

ガーナ共和国  
初中等教員の資質向上・管理政策制度化  
支援プロジェクト  
終了時評価調査報告書

平成30年4月  
(2018年)

独立行政法人国際協力機構  
人間開発部

人間
JR
18-009

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## 序 文

ガーナ共和国政府は、「万人のための教育（Education for All : EFA）」をめざし、基礎教育において各種政策文書、プログラムを策定し、教育セクターの包括的な開発に取り組んでいます。これらのプログラムの推進により、2006年までに初等教育の総就学率が9割強まで上昇するなど、教育の量的拡大は進みました。しかしながら、いまだ教育の質的改善に関して多くの課題を残しています。

こうした状況のなか、わが国は2000年から2013年にかけて、3つの技術協力プロジェクトすなわち、小中学校理数科教育改善(STM)、現職教員研修(In-Service Education and Training : INSET)政策実施支援(INSET フェーズ1)、INSET 運営管理能力強化(INSET フェーズ2)を実施し、小中学校理数科における学習者中心型授業の普及のため、授業研究型校内研修(及び近隣学校群研修)〔School-Based INSET/Cluster-Based INSET (SBI/CBI)〕の実施モデル・マニュアルを開発し、全国普及を支援しました。

一方で、SBI/CBIの量・質の更なる持続発展には、研修の受講を教員の昇格に結びつけるなど、階層別研修が体系化され、教員の人事・育成・評価などの一連のシステムの機能化が求められます。そのため、ガーナ共和国政府は上記 INSET の更なる体系化をめざして初中等教員の資質向上・管理(Pre-tertiary Teacher Professional Development and Management : PTPDM)政策を立案し、同政策の具現化に向けて、日本政府に支援を要請し、2014年5月から本プロジェクトが開始されました。

今般、プロジェクトの終了時評価を行うことを目的として、2017年11月から12月にかけて調査団を派遣し、ガーナ共和国政府及び関係機関との間で、プロジェクトの目標達成度や成果等を分析するとともに、プロジェクトの残り期間の課題について確認・協議を行いました。本報告書はこれら調査結果を取りまとめたものであり、今後のプロジェクトの展開のみならず、類似プロジェクトの実施にあたって広く活用されることを願うものです。

最後に、本調査にご協力いただいた内外の関係各位に対し、心から感謝の意を表するとともに、引き続き一層のご支援をお願い申し上げます。

2018年4月

独立行政法人国際協力機構  
人間開発部長 熊谷 晃子



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地 图



Political Map of Ghana  
 The names of all the states in the world are listed in the following table.



写 真



郡教育事務所インタビュー



新任教員インタビュー



一般教員インタビュー



プロジェクト・マネジャーとの協議



運営委員会の協議の様子



ミニッツ署名



## 略 語 表

略 語	正式名称	日本語・説明
ADEOP	Annual District Education Operation Plan	年次郡教育実施計画
AIPR	Annual INSET Progress Report	年次 INSET 進捗報告書
BECE	Basic Education Certificate Examination	基礎教育修了資格試験
BT	Beginning Teacher	新任教員
CBI	Cluster-Based INSET	クラスター研修
CCT-GH	Coalition of Concerned Teachers-Ghana	教員組合
CL	Curriculum Leader	教務主任
COE	College of Education	教員養成校
CPD	Continuous Professional Development	継続的専門職能構築
CRDD	Curriculum Research and Development Division	カリキュラム研究開発局
CS	Circuit Supervisor	サーキット・スーパーバイザー、 指導主事（DEO 配属）
DA	District Assembly	郡政府
DBI	Department-Based INSET	部門研修
DDE	District Director of Education	郡教育事務所長
DEO	District Education Office	郡教育事務所
DfID	Department for International Development	英国国際開発省
DIC	District INSET Committee	郡 INSET 委員会
DMT	District Master Trainer	郡マスタートレーナー
DTST	District Teacher Support Team	郡教員支援チーム
EMIS	Education Management Information System	教育管理情報システム
ESP	Education Strategic Plan	教育セクター戦略計画
GES	Ghana Education Service	ガーナ教育サービス
GHS	Ghana cedi	ガーナセディ（ガーナの通貨）
GNAT	Ghana National Association of Teachers	ガーナ教員組合
GPEG	Ghana Partnership for Education Grant	教育のためのガーナ・パートナーシップ基金
GSGDA	Ghana Shared Growth and Development Agenda	中期国家計画
HRMD	Human Resource Management Division	人的資源管理局
HR	Human Resource	人事、人材
HT	Head Teacher	校長
HTA	Head Teacher Aspirant	校長志願者
ICT	Information and Communication Technology	情報通信技術
IGF	Internally Generated Fund	内部資金、自己歳入
INSET	In-Service Education and Training	現職教員研修
IPPD	Integrated Personnel Payroll Database	統合個人給与データベース

略 語	正式名称	日本語・説明
JCC	Joint Coordinating Committee	合同調整委員会
JICA	Japan International Cooperation Agency	独立行政法人国際協力機構
JHS	Junior High School	中学校
KG	Kindergarten	幼稚園
LI	Legislative Instruments	法令規則
M/M	Minutes of Meeting	議事録、ミニッツ
MM	Man Months	人/月
MoE	Ministry of Education	教育省
NAGRAT	National Association of Graduate Teachers	大卒教員組合
NEA	National Education Assessment	学習状況調査
NIU	National INSET Unit	国家 INSET ユニット
NQT	Newly Qualified Teacher	新任教員、初任者
NTC	National Teaching Council	国家教員評議会
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
PDSI	Plan-Do-See-Improve	計画・実行・評価・改善
PO	Plan of Operations	活動計画
PSC	Public Service Commission	公務員人事委員会
PTPDM	Pre-tertiary Teacher Professional Development and Management	初中等教員の資質向上・管理
R/D	Record of Discussions	討議議事録
REO	Regional Education Office	州教育事務所
SBI	School-Based INSET	校内研修
SC	Steering Committee	運営委員会
SDG	Sustainable Development Goals	持続可能な開発目標
SHS	Senior High School	高校
SPIP	School Performance Improvement Plan	学校活動計画
SMS	Short Message Service	ショートメッセージサービス
ST	Senior Teacher	シニア教員
TED	Teacher Education Division	教師教育局
TIMSS	Trends in International Mathematics and Science Study	国際数学・理科教育動向調査
ToT	Training of Trainer	指導員訓練
T-TEL Project	Transforming Teacher Education and Learning Project	DfID 支援 4 年間のプロジェクト (2018 年まで)
TVET	Technical and Vocational Education and Training	技術職業教育訓練
UNICEF	United Nations Children's Fund	国連児童基金
USAID	United States Agency for International Development	アメリカ合衆国国際開発庁

