

NATIONAL TEACHING COUNCIL

STRATEGIC PLAN 2026–2030



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ABBREVIATION/ACRONYMS

1. **AFTRA** - Africa Federation of Teaching Regulatory Authorities
2. **AU** - African Union
3. **CENDLOS** - Centre for National Distance Learning and Open Schooling
4. **CESA** - Continental Education Strategy for Africa
5. **CPD** - Continuous Professional Development
6. **CRM** - Customer Relationship Management
7. **ERM** - Enterprise Risk Management
8. **ESP** - Education Strategic Plan
9. **FAQ** - Frequently Asked Questions
10. **GES** - Ghana Education Service
11. **GIFMIS** - Ghana Integrated Financial Management Information System
12. **GTEC** - Ghana Tertiary Education Commission
13. **GTP** - Ghana Teacher Prize
14. **HR** - Human Resources
15. **ICT** - Information and Communication Technology
16. **IGF** - Internally Generated Funds
17. **IT** - Information Technology
18. **KPI** - Key Performance Indicator(s)
19. **LI** - Legislative Instrument
20. **M&E** - Monitoring and Evaluation
21. **MFA** - Multi-Factor Authentication
22. **MoE** - Ministry of Education
23. **MoU** - Memorandum of Understanding
24. **NDP** - National Development Plan
25. **NGO** - Non-Governmental Organisation
26. **NSA** - National Service Authority
27. **NTC** - National Teaching Council
28. **NTS** - National Teachers' Standards
29. **PESTLE** - Political, Economic, Social, Technological, Legal, Environmental
30. **PIECA** - Professionalism, Innovation, Equity, Collaboration, Accountability
31. **PR** - Public Relations
32. **QA** - Quality Assurance
33. **RACI** - Responsible-Accountable-Consulted-Informed
34. **RBAC** - Role-Based Access Control
35. **SDG** - Sustainable Development Goal
36. **SHS** - Senior High School
37. **SLA** - Service Level Agreement
38. **SOP** - Standard Operating Procedure
39. **STEM** - Science, Technology, Engineering, and Mathematics
40. **SWOT** - Strengths, Weaknesses, Opportunities, Threats
41. **TEI** - Teacher Education Institution
42. **T-TEL** - Transforming Teaching Education & Learning
43. **TVET** - Technical and Vocational Education and Training
44. **WAEC** - West Africa Examinations Council

EXECUTIVE SUMMARY

The National Teaching Council's 2026-2030 Strategic Plan builds on the achievements and lessons of the 2020-2025 planning cycle to advance teacher professionalisation and strengthen institutional performance across Ghana's education sector. As the statutory regulator of the teaching profession, NTC anchors its work in the Education Strategic Plan (ESP) 2018-2030, the 1992 Constitution, the Education Regulatory Bodies Act 2020 (Act 1023), Sustainable Development Goal 4, and the Continental Education Strategy for Africa (CESA 2026-2035), positioning teacher quality, professionalism, and accountability as central enablers of national learning outcomes. The previous strategic period, 2020-2025, delivered measurable progress: capacity development for Board Members, Management, and staff; the development and operationalisation of a Scheme of Service; expansion of decentralised service delivery through 59 District Front Desk points and three Zonal Centres; review of pre- and in-service teacher standards alongside new compliance tools; consistent, timely budgeting through GIFMIS; and sustained delivery of licensing functions including 14 Teacher Licensure Examinations reaching over 199,000 candidates and licensing of more than 339,000 teachers nationally, culminating in the creation of a Register of Teachers. NTC also extended its reach through large-scale digital literacy training for over 70,000 SHS teachers, pedagogy training for over 6,000 national service personnel, safeguarding and well-being programmes, and active leadership within the Africa Federation of Teaching Regulatory Authorities (AFTRA). Nonetheless, implementation was constrained by COVID-19 disruptions, delayed release of budgetary allocations, absent Legislative Instruments, inadequate codification and dissemination of policy, incomplete decentralisation due to technical and financial clearance gaps, and uneven teacher compliance with CPD and licensing requirements. These constraints limited the full enforcement of NTC's regulatory mandate and the consistency of service delivery nationwide.

In response to these lessons, the 2026–2030 plan prioritises the operationalisation and enforcement of functions such as licensing, registration, and professional standards, backed by the necessary legal instruments, while strengthening governance, leadership, and management systems to improve decision rights, accountability, and performance management. It also emphasises the modernisation and decentralisation of service delivery through technology-driven platforms to improve timeliness, equity, and stakeholder trust. It deepens financial management, procurement, and accountability systems to safeguard public resources and improve value for money; and, at its core, advances teacher professionalisation through structured continuous professional development, ethical enforcement, teacher recognition through awards, reformed license examination with practical components and career progression pathways designed to elevate teacher status and classroom practice. The plan represents NTC's deliberate effort to move from partial implementation to a fully operationalised, technology-enabled, and accountable regulatory system, positioning teaching as a respected, high-performing profession central to Ghana's educational transformation and national development.

FOREWORD

The National Teaching Council (NTC) is entrusted with the critical mandate of regulating and advancing the teaching profession in Ghana. As we usher in the 2026–2030 Strategic Plan, we do so with a clear recognition of the evolving demands of the education sector and the indispensable role of teachers in national development. This strategic plan is therefore both a response to existing systemic gaps and a forward-looking framework designed to position the teaching profession as a cornerstone of quality education delivery in Ghana.

The rationale underpinning this plan is grounded in our commitment to enhance quality, accountability, and professionalism within the teaching landscape. Over the years, the Council has made significant strides in establishing regulatory frameworks, including teacher licensing and professional standards. However, challenges persist in the full operationalization and enforcement of these mandates. This plan prioritizes strengthening our regulatory function to ensure that only qualified and competent individuals are entrusted with the responsibility of educating our nation’s learners, while aligning our practices with global standards.

Equally important is the need to reinforce governance, leadership, and management systems within the Council. Effective institutional leadership is fundamental to achieving strategic goals. This plan seeks to improve coordination, transparency, and accountability in decision-making processes, while enhancing internal systems to support efficient implementation. By doing so, the Council will be better positioned to respond proactively to emerging trends and challenges in education.

The delivery of services to teachers and stakeholders remains central to our mandate. We acknowledge concerns regarding delays, inefficiencies, and accessibility barriers in our current systems. In response, this strategic plan emphasizes the modernization and digitization of service delivery processes to ensure timely, equitable, and user-friendly access to services across the country. Improving stakeholder experience and trust is a key priority for the Council.

Furthermore, the sustainability of our interventions depends on robust financial management and accountability systems. This plan outlines measures to strengthen financial oversight, enhance procurement processes, and ensure prudent utilization of resources. By reinforcing transparency and accountability, the Council aims to build confidence among stakeholders and development partners while safeguarding public resources.

At the heart of this strategic plan is the professionalization of teaching. Recognizing that teacher quality is the most significant determinant of student learning outcomes, the Council is committed to strengthening systems for continuous professional development, enforcing ethical standards, and promoting structured career progression pathways. These efforts are

intended to elevate the status of the teaching profession, improve teacher motivation, and ultimately enhance educational outcomes nationwide.

In sum, the 2026–2030 Strategic Plan represents a comprehensive and deliberate effort to transform teaching in Ghana into a fully regulated, respected, and high-performing profession. It reflects our resolve to meet the growing demand for quality education, ensure accountability in teacher performance, and align with global best practices.

The Council calls on all stakeholders—government agencies, educational institutions, development partners, and teachers themselves—to support the successful implementation of this plan. Together, we can build a resilient and professional teaching workforce that will drive Ghana’s educational transformation and national development.



Registrar
Christian Addai-Poku, PhD
National Teaching Council

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This Strategic Plan was developed under the distinguished direction of the Governing Board of the National Teaching Council, with Mr. Kwami Alorvi as Chairman and Christian Addai-Poku (PhD) as Registrar.

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The Council reserves special thanks to the strategic team members for their role in putting the final document together:

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1.0 INTRODUCTION AND CONTEXT

1.1 Education Context Analysis

Ghana's Education Strategic Plan (ESP) 2018–2030 informed by The 1992 Constitution, SDG 4, Continental Education Strategy for Africa 2026-2035(CESA) and The National Development Plan(NDP), positions learning outcomes, equity, and accountability as the central lenses for education transformation, with three policy objectives: (i) improved equitable access and participation in inclusive education; (ii) improved quality of teaching and learning (including STEM) at all levels; and (iii) sustainable and efficient management, financing and accountability of education service delivery. Within this policy architecture, the quality, professionalism, and accountability of teachers are not a stand-alone issue. They are a system enabler for every ESP goal, from early-grade foundational learning to second-cycle completion and TVET relevance.

The National Teaching Council (NTC) therefore occupies a critical position in the ESP delivery chain by professionalising teaching through standards, licensing, registration, ethical regulation, and continuous professional development (CPD). These regulatory functions strengthen instructional quality, safeguard learners, and provide credible professional signals that improve teacher education, deployment, support, and accountability across the pre-tertiary system.

Mandated under Ghana's education regulatory framework, the NTC regulates the teaching profession to build public confidence and raise teaching standards. In doing so, NTC provides (a) clear professional standards and ethical expectations; (b) entry regulation (licensing and registration) and credible professional records; (c) structured CPD and systems to support teachers' E-learning; and (d) recognition and incentives that elevate teacher status towards improved classroom practice and safer learning environments.

Over the period, NTC has been intentional in promoting teacher professionalism from episodic workshops to a system approach, using digital platforms and through accredited CPD provision. Platforms such as Teacher Portal Ghana (for licensing-related services, professional records, and access to accredited programmes) and the NTC iLearn environment (for scalable online courses) strengthen accountability for professional learning, enable evidence-based participation, and improve access, particularly for teachers in geographically hard-to-reach districts.

Typically, NTC responded to the demands of the Senior High School curriculum reforms including the digitalisation of teaching and assessment (Students' Transcript Portal included by the West Africa Examinations Council (WAEC), and the increasing role of technology in secondary education, through a large-scale teacher upskilling Digital Literacy and ICT

Integration courses. Delivered in collaboration with the Ghana Education Service (GES) and the Centre for National Distance Learning and Open Schooling (CENDLOS), with support from Transforming Teacher Education & Learning (T-TEL), this intervention reached over 70,000 Senior High School (SHS) teachers. Beyond basic digital competence, the programme emphasised practical classroom integration, supporting teachers to use digital tools to plan lessons, manage learning activities, and improve learner engagement and assessment practice.

Teacher professionalism in Ghana increasingly incorporates learner safeguarding, duty of care, and ethical conduct as essential principles, not optional add-ons. Within this framing, NTC collaborated with T-TEL to deliver a Sexual Harassment Awareness and Prevention course for secondary school teachers, reinforcing professional responsibilities, prevention practices, and response pathways that protect learners and staff. The initiative complements broader national efforts to strengthen safer-school environments and contributes directly to ESP ambitions for inclusive participation and improved quality by reducing barriers to attendance, retention, and safe engagement, especially for girls and other vulnerable learners.

In addition, to address persistent staffing pressures and the presence of untrained personnel in classrooms, NTC partnered with the National Service Authority (NSA) and GES to roll out general pedagogy training for untrained teachers deployed under the NSA teaching module with support from T-TEL. The programme benefited over 6,000 national service personnel, equipping them with foundational teaching skills such as lesson planning, classroom management, assessment for learning, and learner-centred methodologies. In strategic terms, this intervention supports ESP objectives by mitigating immediate teacher supply gaps while protecting learning quality, especially in contexts where schools rely on temporary or non-professional staff.

Also, the growing workload pressures, classroom complexity, and safeguarding responsibilities make teacher emotional well-being a quality issue, not only a welfare issue. NTC has supported emotional and psychosocial well-being training for teachers as part of the broader CPD ecosystem, reinforcing coping strategies, stress management, and supportive professional cultures within schools. This strand is strategically aligned to the ESP's quality and accountability lens: teachers who are emotionally supported are better positioned to sustain effective classroom practice, maintain positive learning climates, and reduce attrition and burnout-related absenteeism.

