



**INTED**

INSTITUTE OF TEACHER

*Education and Development*

“

I AM VERY CONVINCED THAT INTED'S APPROACH WILL  
CONTRIBUTE SIGNIFICANTLY TO IMPROVING TEACHER  
QUALITY AND OUTCOMES FOR YOUNG PUPILS IN  
SECONDARY SCHOOLS ”

ISRAEL TITI OFEI - FORMER PRINCIPAL,  
SOS HERMANN GMEINER INTERNATIONAL COLLEGE

INTED is a response to the quality issues of the secondary education sector in Ghana. Since its inception during 2011, INTED has developed bespoke professional development programmes, built a client list of 58 secondary schools, and directly trained over 2,200 teachers and heads, which has led to the possible impact on an estimated 60,000 students.

- MARCH, 2020 -

## GHANA'S BOTTLENECK TO PRODUCTIVITY: LOW STUDENT ACHIEVEMENT



It was almost four years ago, when a lot of us woke up to the horror picture of the quality of our secondary education system. The headline statistic that stirred us up was the Mathematics results of the 2016 May/June West African Senior School Certificate Examination (WASSCE), which showed that 32.8% of candidates obtained passing grades A1-C6; 27.7% obtained D7-E8; and 38.1% had F9. Particularly startling, more candidates got the single worst grade (F9), than all who got each of the possible passing grades (A1-C6), *combined*.

One of the implications of the failure is that the quality of our education system, which does not teach 21<sup>st</sup> Century Skills, is also reducing the potential number of tertiary education entrants, and as a consequence, potential national productivity, income, and competitiveness. Although WASSCE results, particularly in Mathematics, improved marginally since then, our overall national performance has been low or declining for the better part of the last two decades. This has led to the often exploitative "Remedial" businesses that seek to remedy youth failing WASSCE exams.



**UBIQUITOUS "WASSCE REMEDIAL" SIGNBOARDS:  
DECLINE OF OUR SECONDARY EDUCATION SYSTEM**

## THE MOST IMPORTANT FACTOR TO IMPROVE STUDENT ACHIEVEMENT



Although a number of factors contribute to quality education outcomes including facilities infrastructure, funding, student ability, teaching and learning materials, etc. most research point to the quality of teaching as having the most important influence on quality of student achievement. The 2007 research on *"How the World's Best-Performing School Systems Come Out on Top"* from consulting firm McKinsey and Company opines that (admittedly common sense, in after-thought):

"The quality of an education system cannot exceed the quality of its teachers."

Let us consider that general statement for a moment. Specific research shows that teachers who received substantial professional development – 49 hours per year – boosted their students' achievements by about 21% (Yoon, et al., US Department of Education, 2007). More so, "Students who have access to a good teacher three years in a row, can increase their performance by up to 50 percentile points" (O'Hara, Stanford University, 2012). Thus it is possible for teacher professional development to improve student results if we can provide the environment where teachers and leaders continuously improve their practices. However, public school teachers in Ghana infrequently receive professional development - in fact - rather than yearly practice, some teachers receive professional development once or twice in their entire 3-decade long careers.

With this background, we set up Institute of Teacher Education and Development (INTED) in 2011 to build a professional development culture in schools to support the continuous improvement of teaching and leadership practices that can, over time, improve student achievement. Towards this mission, we planned and designed three tiers of curricula to address the needs in our secondary schools.

## INTED'S INITIATIVE - QUALITY EDUCATION CHANGE LED FROM WITHIN



With the support of Board Chairman Israel Titi Ofei, INTED's Founder Kwabena Amporful won the 2011 Social Innovation Fellowship of Stanford University, receiving funding and development support from the California, USA-based university to design INTED's Tier I programmes. Later on, with support from Mr. Ofei and early advisors headed by local education expert Professor Jophus Anamuah-Mensah, INTED received grant funding from the World Bank/DANIDA-sponsored Skills Development Fund to expand our capacity to deliver Tier I, and also develop Tier II programmes.



## INTED'S CURRICULA DESIGN AND TRAINER CAPACITY BUILDING WORK

The central focus of INTED's multi-tiered programming is to help schools teachers and heads to work collaboratively to improve teaching and learning in the classroom. Research by Richard Dufuor (2009) shows that 'promoting teacher learning in collaborative teams, a principal is far more likely to improve student achievement than by focusing on formal teacher evaluation.' Today, teachers in our public schools are on a race to complete teaching the WASSCE curricula within the 3-year timeframe (practically 2.5-year or less, given the Free SHS "double-track" system of alternating "tracks" of students during an academic year). This information dumping focus does little good if, according to WASSCE results, less than a third of students are able to learn. In pursuit of our mission, INTED has developed modules including *Active Student Engagement* and *Critical Thinking Skills*, and through the use of teaching strategies including *Exit Cards* and *Learning Partners*, we support teachers to deeply involve the students in their learning, change the perception of teachers as fountains of knowledge, and respond to the residual learning needs of students. We spend at least half of our training time on practice, supporting teachers with feedback as they demonstrate the usage of our teaching strategies in their lesson planning and delivery. Working well, our methods stimulate head-to-teacher collaboration to rigorously answer the question: what do we do for those students for whom learning has not occurred? A question too often ignored in the status quo.