## 終了時評価調査結果要約表

<b>1. 案件の概要</b>	
国名：ガーナ共和国	案件名：初中等教員の資質向上・管理政策制度化支援プロジェクト
分野：教育(初中等教育)	援助形態：技術協力プロジェクト
所轄部署：人間開発部 基礎教育グループ 基礎教育第二チーム	協力金額（2017年12月末時点）：3億5,000万円 （全体協力金額：約4億円）
協 力 期 間	2014年4月～2018年3月(計48カ月)
	先方関係機関：教育省（Ministry of Education：MoE）、ガーナ教育サービス（Ghana Education Service：GES）、教師教育局（Teacher Education Division：TED）、国家教員評議会（National Teaching Council：NTC） 日本側協力機関：JICA、株式会社パデコ
<b>1-1 協力の背景と概要</b>	
<p>ガーナ共和国（以下、「ガーナ」と記す）においては、教育の量的拡大については着実に進捗しつつある一方で、その質の向上が残された大きな課題となっている。例えば、2013年に実施された小学6年生向けサンプル学習状況調査（National Education Assessment：NEA）の結果では、到達合格ラインとされる55%の正答率を得た児童の割合は、英語は39%、算数は10.9%と報告されており、両科目ともに到達合格ラインには及んでいない。また、中学2年生を対象とした国際数学・理科教育動向調査（Trends in International Mathematics and Science Study：TIMSS）2011においては、全参加国（42カ国）のうち、数学、理科ともに最下位であった。</p> <p>このような状況を踏まえ、教育の質を担保する教員の能力向上が必要とされており、2011年にガーナMoEが策定したセクター開発計画においては6つの教育サブセクター政策のうちの1つとして、「初中等教員の資質向上・管理（Pre-tertiary Teacher Professional Development and Management：PTPDM）政策」がうたわれている。この政策は教員の能力やその向上にかかる取り組みの実施状況を考慮した人事管理により、教員の職能成長を促進しようとするものである。</p> <p>なお、教員の能力向上に係る重要な取り組みの1つと考えられるのが、学校や地域内での研修である。わが国は2000年から2013年にかけて、3つの技術協力プロジェクトを実施し、小学校理数科における学習者中心型授業普及のため、「授業研究」を中心とする学校内での研修の実施モデル及びそのマニュアルの開発と全国普及を支援してきた。PTPDM政策のもと、これまでの技術協力プロジェクトで導入された教員研修〔校内研修（School-Based INSET：SBI）とクラスター研修（Cluster-Based INSET：CBI）〕が、教員の人事評価において勘案されることにより、教員の研修意欲の高まりが期待される。</p> <p>今次プロジェクトは、教員の各階梯に必要な能力を踏まえた研修の実施モデル及び教員の能力や研修受講歴等を踏まえた評価・昇進のモデルの構築により、教員の職能成長にかかる取り組みを促進させるシステムの整備に取り組むものである。</p>	
<b>1-2 協力内容</b>	
(1) スーパーゴール	
職務の向上により、初中等教員*の能力が向上する。	
(*「初中等教員」は、PTPDM政策が対象とするPre-tertiaryの3つのレベルの全教員を対象としている。)	

(2) 上位目標

パイロット以外の郡において、キャリア階梯メカニズムが施行される。

(3) プロジェクト目標

PTPDM 政策に基づく全国展開可能な評価・昇進制度が構築される。

(4) 成果（アウトプット）

成果 1：コンピテンシーベースの教員評価・昇進メカニズムが開発される。

成果 2：教員研修記録に関するデータ収集・管理メカニズムが開発される。

成果 3：新任教員・シニア教員研修教材が開発される。

成果 4：PTPDM 政策の実施可能な環境が設立される。

(5) 投入実績

1) 日本側

専門家派遣：合計 11 名（69.59 人/月）\*2017 年 9 月までの期間

研修合計：53 名（本邦研修 22 名、第三国研修 31 名）

機材：総額 USD 4 万 1,200.82 並びに総額 GHS（ガーナセディ）8 万 3,580 相当の機材  
をプロジェクトで整備

総額 GHS 21 万 8,115 相当の事務機器を JICA ガーナ事務所を通じて整備

現地活動経費：総額合計 6,714 万 6,007 円（2017 年 9 月末時点）

2) ガーナ側

カウンターパート（Counterpart：C/P）配置：合計 18 名

アドミニスタッフ：秘書 1 名、ドライバー 1 名

施設・設備：プロジェクト用執務室、ジェネレーター等

プロジェクト経費：研修実施費等

2. 終了時評価調査団の概要

調査者	日本側調査団メンバー		
	担当分野	氏名	所属
	団長	田中 紳一郎	JICA 国際協力専門員
	協力企画	梯 太郎	JICA 人間開発部基礎教育第二チーム
	評価分析	荻野 有子	株式会社コーエイリサーチ&コンサルティング
	ガーナ側合同評価メンバー		
		氏名	所属
		Evelyn Owusu Oduro	Executive Secretary, 国家教員評議会（NTC）
		Gideon Ahoholu	National INSET Unit（NIU）, NTC
		Francis Kwesi Addai	NIU Member, NTC
調査期間	2017 年 11 月 19 日～12 月 9 日	評価種類：終了時評価調査	

### 3. 調査結果の概要

#### 3-1 実績の確認

##### (1) 成果（アウトプット）

【成果 1】昇進手続きにおける研修記録の取り扱いにかかる試行・検証・確定がなされれば、おおむね達成される見込み。

- ・本成果の指標である「教員評価ハンドブックと昇進フォームの JCC 承認」に言及されるハンドブック、フォームは、現在改訂の最終段階にあり、2018 年 2 月予定の合同調整委員会（Joint Coordinating Committee : JCC）で承認が得られる見込みである。
- ・他方、研修記録の昇進手続きでの参照方法や、昇進要件の 1 つである「選択研修」の定義が不透明で、加えて評価ハンドブックの活用状況の改善を要し、課題が残る。特に、研修記録の昇進手続きでの参照方法は、本プロジェクトの核心で明確化が必要である。プロジェクトは、終了までに昇進手続きに関する小規模なパイロットを実施予定で、この点は本指標達成の前提条件である。

