225,500 hours** of teacher Continuing Professional Development (CPD)

October 2025 saw the introduction of AI-enabled subject-specific Apps loaded with Ghanaian curriculum content and materials developed in partnership with Playlab AI and Anthropic.

Weekly PLC sessions provide advice and guidance on the use of these Apps, with the annual evaluation survey showing that

**77% of teachers report using the Apps on a weekly or daily basis** to assist with planning learning activities, assessment and differentiation.

This CPD is having a measurable impact, with the proportion of teachers meeting the National Teachers' Standards (NTS) in their lessons increasing to 46.4% from 37.8% in 2024 and 3.3% at baseline in 2022.



This last metric has moved the least and is the greatest cause for concern. When the MoE, T-TEL and agencies conducted a Deep Dive assessment in 36 selected SHSs and SHTs in December 2020 they noted that teachers' content knowledge was generally good but that there were serious issues with pedagogy which focused almost entirely on rote learning. Ghana has always had a knowledge rich curriculum and, with the new SHS curriculum introduced in 2024, this hasn't changed. What has changed is the mode of delivery, focusing on active pedagogy and varied assessment modes. This reflects international best practice but is inherently more complex for teachers to deliver than the rote learning approach.

This is why GES, NTC and NaCCA have produced a suite of supportive materials for teachers, structured round weekly Professional Learning Community (PLC) sessions. The focus of these materials has mostly been on pedagogy, learning activities and assessments given the significant shift which Ghana is trying to make. However, the ability to explain concepts clearly using examples familiar to students relies on teachers having strong content knowledge. It may therefore be the case that the NTS adherence figures are being impacted by some teachers' content knowledge limitations.

GES, T-TEL and NaCCA have agreed to address this situation through the Subject-Specific Apps, adding a prompt at the start of each session asking the teacher whether they want a simple explanation of that week's content including common misconceptions which students may have with that topic. Instructions to prompt teachers on this will be built into the Year Three Teacher Manuals whilst a section of each weekly PLC session will be set aside for 'content clinics'.





### 4.1.3 Development and introduction of a new SHS assessment system overseen by the West African Examinations Council (WAEC)

Assessment drives behaviour in Senior High Schools (SHSs). The West African Senior School Certificate Examination (WASSCE), taken by learners at the end of SHS, has focused predominantly on recall and memorization (Webb's Depth of Knowledge- DoK- Level One) encouraging a culture of rote learning and memorization or 'chew, pour, pass, forget'. In recent years there has been a disturbing rise in WASSCE malpractice as the assessment system has encouraged a culture dominated by grades rather than learning.

The new SHS curriculum attempts to transform this culture. It encourages varied and differentiated assessments such as project work, practical demonstrations, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

**Internal Assessment 30%**  
Comprises a total of 9 formative (portfolios, performance and project work) and summative (end-of-semester examinations) assessments a year which are recorded on a Student Transcript Portal overseen by WAEC.



**External Assessment 70%**  
Comprehensive summative assessment conducted by WAEC through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment remains at 70%/30% as was previously the case. However there is now far greater transparency and quality assurance of the 30% of marks which are school-based. This is being achieved through the introduction of the school-based student transcript, quality assured by WAEC, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be required for tertiary admission from 2027 onwards and contains information on character qualities and behaviour, providing institutions with a broader picture of learners than just a simple grade.

## Ghana Education service (GES) and WAEC Partnership:

### Success of the Student Transcript Portal (STP) System Overview & Coverage

Launched late 2024

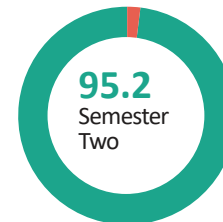
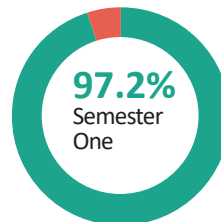
**KEY  
ACHIEVEMENT DATA  
(AS OF APRIL 2026)**

**52million**  
Total Cumulative Records Captured  
for more than 755,000 students

or more than  
**755,000**  
students



**Key Performance Metric & Partnership**  
Assessment Capture  
(2024/2025 Year One Students)



**GES & WAEC Leadership Partnership**  
Assessment Capture  
(2024/2025 Year One Students)

- Ensuring high coverage
- Targeted support provided to schools
- Remedying low completion rates

In preparation for the first WASSCE under the new SHS Curriculum which will be

sat by **30** trial schools in May and June 2026, NaCCA, in collaboration with WAEC and GES, led the development, moderation and administration of a national mock examination.

A total of **31,697** candidates sat the examination

across **42** subjects, with papers developed by **84** examiners and moderated against Tables of Specification using the Depth of Knowledge framework.

The University of Cape Coast (UCC) was competitively selected to oversee printing, administration and supervision, ensuring the integrity and credibility of the process. Performance was strong in applied and STEM subjects,

with pass rates of **98%** in Electrical and Electronics,

**97%** in Biomedical Science

and **81%** in Robotics,

while lower pass rates in other subjects highlighted the need for targeted remediation.

The results are being treated as a diagnostic and are already informing short-term interventions to strengthen learner readiness ahead of the national examination in the 30 trial schools.



#### 4.1.4 Scale-up of Intervention English and Intervention Mathematics to address issues with literacy and numeracy in SHSs

GES and NaCCA, supported by T-TEL, have introduced two new subjects—Intervention English and Intervention Mathematics – which were piloted in 294 schools before being rolled out to all 721 SHSs in 2025/26. Learners enter SHS from a wide range of backgrounds and many of these learners may have experienced deficiencies in Mathematics and English Language teaching at primary and JHS level. For the first time the Government of Ghana is introducing Intervention English and Intervention Mathematics in SHSs to address these deficiencies and ensure that all learners have the best chance to succeed during their 3 years in SHS.

Intervention English and Intervention Mathematics Teacher Manuals, PLC Handbooks and Learner Materials have been produced to support teachers to deliver these classes, which is timetabled for three or four hours per week for those learners who require intervention. These intervention subjects are taken in addition to Core Mathematics and Core English Language.



An endline assessment was carried out across 153 schools at the end of the 2024/25 academic year to see whether Intervention English and Mathematics has led to measurable improvement in student learning outcomes. The analysis employed a paired-sample approach, comparing baseline and endline performance for each learner. This is complemented by qualitative feedback from teachers, School Improvement Advisors (SIAs) and GES Regional Monitoring Teams (RMTs).

The data showed statistically significant improvement in both subjects, suggesting that structured remediation and targeted instructional support have contributed to measurable learning gains. Average performance in English rose by 24 percentage points, and Mathematics by 14 percentage points, both statistically significant at  $p < 0.001$ . The effect sizes indicate that English achieved a large practical improvement, while Mathematics showed a medium-to-large effect.

English proficiency results show a substantial upward shift, with nearly half of students moving from “Emerging” or “Developing” to “Approaching Proficiency” or higher. Mathematics proficiency results show a similarly positive improvement. About three in five students who began in the “Emerging” category advanced to a higher proficiency band, with nearly one in five reaching “Approaching Proficiency” or higher. Performance gains were consistent across male and female students.

Qualitative feedback from SIAs, RMTs and teachers corroborates these findings. Teachers reported visible improvement in learner confidence, willingness to attempt questions, and participation in both English and Mathematics sessions. Students became more engaged and responsive during lessons that used group exercises, contextual examples and formative questioning.

