Welcome to the February edition of the ‘Edu’ newsletter, the first publication in the New Year of 2012. The newsletter as usual is full of the latest information from the Education programme - progress reports from the projects, interesting thoughts, upcoming events, and of course the hot story: skills acquisition at workshops: who is to pay for this benefit? Hope this newsletter finds you well; enjoy the read and Happy New Year, Mama Laryea (formerly Owusu).

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The Akatsi District Education Office (DEO) is one of the initial districts that piloted In-Service Education and Training (INSET) of teachers in 2005. Nowadays the office plays an important role in disseminating INSET ideas not only for better lessons within the district but also for the management of the INSET programme to other districts.

One day, the INSET Supervisor, who also happens to be the counterpart of Junichi Yamamoto, a Japan Overseas Cooperation Volunteer (JOCV) attached to the Akatsi DEO to teach mathematics and science at basic schools, both joined an INSET workshop for Curriculum Leaders from other districts as resource persons. They both demonstrated some practical examples to show what they have done to motivate teachers in their district to improve teaching skills.

The contents of the workshop seemed to satisfy the participants, with lively discussions ensuing. At the end of the workshop, one of the participants expressed some words of appreciation and then said, ‘and so... how about the motivation for us today?’ All the participants backed his question, requesting some money for transportation or as an allowance. Mr. Yamamoto recalls that ‘we were in an awkward position because we thought they were all satisfied with the seminar’. It took the INSET Supervisor to resolutely calm the participants, and say ‘we used to have the same idea
that it is good to give as much allowance as possible to the participants to show our hospitality. When we had the workshop with JICA volunteers last June, they tried to organize the workshop without any allowance, transportation fee or even kenkey for lunch. Though we were surprised with that idea, we finally agreed with them because they insisted that the workshop should be the benefit in itself, for us to gain skills for our careers. With this workshop, we have supported your life in fact, but who is to pay for this benefit? What is more remarkable is that previously the INSET Supervisor had once objected to the idea of workshops without allowances. What caused this change of mind? Mr. Yamamoto is full of deep emotion to see this change in stance. Mr. Yamamoto still thinks he has not found an answer to how far financial support should be given, but he believes that schools in Ghana has reached a phase not only for them to pay for their own water for the day, but also to invest in their skills for tomorrow.

Looking ahead, Mr. Yamamoto (JOCV) feels confident that he and his counterpart are onto something good for the INSET programme after hearing the INSET Supervisor’s final words at the workshop, ‘we have learnt from JICA that we should keep learning even though we have to pay something for it, this is because knowledge cannot be stolen even by a thief who skillfully can steal money’ (INSET Supervisor, Akatsi, Volta region). What is your view? Who is to pay for this benefit?

Schools handed over! The school construction project progress report

And finally, three schools out of 16 under phase one of the school construction project in the Assin North district of the Central region has been handed over at Odumase, Kofororodo and Afenase. In total nine classrooms including headmaster's offices and three latrines from the three sites were handed over by the local construction company Beingod limited to the Assin North District Director of Education. All the classrooms were furnished with furniture both for students and staff. Construction works are also on-going at the 17 phase two sites in the Northern Region. More updates on the school construction project’s activities will be provided in the next edition of the Edu newsletter.

Some more interesting thought(s) / fact(s)

Dropping out of school in southern Ghana, what are the push-out and pull-out factors? Read the research findings at www.create-rpc.org/pdf_documents/PTA55.pdf