At the continental level, NTC has played and continues to play a critical active leading role in the activities of The Africa Federation of Teaching Regulatory Authorities (AFTRA)¹.

¹ AFTRA, an apex intergovernmental network for professionalising teaching in Africa, comprises Ministries of Education and national teacher-regulatory agencies across African Union member states. AFTRA advances

NTC's active participation in AFTRA is strategically significant for Ghana for three reasons. First, it positions Ghana's teacher regulatory reforms within continental and international comparability, supporting credible teacher mobility and recognition of professional standing. Second, it enables peer learning and diffusion of best practices (e.g., digital regulation systems, CPD architectures, teacher standards) across countries, while allowing NTC to benchmark and continuously improve. Third, AFTRA engagement strengthens Ghana's soft power in education policy and reinforces the professional status of Ghanaian teachers within a wider African labour and knowledge market.

In practical terms, NTC's AFTRA engagement is expressed through policy and technical leadership on standards, licensing, CPD and ethics; knowledge exchange that showcases Ghana's regulatory tools and teacher learning systems; capacity strengthening through study visits and technical briefings (including approaches to teacher registers and professional development systems); and continental advocacy that reinforces the recognition of teachers as central to SDG 4, and Africa Union's Agenda 2063.

NTC has now fully institutionalised the Ghana Teacher Prize (GTP), albeit with persistent resource mobilisation challenges, as an annual national flagship for teacher incentivisation and professional recognition. NTC recognises that teacher quality reforms require both accountability and motivation. By celebrating exemplary classroom practice, leadership, innovation, and community impact, the GTP functions as a strategic instrument to elevate the status of teachers, stimulate professional pride, and strengthen retention, especially for high-performing teachers working in underserved settings. The Prize also creates an ambition pathway where Ghanaian winners can competitively pursue international recognition, including the Global Teacher Prize and the Africa Union Teacher Awards; projecting Ghana's teaching talent globally and continentally and creating positive reputational returns for the education sector. Importantly, the GTP is not only celebratory; it is also a learning mechanism for promoting effective practices, creativity and innovations, and leadership behaviours that can be documented, shared, and mainstreamed through CPD and school improvement structures and systems.

Contextually, key sector drivers for NTC's work include the quality imperative to improve learning outcomes and pedagogical effectiveness, stronger equity and inclusion expectations for differentiated classroom practice and support to vulnerable and marginalised learners. Furthermore, the rising demand for teacher accountability through professional standards, ethical conduct and transparent records of competence and development motivated NTC to be proactive in the operationalisation of its statutory mandate to date. The acceleration of digital transformation of pedagogy, assessment, administration and CPD delivery and

policy development, professional standards, teacher ethics, and teacher mobility, and serves as Africa's regional voice within broader global teacher-regulation forums.

heightened attention to safe learning environments and safeguarding have been at the fore in the process aligning the work of NTC to the demands of Ghana's Education Strategic Plan 2018-2030. Finally, NTC embraced the pressure for greater system efficiency in managing teacher supply, deployment, licensing compliance and CPD renewal at scale using credible data.

1.1.1 2020-2025 STRATEGIC ACTION CONTEXT

The regulatory mandate of the National Teaching Council (NTC) was laid out in its Strategic Plan 2020–2025. NTC intended to strengthen the teaching profession in Ghana by operationalising its regulatory mandate through setting and enforcing professional standards, licensing and registering teachers, and promoting continuous professional development, while building the institutional systems required to deliver these functions effectively. The strategic initiatives outlined for 2020–2025 therefore focused on practical enablers of regulation and service delivery, including management and administration, client service systems, standards development and compliance tools, financial stewardship, teacher assessment for professional entry, licensing and registration processes, CPD regulation, procurement, secure data management, and research.

The Council's Evaluation Report on the 2020–2025 plan indicates that the mandate translated into measurable progress, while also revealing constraints that must shape the next strategic period. On the achievement side, NTC:

- a. strengthened institutional capacity through targeted capacity development programmes for Board Members and Management,
- b. implemented staff training across functional areas,
- c. developed and operationalised a Scheme of Service,
- d. advanced decentralised service delivery through District Front Desk initiatives and the establishment of Regional Centres,
- e. reviewed and updated pre-service and in-service standards and developed compliance tools,
- f. improved budgeting discipline through timely preparation of annual budgets using GIFMIS,
- g. conducted Teacher Licensure Examinations, and implemented a Professional Development Points (PDP) system to promote CPD.

At the same time, implementation was affected by COVID-19 disruptions, delayed budgetary releases, constraints arising from absent or delayed legislative instruments, inadequate codification and dissemination of policies, decentralisation clearance and resourcing challenges, and uneven compliance and participation by some teachers.

Consistent with the Evaluation Report's recommendations, the new strategic plan should refine NTC's strategic direction, fully operationalise and enforce regulatory functions with the necessary legal backing, strengthen governance and management systems, invest in technology-driven service delivery (especially at decentralised levels), and deepen financial management, procurement and accountability systems.

Management and Administration

In 2020–2025, NTC intended to build a capable institution with the leadership, staff competencies, and human resource systems needed to sustain credible regulation. This included capacity development for Board Members, Management and staff, and the establishment of key HR operational policies, a Scheme of Service, and improved compensation arrangements. The Evaluation Report affirms significant progress in this area, highlighting multiple capacity development programmes and the successful development and operationalisation of a comprehensive Scheme of Service to guide roles, progression and performance expectations. It also points to unfinished business that should be treated as a priority in the next plan, including the full operationalisation of Conditions of Service which, though developed and approved by the Fair Wages and Salaries Commission, still requires final approval for implementation. The new strategic plan should therefore consolidate institutional maturity by strengthening governance and leadership systems, clarifying accountabilities, embedding performance management, and completing outstanding HR reforms so the Council can deliver consistently across the country.

Service Excellence and Accessibility

For the 2020–2025 period, NTC intended to make its regulatory and professional services more accessible, responsive and client-centred, strengthening the national coordinating role while extending service points closer to teachers and institutions. Implementation evidence in the Evaluation Report shows tangible movement in this direction, including equipping designated officers to respond more promptly to complaints and inquiries, initiating the establishment of District Front Desk Offices in collaboration with GES, and establishing three (3) Regional Centres with steps taken toward additional centres. However, the Evaluation Report also notes that decentralisation was not fully realised due to technical and financial clearance constraints, alongside infrastructure, staffing and logistics limitations. The new strategic plan should therefore move from pilots and partial coverage to a fully defined service delivery model by setting service standards, resourcing decentralised operations, and leveraging technology to connect front desks and regional centres to national systems for faster turnaround times and improved stakeholder experience.

Promotion of Quality Teaching through Professional Standards

A core intention of the 2020–2025 plan was to keep professional standards relevant and usable by developing and reviewing standards for pre-service and in-service teachers and strengthening compliance mechanisms to support quality assurance. The Evaluation Report confirms that pre-service and in-service teacher standards were reviewed and updated to reflect current educational needs, and that compliance tools were developed to enable monitoring and enforcement. At the same time, the Evaluation Report highlights system constraints that can weaken standards implementation, including the absence or delays in legislative instruments and inadequate codification, harmonisation and dissemination of policies leading to low awareness and inconsistent application in some contexts. The new strategic plan should therefore prioritise the full operationalisation of standards and compliance through clear guidance, systematic dissemination, capacity building for implementers, and stronger legal and institutional arrangements to support enforcement.

Financial Stewardship and Sustainability

During 2020–2025, NTC intended to strengthen financial discipline and sustainability by improving budgeting accuracy, monitoring expenditure, building staff capacity in financial management, and supporting procurement and sensitisation activities essential to regulatory delivery. The Evaluation Report highlights notable achievements, including consistent and timely preparation of annual budgets using GIFMIS, staff technical training in budgeting, financial management and report writing, and continuous sensitisation to promote sound financial management practices. Nonetheless, it also identifies delayed release of budgetary allocations as a major constraint that affected timelines, operational efficiency, and in some cases the scale of interventions. The new strategic plan should therefore couple stronger internal financial controls with practical strategies to improve funding predictability and execution; linking resources to results, planning for operational continuity, and strengthening accountability for value-for-money spending.

Strengthening the Teacher Pipeline: Selection, Assessment and Placement Readiness

The 2020–2025 strategic initiatives reflected NTC's intention to strengthen the teacher pipeline by promoting transparent and standardised approaches to entry and professional readiness, including the use of examinations supported by clear frameworks for administration and management. Going into the next plan period, this agenda remains important for reinforcing public confidence and aligning entry decisions with professional standards. Consistent with the Evaluation Report's call to strengthen and operationalise NTC's regulatory functions, supported by the necessary legal frameworks, the new strategic plan should clarify how teacher assessment arrangements interface with licensing, registration and

standards, and how the Council will ensure credibility, fairness, and effective coordination with teacher education institutions and sector agencies.

Professionalisation through Licensing and Registration

Licensing and registration were central to what NTC intended to achieve in 2020–2025, professionalising teaching through credible entry requirements, clear categories of licences, and reliable registers that can be updated over time. The Evaluation Report records that Teacher Licensure Examinations were successfully conducted throughout the plan period and that systems were established to support an efficient licensure regime. It also underscores barriers that can affect uptake and compliance, including uneven commitment by some teachers to regulatory processes and the constraints created by absent or delayed legislative instruments. The new strategic plan should therefore focus on full operationalisation and enforcement by strengthening the legal and operational basis for licensing and registration, improving verification and record management, setting clear service standards, and intensifying sensitisation and stakeholder engagement to raise compliance and trust.

Regulating Continuous Professional Development (CPD) for Teacher Growth

In 2020–2025, NTC intended to regulate CPD as a practical pathway for improving teacher competencies and sustaining quality teaching standards, including developing and reviewing a CPD framework, providing online service support, and producing CPD deliverables that enhance teacher competencies. The Evaluation Report indicates that a structured Continuous Professional Development point system was implemented to promote continuous professional development among teachers, with revisions made over time based on stakeholder feedback and consultation. At the same time, the Evaluation Report points to uneven participation and compliance by some teachers, which can undermine CPD outcomes if not addressed. The new strategic plan should therefore strengthen CPD regulation by improving accreditation and quality assurance of providers, digitising tracking and reporting where feasible, linking CPD to licensing and professional standing, and intensifying sensitisation and support so that CPD becomes both accessible and compelling across regions and school contexts.

Operational Efficiency: Procurement and Internal Controls

NTC's 2020–2025 plan intended to strengthen procurement practice as a key enabler of timely, cost-effective delivery, providing guidelines for purchasing processes and sourcing strategies, strengthening risk management, and ensuring compliance with procurement laws and regulations. The Evaluation Report notes that staff received technical training, including exposure to the Public Procurement Act, to enhance competency and effectiveness in operational roles. Building on this progress and aligned with the Evaluation Report's recommendations to deepen financial management, procurement and accountability

systems, the new strategic plan should strengthen procurement governance, improve planning and needs assessment, standardise processes across decentralised locations, and reinforce transparency and audit readiness so that procurement consistently supports strategic priorities and value for money.

Digital Transformation, Data Security and Integrity

The 2020–2025 strategic initiatives recognised that modern regulation requires reliable data, secure systems, and efficient digital processes, including a comprehensive teacher database, an HR/Management information system, and strengthened data security solutions. The Evaluation Report’s recommendations further reinforce this direction by calling for robust, technology-driven service delivery mechanisms to improve efficiency, accessibility and responsiveness, particularly at decentralised levels. In the next strategic period, NTC’s digital agenda should therefore be framed as a core delivery pathway: strengthening data governance and integrity, improving system reliability and user experience, supporting secure access across service points, and ensuring that digital platforms measurably reduce administrative burden while improving turnaround times for licensing, registration, CPD and stakeholder support.

