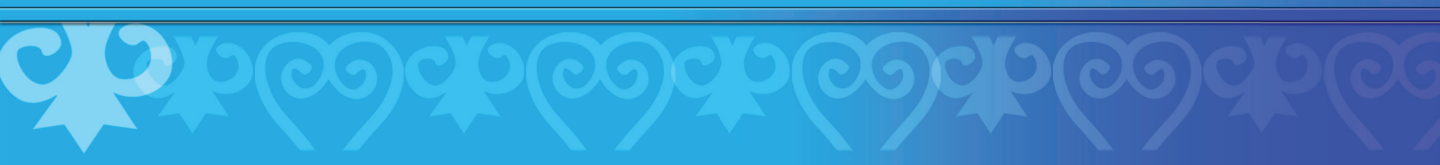
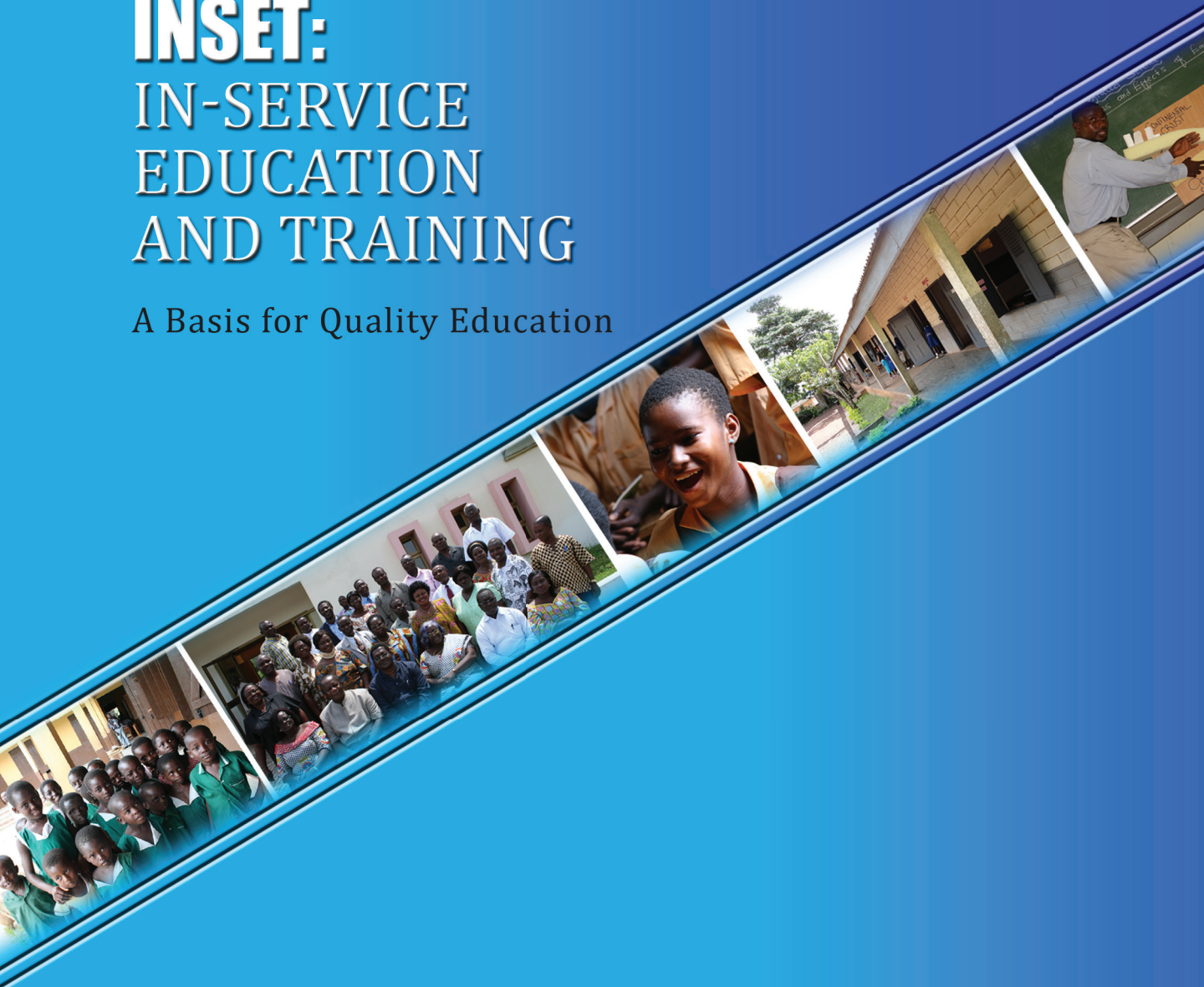