The Advisory Unit on Decentralised Education Management’s progress report

During the period from December to February 2012, the Advisory Unit on Decentralised Education Management (AUDEM) in the Ghana Education Service (GES), which is supported by Mr. Daisuke Kanazawa, JICA Expert, issued one Advisory Note (AN) and conducted a study tour to India and Tanzania. The AN dealt with the training course for district
planning and performance reviews. Though the new guidelines for the formulation of the Annual District Education Operation Plan (ADEOP) and the Annual District Performance Report (ADPR) have been issued in September 2011, comprehensive orientation on the ADEOP and ADPR has not been conducted since 2007. Many district officers are in need of training to acquire the necessary knowledge and skills to formulate these documents. The AN proposed organising a training programme in March to let district officers prepare for the upcoming annual performance review process and operation planning. To make the programme sustainable, the AN proposed 1) establishing close collaboration with public training/research institutes and 2) securing GES budget. Having accepted the AN, the GES has formed a consortium with the Ministry of Education (MoE), the Ghana Institute of Management and Public Administration (GIMPA), the University of Education Winneba’s (UEW) Centre for Educational Policy Studies (CEPS) and National Centre for Research Into Basic Education (NCRIBE), and the University of Cape Coast’s Institute for Education Planning and Administration (IEPA); to develop a training module, deliver training sessions and implement the entire training programme.

The AUDEM has also organised a study tour to India and Tanzania with the members of the consortium mentioned above. The study tour’s purpose was to learn other country's interventions to strengthen decentralised education management, especially on how capacity development efforts have been made. The tour members visited the National University of Educational Planning and Administration (NUEPA) in India and the Agency for Development of Education Management (ADEM) in Tanzania together with schools, district offices, and other training organisations near these two institutes.

In India, the tour members were particularly impressed by the strong Education Management Information System (EMIS), they were also advised not to establish so many training organisations at the local level as India's efforts to establish State Institute of Education Management and Training (SIEMAT) have not been so successful.

In Tanzania, the tour members were also impressed by a young school headmaster who was very articulate on challenges his school faces as a result of ADEM training. They were also impressed by the importance of linking training courses to promotion and qualification of personnel, as well as the importance of competency based training exercised in the ADEM. The impression is that the ADEM could be a model if a similar institute is established in Ghana.

Post TVETS project update

The Technical and Vocational Education and Training Support (TVETS) project, which started in April 2007 ended in December 2011. The project aimed to strengthen the coordination capacity of the Council for Technical and Vocational Education and Training (COTVET), at the same time as piloting the demand driven Competency-Based Training (CBT) method in three pilot institutions: Accra Technical Training Centre (ATTC) in welding, National Vocational Training Institute – Pilot Training Institute (NVTI-PTI) in electronics, and Accra Polytechnic in plant engineering. The project supported the formulation of necessary operational guidelines on a National TVET Qualifications Framework and Qualification Accreditation System under COTVET. The project succeeded to pilot five CBT courses incorporating the core workplace experience with the cooperation of the industrial sector at the three pilot schools. These pilot schools are now beginning to implement the courses by themselves, the know-how on establishing new CBT courses having been
transferred to the Ghanaian counterparts during the piloting. The organisational capacity of COTVET, in particular the COTVET secretariat and standing committees including the Industrial Training Advisory Committee (ITAC), the Training Quality Assurance Committee (TQAC), and the National TVET Qualifications Committee (NTVETQC), in consultation with various stakeholders including academia and the private sector has also been developed with regards to the necessary procedures and documentation needed to implement the CBT approach including the development of a national TVET qualification accreditation system. Lessons learnt from the piloting are now being reflected in the draft TVET policy.

Since the end of the TVETS project, and as the realization of a request from the COTVET and the pilot training institutions for JICA to continue supporting the on-going TVET reform activities, JICA is supporting COTVET with a follow up cooperation from January to March 2012. The follow up cooperation involves engaging the services of a CBT expert to provide in-house consultation and advisory services to the COTVET executive director and staff in implementing the CBT-led TVET reform. At the same time as producing and strengthening more experts who can facilitate the Trainer of Trainers for CBT providers through a series of CBT workshops.

Looking ahead, the atmosphere surrounding the TVET subsector is changing from when JICA first started its cooperation in 2000. Support from various other Development Partners (DPs) including the World Bank, DANIDA, African Development Bank and GiZ amongst others has started coming to the TVET sub-sector. All these support has various components that aim to utilize the CBT method and further build COTVET’s capacity to promote the CBT-led TVET reform. In this regard, it is very promising that the Government of Ghana is disseminating the Ghana Harmonised CBT method nationwide with the support of various DPs.