Research, Learning and Evidence-Informed Regulation

Research and development were included in the 2020–2025 plan as an intentional mechanism for improving service delivery and demonstrating impact on teaching quality and learners’ attainment through research on key mandate areas, a publication function, and wider dissemination of findings. As NTC transitions into a new planning cycle, the Evaluation Report provides a strong foundation for evidence-informed improvement by documenting what worked, what constrained implementation, and what should be prioritised. The new strategic plan should therefore strengthen research, monitoring and learning systems that generate practical insights, support standards and CPD refinement, guide stakeholder engagement strategies, and inform policy advice by ensuring that NTC’s regulatory approach is continuously improved through evidence and feedback.

1.2. NTC'S STRATEGIC PLAN 2020 – 2025

1.2.1 Achievements

Key Achievements from the Previous Strategic Plan

The National Teaching Council (NTC) made significant progress in strengthening institutional capacity, improving service delivery, and enhancing teacher professionalism during the implementation of its previous Strategic Plan. The key achievements are outlined below:

1. Institutional Capacity Development

- Successfully developed the capacity of Board Members and Management through targeted capacity development programmes.
 - Key focus areas included governance and oversight roles, interpretation of the enabling legal framework, strategic planning and performance oversight, risk management, and regulatory decision-making.
 - Outputs included structured orientation sessions for new members, refresher training for continuing members, and agreed action points to strengthen committee work and decision processes.
 - Outcome: Improved leadership readiness to provide timely approvals, clearer oversight of regulatory functions, and stronger accountability for strategic plan delivery.

Overall, the capacity development programmes strengthened governance and management effectiveness by improving members' understanding of their roles and enhancing oversight of strategic priorities, risk, and regulatory performance.

- Staff benefited from a series of training initiatives across key functional areas, including Human Resource Management, Research, Finance, and Administration. These training programmes were both generic (cross-cutting institutional skills) and targeted (role-specific competencies), enhancing overall staff performance and productivity.
 - Examples of training areas included public sector administration, report writing and records management, budgeting and financial reporting (including GIFMIS-related processes), procurement compliance, research methods, and customer service.
 - Where applicable, staff were oriented on updated internal procedures and provided practical tools (templates, checklists, and job aids) to support consistent application.
 - Outcome: Improved staff capability to deliver core services, manage institutional processes, and support performance reporting and accountability.

2. Human Resource Systems Strengthening

- A comprehensive Scheme of Service was developed and operationalised to guide staff roles, career progression, and performance expectations.
 - Clarified job functions, reporting lines, and competency requirements across roles and units.
 - Supported consistent role placement, performance expectations, and workforce planning.
 - Outcome: Improved role clarity and strengthened internal accountability for delivering the Council's mandate.
- Conditions of Service were developed and approved by the governing board and being negotiated with Fair Wages and Salaries Commission, with one of the allowances agreed pending final approval from the Ministry of Finance.
 - The development process helped to formalise staff welfare provisions and standardise key employment terms, pending final approval for full implementation.
 - Implication for the next plan: Secure Ministry of Finance approval, disseminate the approved Conditions of Service, and fully operationalise it across the Council.

3. Improved Service Delivery and Stakeholder Engagement

- Designated officers were equipped with mobile phones to facilitate prompt responses to teacher complaints and inquiries.
 - Mobile phones were procured and assigned to designated officers to strengthen responsiveness and reduce delays in handling enquiries.
 - Outcome: Improved accessibility of the Council to teachers and faster feedback loops for service issues and complaints.
- Steps were taken to establish District Front Desk Offices nationwide, in collaboration with the Ghana Education Service (GES), to enhance accessibility and responsiveness.
 - Front desk support was rolled out in **59** districts (or designated service points), serving as first-contact points for guidance, enquiries, and submission of selected requests.
 - Outcome: Improved service access at the sub-national level and reduced travel/time costs for teachers seeking support.
- Three (3) Regional Centres were established to expand service coverage.
 - These centres strengthened decentralised service delivery by providing closer access points for key services and stakeholder engagement.
 - Outcome: Expanded regional presence and improved responsiveness to enquiries and service needs.

4. Standards Development and Quality Assurance

- Pre-service and in-service teacher standards were reviewed and updated to reflect current educational needs.
 - The review process drew on evidence from the education sector and incorporated inputs from a multi-stakeholder group (including teacher educators, practitioners, employers, and sector agencies).
 - Key improvements included clearer competency expectations, alignment with contemporary classroom practice, and strengthened guidance for teacher preparation and ongoing professional learning.
 - Outcome: Updated standards provided an improved reference point for teacher education, professional practice, and compliance monitoring.
- Compliance tools were developed to support effective monitoring and enforcement of these standards.
 - Tools included monitoring checklists, assessment templates, reporting formats, and guidance notes to support consistent inspection and follow-up.
 - Outcome: Improved consistency and transparency in compliance monitoring and feedback to institutions and practitioners.

5. Financial Management and Budgeting Efficiency

- Annual budgets were consistently prepared and submitted on time using the Ghana Integrated Financial Management Information System (GIFMIS).
- Staff received technical training in budgeting, financial management, report writing, and the Public Procurement Act, strengthening technical competency and improving compliance with public financial management requirements.
 - The training supported more accurate budgeting, improved documentation, and stronger adherence to procurement and reporting processes.
 - Outcome: Improved efficiency in financial operations and strengthened accountability and audit readiness.
- Continuous sensitisation programmes were conducted to strengthen staff understanding of sound financial management practices.

6. Teacher Licensure and Professional Development

- Teacher Licensure Examinations were successfully conducted throughout the plan period.
 - A total of **14** examinations were conducted, with **199,170** candidates participating over the plan period.
 - Outcome: Sustained implementation of licensure examinations reinforced the professional standing of teachers and strengthened the Council's regulatory role.

- Robust systems were established to support an efficient licensure regime.
 - Examples included improved candidate registration and verification processes, examination administration controls, and structured processes for results management and communications.
 - Outcome: Improved efficiency, reduced process bottlenecks, and strengthened integrity of licensure administration.
- A structured Continuous Professional Development point system was implemented to promote continuous professional development among teachers.
 - The CPD point system established a consistent approach to recognising CPD participation and supporting professional growth through documented learning activities.
 - Based on implementation experience and stakeholder feedback, the CDP approach was refined to improve clarity, usability, and alignment with CPD requirements.
 - Outcome: Strengthened incentives and structure for teacher professional development and improved foundations for CPD compliance tracking.
- The national teaching council has made significant progress in professionalising teaching in Ghana through registration and licensing of teachers.
 - A total number of 339,120 teachers have been licensed over the period.
 - Outcome: the creation of the National Register of Teachers and promotion of accountability and credibility in the teaching profession

1.2.2 Challenges and Recommendations

Challenges

The implementation of the previous strategic plan was affected by several internal and external factors:

1. COVID-19 Implications:

The outbreak of the COVID-19 pandemic significantly disrupted planned activities. Restrictions on movement, school closures, and the shift to remote operations delayed key programmes, particularly those requiring face-to-face engagement such as training, monitoring, and stakeholder engagements.

- Operational impact: Delayed delivery of planned capacity-building, monitoring/inspection visits, and stakeholder consultations due to restrictions and safety protocols.
- Systems impact: Slower service processing and limited access to physical records where end-to-end digital workflows were not fully in place.

- Lesson for the next plan: Strengthen business continuity planning, digitise priority services, and build capacity for remote work and virtual engagement.

2. Delayed Release of Budgetary Allocations:

The untimely release of funds hindered the smooth execution of planned activities. This affected project timelines, limited operational efficiency, and in some cases led to the postponement or scaling down of critical interventions.

- Operational impact: Activity schedules were disrupted, leading to postponed procurements, delayed training, and reduced field operations (monitoring, inspections, stakeholder engagements).
- Efficiency impact: Late releases increased unit costs (e.g., rushed procurement, travel rescheduling) and reduced value-for-money from planned interventions.
- Lesson for the next plan: Strengthen cash-flow planning, prioritise critical activities, and improve budget monitoring and early escalation of funding gaps.

3. Absence/Delays in Legislative Instruments:

The lack of fully developed and operationalised Legislative Instruments (LIs) constrained the enforcement of certain regulatory mandates. This created gaps in implementation and weakened the Council's authority in some areas.

- Operational impact: Regulatory enforcement was weakened in areas requiring subsidiary legislation, limiting the Council's ability to apply sanctions and standardise compliance expectations.
- Coordination impact: Dependencies on external approvals and inter-agency processes extended timelines and created uncertainty for implementation planning.
- Lesson for the next plan: Put in place mechanisms to ensure relevant Legislative Instruments are developed and implemented in a timely manner.

4. Inadequate Codification and Dissemination of Policies:

While several policies were developed, many were not properly codified, harmonised, or widely disseminated. This resulted in low awareness and inconsistent application across units and regions.

- Operational impact: Reduced standardisation in the implementation of policies across units and regions, affecting service quality.
- Governance impact: Lack of a single, harmonised policy repository limited accountability and made it difficult to monitor compliance with agreed procedures.
- Lesson for the next plan: Establish a policy management system (approval, version control, dissemination, orientation) and track implementation and compliance.

5. Decentralisation Challenges:

Efforts to decentralise operations were not fully realised due to technical and financial clearance. Limited infrastructure, staffing, and logistics affected effective service delivery.

- Operational impact: Limited sub-national presence constrained access to services, increased turnaround times, and contributed to uneven client experience across regions.
- Resource constraints: Delays in financial and technical clearances, coupled with gaps in infrastructure, staffing, and ICT tools, slowed rollout of decentralised service points.
- Lesson for the next plan: Adopt a phased decentralisation approach with minimum readiness standards, dedicated resourcing, and routine supervision/quality assurance.

6. Low Teacher Engagement and Compliance:

A section of teachers demonstrated low commitment to professional development initiatives, compliance requirements, and regulatory processes. This affected the uptake of programmes such as licensing and Continuous Professional Development (CPD).

- Compliance impact: Low uptake of CPD requirements and inconsistent engagement with licensing/registration processes affected coverage and weakened the effectiveness of professionalisation reforms.
- Behavioural drivers: Limited awareness, perceived cost/time burdens, and weak enforcement mechanisms reduced incentives to comply.
- Lesson for the next plan: Strengthen communication and sensitisation, improve service convenience (digital channels), and apply consistent enforcement and incentives in collaboration with employers and unions.

Cross-cutting lessons for the next planning cycle

Overall, the challenges experienced point to several cross-cutting priorities for improved implementation performance: (1) delivery governance and decision rights; (2) funding predictability and budget discipline; (3) timely legal instruments and policy management; (4) digitisation and data governance; (5) phased decentralisation with quality assurance; and (6) sustained stakeholder coordination and behaviour-change communication. These priorities are reflected in the Recommendations section and are operationalised through the 2026–2030 Strategic Objectives, KPIs, Results Measurement Framework, and the risk management tools in this document.

Recommendations

To address the identified challenges and strengthen future implementation, the following measures are proposed:

1. Review of Vision, Mission, and Core Values:

The Council should revisit and refine its strategic direction to ensure alignment with emerging educational trends, national priorities, and global best practices in teacher regulation and professional development.

- Conduct a rapid strategy refresh workshop (leadership, Board Members, directorate heads) to validate strategic priorities, clarify outcomes, and confirm alignment to Government priorities and the enabling Act.
- Update and publish the Council's vision, mission, and core values, and develop a communication and orientation plan for staff and key stakeholders.
- Define service standards for priority services (licensing, registration, complaints handling, accreditation support) and align directorate workplans and budgets to these standards.
- Establish quarterly performance review meetings using the Results Measurement Framework to track progress and agree corrective actions.

2. Strengthening and Operationalising Regulatory Functions:

There is a need to fully enforce and operationalise the Council's core regulatory mandates, including teacher licensing, registration, and professional standards, supported by clear procedures, adequate systems, and the required legal instruments.