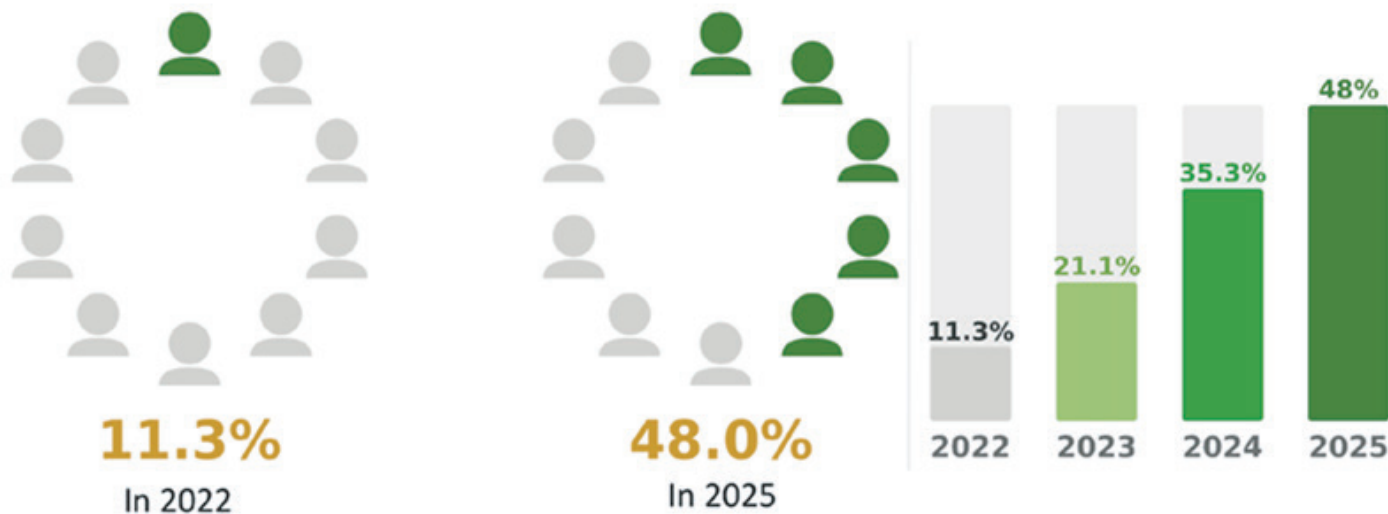
GES subsequently decided to scale Intervention English and Intervention Mathematics across all 721 SHSs and SHTs in November 2025. T-TEL supported the development of GES and NaCCA guidance note for schools which accompanied national roll-out.

## 4.1.5 Gender Equality and Social Inclusion (GESI), including GESI-responsive pedagogy and piloting the first Ghanaian Sign Language Curriculum



### 2 Gender Equality and Social Inclusion (GESI)

% of teachers demonstrating GESI-responsive pedagogies



Gender Equality and Social Inclusion (GESI) has been mainstreamed within the new SHS curriculum and accompanying materials. The weekly PLC sessions support teachers to integrate GESI within their lessons. The 2025 annual external evaluation survey found that the proportion of teachers demonstrating GESI responsive pedagogies has increased to 48.0% from 35.3% in 2024 and 11.3% at baseline in 2022.

T-TEL has supported NaCCA and the Ghana National Association for the Deaf (GNAD) to write the first ever Ghanaian Sign Language Curriculum. The Ghanaian Sign Language curriculum is being piloted in Savelugu School for the Deaf, Mampong Demonstration School for the Deaf, Sekondi School for the Deaf and Mampong Senior High Technical School (SHTS) for the Deaf.

The pilot covers learners in KG1, Primary 1, JHS 1 and SHS 1 and is supported by 25 trained teachers. Before the pilot began, teachers received intensive training on the curriculum, teacher manuals and learner materials. A baseline study showed strong support from parents and identified the need for ongoing professional development and coaching to ensure the curriculum is delivered effectively and consistently.

The curriculum aims to standardise Ghanaian Sign Language, preserving deaf culture and ensuring linguistic proficiency among deaf people while providing strong bilingual foundation for deaf learners. The curriculum is intended to be available for use by all schools, not just special schools, as it can now be offered as a Ghanaian Language which can be chosen as an option like Akuapem Twi or Ewe.

T-TEL also supported NaCCA to develop a Mathematics SHS curriculum for blind learners which was trialed successfully in Okuapemann SHS and is now being expanded to six other SHSs supporting learners with visual impairment.



#### 4.1.6 Leadership Capacity Development for Regional Education Offices and School Management Teams.



Leadership is required at both Regional Education Office and school level if the new curriculum is to be implemented effectively. Our work on leadership is designed to support GES to ensure that Regional Education Offices, School Boards and leadership teams oversee effective learning-focused organisations with improvement plans, conducting robust learning assessments and using accurate, timely and relevant data to inform decision-making and ensure effective quality assurance and oversight.

T-TEL worked with GES and the Institute for Educational Planning and Administration (IEPA) to develop a leadership training programme for all Regional Directors of Education and their management teams. T-TEL, GES and IEPA recruited and trained 32 Regional Education Coaches who have worked in pairs to support the 16 Regional Education Offices (REOs) by providing mentoring and practical advice to enable REOs to successfully implement their 2025 Improvement Plans.

All SHSs and SHTSs developed and implemented School Improvement Plans (SIPs) throughout 2025. Schools managed to **achieve 86.6% of targets in these SIPs by March 2026**. All schools' leadership teams have also been participating in a leadership development programme organised by GES and the Conference of Heads of Assisted Secondary Schools (CHASS). In 2025/26 this training has focused on building and leading effective community and stakeholder engagement.

T-TEL also supported the Ministry of Education and stakeholders to develop Ghana’s first ‘National School Leaders Standards’ (NSLS). The NSLS are structured around three domains-

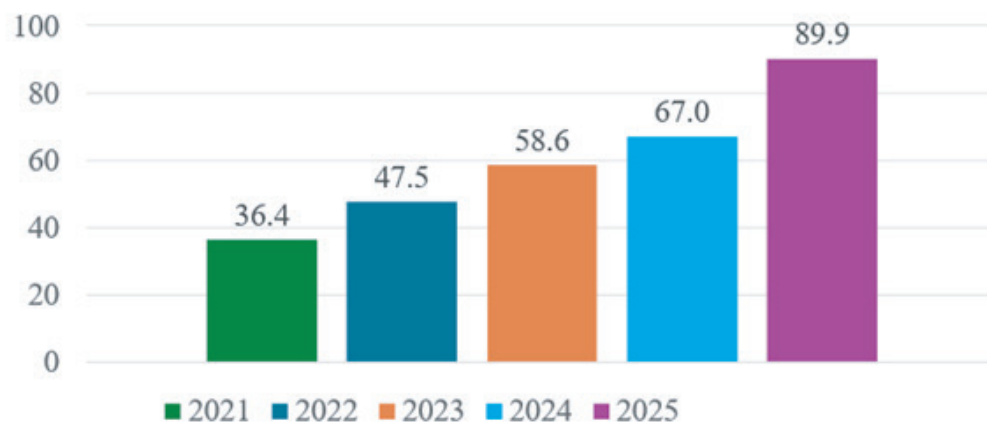
- i Pedagogical Leadership
- ii Systems Leadership
- iii Community Leadership.

