Welcome to the August edition of the ‘Edu’ newsletter; full of the latest information from the Education programme - progress reports from the projects, interesting thoughts, upcoming events, and of course the **hot story:** Cape Coast Technical Institute: the first educational institution to be certified as Toyota Ghana Authorized Service Shop. Hope this newsletter finds you well; enjoy the read, Mama Owusu☺.

**Hot story:** Japanese volunteer helps Cape Coast Technical Institute to achieve Toyota International service standard, by Kojo Olabode – Williams*

Mr. 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 Authorised Service Shop (TGASS). The CCTI automotive workshop becomes the first educational institution in Ghana with a workshop to be certified by Toyota Ghana.

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, I imagined how better they could perform if they had better equipment, tools and conducive workshop.’ Mr. Inoue helped CCTI set clear objectives for upgrading its workshop into a modernized auto-workshop. He proceeded by requesting Toyota Ghana to assist CCTI to upgrade and attain the Toyota Ghana Authorised Service Shop status. Toyota Ghana helped in freely training teachers and students...
of CCTI on general auto-repair and on professional handling, servicing and repair of Toyota vehicles. The thorough process took two years to complete but the impact is substantial and has created a direct link between Toyota Ghana and CCTI automobile department for exchange of ideas and relevant information. Toyota Ghana topped up this training process with a prototype New Generation Corolla to facilitate the exposure of the students to modern vehicles.

Though Mr. Inoue’s volunteer activity in Ghana expired in March 2011, he applied for an extension. The extension denied him of certain personal comfort, but he was spurred on by his strong passion to see CCTI workshop certified by Toyota Ghana as a Service Shop.

Mr. Ernst Henry Kojo Lyall, the Principal of CCTI said: ‘Mr. Inoue was very passionate about the project. We had lots of challenges and access to resources was a huge constraint for us. But, top on the list of constraints was finance. We had to rally round to gather funds to finance the renovation of the workshop. We had no access to government funds for the project. Mr. Inoue exercised lots of sacrifice and JICA helped us purchase the necessary modern equipment we needed. He made sure that our teachers were properly trained. He facilitated the training of our teachers and students at Toyota Ghana and ensured that the automotive department of CCTI complied with all service standards required by Toyota Ghana. Now, more than 16 students can have practical lessons using hi-tech diagnostic mechanical equipment at our workshop at any point in time.’

Mr. Jacob Asamani, head of the automobile department of CCTI said: ‘We thank JICA, Mr. Inoue and Toyota Ghana for their great contributions which helped transform our workshop into a modern one with excellent diagnostic equipment. Our students can now have more qualitative practical sessions and we can serve all Toyota customers in the Central Region and earn some income for our school…” Mr. Lyall also advised the Education Ministry to set up funds or establish provisions that will help educational institutions execute similar projects which are both beneficial to the development of qualitative learning for students and ensure technological advancement of society.

* Kojo Olabode – Williams is the PR Advisor for JICA Ghana office.

The Advisory Unit on Decentralised Education Management’s progress report

The Advisory Unit on Decentralised Education Management in the Ghana Education Service (GES), which is supported by Mr. Daisuke Kanazawa, a JICA Expert, issued two Advisory Notes (AN) in the last week of June.

The first AN covered the annual regional performance reports (ARPRs) 2010-11 and the Annual District Performance Reports (ADPRs) 2010-11 that were submitted. The number of districts that submitted their ADPRs 2010-11 was 135, 80% of the total. Key findings of the review were that 1) only six regions summarized results of planned activities in their districts to some extent while others did not mention them at all, 2) only two regions showed relevant targets for 2011-12 in their regions while other regions showed something irregular, 3) no region stated clear recommendations for their Annual District Education Operation Plans (ADEOPs) in their regions. In addition, reports from three regions did not make any analysis on the performance of key indicators. These reports just put actual figures. With regards to the ADPR 2010-11, key findings of the review were that 1) 14% of the districts did not make any analysis on the performance of key indicators, 2) one third of the districts did not report results of their planned activities, 3) almost two thirds of the districts did not state their recommendations for the next ADEOPs as a result of their performance review. These could be mainly because preparation time for the reports was not enough. It could also be because those requirements were not fully understood. Then again this was the first trial. It is expected that the quality of the reports would be much enhanced next year.
The second AN was issued to circulate draft guidelines for the ADEOP and ADPR; they are meant to 1) strengthen the management cycle in a district, 2) strengthen linkage of management between districts and headquarters (HQ), and 3) be the basis for further development of training manuals on planning and performance review. These drafts were circulated in July to divisional directors at the MoE/GES headquarters (HQ) and regions for their comments, the drafts will be further discussed in a workshop in September for finalization. The focus of discussions will then be moved to how to establish a sustainable process of staff training on planning, and performance review in districts and regions; for which efforts have been made mostly on an ad-hoc basis due to lack of institutional arrangements and funding constraints. We hope that these two AN will be useful for the GES to further strengthen the decentralised education management.

### TVETS project progress report

The Technical and Vocational Education and Training Support (TVETS) project’s mandate during the extension phase, due to end in December 2011, is to intensify efforts to strengthen the implementation capacity of the Council for Technical and Vocational Education and Training (COTVET) and its related institutional structures to deliver TVET, based on the harmonized Ghanaian Competency Based Training (CBT) model. As well as assisting the pilot institutions (Accra Technical Training Centre (ATTC), National Vocational Training Centre (NVITI) and Accra Polytechnic) with the development of curriculum and training/learning materials for piloting CBT, altogether creating five courses including two new courses, as well as the training of instructors.