- Review and disseminate standardised procedures for licensing, registration, sanctions, appeals, and related regulatory actions; train staff on implementation and compliance.
- Strengthen the teacher register by implementing data standards, validation rules, and routine data quality checks to improve accuracy and reporting credibility.
- Operationalise National Teachers' Standards(NTS) and compliance tools through structured inspections, follow-up actions, and collaboration with relevant partners.
- Prioritise outstanding legal/legislative instruments required to fully implement regulatory mandates and agree an accelerated workplan with responsible institutions.

3. Enhancement of Governance, Leadership, and Management Systems:

Strengthening governance structures and leadership capacity will improve decision-making, accountability, and organisational effectiveness, enabling consistent delivery of the Council's mandate.

- Clarify decision rights and accountability for key deliverables (e.g., instruments, SOPs, budget approvals) using a Responsible-Accountable-Consulted-Informed (RACI)² matrix and an escalation mechanism for delays.
- Implement and institutionalise enterprise risk management (ERM) through quarterly risk registers, mitigation tracking, and management review.
- Complete and operationalise HR governance instruments (Scheme of Service, Conditions of Service, HR manual) and deliver staff orientation to ensure consistent application.
- Strengthen internal performance management by cascading KPI targets to directorates and embedding progress reporting into management meetings.

4. Improvement of Service Delivery Systems:

The Council should invest in robust, technology-enabled service delivery mechanisms to improve efficiency, accessibility, responsiveness, and client experience, particularly at decentralised levels.

- Strengthen core digital platforms for licensing, registration, indexing, and complaints handling, including clear service workflows, user support, and system uptime monitoring.
- Implement and monitor service standards (turnaround times, complaint-resolution timelines) and publish clear service information (requirements, fees, timelines, FAQs).
- Adopt a phased decentralisation model with minimum readiness requirements (staffing, ICT tools, SOPs, supervision) and periodic quality assurance audits to ensure consistency across service points.
- Strengthen stakeholder engagement and feedback loops by maintaining a grievance register, analysing trends, and implementing corrective actions.

5. Development of Efficient Financial Management, Procurement, and Accountability Systems:

Establishing strong financial controls, timely budget execution, and transparent procurement processes will enhance resource utilisation, reduce audit risks, and build stakeholder confidence.

- Develop and disseminate SOPs for key finance and procurement processes (planning, approvals, payments, contract management) and train staff on compliance requirements.
- Strengthen budget preparation, monitoring, and reporting by adhering to budget calendars, improving variance analysis, and ensuring timely management reporting.

² (Responsible–Accountable–Consulted–Informed) A simple role-clarity matrix used to prevent delays and confusion

- Implement a procurement plan linked to strategic priorities, with contract milestones and acceptance testing to reduce delays and improve delivery quality (especially for ICT and training).
- Improve audit performance by maintaining an audit implementation plan with owners, deadlines, and quarterly closure reporting to management and the Board.
- Develop and implement a resource mobilisation plan (where permitted) and track implementation of actions to supplement budgetary allocations.

1.3 NTC'S SITUATIONAL ANALYSIS

1.3.1 SWOT Analysis

Strengths	1. Strong legal and governance foundation anchored on the Education Regulatory Bodies Act, 2020 (Act 1023), Legislative Instrument 2598 of 2025, and a functioning governing board. Evidence: (Board composition/committee structure, meeting frequency, key approvals). 2. Skilled human resources: qualified and competent Management Team and staff to deliver the Council's mandate. Evidence: (staff establishment, skills matrix, certifications/training completion, performance results). 3. Institutional credibility and partnerships that support delivery of regulatory and professionalisation reforms. Evidence: (MOUs/partnership list, endorsements, awards/recognitions, stakeholder feedback). 4. Internal revenue generation potential to supplement budgetary allocations (e.g., licensing-related fees/charges where approved). Evidence: (approved fee schedule/legal basis, collection rate). 5. Regional and sector partnerships that enable coordination and implementation support. Evidence: (partner list, joint workplans/meeting minutes, outputs delivered). 6. Experience providing technical support and knowledge sharing on teacher regulation within the region. Evidence: (countries supported, missions/requests, products delivered). 7. Established teacher recognition platform (e.g., Ghana Teacher Prize, CPD point system) to promote professional excellence and motivation. Evidence: (award cycle details, participation, outcomes/coverage, CPD points).
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Weaknesses	1. Inadequate operational infrastructure and undocumented SOPs for priority functions (e.g., licensing, registration, sanctions/appeals, complaints handling, CPD service provider oversight). Evidence: (list of missing SOPs, process maps, audit findings, backlog/turnaround data). 2. Institutional capacity gaps in risk management and staffing for critical roles (e.g., ICT, M&E, inspection/QA, legal/policy). Evidence: (organogram vs. establishment gaps, vacant positions, recruitment/clearance constraints). 3. Limited enforcement of regulations (e.g., constraints in sanctioning non-compliant CPD service providers; limited public access to verified teacher register information). Evidence: (enforcement cases, legal constraints, register publication policy/status, data quality readiness). 4. Inadequate office space and logistics to support efficient operations and decentralised service delivery. Evidence: (accommodation assessment, space/utilisation analysis, regional office readiness gaps). 5. Low sensitisation and stakeholder communication coverage for key programmes (licensing, CPD, standards compliance, complaints handling). Evidence: (communication plan status, outreach coverage, stakeholder feedback/complaint themes).
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Opportunities

1. Leveraging existing teacher education infrastructure: Building on existing teacher education institutions (TEIs) and the decentralising policy of governance to enhance service delivery.
2. Increased demand for licensed teachers and growing interest in professional credentials, which can drive uptake of licensing and CPD (while requiring mitigation of potential attrition risks).
3. Potential to expand service delivery points
4. Potential to expand revenue channels through approved fees/charges and partnerships with existing institutions (subject to policy approvals and operational readiness).
5. Expanded partnership and mentorship networks: Leveraging existing trained mentors, alongside collaboration with local and foreign partners, donors, NGOs, and Teacher Education Institutions (TEIs) to train and develop staff and serve as CPD service providers.
6. Opportunity to strengthen CPD compliance where employers integrate CPD points into promotion and appraisal decisions, and where CPD service providers (NGOs/TEIs) align services to national requirements.
7. Digital and data-driven opportunities: Increasing smartphone enabled applications usage, combined with the ability to leverage student data from TEIs for indexing and other decision-making processes.
8. Leveraging the skills of existing examination personnel and centres to conduct license examinations.
9. Leveraging Public financial management frameworks that support sustainable funding arrangements (e.g., approved fees/charges, IGF retention rules, budgeting and reporting requirements), if fully operationalised.

Threats	1. Resource and compensation constraints: Comparatively low remuneration for staff, compounded by delays in the release of financial clearance, affecting recruitment and retention. 2. Cybersecurity and privacy risks that could compromise sensitive teacher and institutional data. 3. Data integrity risks due to inaccurate or incomplete information submitted by clients and service providers, affecting the credibility of registers and reporting. 4. Connectivity and ICT infrastructure limitations (e.g., poor internet service) that disrupt digital service delivery and reduce system availability. 5. Stakeholder resistance: There is resistance from Teacher Unions, constraining enforcement authority. 6. Governance and operational autonomy risks (e.g., undue external influence) that may affect prioritisation, decision-making, and implementation pace. 7. Delays or resistance in implementing approved fees and charges, limiting sustainable funding for key programmes and systems. 8. Institutional overlap and non-compliance: Conflicting roles with other agencies, compounded by non-compliance by service providers, leading to regulatory duplication and enforcement challenges. 9. Examination leakages, undermining the credibility of assessments. 10. Recruitment of non-professional teachers by GES 11. Misinformation and disinformation by the media and general public on NTC's policies 12. Non-compliance of private school teachers
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Priority implications for strategy

- Prioritise operationalisation of core regulatory functions: Close the SOP and process gaps for licensing, registration/register management, sanctions/appeals, CPD provider oversight, and complaints handling, and track completion through the Results Measurement Framework.
- Make digital and data governance a foundational investment: Improve system reliability (uptime), strengthen data quality controls, and implement cybersecurity safeguards to protect service delivery and KPI credibility.
- Institutionalise stakeholder coordination: Translate partnerships into operational MoUs, joint workplans, and routine coordination meetings to reduce mandate overlap and accelerate accreditation/standards implementation.

- Strengthen financial sustainability: Operationalise approved fees/charges and improve IGF collection efficiency (where applicable), while executing a resource mobilisation plan to fund critical ICT, inspections, and capacity-building needs.
- Address institutional capacity and decentralisation readiness: Close critical staffing gaps (e.g. ICT, M&E, legal/policy), adopt a phased decentralisation rollout with minimum readiness standards, and embed supervision and QA audits.
- Protect the integrity of assessment and compliance systems: Strengthen examination security controls, improve compliance monitoring tools, and ensure consistent enforcement to sustain public confidence in licensing and professional standards.

1.3.2 External Environment PESTLE Analysis

External environment shaping NTC priorities.

PESTLE factor	Key issues / trends	Implication for NTC priorities
Political	Sustained reform expectations; public demand for accountability; need for effective coordination across MoE, GES and other regulators. Government commitment to teacher professionalism and education reforms directly affects NTC policies and resource mobilisation. Election cycles may affect the activities of the Council.	Strengthen inter-agency governance for licensing/registration, compliance and CPD delivery; reinforce transparency and public confidence through clearer service standards and reporting. NTC must align its regulatory framework with national education policies and political expectations.
Economic	Fiscal constraints affecting NTC's related activities e.g. CPD, digital infrastructure, investment and incentives; need for scalable and cost-effective training models. Inadequate resource mobilisation strategies affect operationalisation of NTC plan	Prioritise efficient and sustainable financing and partnerships to improve cost-effectiveness through analytics and scale. NTC must balance regulatory rigour with affordability and accessibility for teachers.
Social	Heightened safeguarding expectations; community scrutiny of teacher conduct; growing mental health concerns affecting teachers and learners. Public demand for quality education; increasing demand for professional standards, licensing.	Mainstream safeguarding and professional conduct within standards and CPD; expand psychosocial support and well-being content; strengthen reporting/referral pathways. NTC must strengthen professionalism while ensuring teacher engagement. There must be public engagement through sensitisation.

	Public disaffection towards licensure examination and CPD programmes affect the Council's mandate	
Technological	Uneven connectivity and device access; rapid education technology change; emerging opportunities for data-driven and AI-supported learning and compliance systems. Digital literacy gaps among teachers	Invest in inclusive digital platforms, improve data quality and interoperability, and deploy analytics to track CPD, renewal and compliance. Technology is critical for scaling regulation but requires continuous investment and training.
Legal	Certainty of professional rules, due process, data protection, and consistent enforcement across public and private schools. Legal compliance issues include: Disciplinary actions (suspension, revocation of licenses). Accreditation of teacher education institutions/CPD service providers and programmes License renewal and professional accountability	Clarify and operationalise regulatory requirements; strengthen enforcement protocols and appeals processes; ensure data protection and secure handling of teacher records. Strong legal backing empowers NTC but requires strict, transparent enforcement systems and due process.
Environmental	Climate-related disruptions affecting schooling continuity; need for resilient schooling and remote/low-bandwidth teacher learning options. Ventilation, lightning, sanitation, severe weather conditions can affect the conduct of the licensure examination	Embed resilience into teacher learning and compliance systems; expand NTC-related activities and continuity planning for disruption-prone areas. NTC must adopt flexible, resilient systems for regulation and sensitisation delivery. Strengthening environmental and safety standards.