GES and the Public Services Commission (PSC) are now supporting the alignment of the NSLS with a revised performance monitoring and management system for GES staff in basic schools, Junior High Schools (JHS), SHSs and SHTSs. This new system will help to ensure that performance management focuses on leadership behaviours, which are within the school leaders’ control, rather than solely focusing on outcome targets, which are not. By relying on indicators outside of the head’s direct control, such as WASSCE results, the previous performance management system risked demotivating heads and opening-up accusations of unfairness which, in turn, led to cheating to ensure targets were met on paper.

## The 2025 annual external evaluation survey shows a strengthening of leadership across schools.

The proportion of boards and senior management teams demonstrating clear understanding of their roles and responsibilities rose to 89.9%, up from 67.0% in 2024 and 58.6% in 2023. Schools are increasingly using data to drive improvement planning, and the systems linking classroom, school and district levels are becoming more coherent and embedded.

### Proportion of school leaders demonstrating their roles and responsibilities



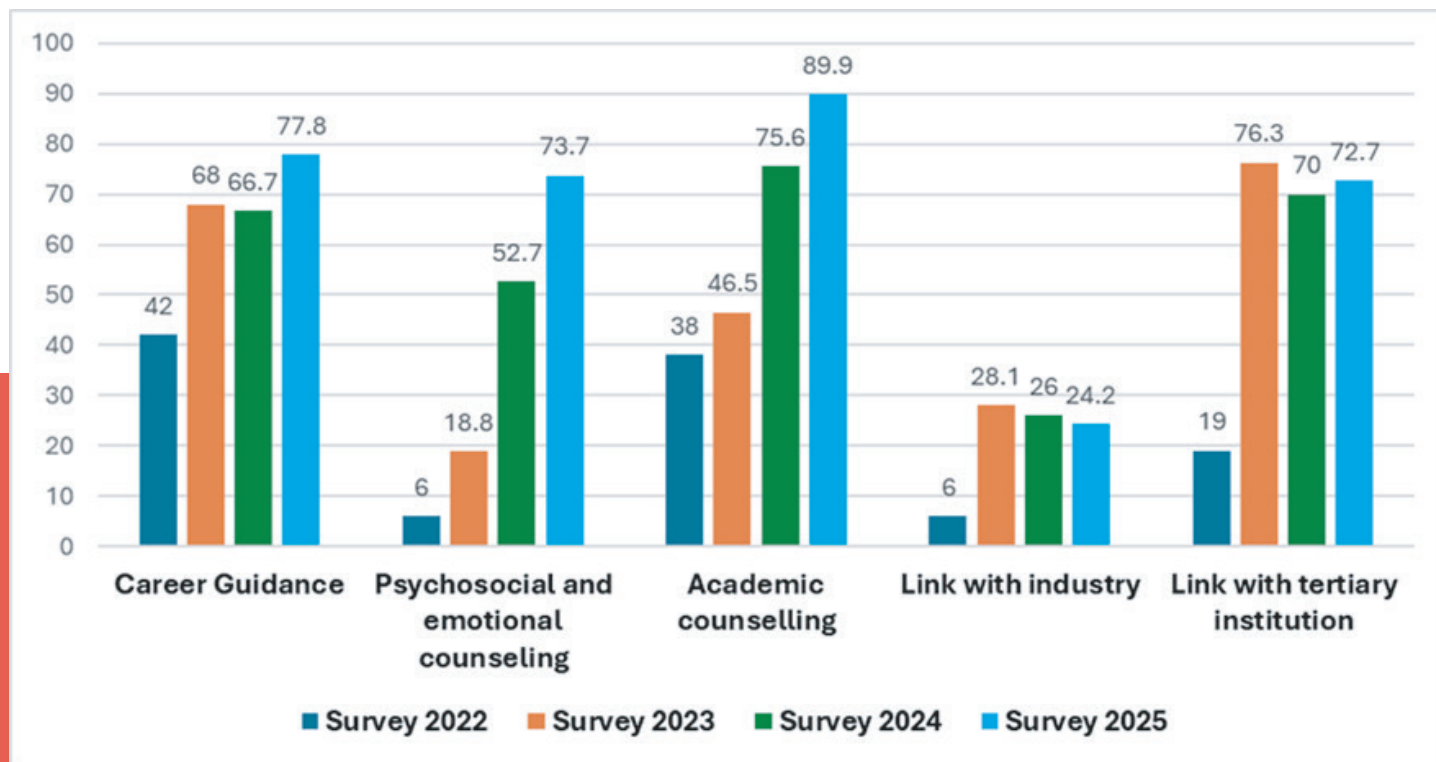
## 4.1.7 Gender Equality and Social Inclusion (GESI), including GESI-responsive pedagogy and piloting the first Ghanaian Sign Language Curriculum



T-TEL supported the MoE, GES and GTVET to roll-out a new 'Guidance and Counselling Framework for Secondary Education Institutions' nationwide following a successful pilot in 48 institutions in 2024/25. This Framework introduces a new structure for Guidance and Counselling, expanding responsibility beyond a single Guidance and Counselling Coordinator by establishing a Guidance and Counselling Unit, overseen by an Assistant Head and involving a number of part-time staff as well as a full-time Coordinator. The new Framework focuses on four areas:

- 1 Academics-** improving study techniques and strategies to develop students into lifelong learners.
- 2 Careers and Tertiary-** preparing learners for tertiary education and the world of work.
- 3 Psychosocial Support-** helping learners to develop a sense of self-worth, resilience and good inter-personal and community skills.
- 4 Guidance Services-** providing services that promote the development and well-being of learners.

The 2025 Annual External Evaluation Survey found that there has been a measurable improvement in the provision of guidance and counselling services across SHSs and SHTSs.



The proportion of schools offering psycho-social and emotional counselling has grown dramatically, from 6% in 2023 to 73.7% in 2025, while academic counselling has risen from 38% to 89.9% over the same period. Career guidance is also up, reaching 77.8% in 2025. The one persistent gap is industry linkages, where coverage has declined slightly from 28.1% to 24.2% across three years — a reminder that connecting schools to the world of work remains structurally difficult and is unlikely to be resolved through school-level interventions alone.

## 4.1.8 Measures to address sexual harassment and promote a safe school environment

T-TEL supported GES to intensify its efforts to tackle sexual harassment in SHSs. The GES Guideline for Addressing Sexual Harassment in Secondary Education Institutions mandates the appointment and training of Safe Space Focal Persons (SSFPs) as the cornerstone of this safeguarding framework at school level. SSFPs are to serve as the primary point of contact for learners and staff when addressing sexual harassment cases through prescribed reporting and referral channels.



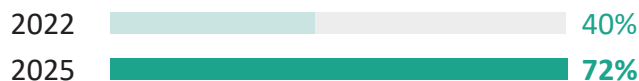
**GES, with T-TEL support, appointed and trained 1,424 SSFPs, two per school, in July 2025.**



**7,500 copies** of the **“Guideline for Addressing Sexual Harassment in Secondary Education Institutions”**

were also printed and distributed with each school receiving 10 copies to support awareness creation, as a training reference guide and for integration into school-level safeguarding structures.

