Welcome to the May edition of the ‘Edu’ newsletter, the second publication of the year 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: Science in action at Noguchi Memorial Institute. Hope this newsletter finds you well; enjoy the read, Mama Laryea 😊.

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May 17th 2012 saw the thronging of members of the science club of Kpeve E. P. Junior High School (JHS) in the Volta region, to the Noguchi Memorial Institute for Medical Research in Accra, Greater Accra region. The purpose of their visit: to have a learning experience outside of their usual classroom confines, to see science in action, and to continue exciting in themselves an interest in science. The entourage from Kpeve included 36 JHS one and two students, the South Dayi District Science, Technology and Mathematics Coordinator, and three tutors from the district, one of which is Mr.
Sylvestor Adzamli, a Senior High School (SHS) science tutor, the founder of the science club, and an ex-training participant who went on the JICA training course: Practice of science education for secondary schools in Japan in 2007.

At the Noguchi Memorial Institute, the science club members were able to view and interact with staff of the institute. The institute currently conducts research into major communicable and non-communicable diseases of the tropics such as cholera and malaria, provides training opportunities in medical research, and is one of the research facilities in country that provide high end laboratory diagnostic and monitoring services in support of public health programmes. The Noguchi Memorial Institute facilities were originally built with a grant from the Government of Japan as a gift to the people and Government of Ghana in memory of the renowned Japanese medical scientist Dr. Hideyo Noguchi.

The science club members appeared to savor the information and work of the institute with each visit to each different research laboratory. More than five different laboratories were visited. Some students even asked the researchers what courses they needed to be undertaking at the SHS and university levels in order to become like the researchers. What were most refreshing at the institute were the variety of research ongoing, and the youngness of the researchers at work. They presented a refreshing face of research. Kudos Noguchi Memorial Institute.

Classroom sets handed over in Karaga, Northern region! The school construction project progress report

Karaga: a teacher’s bungalow

Karaga: classroom blocks

Karaga: separate latrines for boys and girls

The school construction project continues to report progress on its activities. The Karaga site in the Northern region, which had been earlier reported as being at the roofing stage, has been completed. The local contractor (construction company) Radebs Enterprise limited has completed all the works and has subsequently handed over the site to the Ministry of Education. The Karaga site included six classrooms, a headmaster’s office, two KVIPs with separate areas for boys and girls, and a teachers’ bungalow. Radebs Enterprise limited has also won the furniture tender as the successful tenderer amongst others. The furniture contract has been signed and the contractor has commenced works. Construction works are on-going both at the remaining sites in the Northern and Central regions.
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 Education and Training (INSET) model. 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 started its fourth year from May 2012. This update informs progress from February to May 2012.

After collecting the Annual INSET Progress Report (AIPR) of 2011 from districts, the project visited selected districts for further monitoring from 6th February for three weeks. The National INSET Unit staff from the TED consulted with district personnel on how to overcome their challenges at their district and provided support.

As a further initiative to support effective monitoring, JICA also handed over 30 motorbikes to fifteen (15) well-performing INSET districts. The motorbikes are to be used by district level INSET structures such as the District Training Officers, District Master Trainers, District Teacher Support Teams and Circuit Supervisors, to enhance effective supervision and monitoring of the INSET Programme, which JICA has been supporting in many forms since the year 2000.

Aside of the motorbike donation, updated versions of the Sourcebook Module 1: District Guidelines and Module 2: Operational Manual for District Level INSET were also printed by JICA and distributed to all 170 districts.

Training on the updated Sourcebook Modules for a total of 510 district officers is underway. The 510 officers would be made up of three officers from each district: the District Training Officer (DTO), the Deputy Director of Supervision, and one Circuit Supervisor (CS). The trainings are in three locations: Kumasi from 23rd May to 7th June, Koforidua from 28th May to 21st June, and Tamale from 11th to 21st June 2012.

The project has also been supporting the TED to develop a financial plan on INSET for Ghana’s application to the Global Partnership for Education Fund (GPEF) by facilitating several meetings between the TED, the Curriculum, Research and Development Division (CRDD) which is responsible for INSET for NALAP (National Literacy Acceleration Programme) and the SBA (School Based Assessment), and the Basic Education Division (BED) which has a plan of INSET program for Kindergarten and girls education. The interdivisional coordination of INSET activities will ensure that INSET is managed under one umbrella for effective coordination during the GPEF program implementation.