PESTLE analysis. Overall, the PESTLE factors indicate that NTC’s strategic advantage will come from (i) stronger system coordination and transparency to meet rising accountability expectations, (ii) cost-effective scale through digital and blended CPD models that work under fiscal constraints and uneven connectivity, and (iii) tighter safeguarding, professional conduct and data protection measures that maintain public trust. Environmental disruption risk reinforces the need for resilient, low-bandwidth teacher learning and compliance approaches. Taken together, these drivers suggest prioritising data-driven regulation (credible teacher records and compliance analytics), quality assurance of CPD (including provider oversight), and targeted support for teacher well-being and safer-school professionalism.

In summary, the Challenges and cross-cutting lessons (Section 1.2.2) inform the Recommendations, which are reinforced by the PESTLE analysis and the SWOT-based priority implications for strategy. These inputs are translated into the 2026–2030 Strategic Objectives and KPIs, which define what the Council will deliver and how success will be measured. The Results Measurement Framework operationalises the KPIs into indicators, baselines and annual targets, supported by Implementation Factors that describe the conditions required for delivery. Finally, the Implementation Risks and Mitigation Measures and the Risk-to-KPI Mapping provide a practical risk management layer, linking key risks to specific KPIs for routine monitoring, escalation, and corrective action.

2.0 THE STRATEGIC PLAN 2026-2030

2.1 Rationale and Process

The Strategic Plan 2026-2030 seeks to enable NTC to professionalise the teaching workforce and align it with national and international educational standards. The strategic plan is designed to operationalise the expectations of the Education Regulatory Bodies Act, 2020 (Act 1023), which empowers the NTC to regulate the teaching profession in Ghana. It seeks to replace the diverse, fragmented standards previously used in various training institutions with a single, consolidated set of National Teachers' Standards (NTS). Its primary objective is to promote professionalism through teacher licensing, registration, and the enforcement of a professional code of ethics. The plan provides a framework for teachers to maintain and update their skills throughout their careers, ensuring they stay abreast of contemporary educational approaches. It supports the broader Education Strategic Plan (ESP 2018–2030), which aims to transform Ghana into a "learning nation" by improving teaching quality and learning outcomes. The strategic plan aligns Ghanaian teaching standards with international benchmarks and Sustainable Development Goal 4 (SDG 4), focusing on equitable, inclusive, and quality education for all. This plan considers NTC’s activities for the next five years anchored under five strategic objectives.

1. Strengthen the operationalisation of the Council's regulatory functions.
2. Strengthen the Council's governance, leadership and management systems.
3. Strengthen the Council's service delivery systems
4. Strengthen financial management, procurement and accountability systems.
5. Strengthen teacher professionalisation systems and structures.

Together, these objectives ensure that the council is institutionally strong, financially sound, service-oriented, and capable of elevating teaching standards across Ghana.

Process Overview

The Council constituted a nine-member Technical Committee to lead the strategic plan development process, with a mandate to review the existing strategic plan, engage with the Technical Advisor, and develop a revised Strategic Plan.

The Committee initiated the process by developing a concept note and indicative budget, which were submitted to the Technical Support Team for alignment and approval. An inception meeting was subsequently convened to establish a detailed workplan, define timelines, and assign roles and responsibilities.

A comprehensive review of the previous strategic plan was undertaken, including an assessment of achievements, partially achieved outputs, and unmet targets. This was complemented by a comparative exercise against key national, regional, and global policy frameworks and standards to ensure alignment and relevance. Key reference documents included continental frameworks for the teaching profession, national education policies, legislative instruments, and sector-specific standards.

Following the internal review, the Committee engaged the Technical Advisor in a consultative session to validate findings and identify priority areas for refinement. This phase informed the revision of the Council's vision, mission, and core values, and guided the development of strategic objectives and key performance indicators (KPIs) for the new strategic plan.

Subsequent engagements with the technical support team facilitated the structuring and development of the Strategic Plan document. This included key components such as situational analysis (incorporating SWOT and PESTEL analyses), reviewing strategic priorities for 2026–2030, theory of change, implementation framework, results measurement approach, and risk management plan.

A draft Strategic Plan was then presented to Management for review during a three-day validation workshop. Management provided strategic input and recommendations, which were subsequently integrated by the Committee through a consolidation process.

2.2 NTC Strategic Direction: Vision, Mission, and Core Values

2.2.1 Vision Statement

An ethical and competent teaching profession guided by high standards and accountability

2.2.2 Mission Statement

To regulate the teaching profession in Ghana by setting and enforcing professional standards and ethics, licensing and registering teachers, strengthening continuous professional development and working collaboratively with stakeholders.

2.2.3 Guiding Principles and Core Values

What defines the National Teaching Council as a regulatory body championing the professionalism, philosophy, belief and practice is **PIECA**

1. Professionalism
2. Innovation
3. Equity
4. Collaboration
5. Accountability

These **PIECA** values guide how the Council delivers its strategic objectives and KPIs, makes implementation decisions, and engages stakeholders across the 2026–2030 plan and beyond.

1. Professionalism

The National Teaching Council demonstrates professionalism by upholding high standards of competence, ethics, and impartiality in regulating the teaching profession and in delivering services to teachers, institutions, and the public.

- We apply approved standards, procedures, and service standards consistently across all cases (e.g., licensing, registration, accreditation support, inspections, and complaints handling).
- We maintain confidentiality and protect personal data, using information only for lawful regulatory purposes.
- We communicate clearly and respectfully with teachers and stakeholders, providing accurate guidance and timely feedback.
- We continuously improve our technical competence through learning, mentoring, and performance support.

What this looks like in practice: documented SOPs, courteous client service, objective decisions, and credible regulatory records.

2. Innovation

The Council demonstrates innovation by continuously improving the National Teachers' Standards and regulatory practices through creative thinking, modern approaches and effective use of technology.

- We develop and adapt new ideas, methods and tools that enhance teacher professionalism and strengthen compliance with the National Teacher's Standards.
- We encourage flexibility, problem-solving and responsiveness to emerging trends in education, ensuring that teachers remain relevant to meet the evolving needs of society.
- We train our staff to be abreast of modern technology and ideas to strengthen capacity.
- We embrace new ideas from stakeholders to improve service delivery

3. Equity

The Council promotes equity by ensuring fair, transparent, and inclusive regulatory processes and service delivery for all teachers and stakeholders, regardless of gender, location, disability, background, or institutional setting.

- We apply fair eligibility and assessment criteria to all teachers and institutions, with clear requirements and service standards.
- We design services to be accessible nationwide, including through decentralised service points and inclusive digital channels.
- We identify and address barriers that limit participation in the activities of the organisation (e.g., information gaps, distance, disability-related access needs).
- We treat complaints and appeals impartially and ensure due process.

What this looks like in practice: published requirements, consistent decisions, accessible service channels, and fair handling of grievances.

4. Collaboration

The Council practices collaboration by working with key partners to harmonise standards, improve compliance, and deliver efficient services for teachers and institutions.

- We coordinate roles and workflows with the Ministry of Education, Ghana Education Service, Ghana Tertiary Education Commission (GTEC), National Council for Curriculum and Assessment (NaCCA) teacher unions, TEIs, and CPD providers through MoUs and joint workplans.
- We share information responsibly to improve planning, inspections, and service delivery, while protecting confidentiality and data privacy.
- We engage stakeholders early in policy and standards development to improve ownership and compliance.
- We collaborate to resolve complaints and operational bottlenecks, and to sustain public confidence in the profession.

What this looks like in practice: active technical committees, shared implementation plans, and coordinated guidance to teachers and institutions.

5. Accountability

The Council demonstrates accountability by using public resources responsibly, complying with applicable laws and policies, and transparently reporting performance against agreed regulatory and service delivery standards.

- We comply with public financial management, procurement, and records management requirements, and maintain auditable documentation.
- We track performance using the Results Measurement Framework and address gaps through corrective actions and risk mitigation.
- We handle complaints, appeals, and disciplinary matters with due process and clear decision records.
- We provide accurate, timely reports to oversight bodies and stakeholders, and publish service information where appropriate.

What this looks like in practice: clean audits, timely closure of audit issues, transparent reporting, and consistent compliance with SOPs.

2.3 Goal/Impact

By 2030, the National Teaching Council will be able to regulate the teaching profession evidenced by stronger compliance with the object of the Council including professional standards and ethics, improved licensing and registration coverage and service standards, strengthened continuous professional development, and consistent quality assurance of teacher education; enabled by effective governance, reliable digital systems, and sustainable resourcing. This impact will benefit teachers, Teacher Education Institutions, employers, and learners by strengthening professionalism, accountability, and confidence in the teaching workforce.

3.0 THEORY OF CHANGE

The Theory of Change below summarises how the Council's strategic objectives and interventions are expected to lead to the desired 2026–2030 impact.

If the Council strengthens governance, decision rights, and risk management (including performance routines and accountability), **then** priorities will be implemented on time and resources will be directed to high-impact regulatory and service delivery reforms; **it means** delivery bottlenecks are reduced and KPI performance improves across all objectives.

If the Council sets, updates, and disseminates professional standards and ethics (including the Code of Ethics), and provides clear regulatory instruments and guidance (including sanctions/appeals where applicable), **then** expectations for professional practice will be clear and enforceable; **it means** improved compliance, fairness, and credibility in regulating the profession.

If licensing and registration processes are standardised, digitised, and consistently applied nationwide, **then** eligible teachers will be licensed and registered more efficiently and the teacher register will be accurate and current; **it means** improved coverage, reduced turnaround times, and stronger confidence in the register and regulatory decisions.

If continuous professional development (CPD) requirements are strengthened and supported by compliant providers, accessible CPD opportunities, and collaboration with employers and unions, **then** more teachers will meet CPD requirements and professional learning will be better aligned to national standards; **it means** stronger professionalisation and sustained competence in the teaching workforce.

If teacher education standards and quality assurance mechanisms are implemented through coordinated accreditation processes, audits/inspections, and follow-up actions with Teacher Education Institutions, **then** teacher education programmes will improve alignment and compliance with national expectations; **it means** stronger preparation of new teachers and improved professional practice outcomes.

If service delivery systems are improved through decentralised service points, functional grievance handling, clear service standards, and strong client communication, **then** stakeholders will access services more easily and complaints will be resolved more consistently; **it means** higher satisfaction and fewer repeat complaints.

If the Council strengthens digital systems, data governance, cybersecurity, and business continuity for core services (licensing, registration, complaints, reporting), **then** system uptime and data quality will improve and performance reporting will be credible; **it means** evidence-based decisions, reduced operational risk, and improved transparency.

If finance, procurement, and accountability systems are strengthened through SOPs, budgeting discipline, contract management, and timely audit issue resolution, **then** implementation will be better resourced and compliant; **it means** reduced audit risk, improved value for money, and sustained delivery of strategic priorities.

If risks are actively monitored and mitigated using the risk register and Risk-to-KPI Mapping, **then** emerging threats (e.g., funding delays, data risks, procurement bottlenecks) will be addressed early; **it means** greater resilience and higher likelihood of achieving the 2026–2030 goal/impact.

It means Overall, NTC builds an ethical and competent teaching profession guided by high standards and accountability.