The 2025 Annual Evaluation Survey found that the proportion of schools with an inclusive, gender-sensitive environment for staff and students has increased



This provides encouragement that GES’s efforts are having a tangible impact.

All SHSs and SHTSs are now required to establish reporting and response systems that are accessible, learner-friendly, and aligned with national referral pathways. SSFPs work closely with the Guidance and Counselling teams to lead awareness campaigns within their schools while ensuring confidential, trusted reporting mechanisms are operational and effective.

Data gathered in early 2026 suggests that schools are increasingly moving beyond policy awareness toward active implementation of safeguarding systems. The data reflects a system that is steadily maturing, with improving awareness, increased utilisation of reporting mechanisms and clearer pathways for case management and accountability. At the same time, feedback from Safe Space Focal Persons indicates a growing call for stronger institutional protection and backing from GES to enable them to carry out their mandates effectively. SSFPs have expressed the need for clearer authority, protection from intimidation or retaliation and consistent supervisory support. These are factors that are essential for sustaining confidence, integrity and effectiveness in enabling the SSFPs to carry out their safeguarding roles.

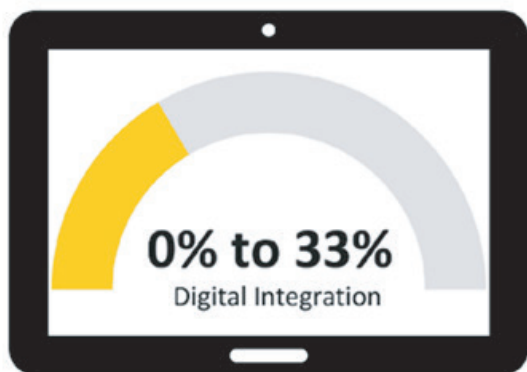
### 4.1.9 ICT & Digital Literacy training and support to all SHSs through Digital Literacy training modules and targeted school-level support through a network of digital trouble-shooters.

The National Teaching Council (NTC), GES and the Centre for Distance Learning and Open Schooling (CENDLOS) produced a nine-module online Digital Literacy Course accessed through NTC's learning portal. This course, developed with support from T-TEL's specialist ICT partner, the Ghana Society for Education and Technology (GSET) contains a series of videos of Ghanaian teachers, produced by CENDLOS. Each module has been segmented into units to optimize the course's accessibility, recognizing that participants are adult learners with varying levels of ICT proficiency. The Digital Literacy Course was launched in November 2024 and was completed by **62,176 SHS teachers**, representing **91.4%** of the total teacher population.

3

## Digital Technology Use

% of teachers using digital technologies to enhance their teaching

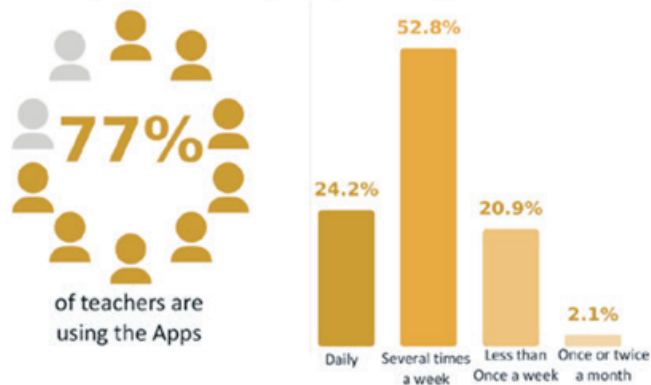


This increase has been achieved without any investment in hardware. Instead the focus has been on providing ICT and digital literacy training, incorporating ICT-related content in weekly Professional Learning Community (PLC) sessions and developing AI-enabled subject-specific Apps loaded with Ghanaian curriculum content and materials.

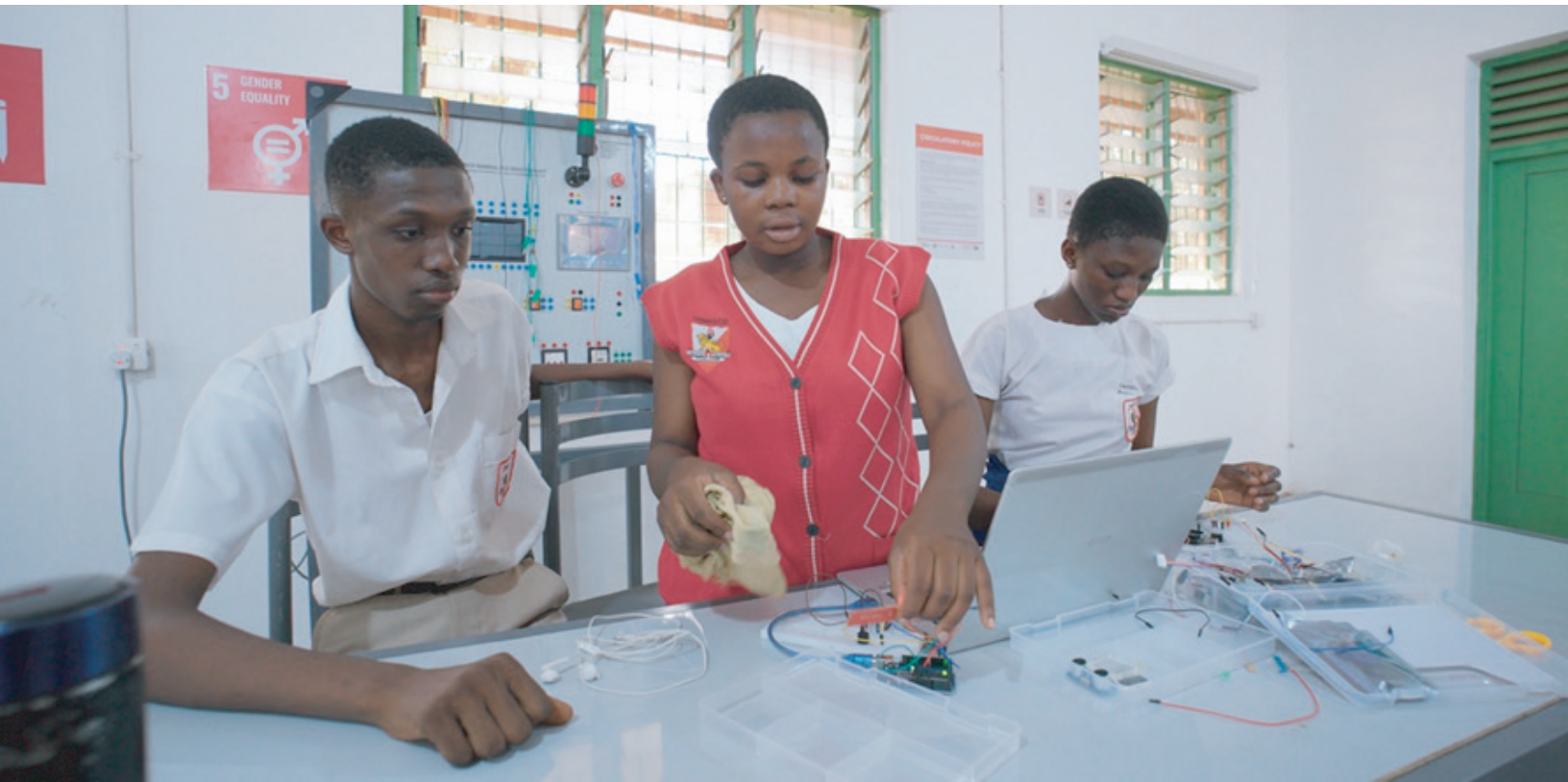
### Progress since Baseline



### Usage Data on Subject-Specific Apps



#### 4.1.10 Support to implementation of Science, Technology, Engineering and Mathematics (STEM) in selected SHSs



The new SHS Curriculum has introduced **STEM subjects** - Aviation & Aerospace, Robotics, Engineering, Manufacturing Engineering and Biomedical Science- to be offered in a small number of SHSs with relevant equipment, facilities and trained teachers.