## INTED'S DISTINCTION - THREE IMPORTANT BREAKTHROUGHS



**One of the three important breakthroughs** that INTED has achieved is to make world-class quality professional development programmes available and affordable in Ghana. What used to be only attainable by a few through expensive international travel, accommodation, and programme costs totaling thousands of dollars, is now available at a cost of about 50 Ghana Cedis (GHS) or about ten (10) United States Dollars, per participant per module. In fact, with the periodic support of corporate sponsors, we are further able to reduce this cost by up to 50%, to as low as GHS 25. This is of significant consequence, as our nation collectively strives to make quality secondary education generally more accessible to Ghanaians.



### FREE TRAINING FOR DZORWULU JNR. HIGH AND ASAMANKESE SNR. HIGH SCHOOLS

For the few schools that demonstrate need but cannot afford to pay at all, we provide training *pro bono*, such as we have done with Dzorwulu Junior High School and Asamankese Senior High School.

The **second breakthrough** is our training delivery model, which we deliberately designed to be both scalable and impactful. The motivation for change for the teachers in our public schools, we surmised, will best come from their own peers who demonstrate quality results working in similar conditions (and not from white-gloved consultants). Thus the delivery model we chose is a peer professional development one, where we competitively selected and trained the capacity of 35 of good teachers in the system we could identify to be **Master Fellows**, teacher trainers and agents of change who lead the delivery of our programmes to their peer teachers. We also built the capacity of **Fellows**, over 100 professional development leaders, who by sharing the INTED practices within their 29 schools, stimulate change in their peers. Having built the capacity of our trainers (Master Fellows) and leaders (Fellows), we designed the **School Specific Programme** during 2016, to work directly with all teachers in the comfort of their own schools and time of their choosing. The launch of the school specific programme marked the start of our concerted efforts to put entire schools on paths to nurturing their professional development ethos. Since then, our cost-effective delivery model has allowed us to complete programmes for 26 schools, with multiple schools including Anum Presbyterian, Breaman Asikuma, Mfantseman Girls', and Odoben Senior High Schools returning for follow-on programmes, and gradually building a continuous professional development cultural mindset.



*Check out our **Overview Video** on INTED's YouTube Channel*



MASTER FELLOWS, FELLOWS AND SCHOOL SPECIFIC PROGRAMMES OF INTED

The **third breakthrough** is the impact on our participants, whose immediate humbling feedback, classroom results, and referrals continue to drive INTED. We continue to enjoy high trainee approval ratings that are consistently over 90%, with frequent suggestions that our trainings be expanded to all secondary and primary level schools throughout the country. Many teachers have also informed us of the impact of the use of the INTED teaching strategies on their classroom dynamics, and more importantly, their students' outcomes. During December 2017, one of our Master Fellows (trainers) who is with the English Department at Aburi Girls' Senior High School and has led multiple peer trainings since her own initial capacity building), confirmed a significant rise in the number of her A1-student performers since she started using INTED's training strategies. Towards the end of 2019, the Head of Anum Presby SHS, herself an INTED Master Fellow, shared with INTED the reclassification of her school from Category "C" to "A" based on the improved performances of her students, following INTED trainings during 2018 and 2019. Further, a number of teachers who have since become heads have invited us back to train their new schools, including Akim Akokoaso Technical and Komenda Senior High and Technical Schools.



[INTED's YouTube Channel: Check out our Testimonial Video](#)



## SHAPING THE FUTURE TOGETHER



It is still early days for INTED as we approach our first decade. However, two decades into this rapidly changing 21<sup>st</sup> Century, the questions that remain on the minds of most parents and teachers alike are: (1) how do we prepare youth for a different future, one that will require solutions to problems yet to emerge and using technology yet to be invented? Perhaps more pressingly in Ghana, (2) how will the government's "Free Senior High School" policy impact the provision of quality education, especially girls education? At INTED, our response to these questions starts with our School Specific Programme, which is showing significant results in changing classroom experiences, student engagement, and learning outcomes.