【成果 2】部分的に達成される見込み。

- ・本成果の指標 1 である「パイロット郡において 90%以上の新任教員がログブックを活用する」は達成された。指標 2 である「パイロット 5 郡において新任教員の研修履歴をデータベースに入力する」については一部確認できた。また、2017 年に新しく構築されたライセンス付与のための NTC のデータベースの進展がみられた。
- ・他方、校長及び郡教育事務所（District Education Office : DEO）での学校研修ログブックデータを活用したデータ管理の実施状況は確認できず、郡レベルのデータ収集・管理能力の向上も確認できなかった。昇進目的にかかる中央レベルのデータベース及び能力強化も同様である。ガーナ財務省が保有する生体認証データの NTC への提供遅延や、NTC と GES 双方がもつ教員関連のデータベースの連携等について課題が残る。

【成果 3】達成される見込み。

- ・本成果の指標である「新任教員・シニア教員研修教材の JCC 承認」について、各種教材は一部を除き既に開発され、パイロットを通じて検証・改訂されている。現在、最終版スタンダード等を反映した最終改訂中で、2018 年 2 月予定の JCC 承認を待つ段階である。シニア教員研修マニュアルのみ、今後 JCC 前にパイロット活動を通じて検証・最終化する予定である。
- ・他方、各郡における必須研修の予算確保に加え、新任教員の配属遅延に伴う新任教員研修未実施の課題が残っている。後者については、プロジェクトによる今期の研修計画策定支援が求められる。

【成果 4】達成される見込み。

- ・本成果の指標である「改訂版 PTPDM 政策文書の JCC 承認」及び「PTPDM 政策ガイドラインの JCC 承認」について、両文書は既に開発され最終版の改訂中で、2018 年 2 月予定の JCC 承認を待つ段階である。
- ・他方、教員ライセンスや研修参加費用の負担について教員組合が抵抗を示しており、加

えて今後承認される見込みの新教育法が規定する地方分権に即した PTPDM 政策の修正が必要であり、課題が残る。

## (2) プロジェクト目標

残された課題の進捗と提言への対応並びに指標未達成部分の要因を分析・改善、現在詳細分析中のエンドライン調査結果に基づいた対応策も含めた各成果の更なる見直しが必要であれば、おおむね達成される見込み。

プロジェクト目標の指標達成度要約は以下のとおり。

指標 1：全国展開計画が策定される

全国展開計画案は予算案とともに作成済みで、現在、最終改訂中であることから達成される見込み

指標 2：新任教員導入プログラム修了率が南部パイロット 3 郡で 80%以上、北部 2 郡で 60%以上

南部 2 郡で達成、北部 1 郡でほぼ達成

指標 3：パイロット 5 郡で教員評価フォームの提出率 70%以上

3 郡で達成、5 郡の平均ではほぼ達成 (69.71%)

指標 4：教員評価フォームの重要な箇所を適切に記入した教員の割合 20%増 (2016 年比)

6 項目のうち 2 項目で達成、特に重要とみられるコンピテンシーの箇所は向上しておらず、記入率も半分以下と低い。

指標 5 と 6：SBI を 4 回、CBI を 2 回実施した学校割合の増加

パイロット 4 郡で達成

## (3) 上位目標

上位目標の達成はプロジェクト目標の達成と提言の今後の対応次第である。

プロジェクト目標の達成並びに後述する提言への対応が、上位目標達成の前提条件である。なお、上位目標達成の促進要因としては、公務員人事委員会 (Public Service Commission : PSC) フォームによる教員評価システム及び申請時ランクの全評価フォームを添付する昇進システムが既に全国システムとして普及されている点が挙げられる。なお、上位目標は現在策定中の全国展開計画の内容に大きくよるものであるため、同計画に基づき指標の改訂を検討する必要がある。

## (4) スーパーゴール

理論的に達成可能である。

キャリア階梯メカニズムが施行されると、能力に基づいて昇進判断がなされるため、理論的に職務の向上により初中等教員の能力が向上することとなる。

## 3-2 評価結果の要約<sup>1</sup>

### (1) 妥当性

プロジェクトは、一部プロジェクトのアプローチに課題があるものの、政策、ニーズと

<sup>1</sup> 5 項目評価は、C/P と合同で、非常に高い (very high)、高い (high)、中程度 (moderate)、低い (low) の 4 段階で評価した。

整合しており、全般的な適切性は担保され、「高い」と判断される。

- PTPDM 政策は、ガーナの中期国家開発計画（Ghana Shared Growth and Development Agenda : GSGDA II）とも合致しており、ガーナの教育法（2008）に基づき策定され、現在国会通過を待っている教育法案とも整合している。教育セクター戦略計画（Education Strategic Plan : ESP）2018-2030 の最新ドラフトには、PTPDM 政策が反映され、「PTPDM 政策の実施（関連する INSET やキャリア階梯含む）」が明記された。また、日本の対ガーナ国別援助方針とも整合している。
- 教育の質の向上が残された大きな課題となっているガーナにおいて、教育の質向上に向け、教員にとっては能力・専門性に基づく教員のキャリア階梯を通じた継続的専門職強化ニーズがあり、子ども/生徒には質の高い教育を受けるニーズがある。また、政策策定者にとっては教職のイメージを向上させたいというニーズがあり、本プロジェクトはそれぞれのステークホルダーのニーズに即した支援である。
- プロジェクトアプローチについては、質の高い教員による子どもの学びの改善のために「能力に基づく評価と昇進を可能にするキャリア階梯メカニズム」を通じた専門職としての教員の継続的能力開発制度を構築すること、過去のプロジェクト成果の活用、バランスのとれたパイロット郡の選定等、プロジェクト目標達成に必要なかつ適切なアプローチを採用している。他方、課題として、①プロジェクト専門家が多くの調整業務を担う状況が続いたが、GES と NTC に加え、これらの機関を管轄する MoE のコーディネーターの配置と関与が最初から担保できるような運営体制が望ましかったこと、②PTPDM 政策ガイドラインは同政策を体現する諸施策（方法論）を提示するものであったが、施策の全貌と、プロジェクトが担う施策領域についての合意形成のため、プロジェクト内外の役割や責任分担についての明確な定義が必要であったことが指摘される。

## (2) 有効性

主にプロジェクト目標の達成度によって評価されるが、現時点で入手可能な情報に基づく「中程度」と判断される。残された課題や提言への対応により、有効性を高める必要がある。

- PTPDM 政策に関する各種文書及び全国展開計画の策定は進んでいるが、プロジェクト目標達成のためには、4 つの成果とプロジェクト目標の達成度に関連して示された課題の進捗と提言への対応が必要である。また、終了時評価時期後に明らかとなるエンドライン調査結果に基づき、対応策も含めた各成果の更なる見直しが必要である。