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

The strange things that happen at summits: read the full story at www.bbc.co.uk/news/magazine-18237721

The Advisory Unit on Decentralised Education Management’s progress report

During the period from March to May 2012, the Advisory Unit on Decentralised Education Management (AUDEM) in the Ghana Education Service (GES), which is supported by Mr. Daisuke Kanazawa, JICA Expert, conducted a training programme for District Education Operational Planning and Performance Reviews (DEOPPR), and issued one Advisory Note (AN). From 5th to 15th March 2012, the GES organised the training programme on DEOPPR targeting planning and statistics officers of all district education and regional offices. In total 362 officers received one week training during the
period with technical and financial support from JICA. The training programme provided basic knowledge required for the preparation of Annual District Education Operation Plans (ADEOPs) and Annual District Performance Reports (ADPRs), with a newly developed training manual covering issues from results based management and project cycle management, to education strategies and programmes, to education planning, and to monitoring and evaluation. Lectures were delivered by a consortium consisting of lecturers from four public institutes namely the GIMPA Consultancy Service, the Centre for Educational Policy Studies (CEPS) of the University of Education, Winneba (UEW), the National Centre for Research into Basic Education (NCRIBE) of UEW, and the Institute for Education Planning and Administration (IEPA) of the University of Cape Coast. The feedback from participants showed that more than 90% of participants felt that the training programme met their expectation. The knowledge and skills that the district education and regional officers learned are expected to be reflected in the ADPRs for 2012.

The AUDEM then facilitated the process of the Annual Regional Review meetings. The unit made minor changes on the template of the Annual Regional Performance Reports (ARPRs), organised a discussion opportunity with planning and statistics officers from all regions, and gave technical support to develop the ARPRs which were used during this year’s regional review meetings. It was observed that discussions during the meetings have become more evidence based than before. The unit also issued the AN to recommend that the EMIS database should be put on a network so as to make it accessible by all district and regional officers for more data use and analysis. The recommendation was endorsed and owned by the director of Statistics, Research, Information Management and Public Relations (SRIMPR) of the Ministry of Education who is in charge of the EMIS, and put on the table for discussions for the programme formulation of the Global Partnership for Education Fund.

![Image](image1.png)

**JOCV activity: focus on Takeaki MORITA and Mr. Peter Haruna at St. Joseph's College of Education (JOSCO)**

Takeaki MORITA is a Japan Overseas Cooperation Volunteer (JOCV) teaching science at St. Joseph's College of Education (JOSCO), Bechem in the Brong Ahafo region. Through his support, his counterpart, Mr. Peter Haruna, who is also a science teacher at JOSCO, had the opportunity to join one of JICA’s training programs on teaching in Primary Education in Fukushima, Japan in 2011. Since Mr. Haruna’s return to Ghana, he has been organizing workshops to disseminate the knowledge gained in Japan.

One such workshop was held in June 2011, which assembled basic school teachers around JOSCO to introduce Teaching and Learning Materials (TLMs). All teachers who joined the workshop mentioned the "workshop was effective, practical and useful". On the other hand, the JOCV and his counterpart could not assemble teachers who worked far from JOSCO. As a solution, Mr. Haruna thought "if it is difficult to assemble them here, then we should go there". And so with the help of another JOCV Ms. Haruna MORINO who is attached to the Tano South District Education Office in Bechem, the trio was able to organize a number of workshops in 2012. The theme of the workshops being "Feeling science" for primary students. The team felt they were making impact, as well as improving students' interest. Some of the schools where the workshops were held also receive teaching practice students from JOSCO, for this reason the team felt they could be improving the knowledge of teachers including future teachers.

![Image](image2.png)

Mr. Haruna in Japan, then back in Ghana demonstrating his newly acquired techniques with support from the JOCVs
The National Education Sector Annual Review (NESAR) 2012

This year’s National Education Sector Annual Review (NESAR) took place from 21st to 23rd May 2012 at the La Palm Royal Beach hotel, with an estimated 250 education related participants from across the country attending. The NESAR is organised by the Ministry of Education (MoE) in collaboration with stakeholders, with the aim of providing an opportunity for stakeholders to participate in the review of the education sector’s performance, as well as propose recommendations to tackle any short comings identified. Participants were divided into 7 technical group including Basic education, Education management, and Education finance amongst others. JICA co-chaired the Finance group with the GES Financial Controller, as well as being represented at the other groups by a combination of experts and counterparts.

Some key recommendations from the NESAR 2012 included: Basic Education: revise the School Performance Improvement Plan (SPIP) template to include key indicators and targets to ensure a performance based SPIP, and implement the Teacher Professional Development Policy. Management: include a Capacity Development and Training section under the Human Resource Management Division of the GES to Coordinate Capacity Development needs of the Districts and Regions. Second cycle: institute regular INSET. Tertiary: establish a research fund at National Council for Tertiary Education (NCTE). Finance: the MoE should proactively engage the Ministry of Finance and Economic Planning (MoFEP) on the timely release of requested funds, and the MoFEP and MoE should both ensure fiscal discipline by matching funds with approved budgets. Non Formal Education (NFE): the MoE should develop a fully costed NFE policy and plan. Inclusive and Special Education: Government should create the enabling environment with stakeholders (MoE/GES, Ministry of Health /Ghana Health Service, Civil Society, and so on) to raise awareness on disability issues, inclusion and the effects of exclusion to promote positive attitudes of the public through various avenues.

Upcoming events in the Education sector

- Seven new JOCVs including science and mathematics teachers would be arriving in June 2012.

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

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_osi_rep@jica.go.jp Thank you.