Robotics



Engineering



Biomedical Science



Manufacturing



Aviation & Aerospace

In 2024 T-TEL worked with Aaenics, a specialist Ghanaian organisation, to establish and equip Robotics and Engineering laboratories in

## 12 SHSs:

- Fijai SHS
- Kumasi Academy
- Afia Kobi Girls SHS
- Prempeh College
- Mamfe Girls SHS
- Abomosu STEM SHS
- Awaso STEM SHS
- Bosomtwe Girls STEM SHS
- Bosomtwe STEM Academy
- Kpasenkpe STEM SHS
- Koase SHTS
- Accra High School.

All facilities and training have been completed apart from GSTS where some equipment is still being imported. In Aviation and Aerospace, KNUST lecturers and Altair Unmanned Technologies delivered online and on-campus training to teachers at Krachi Senior High Technical School, with teachers subsequently building and flying Styrofoam aircraft.

In Agricultural Science, the solar-powered borehole and irrigation system installed at Islamic SHS in Wa has transformed the school's 4-acre farm: the maize harvest has tripled from 50 to 150 bags, the school now produces sufficient maize to feed its student population and generates income from approximately 100 surplus bags.

In 2025 this work was expanded to seven additional schools.


- + Keta SHS
- + Tamale SHS
- + Mfantshipim School
- + Opoku Ware School

+7

All received Robotics and Engineering laboratories

- + **Keta Krachi SHTS** became the first school in Ghana to establish a specialist Aviation and Aerospace Engineering laboratory
- + **Islamic SHS** in Wa became the first specialist Agricultural Science SHS
- + **Ghana Secondary Technical School** (GSTS) is establishing a Manufacturing Engineering laboratory.

#### 4.1.11 Communications and Stakeholder engagement on the new SHS curriculum

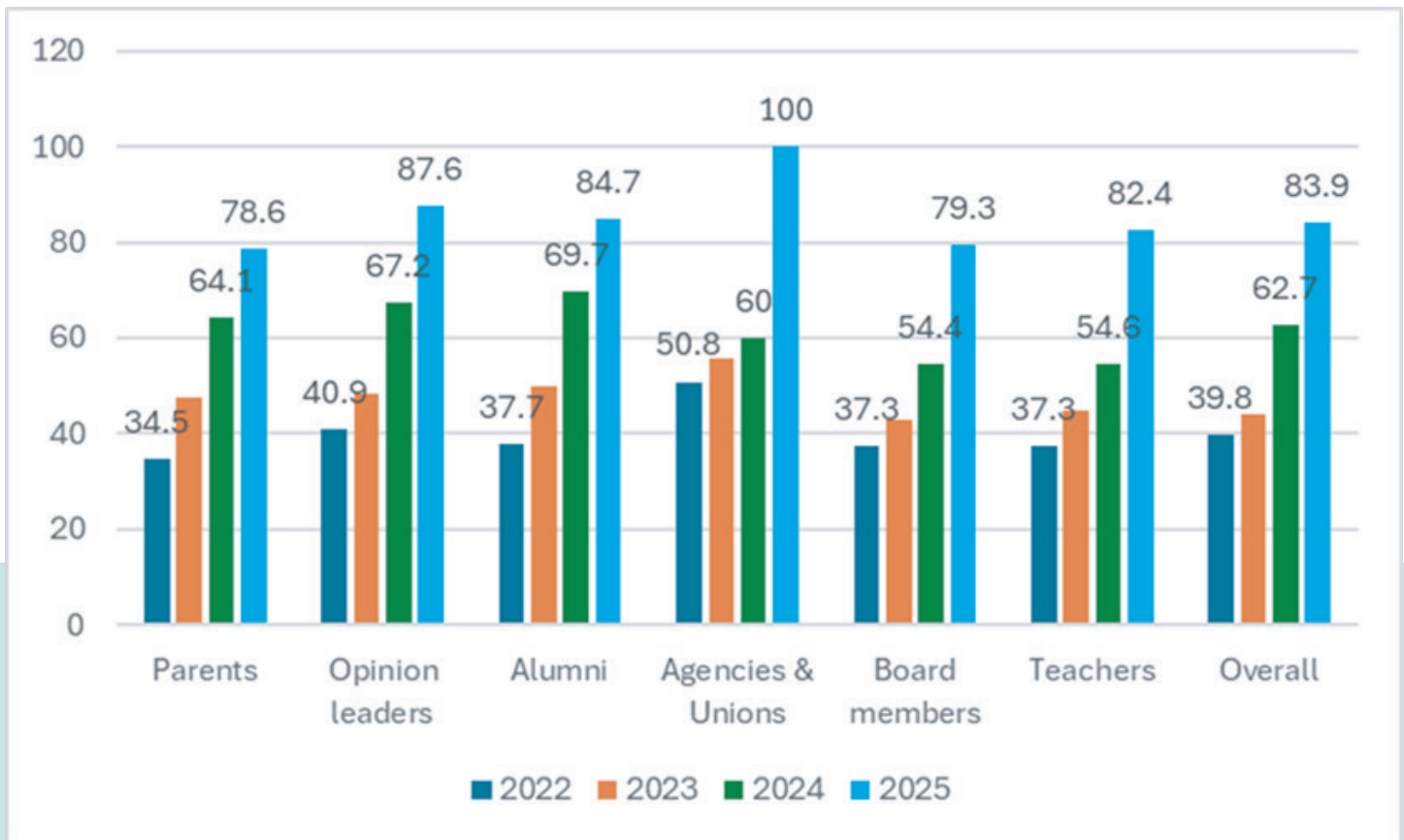


T-TEL supported the Ministry of Education, GES and NaCCA to develop and implement a comprehensive communications and media engagement strategy throughout 2025 and 2026. This was designed to ensure that key stakeholders- including parents, teacher unions, universities and employers- and the general public understood the SHS curriculum reforms and were supportive of them.

These communications activities included TV and radio commercials and extensive social media engagement in English and Ghanaian Languages.

There has been a striking improvement in stakeholder confidence that secondary schools are preparing graduates for further study and the world of work. Across all stakeholder groups, the proportion holding this view rose from **39.8%** in 2022 to **83.9%** in 2025. The shift is consistent across every group surveyed: parents moved from **34.5% to 78.6%**, opinion leaders from **40.9% to 87.6%**, alumni from **37.7% to 84.7%** and teachers from **37.3% to 82.4%**. Overall, these findings suggest that the improvements in teaching quality and school leadership documented elsewhere in this report are beginning to be felt and recognised by stakeholders.