Going beyond the classroom, we recognize that succeeding in the 21<sup>st</sup> Century digital economy requires skills of problem solving, critical and design thinking, and creative use of technology; yet, looking at today's curricula, these are skills that are not taught in Ghana or in the West Africa sub-region. INTED contends that commensurate with our focus on quality educational outcomes, there is the need to support schools to prepare youth, specifically girls and broader at-risk youth, for the world of work in their immediate future.

Further to our pedagogical support for teachers and heads, INTED is working with global partners to launch the "Design Technology Programme", to build the creative, critical, and computational skills in youth. The focal points of the programme are the equipping of "practice-centre" Design Studios in schools coupled with the optimization of computer lab resources, with the ultimate objective of enhancing employability and entrepreneurship; we teach teachers and students to not just be users, but creators of technology through the three modules:

1. Building empathic user-centered design mindset with **Design Thinking**;
2. Designing software, from apps to popular languages with **Creative Coding for Change**; and
3. Interfacing with hardware, designing and modeling robotics with **Micro:bits Maker**

At the heart of our work, these INTED initiatives are designed to contribute to the United Nations Sustainable Development Goals 4, 9, 10, and 17. Working with partners, we are addressing the pressing challenge of preparing youth for quality education outcomes and competitiveness for the 21<sup>st</sup> Century economy. We recognize that achieving these outcomes at scale require the support of global, corporate, and civil society organizations working together, and we welcome this collaboration and shared responsibility. Supporting INTED to scale our ongoing School Specific Programme, as well as launch the Design Technology Programme, should empower schools to better prepare the workforce of tomorrow, and is an example of the kind of partnerships that can improve income levels and livelihoods in our communities in Ghana, and can be a blueprint for other West Africa countries with similar challenges.



## INTED'S LEADERSHIP



**Kwabena Amporful (Founder):** Prior to INTED, Kwabena worked at Databank Financial Services, where he helped raise the \$36 million-Africa Agriculture Fund for SMEs, the firm's first private equity fund. Prior to that, Kwabena worked in impact investing in San Francisco, earned his MBA at Stanford University, and was an equity research analyst with Merrill Lynch (now Bank of America Merrill Lynch) in New York City. Kwabena received his BA in Social Science from Hampshire College and attended SOS-Hermann Gmeiner International College (SOS-HGIC).

**Israel Titi Ofei (Board Chairman):** Titi has a BSc in Chemistry and attended an MA in Education programme at the Oxford Brookes University, United Kingdom. He has been a teacher of longstanding, first at the prestigious Achimota School, Ghana, then for the past twenty-nine years, at SOS-Hermann Gmeiner International College (SOS-HGIC), where he first served as Vice Principal before serving as Principal. Titi serves on the boards of eight global education organizations and was a member of the International Senate of SOS Children's Villages (SOS-KDI).



**Israel Titi Ofei**  
Chairman



**Kwabena Amporful**  
Founder



**Louisa Amba Koomson**  
Senior Programmes  
Manager



**Phyllis D. A. Arthur-Simpson**  
Master Fellow, Instructional  
Leadership



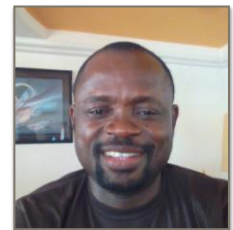
**Philomina R. Boateng**  
Master Fellow, Instructional  
Leadership



**Raphael Aidoo-Taylor**  
Master Fellow, Instructional  
Leadership



**Annie Modzabi Pomeyie**  
Master Fellow, Instructional  
Leadership and English  
Teaching Practice



**Albert Amponsah**  
Master Fellow, Geography  
Teaching Practices



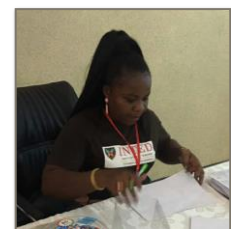
**Faustina Nana Ackon**  
Master Fellow, Math  
Teaching Practice