**Nationwide INSET programme progress report**

The INSET project is supporting the Teacher Education Division (TED) of the Ghana Education Service (GES) to implement the In-service Teacher Training model developed by the pilot INSET project between 2005 and 2008. The project purpose is to establish and reinforce the nationwide management system of INSET in the form of School Based INSET / Cluster Based INSET (SBI/CBI). The project will complete its third year this coming March. This update informs some achievements during the year.

All 170 districts (now subdivided to 212) have established District INSET Committees (DIC) to manage the district level activity of INSET, and have also already completed all trainings. Subject specialists who form the District Teacher Support Teams (DTSTs) and the District Master Trainers (DMT) from 103 districts out of 170 have also been trained. Now the DIC has the key role and responsibility to ensure that their public primary schools start to organise SBI/CBI. The District Education Offices have also focused on trainings for head teachers and Curriculum Leaders (CL) so that all public primary schools would be able to organize the SBI/CBI. The project has supported the DIC to carry out these trainings by supporting the printing and distribution of sourcebooks in collaboration with the TED of GES, and by giving advice and consultation to the districts which has difficulty to implement SBI/CBI.

The INSET project also organized one-day sensitization workshops for all 170 district directors to promote the implementation of INSET activities in December 2011. The project also organized workshops to collect the Annual INSET Progress Report (AIPR) of 2011, these
district reports revealed great progress has happened since the sensitization workshop: 149 districts have implemented the head teacher/Circuit Supervisor orientation, and 109 districts have finished CL sourcebook trainings. This is a great achievement compared to the last project year. Based on the information obtained from the AIPR, the project selected districts to be visited for further monitoring, and has started its monitoring activity since 6th February for three weeks.

**JICA is also providing 30 motorbikes to performing districts for effective monitoring of INSET activities.**

On a yearly basis too, in order to grasp the impact of SBI/CBI, and for the National INSET Unit (NIU) to further refine its strategy, the NIU in collaboration with JICA have been conducting sampling surveys since 2009. The third survey conducted in 2011 found the positive impact of the INSET programme on teaching and learning in classrooms. Teachers in schools where head teachers and CLs trained by the programme organise SBI/CBI have higher teaching skills than teachers in schools where there was no intervention by the programme. In the districts where the programme had been operationalised, head teachers are performing managing roles of SBI/CBI better than the others. Pupils in such districts have higher satisfaction than the others too. These facts indicate that the INSET model introduced by the programme functions very well as expected when implemented properly.

On the other hand, the survey also revealed that there was a challenge on provision of quality content at SBI/CBI from some head teachers and CLs, as the programme does not focus on providing various contents, but on management skills. This implies that the support from subject specialist such as District Master Trainers (DMTs) and District Teacher Support Teams (DTSTs) are needed to encourage teachers to implement more SBI/CBI to improve teaching skills.

Aside of the survey, the project is also supporting the GES to develop a core teacher education policy framework to support the Education Strategic Plan (ESP). The policy is intended to ensure that teachers are adequately prepared to respond to the changing needs of education, and to set clear and explicit standards to govern pre-tertiary teacher education and development in Ghana. The policy is now in its final phase of approval. Finally, the 6th edition of the INSET newsletter was also published and distributed to all 13,800 public primary schools, 170 district and 10 regional offices.

**Upcoming events in the Education sector**

- Three new JOCVs: a car mechanic, a basic school teacher and a program officer would be arriving in March 2012.

**Useful website(s)**

- See the latest edition of the *Anigye* newsletter, a publication of JICA Ghana office covering all cooperation programmes in country: [www.jica.go.jp/ghana/english/office/others/newsletter.html](http://www.jica.go.jp/ghana/english/office/others/newsletter.html)
- Checkout the JICA Ghana website for information on JICAs activities in Ghana, Sierra Leone and Liberia: [www.jica.go.jp/ghana/english/index.html](http://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](http://www.jica.go.jp/ghana/english/office/others/newsletter.html)

**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 story in this issue, the address to use is: gn_osorep@jica.go.jp Thank you.

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A National Trainer observes the survey