GHANA EDUCATION SERVICE

# **INSET:** IN-SERVICE EDUCATION AND TRAINING

A Basis for Quality Education





## 1.PURPOSE OF INSET (In-Service Education and Training) FOR TEACHERS

Quality of Education is our urgent issue to be improved. The “Preliminary Education Sector Performance Report 2008” (Ministry of Education, Science and Sports: MoESS) brought on the realization that pupils’ proficiency in basic education is critically low as ‘less than 25% of Ghana’s youth reach proficiency levels for P6 English, and 10% attain proficiency in P6 Mathematics’. An international assessment, “Trends in International Mathematics and Science Study (TIMSS) 2007”, also revealed the low proficiency of G4 and G8 students in both science and mathematics.



*Headteachers, Curriculum Leaders, and teachers discuss lesson plan in SBI*

INSET is designed and institutionalized with the view to offer solutions to the challenge. It aims at improving quality of teachers by ensuring Continuous Teacher Professional Development for individual teachers and establishing collegiality for groups of teachers. School-based INSET (SBI) and Cluster-based INSET (CBI) shall remain the main activities at school level, which should enable teachers to improve their professional competency such as knowledge, skills and attitude by setting an entire school as a unit of activities. Finding professional solutions to these professional challenges will help to improve the academic performance of pupils in basic schools in the long term.

The “Education Strategic Plan (2010-2020)” captures the importance of continuous teacher professional development through school-based INSET. Managing INSET for teacher professional development should now be an obligation for all the stakeholders at community, school, district, and national level. How could the stakeholders promote and support INSET?

First, all District Education Offices (DEOs) must own and improve INSET activities. DEOs are to prepare action plans, mobilize funds, allocate budget for INSET activities, implement training programmes to stakeholders, sensitize and create public awareness as well as monitor INSET activities.



