

PROJECT FOR STRENGTHENING THE CAPACITY OF INSET MANAGEMENT

Period: June 15, 2009 – March 14, 2013

Beneficiaries: Public primary school teachers

Implementing Organization: Teacher Education Division (TED),
Ghana Education Service

Overall Goal:

Teaching abilities of public primary school teachers in the area of mathematics and science are improved.

Project Purpose:

The nationwide management system for a structured and quality INSET of mathematics and science is established and reinforced.



TARGET AREA : NATIONWIDE



Implemented in phases

Initial 10 pilot districts

Kassena – Nankana

Wa Municipal

Tamale Metro

Tano South

Adansi North

Akuapem North

Akatsi

Dangme West

Assin North

Mpohor Wassa East

Year No. of districts

2008 10(former phase)

2009 57

2010 41

2011/12 62

Total: 170 districts

Activity



Primary education is important, pivotal to improving human development and a means to eradicating poverty. The Government of Ghana (GoG) has set primary education as an important area for its national development. As a result of the GoG's efforts since 1992, admission and enrolment rates to primary schools has increased dramatically during the past decade, from a Gross Enrolment Rate (GER) of 80% in 2001, to 96.5% in 2012.

However, the quality of education, in particular the quality of teachers, needs to be enhanced in order to improve students' academic capabilities. In response, JICA, for more than a decade, has implemented technical cooperation projects for developing an INSET model for primary school teachers in the core subjects of Mathematics and Science.

INSET, quite literally is the training of serving teachers. The idea is that a group of teachers come together to learn how to teach better. The INSET can take place at a school or within a cluster where teachers from 2 to 5 schools come together to learn.

Many teachers are satisfied with the quality of trainings, and, the positive impact of increased collegiality and school atmosphere is evident in the sampling surveys and the mid-term review. The INSET is presently promoting collaborative works between teachers; teachers now come together to discuss their lessons with their colleagues unlike previously.

Comment from Counterpart –

Interviewed in January 2012

Mrs. Evelyn Owusu Oduro, a Teacher Educator, and the Programme Coordinator of the National INSET Unit at the TED



The benefits we will derive from INSET are both immediate and futuristic. In the short term, teachers' lesson planning and teaching skills are enhanced and their knowledge upgraded, while students receive better quality of education. In the long term, we will have a more committed, qualified and competent teaching force and a more informed and better educated and highly competitive students.

Comment from Expert - Mr. Tatsuya Nagumo

In Ghana, teachers keep good company and relate to one another freely, but they have not developed a culture to share teaching skills and do independent peer review. So, the concept of INSET at school level encourages teachers to discuss successful teaching styles and improve their teaching skills. It is our hope that in the nearest future, Ghana operates a self-sustaining education system.