## (3) 効率性

さまざまな要因により影響を受け「中程度」と判断される。

- 先行案件の INSET にかかるアセット（人材、制度、ネットワーク、教材等）は効率性を高めた。
- しかし、プロジェクト開始当初 2 年次から計 2 サイクルを予定していたパイロット活動が、ガーナ MoE 次官の強い要請により 1 年次からの開始に前倒しとなった。この背景に加え、検証事項設定、情報収集、フィードバックというパイロット活動の計画・実行・評価・改善（Plan-Do-See-Improve : PDSI）サイクルが不十分なまま 2 サイクルのパイロ

ットが実施され、結果として、3 サイクル目のパイロットが必要となった。パイロットと制度構築を同時に進展させる状況下、制度や、研修内容・教材等はたびたび改定され、プロジェクトは、未確定の施策をもってパイロット活動に臨まざるを得ず、施策案の更新やフォローアップにも追加労力を要するなど、制度構築が効率的に行えなかった。

- ・ガーナ側予算措置が予定どおりなされなかったことによる活動の遅延や、NTC のキャパシティ不足、具体的な施策を提示する PTPDM 政策ガイドラインの策定がプロジェクトの当初ではなく 2 年次になされた点や、教員組合との合意形成が進まないことなども、効率性を阻害した。

#### (4) インパクト

上位目標達成見込みや現在確認できる波及効果から「中程度」と判断される。

- ・上位目標は PTPDM 政策の全国展開の実践に相当する。その達成には、プロジェクト目標の達成が前提となるが、プロジェクト目標は終了時評価時点で未達のため、将来的な上位目標達成の見通しは現時点で明らかではない。
- ・正のインパクト事例として、UNICEF 資金支援の実現や教育のためのガーナ・パートナーシップ基金（Ghana Partnership for Education Grant : GPEG）資金による非パイロット郡での研修の実現、青年海外協力隊員による SBI 実施促進や DEO の能力開発への貢献、アフリカ諸国との情報共有や、非パイロット郡における郡独自予算による研修等の実施ケースも確認された。負のインパクトは、現時点では確認されないが、教員組合の反対により遅延している初任者へのライセンス発行対応や、分権化の進展に伴い懸念される教員間、郡間の昇進機会において不公平が生じ得る懸念に対する対策も必要である。

#### (5) 持続性

現状では「中程度」と判断される。政策・制度面での持続性は高いため、残りの課題や提言への対応により、持続性を高める必要がある。

- ・政策・制度面：PTPDM 政策はガーナの GSGDA II、現教育法（2008）並びに 2018 年に成立が見込まれる新教育法、ESP 2018-2030 と合致しており、特に ESP 2018-2030 の現ドラフトでは、PTPDM 政策実施が具体的に言及されており、PTPDM 政策は将来においても優先度が高い政策として維持される見込みが高いと判断できる。また、現教育大臣によるコミットメントは明確であり、全国展開を推進するうえで良好な政策環境にあるといえる。なお、PTPDM 政策（2012）は、MoE 大臣令（Decree）に基づく政策文書である。現在改訂が進む PTPDM 政策文書と関連文書はプロジェクトの成果であるが、閣議了承を含む適正な手続きによりこれらの文書が承認されることで、政策・制度面での持続性は補強される。
- ・組織・人材面：NTC の人員不足は、組織的な持続性のリスク要因となっている。約 30 万人の教員のライセンス発行と同制度の維持機能を含め、PTPDM 政策の全国展開の核となる NTC の人員体制強化を早急に進める必要がある。また、PTPDM 政策の実施には、中央から地方、学校レベルまで複数の機関・部署が関与するため、PTPDM 政策全国展開の責任機関を特定する必要がある。さらに、プロジェクト終了を 2018 年 3 月に控え、ガーナ側 C/P への業務移管を進める必要がある。加えて、地方分権の進展に伴い、GES

の更なる構造改革や人員削減、郡政府への権限移譲等が見込まれ、PTPDM 展開計画の実施においては、予見される諸変化に即した調整が求められる。

- ・技術面：国家 INSET ユニット（National INSET Unit：NIU）メンバーは、INSET の実施面におけるキャパシティは既に高く、中間レビュー以降配属された新任人材の育成も順調である。郡レベルの研修についても、先行プロジェクトを通じ、郡レベルのトレーナー人材が育成されており、技術的に可能とみられる。他方、データベース管理については、中央、郡レベルの運用に関し能力強化は限定的である。
- ・財政面：2018～2022 年の 4 年間の予算積算と合わせて全国展開計画案の策定と、これに応じた 2018 年度予算要求がなされたのは、財政的な持続性にとって重要な進展である。他方、申請予算の承認と実際に予算が配付されるのか、今後もフォローアップの必要がある。また、現在改訂中の全国展開計画のコスト項目を改めて精査し、コスト見積もりの精度を高め、2019 年度以降も必要なタイミングでの予算申請が求められる。また、予算のひっ迫は常態化しており、例年の階層別必修研修費用の財源開拓をガイドラインに明示することも求められる。

### 3-3 効果発現に貢献した要因

#### (1) 計画内容に関すること

先行プロジェクトの成果を踏まえて政策・制度構築に臨んだことで、教員のキャリア階梯メカニズムの開発という新しい支援領域を開拓した。

#### (2) 実施プロセスに関すること

- ・教員評価ハンドブックの作成に関連し、公務員の評価制度改革の初期段階から公務員人事委員会（PSC）との連携に着手されたが、この連携はプロジェクトの有効性を高めるとともに、持続性の促進要因ともなった。
- ・GES により昇進フォームが改訂され、昇進申請時のランク期間の各年すべての評価フォームの添付が要件化され、2017/18 年度からの実施が GES により全国に通達された。これにより、プロジェクトで改善した教員評価実践は国家制度として認知され、持続性の促進要因ともなった。
- ・先行案件のアセット（経験、人材、制度、ネットワーク、教材等）を有効に活用したことで、プロジェクトの効率性を高めた。
- ・開発パートナーである UNICEF や GPEG 資金の活用により、パイロット郡以外での研修が実現した。
- ・プロジェクト前半で実施した本邦研修は、MoE 事務次官をはじめとする参加者の能力強化及びプロジェクトの理解と支援促進の面でも有効に働いた。
- ・本プロジェクトの特徴でもある多岐にわたる関係者との密接な協議に基づき実施されている。そのため、合意プロセスには時間がかかるものの、関係者のプロジェクトや PTPDM 政策に対する良好な理解や参加に貢献した。
- ・2017 年には新大臣のリーダーシップのもと、PTPDM 政策推進への支援が促進され、NTC の人員配置や予算措置が進んだことに加え、ライセンス制度構想や MoE 予算による NTC データベース構築などの進展がみられた。また、教員組合との対話機会が設定され、合