*DIC members share their activities, Information Exchange Seminar*



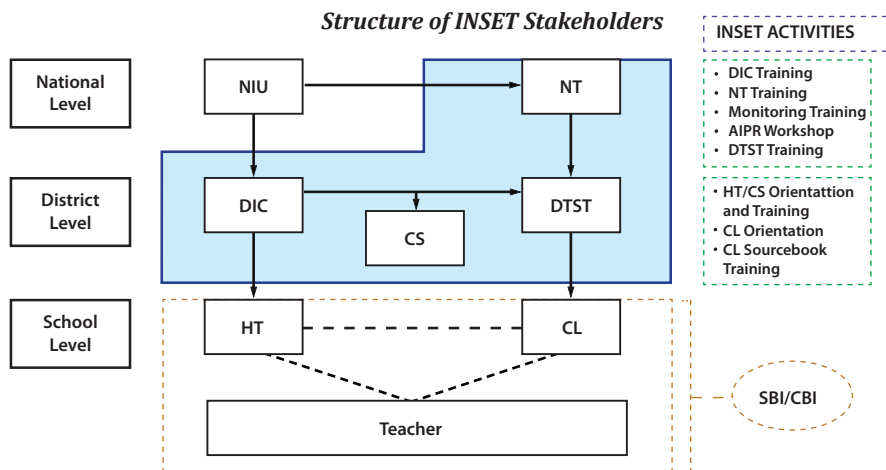


## 2. INSET MODEL

The INSET structure comprises three levels, national, district, and school. Each level has responsibilities. NIU (National INSET Unit) is a coordinating body which takes care of overall administrative matters, while NIC (National INSET Committee) is a steering body which takes care of policy issues. Districts have to ensure the implementation of SBI/CBI at school level; build capacity and provide support to school personnel to implement SBI/CBI; and monitor and evaluate the status of SBI/CBI. Key actors at the district level would be District INSET Committee (DIC) and District Teacher Support Team (DTST). DIC is responsible for administration. DIC is composed of 6 core personnel in DEO: District Director of Education, AD-Supervision, AD-Human Resource, AD-Planning and Statistics, District Training Officer, and Budget Officer. DTST is appointed by DIC and takes care of the facilitation in providing subject expertise. Circuit Supervisor (CS) and DTST monitor SBI/CBI and report the results to DIC. Headteacher (HT) and Curriculum Leader (CL) are responsible for administration and coordination of SBI/CBI.



Teachers monitoring class, SBI



### Abbreviations:

- |        |                               |       |                          |
|--------|-------------------------------|-------|--------------------------|
| • NIU  | National INSET Unit           | • NT  | National Trainer         |
| • AIPR | Annual INSET Progress Report  | • DIC | District INSET Committee |
| • DTST | District Teacher Support Team | • CS  | Circuit Supervisor       |
| • HT   | Headteacher                   | • CL  | Curriculum Leader        |





### 3. INSET ACTIVITIES AT DISTRICT LEVEL

Some of the INSET activities at district level are as follows:

- ◆ INSET training and orientations;
  - Orientation and Sourcebook Training for Headteacher (HT) and Circuit Supervisor (CS)
  - Curriculum Leader (CL) Orientation
  - CL Sourcebook Training 1 and 2
- ◆ Meetings for sharing INSET information;
- ◆ Monitoring and evaluation of INSET activities; and
- ◆ Sensitization and public awareness creation.

#### *Recommended Model of INSET Training Programmes at District Level*

Type	INSET Activity	No. of Days	Venue	Trainers / Facilitators	Trainees / Participants
From District Level to School Level	Orientation and Sourcebook Training for HT and CS	3 days	Circuit Centre or DEO	DIC/DTST	HT/CS
	CL Orientation	2 days	Circuit Centre or DEO	DIC	CL
	CL Sourcebook Training 1, 2	5 days, 3 days	Circuit Centre or DEO	DIC/DTST	CL
	Monitoring of school level programmes by DEO	Open	School	DIC with DTST/CS	N/A
Intra District	Information Exchange Seminar	1 day per term	DEO	DIC/DTST	HT/CL
	Annual Implementation Workshop	1 day per year	DEO	DIC	DDE/DTST/CS
	Meeting to support activities in DEO	Open	DEO	N/A	N/A
School Level	School-Based INSET	At least twice a term	School	HT/CL	Teachers
	Cluster-Based INSET	At least once a term	Host School	Any identified resource person incl. CL/CS/DTST	All Teachers in a cluster





### Recommended Annual Calendar of INSET

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec			
AIR/AIPR	DIC compiles the feedback sheets into AIR after each activity immediately/ DIC compiles the field monitoring sheet														
	DIC submits AIPR to DDE		AIPR is to be integrated into ADPR												
	DDE approves AIPR		AIPR is to be submitted to NIU												
Training/ Orientation	Orientation and Sourcebook Training to HT/CS (3 days once at any timing)														
	CL Orientation (2 days, at any timing)														
	CL Sourcebook Training (5 days + 2 days, at any timing)														
	Info Exchange Seminar			Info Exchange Seminar			Info Exchange Seminar			Annual Implementation Workshop					
	Monitoring at schools														
SBI/CBI	SBI	SBI	SBI				SBI	SBI	SBI				SBI	SBI	SBI
	CBI (once at least)						CBI (once at least)						CBI (once at least)		

Note: "Orientation and Sourcebook Training to HT/CS" should be implemented first, followed by "CL Orientation" and "CL Sourcebook Training".

