
This latest edition is jam-packed with interesting information, useful websites, project progress reports from our expert’s, and many other interesting facts. Of course your reports, views and comments make up this newsletter so please do not hesitate to send anything you think might be useful to share; I look forward to receiving your Input. Enjoy the read! Mama

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**HOTtopic (Issue of the month): The moral side of education?**

Discussions were had at the 16th Education Sector meeting on 16th August 2007 about the moral side of education in Ghana as experienced by some volunteers in the sector. The questions raised included why Teachers attended classes late, left the lessons too early, and so forth. Although a single answer could not be given on the reasons why selected, and I think the word selected has to be emphasized because not all teachers engaged in these practices, were not morally responsible enough to start lessons on time and deliver a full lesson. Answers on why these practices may be happening included the lack of motivation on the part of teachers, selected teachers being part of the profession not as a matter of choice but as a back up profession until they secure other professions they are actually interested in, the conditions of service teachers operate in, and so forth. Discussions were very interesting with a suggestion that teachers that engaged in such practices needed to be punished, at least by society. This raised a further round of discussions on what society saw as a norm, in that if the surrounding society i.e. the schools in which these practices were taking place, if these immediate society did not perceive the practice as bad, then such offending teachers were not going to be ‘socially’ punished by the school society. In other words, if the school culture allowed for teachers to be late to lessons and / or leave lessons early without repercussion, then this same school would not be punishing the practice either.
For my part, the word “moral” is a bit of a strong word to use under these circumstances, I believe what is under question is the “professional ethics” or standards of these teachers. Also, it’s unfortunate that JICA’s work tends to be focused on the public sector, and in deprived areas; which means it is the worst case scenarios that are being experienced by JOCV volunteers. This is not representative of all teachers or education in Ghana; I believe there are private sector schools, and even public sector ones for that matter who engage in “best practices” when it comes to attending lessons and delivering. On the other hand, I accept that for that individual volunteer based at a remote location witnessing such practices, it is the face of Ghana they see.

**INSET project progress report from our expert Ms Tanigawa**

A lot of activities have taken place in support of the operationalisation of the In-Service Training Policy. These include the revision of Sourcebooks; Module 3: School-based and Cluster-based INSET Manual, Module 4: General Pedagogy, Module 5: Sample lessons plans in mathematics and Module 6: Sample lesson plans in science. Trainings, seminars and orientations were also organised for District INSET Coordinators, National Trainers, Head Teachers and Curriculum Leaders as well as Awareness Raising Activities for directors and budget officers of all 138 education offices.

The implementation team are also working on a Newsletter, to be distribute late-Aug to early Sep, as well as a Japanese website to help you keep up to date on the project: http://project.jica.go.jp/ghana/0604654/02/news.php

Senior Consultants: Dr. Gartey Ampiah, University of Cape Coast and Mr. Nsowa, Former Director General of GES has been appointed to build a revised INSET Model which suits the new educational administration structure after the reform and to research and propose an INSET system which harmonises the new education structure respectively. Otherwise, GES / TED are planning to submit a proposal to JICA for the next project.

**Useful websites**

Translation websites (to help translate those Japanese only documents to English)


**TVET project progress report from our expert Mr. Hashimoto**

For his project progress report, Mr. Hashimoto chose to do an introductory piece focusing on the Frequently Asked Questions (FAQs) on TVET for the benefit of myself. The key areas highlighted were the striking factors for the government to reform TVET delivery; which included the need for restructuring cited by public and industry institutions since 1997, the need for Demand-driven TVET, insufficient practical skills of graduates from TVET Training Institutions, and increased public awareness of TVET qualifications. The main project purpose was stated as being to strengthen the implementation capacity of COTVET and its related institutions for introducing CBT in TVET delivery in Ghana, through setting up structured mechanisms, implementing tools and ultimately an awarding body (see diagram).

Project activities undertaking in July 2007 included enhancing the physical set-up process of COTVET, preparing symposium on TVET Delivery in Ghana, updating COTVET Operational Guidelines, compiling blueprints on Curriculum Development Guidelines,
and compiling the blueprint on TOT and Piloting Guidelines. All these tasks are in progress, and will be carried over for necessary actions in August, 2007.

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**Interesting facts about education**

There are 22 countries where more than half the population is **illiterate**. Fifteen of them are in **Africa**.

Kids in **Mali** spend only **2 years in school**. More than half of them start working between the ages of 10 and 14.

Thinking of becoming a teacher? Head to **Switzerland**. Teaching salaries there start at **$US 33,000**.

The women of **Iceland** earn two-thirds of their nation's university degrees.

[Source: [http://www.nationmaster.com/facts/Education](http://www.nationmaster.com/facts/Education)]

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**Update by Ms Kobayashi on the Capacity building project involving Ms Kamei**

The current Capacity building project which has Ms Satomi Kamei attached to the Ministry of Education, Science and Sports (MOESS) is due to end next year. As such the Ministry is in the process of submitting a proposal on the possible way forward for JICA and the Ministry once the current project ends. Due to this there are ongoing activities which Ms Kamei is working on. Further updates will be given once concrete plans have been agreed.

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**Upcoming events in Education and JICA**

- **JOCV festival 17th - 18th August 2007**
- **Summer School activities in Tamale 23rd – 27th August 2007**

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**Have your say:** and finally, your reports, views and comments make up this newsletter so please do not hesitate to send anything you think might be useful to share. The address to use is: [gn_osoh_rep@jica.go.jp](mailto:gn_osoh_rep@jica.go.jp)

Thank you.