意プロセスの促進に寄与した。

- TED の NTC への移管とそれに伴う主要 C/P 機関の変更に伴い、旧 TED のメンバーも NTC の業務に加われるようになり、またプロジェクトからも NTC の業務を支援しやすい状況になった。このため、ライセンス制度に関する活動も進み、元 TED 局長が NTC のトップになったことにより、プロジェクト活動の整合性や理解は良好に維持されるとともに、意思決定が集約されて早くなった。
- プロジェクト後半において、MoE 側のプロジェクト活動予算に改善はみられなかったものの、JICA 支援によりモニタリングがなされるようになった。

### 3-4 問題点及び問題を惹起し得る要因

#### (1) 計画内容に関すること

- プロジェクト目標が、事前評価表と英文 PDM 第 1 版とでは異なっていたことや、当初 PDM の要約、指標、活動についても不明瞭な部分が一部あった。例えば、上位目標やプロジェクト目標に記載されていた「キャリア階梯メカニズム」の具体的な定義や、上位目標達成を導く設計とするためにプロジェクト目標の指標に全国展開計画の策定を追加する必要があった。プロジェクト前半において、これらの点がプロジェクトのスコープやめざす到達点にかかる関係者の共通理解を妨げた可能性がある。
- 中間レビューで合意したものの、適切なコーディネーターの配置は実現せず、専門家が調整業務を担う状況が続いた。C/P 機関については、MoE コーディネーターの配置と関与が最初から担保できるような運営体制で臨むことが妥当であった。
- PTPDM 政策ガイドラインは 同政策を体現する諸施策（方法論）を提示するものであったが、施策の全貌と、プロジェクトが担う施策領域についての合意形成はしばらくの間あいまいで、プロジェクト内外の役割や責任分担についての明確な定義がなかったため、本プロジェクトの具体的な達成目標に関する関係者間の共通理解の確立に影響を与えた。また、PTPDM 政策ガイドラインの作成は開始時点において着手されるべきところ、プロジェクト 2 年目に着手されたため、効率性にも影響があった。

#### (2) 計画実施プロセスに関すること

- プロジェクト開始当初、パイロット活動は 2 年次から計 2 サイクルを予定していたが、ガーナ MoE 次官の強い要請により 1 年次からの開始に前倒しとなった。この背景に加え、パイロット活動の PDSI サイクルが不十分のまま 2 サイクルのパイロットが実施され、結果として、3 サイクル目のパイロットが必要となり、本プロジェクト全体の効率性を阻害した大きな要因となった。パイロットと制度構築を同時に進展させる状況下、制度構築が効率的に行えなかった。
- ガーナ側の予算不足から、特にプロジェクトの前半においてパイロット活動の遅れやモニタリングの不足など、活動と成果の達成に影響を与えた。
- PTPDM 政策の全貌を明確にし、そのなかでプロジェクトが支援するコンポーネントを位置づけ、個別の制度設計を行い、多岐にわたる関係者と合意形成を図りながら進めていくため、当初想定していた以上の作業時間を要した。
- 教員組合は、主にキャリア階梯における教員ランク名のほか、ライセンス制度の諸経費

や研修にかかる教員負担について反対している。そのため、新任教員に対するライセンス発行手続きの活動遅延や、政策文書、政策ガイドライン等技術協力成果品の最終化にも影響を及ぼしている。

- ・主要 C/P 機関の変更（GES から NTC に）に伴い、NTC と GES 間の密なコミュニケーションや調整が相対的に困難になった。プロジェクトの C/P が NTC に限定される状況が出現し、中央 GES の参画度合いは低くなった。
- ・主たる C/P 機関であった TED の事実上の NTC への吸収や、NTC が推進する教員ライセンスと教員の評価・昇進の制度/データベース設計上の整理への要請からプロジェクトの支援スコープが流動的になり、プロジェクトの到達目標の関係者間の共通理解に影響を与えた。
- ・NTC の人員不足や運営体制が脆弱で、プロジェクト活動の多くをプロジェクト専門家が担っている状況であり、また、PTPDM 政策の施策責任機関が決まっていないことから、業務移管と持続性の確保に影響を及ぼしている。
- ・MoE に PTPDM コーディネーター等適切な C/P の配置が最後までなかったことは、プロジェクトの円滑な活動実施や持続性にも影響を及ぼしている。
- ・2017/18 年度から新たに優先度の高い政策として高校無償化が開始され、GES がその業務に忙殺されているという背景も、必要な協議を行えないことに影響している。
- ・プロジェクト期間中の専門家の渡航回数が多いことや複数回の要員の交代により、チーム内の共通理解の確立に影響があった。

### 3-5 結論

本プロジェクトが扱う対象領域（教員の人事政策）は決して難易度の低い領域ではない。また、プロジェクト期間中に国政選挙を迎えるタイミングであり、このことがプロジェクトの進捗や、PTPDM 政策の関連法（特に地方分権化推進を目的とした新教育法）の成立、また組合の PTPDM 政策への関心レベルに直接、間接に作用したものと推察される。

政治的な機微にふれる領域において、プロジェクトは辛抱強くかつ機動的に現実に対応し、大きな達成をもたらした。これには、キャリア階梯やスタンダードを構想し、このなかで本プロジェクトの背景である SBI、CBI を含む研修履歴を教員昇進判断に含めた点等が含まれる。PTPDM 政策が直接影響する 30 万人近くのガーナの教員に、「学び続ける教員」という規範を、昇進機会ごとにもたらし得る意義は重要である。ガーナ・日本国側双方の当事者の努力は特筆に値する。

他方で、プロジェクト目標の達成確保には、いまだ幾多の課題と提言が指摘できる。「何をもって PTPDM 政策の施策案が全国展開に十分」かの検証が不十分だと認知されたのは中間レビュー時点であったが、同趣旨がより早期に察知されれば、本報告書が指摘する課題数を削減することが可能だったとも推察される。「政策実施：施策」「全国展開に値する施策の実施可能性・有効性の仮説設定」「仮説のパイロットでの検証方法」等の定義は、一義的には専門家に委ねるべき技術的な内容であろう。しかし、今回のように新領域で技術支援を提供する場合には、プロジェクト着手直後に、基本的事項の理解を深化し、整合性を担保することの必要性が、今次のプロジェクト運営管理上の最大の学びであった。