**Abbreviations:**

- |        |                                    |       |                          |
|--------|------------------------------------|-------|--------------------------|
| • AIR  | Activity Implementation Report     | • DIC | District INSET Committee |
| • AIPR | Annual INSET Progress Report       | • NIU | National INSET Unit      |
| • ADPR | Annual District Performance Report | • SBI | School-based INSET       |
| • DDE  | District Director of Education     | • CBI | Cluster-based INSET      |







#### 4. SUCCESS STORIES - Voices from INSET Stakeholders

Since the introduction of INSET, there have been positive impacts in schools. The 10 pilot districts in the JICA project from 2003 to 2008 showed a remarkable achievement that more than 80% of the schools in the districts organized SBI/CBI at least twice in a term.

Some district directors found that the teachers' training activities in the preparation of Teaching and Learning Materials (TLM) and good lesson plans have begun making positive impacts in the delivery of lessons by some primary school teachers. Also there seemed to be a marked improvement in the way teachers handle their lessons in science and mathematics. Indeed, teachers no longer skip over topics they found challenging or difficult to handle.



*Teacher is leading a science class on challenging topic with appropriate experimental tools, DTST Orientation*

Voices from SBI/CBI experienced teachers vary but all are positive; "SBI/CBI have enhanced our knowledge and also updated our skills of teaching", "SBI/CBI made me develop more interest in teaching science and mathematics", "I have learnt a lot in terms of using TLM, and involving pupils in lesson activities" and so forth. Head teachers gave comments such as "they learned more about how to organize SBI and its importance after the training".



*CLs are putting ideas together on making a challenging topic more friendly, Science CL Subject-based Training*

We have heard happy voices from pupils too, "I like the science class because teacher teaches us well with experiment." Pupils in pilot districts found mathematics and science more interesting.



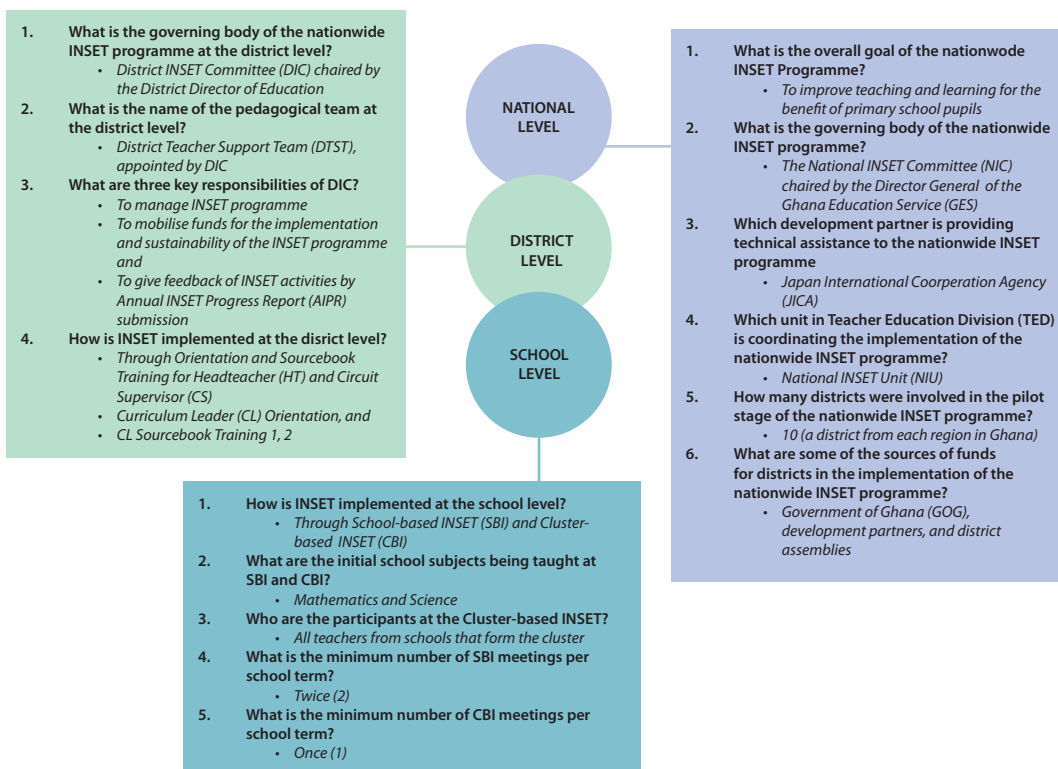


For your information, some selected members of DEOs went to Japan for their overseas training in Okayama University in 2010. They got fruitful experience there and transferred what they learned, child-centered lesson plan, to HT, CS, and teachers through INSET activities when they got back to Ghana. Thus, all the stakeholders are working together for the improvement of quality in education.