**Emma Acolatse**  
Master Fellow, English  
Teaching Practice



**Fiifi Ammoa Hope**  
Master Fellow, Science  
Teaching Practice



**Adellaide Biyaa-Powers**  
Master Fellow, ICT

| INTED TRAINING PROGRAMMES (Arranged chronologically; All Tier I, except where indicated) |                |            |                 |          |   |
|--|----------------|------------|-----------------|----------|---|
| School   | Master Fellows | Fellows    | School Specific | Seminar  | TIER III - Design Thinking Differentiated Instruction |
| Mpohor Senior High School  |                |            | 2020            |          |   |
| Obrachire Senior High & Tech. School   |                |            | 2020            |          |   |
| Anum Apapam SHS  |                |            | 2019            |          |   |
| John Evans Atta Mills SHS  |                |            | 2019            |          |   |
| Bepong SHS   |                |            | 2019            |          |   |
| Mfantseman Girls' SHS  | (2012, 2016)   |            | 2019 2x         |          |   |
| Presbyterian Senior High School, Tema  |                |            | 2019            |          |   |
| Abakrampa Sen. High & Tech. School   |                |            | 2019            |          |   |
| Komenida Sen. High & Tech. School  |                |            | 2019 (2016)     |          |   |
| Anum Presby SHS  | (2016)         | (2013)     | 2019, 2018      |          |   |
| Right To Dream Academy   |                |            |                 |          | DI - 2018*  |
| SOS Hermann Gmeiner School (Tema)  |                |            | 2018            |          |   |
| Ghana International School   |                |            |                 |          | DT - 2018*  |
| Savannah International Academy   |                |            |                 |          | DT - 2018*  |
| Akim Akokoaso Sen. High & Tech. Sch.   |                | (2013)     | 2018            |          |   |
| Asamankese SHS   |                |            | 2018            |          |   |
| Accra Academy  | 2016, 2012     | 2012       | 2017            |          |   |
| Wesley Girls' SHS  | 2016, 2012     |            |                 | 2017     |   |
| Aburi Girls' SHS   | 2016           | 2013       | 2017            |          |   |
| Breman Asikuma SHS   |                |            | 2017 2x         |          |   |
| Odorgonno SHS  |                |            | 2017            |          |   |
| Mafi-Kumase Sen. High Tech. School   |                |            | 2017            |          |   |
| Tema SHS   |                |            | 2017            |          |   |
| Odoben SHS   | (2016, 2012)   |            | 2016 2x         |          |   |
| Mfantseman SHS   | 2016, 2012     | 2013, 2012 |                 |          |   |
| Yaa Asantewaa Girls' SHS   | 2016           | 2013, 2012 |                 |          |   |
| Boa Amponsem SHS   | 2016           | 2013       |                 |          |   |
| Prempeh College  | 2016           | 2013       |                 |          |   |
| Bolgatanga SHS   |                | 2013       | 2016            |          |   |
| Keta SHS   |                | 2013, 2012 |                 |          |   |
| Kumasi Anglican SHS  | 2016           | 2012       |                 |          |   |
| Labone SHS   | 2016, 2012     | 2012       |                 |          |   |
| SOS Hermann Gmeiner Intl. College  | 2016, 2012     | 2012       |                 |          |   |
| Adisadel College   |                |            |                 | 2016     |   |
| Christ The King International School   |                |            |                 | 2016     |   |
| Christian Methodist SHS  | 2016           |            |                 |          |   |
| Dzorwulu JHS   |                |            | 2016            |          |   |
| Ghana National College   |                |            |                 | 2016     |   |
| Kwanyako Sen. High Tech. School  |                |            | 2016            |          |   |
| Nyakrom Sen. High Tech. School   |                |            | 2016            |          |   |
| Phillip Quaque Boys SHS  |                |            |                 | 2016     |   |
| St. Augustine's College  |                |            |                 | 2016     |   |
| Swedru SHS   |                |            | 2016            |          |   |
| Akua Kobi SHS  |                | 2013       |                 |          |   |
| Akatsi SHS   |                | 2013       |                 |          |   |
| Akim Asalo SHS   |                | 2013       |                 |          |   |
| Ghana Christian Int'l High School  |                |            | 2013*           |          |   |
| Hwidiem SHS  |                | 2013       |                 |          |   |
| Kumasi Wesley Girls' SHS   |                | 2013       |                 |          |   |
| Okomfo Anokye SHS  |                | 2013       |                 |          |   |
| Sacred Heart SHS   |                | 2013       |                 |          |   |
| Wowenu SHS   |                | 2013       |                 |          |   |
| Achimota SHS   | 2012           | 2012       |                 |          |   |
| Apeguso SHS  |                | 2012       |                 |          |   |
| Kinbu SHS  |                | 2012       |                 |          |   |
| Northern School of Business  |                | 2012       |                 |          |   |
| T. I. Ahmadu Bello SHS   |                | 2012       |                 |          |   |
| Vitting SHS  |                | 2012       |                 |          |   |
| <b>58</b>  | <b>15</b>      | <b>27</b>  | <b>26</b>       | <b>6</b> | <b>3</b>  |

**Notes**  
 YEAR – of programme / (YEAR) – Head only  
 Tier X – level completed  
 \* - pilot programme

## REACH US

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