### 3-6 提言

#### (1) プロジェクトチームが実施すべきこと

##### 1) プロジェクト目標達成のために実施すべきこと

###### 〈Output 1 に関連する提言〉

- ・ 研修記録を昇進手続き上どのように位置づけるかを明らかにし、昇進を所管する GES 人事局とともに実施可能性を検証する。
- ・ 選択研修に関する継続的専門職能構築（Continuous Professional Development : CPD）ポイント制度について、分析フレームワークを策定する。
  - ▶ PTPDM プロジェクトで定義した昇進要件は以下のとおり
    - －職務従事年数
    - －必須研修（SBI/CBI 含む）及び選択研修
    - －教員スタンダードに基づいたアプレイザルの結果
- ・ GES（郡事務所及び州事務所）が NTC と協働で、各種ワークショップ等の機会を通じ、アプレイザルハンドブックを教員に紹介するよう働きかける。
- ・ SBI/CBI やアプレイザル等の PTPDM プロジェクトのコンポーネントを、学校活動計画（School Performance Improvement Plan : SPIP）及び（School Performance Appraisal Meeting : SPAM）に含める。

###### 〈Output 2 に関連する提言〉

- ・ ライセンス、教員採用、昇進に必要なデータについて、NTC と GES がそれぞれ保有するデータベースを統合する。
- ・ パイロット郡にて1年間のインダクション期間を終了したライセンス未付与の教員について、NTC のデータベースを使用しライセンス付与の手続きをテストする。
- ・ NTC のデータベース構築をこれ以上遅延させないため、2017 年末までにガーナ財務省より生体認証データを受領する。
- ・ パイロット郡において、研修受講履歴の作成と履歴の郡事務所への提出のために、学校研修記録が配付され使用されたかを確認する。

###### 〈Output 3 に関連する提言〉

- ・ 現在計画されているパイロット郡におけるシニア教員の研修を実施後、速やかにシニア教員研修マニュアルを最終化する。
- ・ 2017～2018 年における、パイロット郡の新任教員向け研修及び予算策定を支援する。

###### 〈Output 4 に関連する提言〉

- ・ 2012 年に策定された PTPDM 政策文書と現在改訂中の PTPDM 政策文書及びガイドラインの内容を整合する。

###### 〈横断的な提言〉

- ・ エンドラインサーベイの分析結果に基づき、すべての技術協力成果品を改善する。

##### 2) 上位目標達成のために実施すべきこと

###### 〈Output 4 に関連する提言〉

- ・ PTPDM 政策の全国展開に関し一義的な責任機関とその役割を MoE、NTC、GES 間で決定し、併せて PTPDM 政策の 11 コンポーネント（暫定）の調整機関、監督機関、実施機関を再定義し各機関の詳細なタスクを策定する。また、それらに沿って全国

展開計画の予算を修正する。

〈横断的な提言〉

- ・PTPDM 政策の実施にあたり、新制度についていけない教員や、地方分権化によって想定される郡レベルまたは学校レベルで発生し得る格差について、影響を最小限にとどめるべく是正措置を全国展開計画に含める。

## (2) ガーナ MoE が実施すべきこと

〈プロジェクト終了時まで〉

- ・PTPDM 政策と関連文書を適正な手続きにより承認する。
- ・プロジェクトに関する組織知や専門性、PTPDM 政策の全国展開計画やその効果的な実施等に留意しつつ、技術協力プロジェクトチームよりその機能を引き継ぐよう、責任機関に指示を出す。
- ・教員のキャリア階梯について、教員組合とのコンセンサスを形成する。
- ・NTC の人員体制強化を含め、PTPDM 政策の効果的な実施のための実施機関のキャパシティを強化する。
- ・PTPDM の全国展開計画で示されている今後 4 年間の必要予算について、適時の予算配付及び支出を担保するとともに、ガーナ政府以外の資金調達源を確認する（まずは 2018～2019 年度予算）。
- ・新任教員に対する必須研修について、GES 及び郡 GES とともに必要な予算を措置する。

〈プロジェクト終了時以降〉

- ・今後制定される予定の新教育法で規定されている地方分権化後の体制・制度に基づき、PTPDM 政策と関連文書を改訂する。

## 3-7 教訓

### (1) パイロットでの検証項目

2 サイクルで実施されたパイロット活動において、検証事項の設定が十分ではなく、結果的にパイロット活動が必ずしも十分に活用されていなかった。大きな要因の 1 つとして、当初予定ではプロジェクトの 2 年目から開始予定であったパイロット活動について、MoE より急ぎよ 1 年目からの開始を要望され、結果としてパイロット活動が検証よりも活動実施そのものに主眼が置かれてしまった点がある。このような背景はあったものの、プロジェクトの早期の段階において、何をパイロット活動で検証すべきか明確に定義されるべきであった。

### (2) プロジェクト早期の段階におけるプロジェクト実施領域の明確化・相互理解促進

特に本プロジェクトのような政策支援案件は、他の案件に比べ C/P 機関の要望により計画変更が求められる可能性が高く、外部条件も多数あり、かつ明確なアウトプットが見えづらいため、C/P 個々人でも認識にバラつきがある。このため、プロジェクト早期の段階において、対象領域の明確化と相互理解を図り、それを基に計画・投入を管理すべきだった。この対象領域の認識のバラつきにより、外部条件の変更等がどれだけ計画に変化をも

たらずのか、どの程度の追加の投入が必要なのかについても認識にズレが発生しており、結果的に適時適切な投入が阻害された可能性がある。

### (3) 渡航計画・要員配置の最適化

渡航回数や要員人数についても、可能な限り少なくできるように業務指示書で工夫する必要がある。本プロジェクトは合計 80 回近くの渡航があり、移動のみで約 10 人/月を消費しており、かつ複数回の要員の交代により計 11 名が従事していたことから、中間レビューの際は C/P からも頻繁な人の出入りにより腰を据えた議論ができない点に苦言が呈された。本プロジェクトについては、渡航回数や要員人数の増加により効率性が阻害された可能性がある。

### (4) 外部資金調達源の確認

事業実施において、先方政府予算以外からの資金確保についても、プロジェクト開始当初より検討する必要がある。討議議事録（Record of Discussions : R/D）では研修開催費・参加費、C/P のモニタリング経費等は原則先方予算とされているが、先方予算が十分に確保されず関連活動の遅延等の影響が発生した。先方による予算確保が行えない可能性は常に存在するため、その事態に対応できるよう、外部資金調達源の確認がプロジェクト開始当初にされるべきであった。