*Pupils-oriented class has been observed in SBI experienced schools*

### Basic Facts on INSET (FAQ)





*INSET Dissemination Plan: List of Districts with Target Years*

Region	2008	2009	2010	2011
A/R	Adansi North	Adansi South Amansie West Sekyere East Ahafo Ano South	Bekwai Ejura Sekyedumase Obuasi Mampong Atwima Mponua Afigya Kwabre	Afigya Sekyeree Ahafo Ano North Amansie Central Asante Akim North Asante Akim South Atwima Nwabiagya Bosomtwe Ejisu-Juabeng Kumasi Kwabre East Offinso Atwima Kwanwoma Bosome Freho Offinso North Sekyere Afram Plains Sekyere Central
C/R	Assin North	Abura/Asebu/Kwamankese Asikuma/Odoben/Brakwa Assin South Gomoa West Komenda/Edina/Eguafo/Abirem Mfantseman	Ajumako/Enyan/Essiam Twifu/Heman/Lower Denkyira Upper Denkyira East Upper Denkyira West	Agona West Effutu Cape Coast Agona East Awutu/Senya Gomoa East
GA/R	Dangme West		Dangme East Ga East Tema Metro Adenta Ashaiman	Accra Ga West Ledzekuku-Krowor Weija
BA/R	Tano South	Atebubu-Amantin Pru Sene Tain Wenchi Nkoranza South	Berekum Kintampo South Tano North Asunafo North Asutifi Sunyani	Asunafo South Doma Jaman North Jaman South Kintampo North Techiman Doma East Nkoranza North Sunyani West
V/R	Akatsi	Adaklu-Anyingbe Krachi East Krachi West Nkwanta	Ho Keta Ketu Soth Ketu North	Hohoe Jasikan Kadjebi Kpando Adidome South Dayi Sogakope Biakoye Nkwanta North







Region	2008	2009	2010	2011
E/R	Akuapem North	Asuogyaman Birim North Kwahu North	Akuapem South Birim Central Lower Manya Krobo Yilo Krobo East Akim New-Juaben Birim South Upper Manya Krobo	Atiwa Fanteakwa Kwaebibirem Kwahu South Kwahu West Suhum/Krabo/Coaltar West Akim Akyemansah Kwahu East
W/R	Mpohor/Wassa East	Aowin/Suaman Bia Juabeso Sefwi-Wiawso Wassa Amenfi West Wassa Amenfi East	Ahanta West Nzema East Secondi-Takoradi Sefwi Akontombra Jomoro Tarkwa Nsuaem Muni Ellembelle Prestea Huni Valley	Bibiani/Anhwiaso/Bekwai Shama
N/R	Tamale Metropolitan	Bole Bunkpuruku/Yunyoo Central Gonja East Gonja East Mamprusi Gushiegu Karaga Nanumba North Nanumba South Saboba Savelugu-Nanton Sawla-Tuna-Kalba Tolon-Kumbungu West Gonja West Mamprusi Yendi Zabzugu/Tatale		Kpandai Chereponi
UE/R	Kassena-Nanakana	Bawku East Bawku West Bolgatanga Bongo Builsa Garu-Tempene Talensi-Nabdam		Kassena-Nankana West
UW/R	Wa Municipal	Jirapa Nadowli Sissala West Wa West		Lawra Sissala East Wa East Lambussie
TOTAL	10 districts	57 districts	41 districts	62 districts





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**CONTACT**



All comments and contributions should be sent to  
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