THEORY OF CHANGE MATRIX

Inputs / Enablers	Key activities (2026–2030)	Outputs	Short–medium outcomes (2026–2029)	End-of-plan outcomes (2030)	Impact (Goal)
Governance; decision rights; ERM; performance routines	Clarify roles (RACI); run quarterly performance reviews; implement risk registers and mitigation tracking	Functional governance forums; ERM framework operational; action tracker in use	Faster approvals; fewer bottlenecks; improved on-time delivery of priority reforms	Consistent delivery and accountability across all objectives	An ethical and competent teaching profession guided by high standards and accountability
Legal/policy capacity; stakeholder coordination (MoU)	Update /disseminate standards & ethics; finalise regulatory instruments; coordinate partners	Code of Ethics; standards /frameworks; regulatory actions guidance; operational MoUs	Clear expectations; consistent enforcement; improved compliance culture	High confidence in fair, transparent regulation	
Digital platforms; data governance; cybersecurity; ICT support	Digitise/standardise licensing & registration; strengthen register controls; improve uptime & data quality	Updated workflows; improved registry controls; monitoring dashboards/logs	Reduced turnaround times; improved register accuracy; credible reporting	Reliable, data-driven regulation and services nationwide	
CPD framework; providers; employer/unions engagement	Strengthen CPD requirements; accredit/monitor CPD providers; link CPD to career progression	Operational CPD framework; compliant provider network; CPD tracking records. Teacher promotion tied to CPD points.	Higher CPD participation and compliance; improved professional learning relevance	Sustained teacher competence and professionalism	
QA/inspection capacity; TEI partnerships; tools/checklists	Strengthen accreditation systems; conduct audits/inspections; follow up improvement actions	Inspection schedule and reports; improvement guidelines; closure tracker	Improved programme compliance; actions closed; stronger TEI accountability	Better teacher preparation and quality assurance outcomes	

Finance & procurent SOPs; budget discipline; internal controls	Implement SOPs; strengthen budgeting & reporting; resolve audit issues; mobilise resources	SOPs disseminated; procurement plan; audit action plan; mobilisation tracker	More predictable execution; improved value-for-money; reduced audit risk	Sustainable resourcing for regulatory and service delivery improvements	
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Note: The measurable indicators, baselines, and annual targets that track these outcomes are presented in the Results Measurement Framework; key implementation risks are managed through the Risk Register and Risk-to-KPI Mapping.

4.0 NTC STRATEGIC OBJECTIVES AND KEY PERFORMANCE INDICATORS (KPIS) – 2026 - 2030

1. Strengthen the operationalisation of the Council's regulatory functions
2. Strengthen the Council's governance, leadership, and management systems
3. Strengthen the Council's service delivery systems
4. Strengthen financial management, procurement, and accountability systems
5. Strengthen teacher professionalisation systems and structures

4.1 Strategic Indicators

1. Strengthen the operationalisation of the Council's regulatory functions

KPIs:

- a. Review and disseminate assessment and examination procedures.
- b. Review and strengthen teacher registration and register management systems.
- c. Review, disseminate and implement, in collaboration with the Ghana Education Service and teacher unions, a Code of Ethics and Professional Practice for the teaching profession.
- d. Sign a Memorandum of Understanding with the Ghana Tertiary Education Commission and other relevant Ministry of Education agencies to support and coordinate accreditation.
- e. Review and disseminate teacher education standards and related frameworks to guide teacher education curriculum development.
- f. Develop and disseminate a regulatory framework, including guidelines for suspension, revocation, and restoration of licences, and other regulatory actions.

2. Strengthen the Council's governance, leadership, and management systems

KPIs:

- a. Build the capacity of Board Members, management, and staff to deliver the Council's mandate effectively and efficiently.
- b. Review/develop organisation-wide policies and procedures (governance processes, standards, and internal controls) to improve service delivery coherence and quality.
- c. Review, update, and disseminate the Scheme of Service.
- d. Review, update, and disseminate the Conditions of Service.
- e. Review, disseminate, and operationalise an enterprise risk management framework, including risk identification, mitigation planning, and periodic risk reporting.
- f. Develop and implement a staff management (HR) manual covering leave, discipline, and related matters.

3. Strengthen the Council's service delivery systems

KPIs:

- a. Review and update the Council's vision, mission, and core values to align with the strategic direction of the Council.
- b. Establish a system for addressing stakeholder concerns and grievances.
- c. Develop and operationalise a decentralised model for effective service delivery.
- d. Disseminate the revised National Teachers' Standards and strengthen compliance monitoring.
- e. Strengthen the Council's IT and data management systems that support core services (licensing, registration, complaints handling, and reporting), including data governance and system reliability.
- f. Institutionalise a research culture by developing and implementing a research framework.
- g. Develop and implement a framework to monitor and evaluate progress of the Council's activities and identify areas for improvement

4. Strengthen financial management, procurement, and accountability systems

KPIs:

- a. Develop and disseminate standard operating procedures (SOPs) specifically for key finance and procurement processes to strengthen process controls and consistency.
- b. Develop and implement a budget preparation, monitoring, and reporting framework.

- c. Develop a resource mobilisation plan and build capacity for implementation, including partnerships management, proposal development, and tracking of mobilisation actions.
- d. Develop and disseminate asset management policies and procedures.
- e. Ensure compliance with applicable financial management laws, regulations, and directives, including timely responses to audit recommendations and management actions.

5. Strengthen teacher professionalisation systems and structures

KPIs:

- a. Strengthen the issuance of licences to qualified and eligible teachers by improving turnaround time, communication, and client support.
- b. Strengthen teacher registration operations and maintain an accurate, up-to-date teacher register, including routine validation and updates.
- c. Review, disseminate, and implement a robust Continuous Professional Development (CPD) framework.
- d. Implement systems to recognise and reward outstanding teachers.
- e. Support and monitor alignment of teacher education curricula with national standards and relevant global best practices, including follow-up actions with Teacher Education Institutions.
- f. Operationalise and strengthen accreditation systems for current and prospective Teacher Education Institutions and other relevant organisations, including clear criteria, workflows, and reporting.
- g. Conduct regular institutional audits and compliance inspections for accredited institutions.
- h. Develop and implement improvement guidelines for Teacher Education Institutions.
- i. Establish and implement clear guidelines for teacher indexing.

4.2 Implementation Strategy

The strategic actions are NTC's intentionality about implementing the identified initiatives in line with the agreed performance indicators. The Governing Board and the Registrar shall be held accountable in this implementation. The indicators are NTC's first step in embracing accountability. These are presented in the Implementation Matrix below:

S/N	Strategic Objective	Strategic Action	Indication of Success
1	Objective 1: Strengthen the operationalisation of the Council's regulatory functions	Review, approve, and disseminate assessment and examination procedures (including standards and controls).	100% of priority assessment and examination procedures approved and disseminated.
2	Objective 1 (cont.)	Strengthen teacher registration and management systems by implementing priority register controls (data standards, validation, workflows, audit trail).	90% of priority registration/register controls implemented and operational.
3	Objective 1 (cont.)	Review and disseminate the Code of Ethics and Professional Practice and conduct orientation for implementation.	Code of Ethics approved and disseminated (Yes/No); 85% of regions/directorates oriented.
4	Objective 1 (cont.)	Conclude and operationalise MoUs with relevant agencies (e.g., GTEC) and hold routine coordination meetings to support accreditation and programme oversight.	MoU signed and operational (Yes/No); 4 joint coordination meetings held.
5	Objective 1 (cont.)	Review and disseminate teacher education standards and related frameworks and provide guidance to TEIs on curriculum alignment.	90% of scheduled standards/framework documents reviewed/updated and disseminated.
6	Objective 1 (cont.)	Develop, approve, and disseminate the regulatory actions framework (including suspension, revocation, restoration, sanctions appeals) and train/orient relevant staff.	Regulatory actions framework approved and disseminated (Yes/No); 100% of relevant staff trained/oriented.
7	Objective 2: Strengthen the Council's governance, leadership, and management systems	Deliver and track an annual capacity-building plan for Board members, management, and staff (priority competencies for mandate delivery).	90% of staff/Board members completing the annual priority capacity-building plan.

8	Objective 2 (cont.)	Review, approve, and implement organisation-wide policies and procedures (service governance, service standards, internal controls).	80% of prioritised policies/procedures approved and implemented.
9	Objective 2 (cont.)	Review, approve, disseminate, and orient staff on the Scheme of Service to improve role clarity and performance expectations.	Scheme of Service reviewed and approved (Yes/No); 90% of staff oriented.
10	Objective 2 (cont.)	Review, approve, disseminate, and orient staff on the Conditions of Service to ensure consistent application of terms of employment.	Conditions of Service approved (Yes/No); 80% of staff oriented.
11	Objective 2 (cont.)	Develop the enterprise risk management (ERM) framework. Operationalise the risk policy and register	100% ERM developed and approved. 90% risk policy and register implemented.
12	Objective 2 (cont.)	Implement and review the HR manual; conduct periodic compliance checks on HR case handling.	HR manual reviewed and approved (Yes/No); 80% of sampled HR cases compliant with manual.
13	Objective 3: Strengthen the Council's service delivery systems	Approve and communicate the Council's strategic direction (vision/mission/values) through staff and stakeholder orientation.	Strategic direction approved (Yes/No); 100% of staff reached via communication/orientation.
14	Objective 3 (cont.)	Establish and operationalise a grievance redress mechanism (single intake, case tracking, service standards, and reporting).	100% of complaints resolved within the defined service standard.
15	Objective 3 (cont.)	Implement a phased decentralised service delivery model with defined service package, staffing, SOPs, and supervision.	80% of planned decentralised service points/regions operational with a defined service package.

16	Objective 3 (cont.)	Strengthen monitoring of the National Teachers' Standards through inspections, compliance tools, reporting, and follow-up actions.	90% of inspected institutions meeting the Teachers' Standards compliance threshold.
17	Objective 3 (cont.)	Strengthen ICT and data management systems for core services (e.g., licensing, registration, complaints, reporting), including uptime monitoring and data quality controls.	Core system uptime (90%); completion of priority data quality actions.
18	Objective 3 (cont.)	Approve and implement the research framework and publish priority research outputs to inform regulation and service improvement.	Research framework approved (Yes/No); 10 research products completed/published.
19	Objective 3 (cont.)	Approve and implement a monitoring and evaluation framework to track progress of the Council's activities and identify areas for improvement.	M&E framework developed approved (Yes/No) 90% of NTC activities monitored and evaluated using the framework
20	Objective 4: Strengthen financial management, procurement, and accountability systems	Develop, approve, and disseminate finance and procurement SOPs and train staff on compliance and controls.	90% of key finance/procurement processes with SOPs approved and disseminated.
21	Objective 4 (cont.)	Develop and implement a budget preparation, monitoring and reporting framework and enforce budget-cycle milestones and reporting discipline.	100% of budget cycles compliant with the budgeting/monitoring & reporting framework.
22	Objective 4 (cont.)	Develop and implement a resource mobilisation plan (where permitted), assign owners to actions, and track implementation progress.	70% of resource mobilisation actions implemented.

23	Objective 4 (cont.)	Develop and disseminate asset management policies and procedures and conduct periodic asset register updates and reconciliation.	100% of assets recorded and reconciled per asset policy.
24	Objective 4 (cont.)	Implement an audit follow-up mechanism (management action plan) and ensure timely closure of audit recommendations and management actions.	100% of audit issues resolved within agreed timelines.
25	Objective 5: Strengthen teacher professionalisation systems and structures	Improve licensing service delivery (issuance, turnaround time, client support) using standardised workflows and service standards.	SOP developed and implemented (Yes/No); 100% of qualified applicants issued license.
26	Objective 5 (cont.)	Increase teacher registration coverage and maintain an accurate teacher register through routine validation, updates, and data quality checks.	100% of eligible teachers registered and active. 80% of sampled register records passing data quality checks.
27	Objective 5 (cont.)	Strengthen CPD compliance by operationalising the CPD framework, improving CPD tracking, and monitoring CPD providers' services.	90% of licensed teachers meeting the minimum CPD requirement.
28	Objective 5 (cont.)	Establish and implement teacher recognition and reward systems to promote professional excellence and motivation.	Recognition system established (Yes/No); 1,000 teachers recognised annually.
29	Objective 5 (cont.)	Monitor alignment of teacher education curricula with national standards and implement follow-up actions with TEIs to close identified gaps.	100% of programmes assessed as compliant with standards; 100% of improvement actions closed.
30	Objective 5 (cont.)	Operationalise accreditation systems and maintain valid accreditation status for TEIs, supported by a risk-based audit/inspection plan.	100% of TEIs with valid accreditation status; 100% of planned

			audits/inspections completed.
31	Objective 5 (cont.)	Conduct scheduled institutional audits and compliance inspections and document findings and follow-up actions.	100% of scheduled institutional audits/inspections conducted.
32	Objective 5 (cont.)	Develop, approve, and implement TEI improvement guidelines and conduct orientation for TEIs to support adoption.	Improvement guidelines approved (Yes/No); 100% of TEIs oriented.
33	Objective 5 (cont.)	Approve and implement teacher indexing guidelines and monitor compliance with service standards for indexing requests.	Indexing guidelines approved (Yes/No); 90% of indexing requests compliant/on time.