## Stakeholders who perceive that secondary schools prepare graduates for further studies and the world of work (%)



Most importantly, SHS students are also perceiving improvements in their learning experiences. In **2023 61.9% of SHS learners** said that the quality of secondary education that they are receiving was either 'excellent' or 'good'. In 2025 this had increased to **84.5%**.

## 4.1.12 Development of the Essential Values for Ghanaian Youth Handbook and introduction of weekly Values Learning Community (VLC) sessions in SHSs.

In 2024 the National Union of Ghana Students (NUGS), Lead for Ghana, Honour Ghana and the Youth Advisory Board oversaw a process where young people came together to write a Values Handbook which aims to:

- i Highlight core values essential for young people's development;
- ii Create a structured guide that assists young people in understanding and implementing these values in their daily lives;
- iii Promote a culture of values-driven decision-making and behaviour among young people; and
- iv Help young people to understand and appreciate the correlation between shared national values and national development.

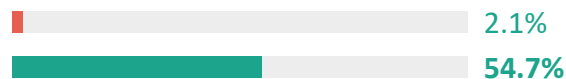


T-TEL worked with GES and NaCCA to gain approval to pilot this Handbook, called 'Essential Values for Ghanaian Youth' in SHS and developed an approach called 'Values Learning Communities' (VLCs). VLCs are 90-minute weekly sessions for all SHS learners facilitated by young people for young people (delivered by two Peer Guides per class) whilst teachers are in their PLC sessions.

These VLCs, overseen by Guidance and Counselling Coordinators in each school, were piloted in 98 SHSs across the country in 2025. The endline evaluation, which took the form of a Randomised Controlled Trial (RCT) in 35 intervention and 35 control schools, found that student-led VLC sessions had a positive impact on learner behaviour, discipline and school practices. As well as reducing incidents of indiscipline and increasing the proportion of learners who can articulate and actualise Ghanaian values, the data showed a meaningful shift in how discipline is managed in the VLC intervention schools.

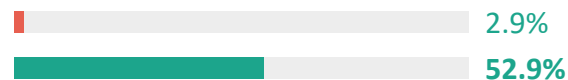
Piloted in **98** SHSs across the country in 2025. RCT in **35** intervention and **35** control schools

Counselling referrals increased from **5.7%** to **60.4%** in intervention schools,



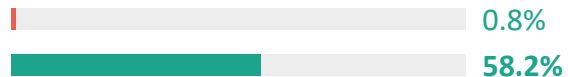
● Control School ● Intervention School

whilst parental notification increased from **22.9%** to **75.8%**



● Control School ● Intervention School

By contrast, use of detention and extra duties in intervention schools decreased from **91.4%** to **33.2%**



● Control School ● Intervention School

Building on these positive results, GES led the national roll-out of the Essential Values for Ghanaian Youth Handbook and the VLCs in January 2026 so that **all 721 SHSs** are now running these weekly sessions.

#### 4.1.13 Development of Continuing Professional Development (CPD) sessions in 6 universities to support delivery of Bachelor of Education (B.Ed.) courses for prospective Senior High School teachers

The system-wide nature of the Secondary Education Reform means focusing on supporting the transformation of pre-service teacher education, as well as in-service teacher education, to enable effective implementation of the new SHS Curriculum.

T-TEL, the Ghana Tertiary Education Commission (GTEC) and NTC provided technical support and guidance to six public universities- the University of Cape Coast (UCC), University of Education Winneba (UEW), University of Ghana, Kwame Nkrumah University of Science and Technology (KNUST), the University for Development Studies (UDS) and the University of Skills Training and Entrepreneurial Development (USTED)- to develop new Bachelor of Education (B.Ed.) curricula linked to the new SHS Curriculum.



All six universities have now commenced delivery of 128 new B.Ed. courses for SHS teachers. To ensure that these courses are delivered as intended, GTEC has overseen the development of a harmonized Continuing Professional Development (CPD) programme developed in partnership with the universities which was launched in March 2026.



#### 4.1.14 Scale-up of the special Postgraduate Diploma in Education (PGDE)

The second cohort of the special Postgraduate Diploma in Education (PGDE), implemented across UCC, the University of Development Studies (UDS) and the University of Skills Training and Entrepreneurship Development (USTED),

enrolled  
**213** students  
(125 female & 88 male),  
more than doubling the 91  
students in the first cohort.

Of these, **184**  
received Mastercard  
Foundation scholarships.

Final results have been processed and graduates are preparing to receive their qualifications at upcoming university ceremonies.

The special PGDE is being extended by NTC to non-professional teachers working in public schools. To class as 'professional' a teacher must either have a B.Ed. or a first degree and a postgraduate qualification in pedagogy and have passed the teacher licensure examination. GES issued a call for all non-professional teachers to register for the special PGDE using a centralized link created by NTC. **4,878** teachers subsequently expressed interest in being part of the programme. The universities are currently at various levels of finalizing admissions and enrolment for the first cohort of teachers on the fast-track PGDE programme. Mastercard Foundation, through T-TEL, will provide partial scholarships for female teachers enrolled on the programme who are under the age of 35.

### 4.1.15 Research Studies and Deep Dives to strengthen the evidence base on Ghana's secondary education system

Research and learning is an important part of the Secondary Education Reform. LiT's research work is overseen by the Statistics, Research and Information Management (SRIM) Directorate in the Ministry of Education supported by Education Sub-Saharan Africa (ESSA).

#### Research studies and deep dives carried out in 2025/26 include:

- i** Study on Integrating ICT in Secondary Education in Ghana: Exploring Enablers, Impediments, Institutional and Policy Level Efforts, led by SRIM
- ii** Residential education and Senior High Schools research led by the Institute of Educational Planning and Administration (IEPA)
- iii** A study to explore the varied experiences of female leaders in Ghana's SHSs and SHTSs led by the Centre for Gender Studies and Advocacy (CEGENSA).
- iv** Deep Dive on Altruistic Teacher Motivation and Retention led by GES and ESSA.
- v** Deep Dive on Mathematics education and reasons behind poor 2025 WASSCE performance led by SRIM.

ESSA prepared a journal paper entitled "Leveraging School Leadership for Teacher Retention: Evidence from Secondary Schools in Ghana" which they presented at the 1st Kenya Education Management Institute (KEMI) International Conference on 14th April 2026 in Nairobi.

#### 4.1.16 Establishment of GES Regional Teacher Helplines and other activities to improve teacher motivation

In May 2025 GES, in collaboration with NTC, convened a national dissemination workshop to present the findings of the Teacher Motivation Study carried out by ESSA under the Secondary Education Reform. The study was undertaken in response to widespread concerns from schools and agencies about declining levels of motivation among secondary school teachers and the broader implications for retention, performance, and education quality.

Following the workshop, the Director-General of GES approved the formation of a national Teacher Motivation Technical Committee. The Committee's role is to translate the study's findings and stakeholder recommendations into a practical set of interventions, with a clear implementation roadmap and budget framework.

The first major activity initiated by the Technical Committee was the establishment of GES regional Teacher Support Helplines across all 16 regions. This was a direct response to the finding that many teachers were frustrated at the lack of information and communication from GES about issues of concern to them.