## The Summary of Terminal Evaluation

<b>1. Outline of the Project</b>	
<b>Country:</b> The Republic of Ghana	<b>Project Title:</b> The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy
<b>Issue/Sector:</b> Education (Pre-Tertiary)	<b>Cooperation Scheme:</b> Technical Cooperation
<b>Division in Charge:</b> Basic Education Division II, Basic Education Group, Human Development Department	<b>Total Cost</b> (at the time of Terminal Evaluation): 350 million yen
<b>Period of Cooperation</b>	April 2014 ~ March 2018 (48 months)
	<p><b>Partner Country's Implementation Organization:</b> Ministry of Education (MoE), Ghana Education Service (GES), Technical Education Division (TED), National Teaching Council (NTC)</p> <p><b>Supporting Organization in Japan:</b> JICA, PADECO Co., Ltd.</p>
<b>1-1 Background of the Project</b>	
<p>While the Government of Ghana (GoG) has expanded access to education steadily, the quality of education is still a concern for the government. Academic achievement of 6<sup>th</sup> grade of sampled primary school pupils in NEA in 2011 was 35.3% in English and 16.1% in Mathematics which are far below the passing marks of 78.9% and 56.9% respectively. Ghana was placed in the bottom among participating 42 countries in TIMSS 2011 targeting 2<sup>nd</sup> grade students of Junior High School.</p> <p>Under such circumstances, the improvement of teachers capacity to contribute to educational quality is a pressing need. One of the six educational sub-sector policies of the ESP of MoE was the "Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy". The PTPDM Policy focuses on strategic human resource management based on competencies and efforts in capacity improvement as a basis of career progression to facilitate professional development of teachers.</p> <p>To address the issue of teachers' capacity development, school-based/cluster-based INSET (SBI/CBI) is recognized as one of the best strategies. Three technical cooperation projects have been implemented focusing on INSET in collaboration with JICA since 2000 to 2013. These projects have supported developing and disseminating the model and teaching manuals centred on lesson study and school-based/cluster-based INSET (SBI/CBI) to introduce student-centred math and science classes in primary schools. Under PTPDM Policy, it is expected that SBI/CBI programs developed through the precedent projects are incorporated in the teacher appraisal, and teachers are therefore motivated to implement the INSET programs.</p> <p>The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy aims at establishing career progression mechanism to facilitate professional development of teachers through training implementation model to acquire competencies necessary for each career rank, and appraisal and promotion model based on competencies and training records.</p>	

<b>1-2 Project Overview</b>		
<b>(1) Super Goal</b>		
Pre-tertiary teachers (*) acquire competency, by progressing in their career. (* Pre-tertiary teachers cover all the teachers at 3 levels of pre-tertiary education.)		
<b>(2) Overall Goal</b>		
Career progression mechanism is enacted in non-pilot districts.		
<b>(3) Project Purpose</b>		
Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.		
<b>(4) Outputs</b>		
1. Teacher appraisal and promotion mechanism based on competencies is developed.		
2. A mechanism for data collection and management of teacher training record is developed.		
3. Training materials for NQT/ST training courses are developed.		
4. Enabling environment for the implementation of PTPDM Policy is created.		
<b>(4) Inputs</b>		
<b>【Japanese side】</b>		
1) <u>JICA Expert Team</u> : A total of 11 experts (69.59 P/M) as of end of September 2017		
2) <u>Training</u> : A total of 53 Ghanaians participated in the training in Japan (22) and in the third countries (31)		
3) <u>Equipment</u> :		
- A total of USD 41,200.82 and GHS 83,580 worth equipment has been provided by the Project.		
- A total of GHS 218,115 worth office equipment has been provided by JICA Ghana Office.		
4) <u>Local expenses</u> : A total of JPY 67,146,007 has been disbursed as of end of September 2017.		
<b>【Ghanaian side】</b>		
1) <u>Counterpart Personnel (C/P)</u> : A total of 18 personnel has been appointed.		
2) <u>Administrative Personnel</u> : 1- Secretary, 1-Driver		
3) <u>Facilities and equipment</u> : Office space including office furniture and generator		
4) <u>Project expenses</u> : Training expenses and others		
<b>2. Terminal Evaluation</b>		
Members of Terminal Evaluation Team	<u>Japanese side</u> :	
	1) Shinichiro Tanaka, Team Leader, Senior Advisor (Education), JICA 2) Taro Kakehashi, Cooperation Planning, Assistant Director, Basic Education Team 2, Basic Education Group, Human Development Department, JICA 3) Yuko Ogino, Evaluation Analysis, Senior Consultant, Koei Research & Consulting	
Members of Terminal Evaluation Team	<u>Ghanaian side</u> :	
	1) Evelyn Owusu Oduro, Executive Secretary, National Teaching Council (NTC) 2) Gideon Ahoholu, National INSET Unit (NIU) National Coordinator, NTC 3) Francis Kwesi Addai, NIU Member, NTC	
Period	From 19 Nov. – 9 Dec. 2017	Type of Evaluation: Terminal Evaluation

### 3. Results of Evaluation

#### 3-1 Achievement of the Project

##### (1) Output

**【Output 1】** *Output 1 is likely to be achieved subject to the completion of piloting, verification and confirmation on how training records are considered in promotion procedures.*

- With regards to the indicator (The Appraisal Handbook and promotion forms are approved by JCC for nationwide expansion.), the Handbook and the forms have been currently under final revision and expected to be approved at the final JCC scheduled in February 2018.
- However, how training records are considered in the promotion procedures is yet to be clarified. “Other optional training” as one of the promotion criteria is not clearly defined as well. Additional measures also need to be included to ensure use of the Handbook. Utilization of training records in the promotion procedures needs to be clarified particularly as a core element of the Project. The Project is planning to conduct small-scale pilot of promotion procedures from now, which is a prerequisite of the achievement of the indicator of Output 1.

**【Output 2】** *Output 2 will be partially achieved.*

- Indicator 1 (90% of NQTs in the pilot districts utilize the logbook.) is achieved. Indicator 2 (5 pilot districts enter data on teacher training record of NQTs in the Database.) is partially achieved. Meanwhile, NTC database newly introduced in 2017 is making progress.
- However, utilization status of School Training Logbook is not observed both at school and DEOs. Capacity improvement for data management at DEOs is also not confirmed. Likewise, database development for promotion as well as capacity improvement for data management are not observed at central level. Delay in NTC’s obtaining biometrics data from Ministry of Finance and harmonization between NTC and GES in terms of their own databases also remain as issues.