4.3 Result Measurement

Effective performance measurement is crucial for the Council's accountability and strategic alignment. This section outlines the key performance indicators (KPIs) established to monitor progress of the strategic objectives of this plan.

The metrics presented in Annex 1 cover core areas including policy dissemination, system implementation, and inter-departmental coordination efforts. To provide a detailed overview of the specific indicators being measured, baselines, and targets guiding these objectives, the metrics presents a structured breakdown of each objective, its measurable indicator, proposed baseline and target values, data sources, frequency of measurement, and the responsible unit for tracking progress.

5.0 SUCCESS CRITERIA

- Regulatory functions are fully operational, with key regulatory instruments approved and disseminated (e.g., examination/licensing procedures, regulatory actions framework, and teacher education standards).
- Governance and management systems support performance, including high completion of capacity-building activities, approved HR instruments (Scheme/Conditions/HR manual), and routine risk reporting across directorates.

- Service delivery performance improves, evidenced by decentralised service coverage, reduced processing times for key services (e.g., licensing), and a grievance system that resolves complaints within defined service standards.
- Financial management and procurement controls are strengthened through approved SOPs, improved budget-cycle compliance, higher audit-issue resolution rates, and compliant asset management practices.
- Teacher professionalisation outcomes improve, including licensing service standards, increased registration coverage and data quality, improved CPD compliance, and stronger accreditation and inspection performance for Teacher Education Institutions.
- Stakeholder confidence improves, reflected in higher client satisfaction, fewer repeat complaints, and transparent publication of performance results.

5.1 Implementation Factors

1. Governance, decision rights, and accountability: Establish clear governance structures for planning, approvals, and delivery (including decision rights and escalation routes) to ensure timely implementation of regulatory, service delivery, finance, and professionalisation reforms.
 - What good looks like: Roles and responsibilities are clear; decisions are made on time; actions are tracked and closed.
 - Risk if weak: Delays, duplicated effort, and inconsistent implementation across units.
2. Legal and policy alignment: Ensure all instruments, processes, and guidelines are consistent with the establishing Act, relevant sector policies, and Government priorities; maintain a documented review, quality assurance, and approval workflow.
 - What good looks like: Instruments are legally sound, approved, and consistently applied.
 - Risk if weak: Legal challenges, non-compliance, and loss of credibility.
3. Service standards, process design, and SOP adoption: Translate key services like: (licensing, registration, complaints handling, accreditation oversight) into standardised workflows and service standards, supported by SOPs, templates, and job aids.
 - What good looks like: Service standards are communicated; staff follow consistent processes; turnaround times improve.
 - Risk if weak: Backlogs, uneven service quality, and difficulty meeting KPI targets.
4. Organisational capacity and change management: Provide targeted training, coaching, and role clarity for staff and Board members; communicate changes early; and embed new procedures through supervision and performance management.
 - What good looks like: High completion of capacity-building activities; improved compliance with new procedures.

- Risk if weak: Resistance to change, inconsistent application, and poor adoption of reforms.
- 5. Digital systems, cybersecurity, and business continuity: Strengthen and secure core systems for licensing, registration, complaints, and reporting; define system ownership; implement access controls, backups, and disaster recovery to protect service continuity.
 - What good looks like: Reliable systems with strong access management and documented continuity plans.
 - Risk if weak: Downtime, data loss, service disruption, and exposure to cyber risks.
- 6. Data governance, data quality, and reporting discipline: Establish data standards, validation rules, audit trails, and routine data quality checks; clarify data stewardship roles; and enforce reporting schedules aligned to the Results Measurement Framework.
 - What good looks like: Accurate registers, credible performance reporting, and routine data quality reviews.
 - Risk if weak: Unreliable KPIs, weak evidence for decisions, and poor stakeholder confidence.
- 7. Stakeholder coordination and partnership management: Formalise collaboration with key institutions (e.g., GES, teacher unions, tertiary regulators, MoE agencies) through MoUs, joint technical committees, and agreed working arrangements to reduce duplication and delays.
 - What good looks like: MoUs are operational; regular coordination meetings occur; roles between institutions are clear.
 - Risk if weak: Conflicting mandates, slow approvals, and inconsistent messaging to stakeholders.
- 8. Decentralisation readiness and service access: Define the decentralised service delivery model (functions to devolve, staffing, infrastructure, SOPs, and supervision), resource regional offices appropriately, and monitor service standards to ensure consistent service delivery nationwide.
 - What good looks like: Regional service points are operational and supported; service standards are monitored.
 - Risk if weak: Unequal access, inconsistent application of rules, and poor client experience.
- 9. Financial sustainability and resource mobilisation: Align plans with realistic budgets; prioritise critical investments (ICT, audits, training); and implement resource mobilisation actions where permitted to avoid implementation bottlenecks.
 - What good looks like: Budget supports priority reforms; mobilisation actions are tracked and delivered.

- Risk if weak: Underfunded initiatives, stalled system improvements, and missed targets.
- 10. Procurement and contract management: Maintain an annual procurement plan linked to priorities; strengthen vendor due diligence, contract monitoring, and acceptance testing (especially for ICT solutions and training services).
 - What good looks like: Deliverables are received on time and meet specifications; contracts are actively managed.
 - Risk if weak: Delays, cost overruns, poor-quality deliverables, and implementation failures.
- 11. Risk management, compliance, and internal controls: Operationalise enterprise risk management through risk registers, mitigation tracking, and periodic reviews; strengthen compliance with financial laws and timely closure of audit recommendations.
 - What good looks like: Risks are actively managed; audit issues are resolved within agreed timelines.
 - Risk if weak: Persistent audit findings, financial exposure, and reputational damage.
- 12. Client service, communications, and feedback loops: Maintain clear communication channels and service information for teachers and institutions; strengthen grievance handling and use client feedback to drive service improvements.
 - What good looks like: Fewer repeat complaints; improved satisfaction; transparent performance communication.
 - Risk if weak: Low trust, high complaint volumes, and slow resolution.

6.0 RISKS & MITIGATION PLAN

Annex 2 outlines the key risks associated with implementing this plan and the corresponding strategies defined to mitigate them. This proactive approach ensures potential blockers are identified early and managed effectively to maintain momentum and achieve desired outcomes.

This schedule is directly linked to the entire plan, serving as a critical control document that informs NTC's governance and decision-making processes. By actively tracking the defined mitigation measures, we ensure that the identified levels of "Likelihood" and "Impact" of the risks, specifically regarding slow approvals and unclear decision rights, are continuously monitored and addressed by the management to prevent delays in delivering regulatory instruments, SOPs, and necessary reforms.

ANNEXURE

Annex 1: Result Measurement

Objective	Indicator (measurable KPI)	Baseline (Proposed)	Target (Proposed)	Data source	Frequency	Responsible unit
1	% of priority assessment and examination procedures approved & disseminated	To be determined	100%	Approved SOPs; Board minutes; dissemination records	Annual	Assessment and Examination/ Legal.
1	% of priority registration/register controls implemented and operational.	To be determined	90%	System specs; audit trail; ICT/registry reports	Annual	Licensing and Registration/ICT;
1	Code of Ethics approved and disseminated (Yes/No); % of regions/directorates oriented.	To be determined	Yes; 100%	Approved document; orientation attendance	Annual	Standards and Compliance / Legal / Corporate Affairs.
1	MoU signed and operational (Yes/No); number of coordination meetings held.	To be determined	Yes; ≥4/year	Signed MoU; meeting minutes	Annual	Higher Education / Legal
1	% of scheduled standards/framework documents reviewed/updated and disseminated.	To be determined	90%	Approved documents; dissemination records	Annual	Higher Education / Legal / Standards and Compliance

1	Regulatory actions framework approved and disseminated (Yes/No); % of relevant staff trained/oriented.	To be determined	Yes; 100%	Approved framework; training records	Annual	Legal / HR
2	% of staff/Board members completing the annual priority capacity-building plan.	To be determined	90%	HR training records	Annual	HR/Administration
2	% of prioritised policies/procedures approved and implemented.	To be determined	80%	Approved policies; implementation tracker	Annual	Management / HR
2	Scheme of Service approved (Yes/No); % of staff oriented.	To be determined	Yes; 90%	Approved Scheme; orientation attendance	Annual	HR/Administration
2	Conditions of Service approved (Yes/No); % of staff oriented.	To be determined	Yes; 80%	Approved Conditions; orientation attendance	Annual	HR/Administration
2	% ERM developed and approved. % risk policy and register implemented.	To be determined	Yes; 100%	ERM framework; risk registers	Annual	Internal Audit / M&E
2	HR manual approved (Yes/No); % of sampled HR cases compliant with manual.	To be determined	Yes; 80%	HR manual; case review/sample audit	Annual	HR; Internal Audit

3	Strategic direction approved (Yes/No); % of staff reached via communication/orientation.	To be determined	Yes; 100%	Approved strategy docs; comms distribution lists	Annual	M&E / Public Affairs
3	% of complaints resolved within the defined service standard.	To be determined	100%	Grievance register/CRM logs	Annual	HR/Admin / PR / Legal
3	% of planned decentralised service points/regions operational with a defined service package.	To be determined	80%	Implementation plan; regional office reports	Annual	HR/ Admin / Finance
3	% of inspected Teachers meeting Standards compliance threshold.	To be determined	90%	Inspection reports; compliance checklists	Annual	Standards and Compliance
3	Core system uptime; (%) of completion of priority data quality actions.	To be determined	90%	IT monitoring reports	Annual	ICT Unit
3	Research framework approved (Yes/No); Number of research projects completed/published.	To be determined	Yes; ≥2/year	Approved framework; publications; reports	Annual	Research Unit
3	M&E framework developed approved,(Yes/No)	To be determined	90%	Approved framework; Evaluation reports	Annual	PM&E

	% of NTC activities monitored and evaluated using the framework					
4	% of key finance/procurement processes with SOPs approved and disseminated.	To be determined	90%	Approved SOPs; dissemination tracker	Annual	Finance / Procurement Unit / Internal Audit
4	% of budget cycles compliant with the budgeting/monitoring & reporting framework.	To be determined	100%	Budget calendar; reports; approvals	Annual	Finance/ Internal Audit Unit / M&E
4	% of resource mobilisation actions implemented.	To be determined	70%	Resource mobilisation plan; action tracker	Annual	All Departments
4	% of assets recorded and reconciled per asset policy.	To be determined	100%	Asset register; reconciliation reports	Annual	Finance/HR/ Administration / Internal Audit
4	% of audit issues resolved within agreed timelines.	To be determined	100%	Audit reports; management action plan	Annual	Finance / Internal Audit
5	SOP developed and implemented; % of qualified applicants issued license.	To be determined	30 days 100%	Licensing system/registry reports	Annual	Licensing and Registration / ICT Unit / PR

5	% of eligible teachers registered and active. % of sampled register records passing data quality checks.	To be determined	TBD	Licensing system/registry reports	Quarterly	Licensing and Registration / ICT Unit
5	90% of licensed teachers meeting the minimum CPD requirement.	To be determined	90%	Teacher register; validation reports	Annual	CPD / ICT Unit
5	Recognition system established (Yes /No); Number of teachers recognised.	To be determined	1000	Data quality reports	Annual	Standards and Compliance / CPD / ICT Unit
5	% of programmes assessed as compliant with standards; % of improvement actions closed.	To be determined	100%	Records	Annual	Higher Education
5	% of TEIs with valid accreditation status; % of planned audits/inspections completed.	To be determined	Yes; ≥ 1 cycle	Award programme records	Annual	Higher Education
5	% of scheduled institutional audits/inspections conducted.	To be determined	100%	Accreditation/audit reports; follow-up tracker	Annual	Higher Education

5	Improvement guidelines approved (Yes/No); % of TEIs oriented.	To be determined	100%	Accreditation register; audit plan & reports	Annual	Higher Education
5	Indexing guidelines approved (Yes/No); % of indexing requests compliant/on time.	To be determined	90%	Audit/inspection plan; reports	Annual	Higher Education

Notes: (i) The baseline values are **proposed placeholders** and should be validated against administrative data during the first reporting cycle. (ii) Targets should be set **annually** across the 2026–2030 planning horizon and may be phased (e.g., Year 1, Year 3, end-of-plan) based on resourcing and implementation readiness. (iii) Set annual targets during the planning/budget cycle and cascade them to directorates and regional offices. (iv) Validate key indicators through periodic data quality checks and internal audit reviews. (v) Produce a consolidated performance report for management review at least quarterly.