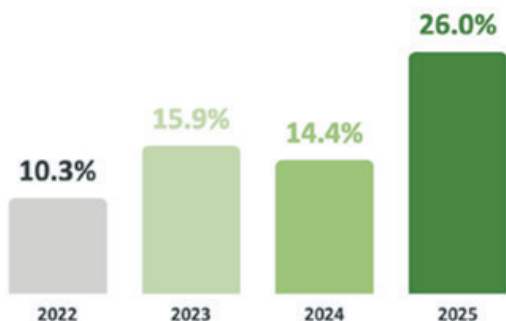
Training was carried out for GES Public Relations Officers, Human Resource Officers and designated call handlers in February 2026. The training covered communication protocols, confidentiality, call handling skills and use of a query-tracking system to log, categorise, monitor and escalate teacher concerns. GES's Deputy Director-General for Management Services formally handed over dedicated smartphones and assigned helpline numbers to each Regional Education Office, and the launch was accompanied by branded communications disseminated across schools, regional offices and official social media platforms. As of 17th April 2026, 423 cases had been logged across all 16 regions, with 283 resolved at a 67% resolution rate and an average resolution time of 28.4 hours. Most queries relate to human resource management, payroll and compensation- closely aligned with the key drivers of teacher dissatisfaction identified in the motivation research.

4

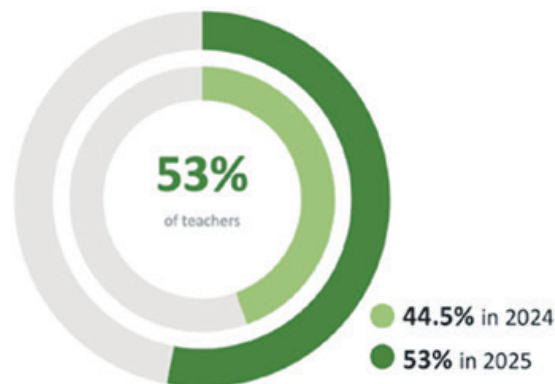
## Teacher Motivation and Retention

% reporting high motivation and intention to remain in the profession

Teacher Motivation



Willingness to Stay in the Profession



Teachers are finding the new curriculum more engaging than the rote-learning approach it replaced while subject-specific apps have reduced the time required for lesson planning and assessment preparation. GES initiatives introduced following the 2025 LiT motivation research, including the regional teacher helpline are expected to drive further improvement over the next two years.

## 4.1.17 Support to Ghana TVET Service

T-TEL supported the Commission for Technical and Vocational Education and Training (CTVET) and Ghana TVET Service (GTVETS) to develop National TVET Facilitators Standards and National TVET Leaders' Standards. These Standards are important in professionalising TVET facilitation and leadership, providing a strong basis for coherent professional development and performance monitoring, as has been the case with the National Teachers' Standards (NTS). The National TVET Facilitator standards recognise the importance of industry experience and competence, as well as pedagogy, for Facilitators.

T-TEL is supporting GTVETS with the design and development of a comprehensive TVET Data Management System to replace the fragmented, non-interoperable Excel and Word templates currently used by GTVETS. A system design blueprint has been developed structured around a three-tier architecture comprising a school portal, a regional portal and a national dashboard.



Modules will cover learner records, staff information, Workplace Experience Learning (WEL), guidance and counselling and quality assurance. Early versions of all four system interfaces have been developed and presented to GTVETS, who provided detailed feedback on visual design, reporting functions, security requirements and data visualisation. GTVETS and T-TEL are targeting national rollout by July 2026, with implementation to be phased beginning with national headquarters staff before cascading through regional teams to individual Technical Institutes.

T-TEL is also supporting GTVETS to strengthen Guidance, Counselling and Careers services across all Technical Institutes (TIs). This includes introducing mandatory tracer studies so that all TIs are tracking the proportion of graduates in employment or further studies within six months of graduation.

## 4.2 Investigating the role of Supported Teaching in School (STS) in Improving the teaching of Foundational Literacy and Numeracy

This two-year research study, funded by the Gates Foundation and implemented by T-TEL in partnership with the University of Cape Coast's Department of Research, Innovation and Consultancy (DRIC) was completed in February 2026. It sought to investigate the effectiveness of the Supported Teaching in School (STS) component of Ghana's Bachelor of Education (B.Ed.) programme. STS, the practicum element of the B.Ed., accounts for 30% of the total marks across all four years of initial teacher education. The study focused on whether and how STS equips student teachers to deliver high-quality foundational literacy and numeracy (FLN) instruction, drawing on a nationally representative sample of 30 Colleges of Education, over 2,700 student teachers and 384 mentors across three sequential phases of data collection.



**The study generated the most comprehensive evidence base ever produced on STS implementation in Ghana, combining large-scale pre- and post-surveys of student teachers at Year 3 and Year 4 stages with structured classroom observation of nearly 600 FLN lessons and in-depth interviews with mentors, lead mentors, tutors, principals and STS coordinators.**

Key findings revealed that while STS consistently improved student teachers' content knowledge, professional motivation and readiness to teach across the practicum continuum, significant gaps remained - particularly in phonics instruction, learner engagement, differentiation and formative assessment. The quality of mentorship emerged as the decisive factor shaping outcomes. Student teachers who worked with mentors who understood and actively applied the National Teachers' Standards (NTS) demonstrated significantly stronger professional growth than those who experienced weak or inconsistent support.

A dedicated policy brief was submitted to President Mahama's National Education Forum Committee in March 2025, and the Committee's final report, formally presented to the President in June 2025, incorporated several specific STS-informed recommendations, including strengthening phonics instruction across all B.Ed. courses, increasing enrolment in Early Grade Education specialisms, expanding logistical support for STS placements and revising the structure of mentorship, supervision and portfolio assessment. These recommendations have since been converted into a national implementation roadmap.

All reports produced under this project can be found here: [Impact, learning and good practice – T-TEL.](https://t-tel.org/knowledge-hub-old/impact-learning-and-good-practice/)



<https://t-tel.org/knowledge-hub-old/impact-learning-and-good-practice/>

## 4.3 Google Research RCT

T-TEL, GES and Kayma, in partnership with the University of Education, Winneba (UEW) conducted a Randomised Controlled Trial (RCT) into the use of AI and Assessment with funding from Google Research in 2025. This RCT operated in **13 SHSs** across the country to assess the impact of AI-supported feedback on learners' essay writing skills.

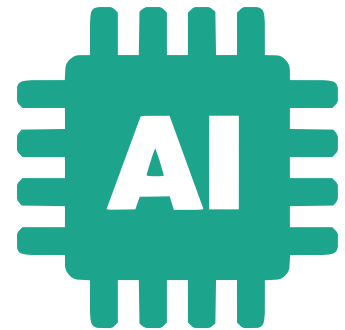
Preliminary results showed that learners who received direct feedback on their assignments from the AI-enabled system had a greater magnitude of improvement in their writing skills than those who received feedback from teachers only and from those where teachers (but not learners) received the AI-enabled feedback.

Unfortunately Kayma and Google Research concluded that there were too many disparities between the learners in the three different arms of the trial for the data to be robust enough for academic publication.

T-TEL is now working with eCampus to provide free WiFi access and subscription to the eCampus system to

**5,251** learners across the **13** schools,

building on the work conducted through the RCT.



