to set up the project office, necessary equipment and undertake pilot M&E activities. Participants for the training have been grouped into two, made up of the Core Group of thirteen senior officers who will participate in series of training sessions (both basic and advance M&E) including study tours to third countries besides Japan. The second group of trainees is made up of middle level staff, who will benefit from basic M&E training in Japan.

Project Outputs so far
Since November 2009, when the project commenced the following have been achieved;

» MoFEP has constituted a technical team for the establishment of an M&E Unit

» Procurement of necessary equipment including computers and, vehicles for M&E activities.

» Three officials attended a group training course titled; “Forum on Institutionalization of Evaluation System in Asia and Africa”.

» Thirty-five middle level officers received basic M&E training in Japan.

» Twelve senior officials (the Core M&E Group) from key Ministries/Agencies have benefited from both basic and series of advance M&E training including study visits to central and local government administrations in Japan, Vietnam and Indonesia.

» Ten Chief Directors/Directors have benefited from M&E study visit to Japan focusing on issues of performance and policy evaluation.

» The Core M&E trainees undertook pilot evaluation as observers during the “Ex-Post Evaluation of the Kasoa-Yamoransa Trunk Road.”

» The Core M&E trainees conducted a pilot Ex post Evaluation Study on the; “Ghana Guinea Worm Eradication Programme (GGWEP).”

Some Challenges of M&E System
The structure of M&E System is too centralized at MDAs level with weak linkage between the district, regional and national M&E. The districts tend to focus on data collection on behalf of central administration with very little analysis and feedback of results into subsequent planning and decision making at the local government level. There is also the issue of low demand and usage of M&E results and this reinforce the lack of priority being given to allocation of needed resources to carry out M&E. Furthermore, the lack of a comprehensive legal framework to guide operationalization of M&E is a major cause of concern that need to be addressed.

Currently, 98% of the Ghanaian private sector is comprised of Small and Medium Enterprises (SMEs), and the growth in the SME sector is crucial for the economic development. A policy advisor on SME Promotion, Mr. Haruki Shimizu, a JICA expert, has been working with the Ministry of Trade and Industry (MOTI) to enhance the capacity of the staff of MOTI for SME policy development and implementation since March 2010. Mr. Shimizu has been attached to SME/T Division where he is working for SME promotion in Ghana. The responsibility of the SME and Technology (SME/T) division has become bigger than ever, and the private sector expects more positive support from SME/T division in the SME area.

With warm welcome from MOTI, Mr. Shimizu started activities by conducting weekly lectures for staff. The lectures have introduced the industrial and trade policies of Japan and other countries, statistical and data analysis to strengthen the administrative capacity of MOTI. In spite of their busy daily schedule, MOTI staff continue to attend the lectures and upgrade their knowledge and skills.
While lecturing at MOTI, Mr. Shimizu has turned his eyes toward the importance of enhancing the capacity of other organizations to build capacity to support SMEs more effectively, such as the National Board for Small Scale Industries (NBSSI), the Ghana Regional Appropriate Technology Industry Service (GRATIS) Foundation, the Association of Ghana Industries (AGI), and the Ghana National Chamber of Commerce and Industries (GNCCI). Mr. Shimizu opened practical seminars on “How-to-Use SME Toolbox” in Accra, Kumasi, Takoradi, Cape Coast and Tamale with MOTI staff.

The SME Toolbox shows how to start and operate a business in Ghana. It was developed by the previous JICA project on “SME Promotion Development” from 2005 to 2008. At these seminars, other necessary contents including business administration, accountant, KAIZEN (Japanese method of quality and productivity improvement) have been also introduced. The senior staff of MOTI, NBSSI, GRATIS and AGI, whilst they are invited lecturers, could learn challenges facing the private sector through interactions with participants from the private sector. This is an eye-opening experience for MOTI staff too, who have not had direct experiences with the private sector. The recognition of the seminar with SME Toolbox will be useful for officials to support the SME sector.

To sum up, the public sector should continue to play an important role in the SME promotion in Ghana. Public institutions need to support business development services improvement in the SME sector including productivity improvement, marketing, financing, other rules and regulations. With efforts of the public sector, SME can strengthen their competitiveness and expand their businesses. Therefore, voices from the private sector must be taken into consideration seriously and reflected to the government policies. JICA will assist MOTI as well as other public organizations regarding capacity development for SME promotion. JICA will start the Project for Formulating a Strategic Model for Quality / Productivity Improvement through Strengthen BDS for MSEs with NBSSI in 2012.

Hiroshi Inoue, a Japanese volunteer dispatched by JICA to the Cape Coast Technical Institute (CCTI), has helped the institution attain the modernized and international service standard that has qualified it as a Toyota Ghana Authorized Service Shops (TGASS). CCTI automotive workshop becomes the first educational institution in Ghana with a workshop to be certified by Toyota Ghana as a Service Shop.

In March 2009, at the request of CCTI management, Mr. Inoue was dispatched to CCTI in Cape Coast. He faced a daunting challenge of helping convert a sub-standard and ill-resourced workshop into a modern automotive service workshop with state-of-the-art equipment.

Mr. Inoue said: ‘The situation of the CCTI workshop was very bad. It did not have basic tools like screwdrivers and simple mechanical equipment. On an occasion, I accompanied a CCTI teacher and student to repair a car. I believed the car could not be repaired until it was taken to a modernized auto-workshop, but to my surprise, the teacher and student started diagnosing the car and actually managed to repair it with simple tools they were holding. I was impressed at how they were able to cope, but I imagined how better they could perform if they had better equipment, tools and conducive workshop.’