Annex 2: Implementation Risks and Mitigation Measures

Risk area	Risk description (what could go wrong)	Likelihood	Impact	Mitigation / controls	Owner
Governance & decision-making	Slow approvals, unclear decision rights, and weak follow-through delay delivery of regulatory instruments, SOPs, and reforms.	Medium	High	- Define decision rights and approval workflow (RACI). - Establish a delivery governance forum with action tracker and escalation timelines. - Monthly management review of KPI progress and blockers.	Board / Management
Legal/policy misalignment	New procedures/frameworks conflict with the establishing Act or sector policy, leading to disputes, rework, or non-compliance.	Low–Med	High	- Legal/Policy review checkpoint for all instruments. - Stakeholder validation (MoE/GES/GTEC) before approval.	Legal/Management

				● Maintain version control and change log.	
Stakeholder coordination	Weak coordination with partners (GES, unions, GTEC, MoE agencies) creates duplication, conflicting guidance, and delayed implementation.	Medium	High	● Operationalise MoUs with joint workplans. ● Quarterly coordination meetings with minutes and action tracking. ● Single communication protocol for the Council.	Management

Change resistance & capacity gaps	Staff/Board Members have limited skills or resist new processes, reducing adoption of SOPs, ERM, HR manuals, and service standards.	Medium	High	● Competency-based training plan linked to the KPI framework. ● Coaching, job aids, and supervision checklists. ● Embed compliance into performance management.	HR
ICT reliability & downtime	System outages or performance issues disrupt the Council's activities and reduce uptime KPI performance.	Medium	High	● Define uptime SLAs; proactive monitoring and incident management. ● Backups, disaster recovery testing, and redundancy for critical services. ● Vendor support contracts with response times.	ICT Unit

Cybersecurity & data privacy	Unauthorised access, data leakage, or weak controls compromise sensitive teacher data and erode trust.	Low–Med	High	• Role-based access control, Multi-Factor -Authenticator (MFA) where available, and audit logging. • Data classification and secure handling procedures. • Regular vulnerability patching and security awareness training.	ICT Unit
Data quality	Inaccurate/incomplete registers and weak validation lead to unreliable KPIs and poor decision-making (e.g., registration coverage, CPD compliance).	High	High	• Data standards, validation rules, and mandatory fields. • Routine data quality checks and exception reporting. • Clear data stewardship roles (Registry/ICT) and correction workflows.	Admin/ICT

Service backlog & turnaround times	Demand outpaces processing capacity, increasing turnaround times for the Council activities.	Medium	High	• Service standards, queue management, and workload forecasting. • Digitise and streamline steps; reduce manual rework via validation. • Temporary surge staffing during peak periods.	Management
Decentralisation readiness	Regional service points inadequate staff, tools, or supervision, causing inconsistent service quality and uneven access.	Medium	Medium–High	• Phased rollout with minimum readiness checklist. • Standard service package, SOPs, and training for regional staff. • Routine supervision and service quality audits.	Management

Procurement delays	Procurement bottlenecks delay ICT enhancements, training services, audits, and operational requirements.	Medium	Medium–High	• Annual procurement plan aligned to priorities and timelines. • Framework contracts for recurring needs where allowed. • Contract management with acceptance testing and milestone payments.	Procurement / Finance/ Internal Audit / Legal.
Financial constraints	Budget shortfalls limit implementation of the activities of the Council affecting KPIs targets.	Medium	High	• Prioritise critical activities tied to KPIs. • Resource mobilisation plan with tracked actions. • Quarterly budget monitoring and reallocation where permitted.	Finance

Audit findings & compliance	Persistent audit issues or non-compliance with financial laws leads to sanctions, reputational damage, and loss of resources.	Medium	High	• Management action plan for audit issues with owners and deadlines. • Internal controls testing and follow-up reviews. • Regular reporting to management/Board on closure rates.	Internal Audit / Finance
Accreditation & inspection capacity	Insufficient resources to conduct planned audits/inspections reduces oversight of TEIs and weakens quality assurance outcomes.	Medium	Medium–High	• Risk-based inspection scheduling to prioritise high-impact cases. • Joint inspections/technical support with partners where feasible. • Standard tools/checklists and follow-up tracking.	Higher Education / M&E

Communications & client experience	Unclear guidance and limited customer support increase complaints, repeat queries, and misinformation.	Medium	Medium	● Publish service standards requirements, and FAQs. ● Single grievance intake channel and case tracking. ● Regular stakeholder sensitisation and feedback loops.	Public Affairs / Admin
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Monitoring: Review this risk register at least quarterly alongside the Results Measurement Framework. Escalate high-impact risks immediately when triggers occur (e.g., sustained service backlogs, repeated system outages, audit issues overdue, or material budget variances). Update likelihood/impact ratings and mitigation actions with named owners and due dates.

Risk-to-KPI Mapping

Risk register ref.	Risk area	Linked KPI(s) (Results Measurement Framework)	How the risk affects KPI performance	Mitigation (summary)
R1	Governance & decision-making	% of priority exam/licensing procedures approved & disseminated; % of key finance/procurement processes with SOPs approved & disseminated; % of prioritised policies/procedures approved and implemented	Delays approvals and cascades slippage across dependent deliverables and timelines, reducing completion rates.	Decision rights (RACI), escalation timelines, monthly delivery reviews.
R2	Legal/policy misalignment	Regulatory actions framework approved (Yes/No); % of priority exam/licensing procedures approved & disseminated; MoU signed and operational (Yes/No)	Creates rework and approval reversals; may halt dissemination/implementation pending legal clearance.	Legal QA gate, stakeholder validation, version control.

R3	Stakeholder coordination	MoU signed and operational (Yes/No); # joint coordination meetings held; % of TELs with valid accreditation status; % of planned audits/inspections completed	Fragmented roles and duplication slow joint processes (e.g., accreditation, standards adoption), reducing completion and coverage.	Operational MoUs, quarterly coordination meetings, single communication protocol.
R4	Change resistance & capacity gaps	% of staff/Board members completing priority capacity-building plan; % of prioritised policies/procedures approved and implemented; ERM approved (Yes/No); % of directorates producing quarterly risk registers	Low adoption of new processes and tools reduces implementation and reporting discipline needed to meet targets.	Training plan, coaching/job aids, embed compliance in performance management.
R5	ICT reliability & downtime	Core system uptime (%); Average licensing turnaround time (days); % of eligible teachers registered and active	Service disruptions increase cycle times, reduce throughput, and may prevent updates/transactions needed for coverage.	SLAs, monitoring, incident management, DR/backup testing, vendor support.

R6	Cybersecurity & data privacy	Core system uptime (%); % of sampled register records passing data quality checks	Breaches or access control failures can trigger shutdowns, data integrity issues, and loss of stakeholder trust affecting data completeness.	RBAC/MFA, audit logs, security procedures, patching, awareness training.
R7	Data quality	% of eligible teachers registered and active; % of sampled register records passing data quality checks; % of licensed teachers meeting minimum CPD requirement	Inaccurate records distort denominators/numerators and reduce credibility of KPI reporting; weak linkage across systems affects CPD tracking.	Data standards, validation rules, DQ checks, stewardship roles and correction workflows.
R8	Service backlog & turnaround times	Average licensing turnaround time (days); % of complaints resolved within service standard; Indexing guidelines approved (Yes/No) and % of indexing requests compliant/on time	Backlogs drive missed service standards and deteriorating response times, reducing KPI performance.	Queue management, workload forecasting, streamline steps, surge support during peaks.

R9	Decentralisation readiness	% of planned decentralised service points/regions operational; % of complaints resolved within service standard	Insufficient regional readiness reduces coverage and increases complaint volumes/response delays due to inconsistent service delivery.	Phased rollout, readiness checklist, standard service package, supervision and QA audits.
R10	Procurement delays	Core system uptime (%); % of key finance/procurement processes with SOPs approved & disseminated; % of audit issues resolved within agreed timelines	Procurement bottlenecks delay operational requirement	Annual procurement plan, framework contracting (where allowed), contract milestones and acceptance testing Commitment Control Compliance Checklist and an operational Entity Tender Committee.
R11	Financial constraints	% of planned audits/inspections completed; Core system uptime (%); % of resource mobilisation actions implemented	Funding gaps reduce capacity to execute inspections, maintain systems, and deliver planned reforms.	Prioritise activities, track mobilisation plan, timely financial reporting and auditing, quarterly budget monitoring/reallocation.

R12	Audit findings & compliance	% of audit issues resolved within agreed timelines; % of budget cycles compliant with the budgeting/M&R framework; % of assets recorded and reconciled per asset policy	Non-compliance and unresolved findings undermine controls and can constrain resources or trigger corrective actions that disrupt implementation.	Management action plan, internal controls testing, routine closure reporting.
R13	Accreditation & inspection capacity	% of TEIs with valid accreditation status; % of planned audits/inspections completed; % of scheduled institutional audits/inspections conducted	Capacity constraints reduce inspection coverage and the ability to sustain accreditation validity and follow-up actions.	Risk-based scheduling, joint inspections where feasible, standard tools and follow-up tracking.
R14	Communications & client experience	% of complaints resolved within service standard; Average licensing turnaround time (days); % of eligible teachers registered and active	Poor communication increases errors, repeat submissions, and complaint volume, affecting service standards and turnaround time.	Publish service standards/FAQs, strengthen customer support, single intake and case tracking.

a. **RACI (Responsible–Accountable–Consulted–Informed)**

A simple role-clarity matrix used to prevent delays and confusion. In the mapping, it's used to make sure each KPI-related task (e.g., approving procedures/SOPs) has a clear **owner (Accountable)** and **doer (Responsible)**, with defined consult/inform roles.

b. **SLAs (Service Level Agreements)**

Defined performance commitments for a service—usually **uptime, response time, resolution time**. In the mapping, SLAs are used to manage vendors/IT support and protect KPIs like **Core system uptime (%)** and service turnaround times.

c. **RBAC (Role-Based Access Control)**

A security method where users only get access permissions based on their job role. In the mapping, RBAC helps prevent unauthorised edits/access to systems that hold teacher/licensing data—protecting KPI credibility and reducing security risk.

d. **MFA (Multi-Factor Authentication)**

A stronger login method requiring two or more proofs of identity (e.g., password + one-time code). In the mapping, MFA is paired with RBAC to reduce account compromise, which can cause data breaches, downtime, or integrity issues.

e. **DQ checks (Data Quality checks)**

Routine tests to confirm data is accurate, complete, consistent, and up to date (e.g., missing fields, duplicates, invalid IDs). In the mapping, DQ checks protect KPIs that depend on reliable data such as **% registered and active** and **% of sampled records passing data quality checks**.

f. **QA audits (Quality Assurance audits)**

Independent or structured reviews to verify processes are being followed and outputs meet standards (e.g., service points following SOPs; inspections done with checklists; compliance monitoring is consistent). In the mapping, QA audits help ensure implementation consistency—especially for decentralised services, inspections, and SOP adoption.