## 4.4 Transforming Basic Education Pilot



In 2025 T-TEL committed a portion of our unrestricted reserves to work with GES to pilot approaches to improving basic schools which could subsequently be scaled if they proved effective. The first activity supported under this pilot was support to 6 primary and Junior High Schools to develop School Improvement Plans using the Managing for Learning approach. These schools are located in Yendi (Northern Region), Ga West (Greater Accra), Assin Fosu (Central), Jaman South (Bono) and Shama Municipal (Western Region).

A baseline assessment was then carried out in **18 schools** (the 6 Managing for Learning schools and others nearby) where we will be supporting GES to develop and implement a new approach to Professional Learning Community (PLC) sessions in 2026.

This baseline showed that, whilst teacher attendance at PLC sessions exceeded 80%, the majority of those sessions are not functioning as intended. Lecture dominates and active practice is rare. This means that, whilst teachers are present, learning is not occurring as effectively as it could.

T-TEL then worked with GES to develop a PLC Facilitation Guide. This is a GES-owned document, that restructures session times so that 50% is dedicated to active practice, 20% to modelling, 20% to discussion and 10% to lecture. This Guide was developed in partnership with a range of organisations who have been supporting GES including Right to Play, Sabre Education, Lively Minds and UNICEF. The Guide will be complemented by GES and NaCCA approved materials from these organisations which will feature on the Curriculum Microsite under a new section dedicated to basic school PLCs.

T-TEL and GES have also worked with the Ghana EdTech Alliance, Ghana NLP and Playlab to develop an AI-enabled Digital PLC Assistant. This provides teachers with subject-specific, multilingual instructional guidance during sessions.

## PLC Facilitation Guide

**50%** active practice

**20%** modelling

**20%** discussion

**10%** lecture

With support from Elimu-Soko, a pilot will commence in **54 schools in 6 districts from June 2026 onwards**. These include the **5 districts** which were previously mentioned as well as Adaklu in the Volta Region. The pilot will have a three-arm design: the facilitation guide alone, the guide combined with the digital assistant, and the guide combined with the assistant and facilitator training.

The design is deliberate in that the third arm tests whether face-to-face facilitator training adds measurable value, because if it does not, the pathway to national scale becomes significantly more cost-effective.

## 4.5 Transforming TVET Pilot



T-TEL also committed some of our unrestricted reserves in 2025 to pilot approaches to improving TVET in partnership with Ghana TVET Service in four selected Technical Institutes. The four Technical Institutes selected for this pilot project are:

- Shama Technical Institute in Western Region
- Comboni Technical Institute in Volta Region
- Tema Technical Institute in Greater Accra Region
- Bolga Technical Institute in Upper East Region.

The four TIs used the Managing for Learning approach to develop Institutional Improvement Plans and also participated in Leadership for Learning training. T-TEL and GTVETS have also partnered with Africa Education Watch to support the 4 TIs to conduct local labour market surveys. The initial data collection phase was completed in April 2026, **covering 568 employers** within the **4 target localities**. If this approach proves successful it could be a meaningful step in creating a locally-labour market responsive TVET system where TIs are empowered to broker Workplace Experience Learning (WEL) partnerships with employers and decide which courses best meet local needs.

Now that the National TVET Facilitators Standards have been completed and approved, T-TEL and GTVETS have started to develop Professional Learning Community (PLC) materials to be piloted in the 4 TIs alongside Values Learning Communities (VLCs). GTVETS firmly believe that both approaches, which have proved successful in SHSs and SHTSS, can be adapted for use in TIs.

## 4.6 Other Education Technical Assistance and Support Activities

### Support to establish Le Wi Lan and the Alliance for Transforming African Education (ATAE).

T-TEL is a Ghanaian organisation and our focus will always be on supporting Government to improve the Ghanaian education system. However, T-TEL is willing to support other African countries to develop their own approaches to educational development. This is why T-TEL supported the establishment of a Sierra Leonean not-for-profit organisation, Le Wi Lan, as our sister organisation. Le Wi Lan was founded by Sierra Leoneans based on the same principles which have made T-TEL successful. The organisation was formally registered in December 2025 and we are currently in discussions with Mastercard Foundation about extending the Leaders in Teaching (LIT) Secondary Education Reform initiative to Sierra Leone, where it would be led by Le Wi Lan.



T-TEL and Le Wi Lan are now in the process of establishing the Alliance for Transforming African Education (ATAE). ATAЕ is a pan-African alliance designed to connect and amplify nationally-owned education organisations across the continent so that they can work at scale to support government-led educational transformation. Establishing Le Wi Lan and ATAЕ reflects T-TEL's commitment to a model of education transformation that is rooted in African institutions, culture and values.

#### Administrative Support to GiZ

T-TEL is working in partnership with Management4Education GmbH (m4edu), a German consulting company, to provide administrative support and assistance to GiZ's 'Support of TVET Transformation in Ghana' project. This arrangement commenced in July 2023 and is scheduled to continue until 2026.

The Most Outstanding  
Tutor and winner of a new  
**4x4 pick-up** was  
Rejoice Makafui Tsotorvor from  
Akatsi College of Education. exhibitions.

The First Runner-Up  
and winner of  
**GHS 100,000** was  
Emmanuel Kofi Otchere-Larbi from  
Presbyterian Women's College of Education.

The Second Runner-Up  
**50,000**  
and winner of GHS  
was Benjamin Quarshie from Mampong  
Technical College of Education

**Support to Ghanaian researchers and research conferences.** T-TEL provided sponsorship to several Ghanaian research conferences during the year, including:

## Ghana Teacher Prize

T-TEL sponsored the best College of Education Lecturer category for the Ghana Teacher Prize in October 2025 with the grand durbar held at UHAS in Ho and televised nationally. T-TEL also supported NTC to produce a short film about former winners of the Ghana Teacher Prize. This film was aired on national television in the days running up to the Ghana Teacher Prize durbar.



- ASCD Ghana's International Education Conference.
- Komenda and Wiawso Colleges of Educations' Biennial Research Conference.
- The University of Education, Winneba's International Conference on Educational Research and Innovation Studies (ICERIS).
- Dambai College of Education's 2nd International Research Conference on Transformative Education and Development.
- The first annual Professor Jophus Anamuah-Mensah Annual Public Lecture on TVET Transformation in Africa.

## 5. Financial management, sustainability and funding diversification

T-TEL appointed Crowe Veritas as its statutory auditors in 2025. The Annual Report and Financial Statements for the twelve-month period ending 31st December 2025 have been produced by Crowe Veritas and are presented alongside this Report.

Total revenue for 2025  
**GHS 322,213,520**

Total expenses  
**GHS 320,648,942**

**+** surplus of  
**GHS 1,564,578**  
generated during the year.

This means that T-TEL's total accumulated fund stood at  
**GHS 31,846,761** as of  
**31st December 2025.**

In USD

Revenue  
**\$26,963,475**

Total expenses  
**\$26,159,162**

Annual surplus  
**\$804,313**

**\$3,078,670**  
Total accumulated fund



The  
**Mastercard Foundation**  
Accounted for **98%**  
of T-TEL's revenue in 2025

Slightly down from 99% in 2024. T-TEL is actively seeking additional funding to diversify our funding and project portfolio. We are pursuing several opportunities and are confident that some of these will prove successful during the rest of 2026.



# Directors' Report 2025-2026

Prepared for  
T-TEL's 6th Annual General Meeting (AGM)  
9th May 2026