As the needs of the industries are the driving force behind the reformation of TVET, the project in collaboration with COTVET and the pilot institutions embarked on Workplace Experience Learning for the CBT students; one of the most essential component of CBT to enable trainees strengthen their knowledge and skills on the job training so as to acquire occupational competency based upon the industry and market needs. The number of students at the pilot institutions has increased considerably due to the replication of the CBT programme at different qualification levels. With this need, additional companies were identified to expand the industrial base in order to accommodate the students.

The companies that participated in this year’s CBT Workplace Experience Learning within and outside Accra are 24. Students are currently placed in these industries to acquire key skills and knowledge in an industrial setting as part of the vocational or technical programme. The CBT method has led to the creation of a monitoring and assessment system for measuring the performance of students during workplace experience as it carries credit value and is part of their certification. In view of this, a breakfast meeting was held for Chief Executive Officers of industries on 14th July 2011 at Alisa Hotel. The purposes of the meeting was to strengthen the ties between COTVET and the industrial partners in rolling out the CBT, as well as deliberate on issues regarding the way forward in the implementation of the CBT. The breakfast meeting was successful with maximum participation from industrial partners and other institutional representatives. Stakeholders were urged to take ownership of the programme in driving the change for industrial development through the CBT system and Workplace Experience. More information about the TVETS project can be found at: www.jica.go.jp/project/english/ghana/0604633/index.html.
Some more interesting thought(s) / fact(s)

Crisp packet dress wins Leicester College design award. Full story at www.bbc.co.uk/news/uk-england-leicestershire-14663873

School construction project progress report

As explained in the May edition of this newsletter, the school construction project is currently running two phases: in the central and northern regions. As a recap, the 605 million Japanese Yen grant (approx. 6 million USD) project is constructing classrooms for primary and junior high schools, teacher’s accommodation, toilet facilities and educational furniture in 33 schools. This is made up of 17 schools in the Northern Region (Karaga, Bunkpurugu Yunyoo, Sawla Tuna Kalba, Central Gonja) and 16 schools in Central Region (Assin North, Assin South).

The progress of the first phase is behind schedule; nonetheless two schools are due to be completed by the end of August. An additional two schools will also be completed by the middle of September, making a total of four schools which will be handed over to the Ministry of Education in September 2011, in time for the new academic year. The images to the left show some of the completed sites under phase one.

The second phase of the project is ongoing and it is our pleasure to inform you that roofing works for one school will be completed by the end of August. The contractor, Radebs Enterprise Limited has promised to hand over the site to the Ministry of Education by 31st October 2011. The images on the left are pictures from the phase two sites mentioned above.

To be continued.............

Nationwide INSET programme progress report

The Nationwide INSET programme continues to support the human resource development of its Ghanaian Counterparts, as human development is a key to sustaining the project’s achievements in the future. Okayama University (Japan) in collaboration with JICA has been providing training on Science and Mathematics, led by Professor KIITA, a member of the INSET project to Ghanaian teachers since 2010. Participants are expected to acquire skills in planning and delivery of child-centred lessons through an eight week training course. The current session started on 11th July, and will last until
8th September 2011. The project team supported this year’s nomination and application process for 12 participants, drawn from 3 districts from the Eastern Region and the National INSET Unit (NIU). The districts are Lower Manya Krobo, New Juaben and Asuogyaman. Mr. Gershon DORFE, who has substantial experience in teacher training from several countries including Japan, was selected from the NIU to lead the other 11 participants. District Training Officers were nominated from each district to lead their district in Japan during the training and in Ghana when they return. The other participants were nominated from District Teacher Support Teams (DTST), District Master Trainers (DMT) and Curriculum Leaders (CL). Mr. DORFE has reported to NIU through skype several times the progress of the training in Japan. These three districts are expected to be the model district for the INSET programme in the future.

Aside of the ongoing training in Japan, the project is facing a challenge. The printing of sourcebooks for the second and third batch districts are behind schedule. The sourcebook modules were developed as the main guides for use in INSET orientation and training. They have been modified several times to incorporate feedback and contain practical materials to help enhance teachers’ instructional skills and overall teaching capacity. The sourcebooks printing were supposed to be completed in 2010, but roughly half of the sourcebooks had been completed as of June 2011. The GES could not allocate budget for printing in 2010. 2011 saw a slight improvement with the GES allocating half of the required budget for printing the sourcebooks. As the number of sourcebooks was insufficient for all districts, the project had to prioritise distribution to districts that had immediate need of the sourcebooks for starting INSET training. To solve this issue, JICA accepted the GES request to support the printing of the sourcebooks. As a result of a series of discussions, both agreed that JICA support the printing cost while GES delivers the printed sourcebooks in order to maintain the quality of INSET.

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**Upcoming events in the Education sector**

- COTVET launches “From prejudice to prestige” on 6th Sept. 2011, 9am at the Alisa hotel: the Council for Technical and Vocational Education and Training (COTVET) collaborated with the Centre for Skills Development (CSD) UK and the Centre for Social Policy Studies of the University of Ghana to carry out research to unearth the perceptions of TVET/TVSD in Ghana. The research has been completed and is being launched.

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**Useful website(s)**

- Checkout the JICA Ghana website for information on JICAs activities in Ghana, Sierra Leone and Liberia: www.jica.go.jp/ghana/english/index.html
- Don’t forget we are online, old/new copies of this newsletter are available via the JICA Ghana English website: www.jica.go.jp/ghana/english/office/others/newsletter.html

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**Have your say:** and finally, thank you for your reports, views and comments which make up this newsletter. Keep them coming including your feedback on the **hot topic** in this issue, the address to use is: gn_oso_rep@jica.go.jp  Thank you.