**【Output 3】** *Output 3 is likely to be achieved.*

- With regards to the indicator (Materials for NQT/ST training courses are approved by JCC for nationwide expansion.), all the necessary materials except for ST training manuals one have been developed, tested and revised through pilot. They are currently under final revision by incorporating the finalized standards for in-service teachers in time for approval at the final JCC scheduled in February 2018. ST training manuals are planned to be tested and finalized from now through pilot before the JCC.
- However, in addition to an issue of securing budgets by DEOs for mandatory trainings, NQT trainings have not yet conducted this year so far due to delay in posting of NQTs. The Project needs to support planning for the NQT training to be completed this academic year.

**【Output 4】** *Output 4 is likely to be achieved.*

- With regards to the indicator 1 (Revised PTPDM Policy document is approved by JCC) and indicator 2 (PTPDM Policy Framework Guideline is approved by JCC), both documents have been developed and under final revision in time for approval at the final JCC scheduled in February

2018.

- However, teacher unions are protesting fees for license and training to be incurred to teachers. In addition, PTPDM Policy needs to be further revised to maintain consistency with the new Education Act to be approved later and which defines decentralized settings.

(2) Project Purpose:

***Achievement of the Project Purpose is subject to the responses to the remaining issues and the recommendations. Factors affected on the non-achievements of some indicators are also to be analyzed. Based on the in-depth analysis of the End-line Survey, measures need to be taken for further improvement of the each Output of the Project.***

The summary of achievements as against indicators are as follows:

Indicator 1 (Roll-out plan of PTPDM Policy of Ministry of Education is formulated.): Likely to be achieved as the draft Roll-out Plan was developed with proposed budget, and currently under final revision.

Indicator 2 (The ratio of NQTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.): Achieved in 2 districts in the South and almost achieved in 1 district in the North.

Indicator 3 (Submission rate of appraisal form exceeds 70% in the 5 pilot districts.): Achieved in 3 pilot districts and almost achieved in average of 5 pilot districts (69.71%)

Indicator 4 (The ratio of teachers who properly fills important parts (to be specified) of appraisal form increases 20% compared to the first cycle of monitoring in 2016.): Achieved in 2 out of 6 sections, and not met in the sections on competencies which are regarded as particularly important and the absolute ratio being as low as less than 50%.

Indicator 5 & 6 (The ratio of schools which implement 4 times SBI and 2 times CBI increased.): Achieved in 4 districts for SBI and 4 districts for CBI

(3) Overall Goal

***Achieving Overall Goal is subject to achievement of Project Purpose and responses to the recommendations.***

Achievement of Project Purpose and responses to the recommendations explains later are pre conditions for achievement of Overall Goal. Appraisal system using PSC format and promotion system attaching all appraisal forms at the present rank are already national systems, which are promoting factors to the attainment of Overall Goal. Since indicators of Overall Goal are strongly associated with the Roll-out of PTPDM policy implementation after the project completion, the indicators need to be adjusted based on the Roll-out plan currently under revision.

(4) Super Goal

***Super Goal is theoretically achievable.***

If the career progression mechanism is implemented, promotion is done based on competencies. Therefore, pre-tertiary teachers acquire competency, by progressing in their career, which is

theoretically achievable.

### 3-2 Summary of Evaluation Results<sup>2</sup>

(1) Relevance:

***The Project is highly relevant in terms of consistency with policies, needs and project approach with some issues but mostly appropriate.***

- PTPDM Policy was developed based on the Education Act (2008) and is consistent with GSGDA II as well as new Education Act waiting for approval by Parliament. The latest draft of the Education Strategic Plan (ESP) 2018-2030 captures the PTPDM Policy. The implementation of the Policy is clearly mentioned in the draft including relevant INSET and career progression. The Project is also consistent with Japanese ODA policy.
- The Project caters for the needs of teachers in having career progression mechanism for continuous professional development, the needs of children in receiving quality education and the needs of policy makers in enhancing image of teaching profession, which will lead to improving quality of education - a major remaining issue in Ghana.
- The Project adopted necessary and appropriate approach to achieve the Project Purpose. The Project was designed to develop career progression mechanism to sustain continuous professional development of teachers through competency based appraisal and promotion, aiming to improve learning of students through teachers with improved professional quality. It is also appropriate to utilize the outputs of the precedent INSET projects. Selection of pilot districts is also well balanced. However, there are some issues: 1) The project management structure which allows a coordinator from MoE to be actively involved from the very beginning was desirable in addition to GES and NTC to avoid the situation that Project experts had to take many of the coordination works, 2) Roles and responsibilities needed to be clearly defined on both inside and outside of the scope of the Project to form an agreement on the whole picture of the PTPDM policy and the selected components of the Project' interventions as PTPDM Policy Guideline needs to entail whole components (methodologies) of the PTPDM to embody the Policy.

(2) Effectiveness

***Effectiveness of the Project is moderate as it is mainly assessed by the attainment of Project Purpose and according to available information. To increase effectiveness, the remaining issues and the recommendations are to be responded.***

- Development of relevant documents and Roll-out Plan of PTPDM Policy are in progress, but the remaining issues and the recommendations are to be responded to achieve the Project Purpose. In-depth analysis of the End-line Survey also needs to be incorporated into the final refinement of each Output of the Project.

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<sup>2</sup> Five criteria were evaluated together with counterpart personnel using 4-scale evaluation: very high, high, moderate, and low.

### (3) Efficiency

***Efficiency of the Project is moderate; Multiple factors impaired the efficiency.***

- Utilization of assets of the precedent INSET projects (human resources, system, network, materials etc.) increased efficiency.
- However, piloting started 1 year ahead of original schedule which was initially planned to have 2 cycles from 2<sup>nd</sup> year of the Project, due to strong demand from Chief Director of MoE. In addition, the pilot activities were implemented without proper Plan-Do-See-Improve (PDSI) cycle to set pilot questions, collect information and to feedback. As a result, the number of pilot cycle was increased from 2 to 3 times, and the first and second cycles were not sufficiently used as pilot. The situation put the Project simultaneously to implement pilot activities and system development; the systems, training contents and materials were to be revised many times, and the pilot was implemented with unconfirmed measures. Such process has increased additional efforts for updates and followed ups, which affected efficiency of the Project.
- Other factors that impaired the efficiency include delays in activities due to insufficient funding by the Ghana side, lack of capacity of NTC, developing PTPDM Policy Guideline which explains concrete measures not in the beginning but in the 2<sup>nd</sup> year of the Project and lengthy process of reaching agreements with teacher unions.

### (4) Impact

***Impact of the Project is moderate based on the prospect of achieving Overall Goal and the ripple effects already observed.***

- Overall Goal is achieved by roll-out implementation of PTPDM Policy. For this to happen, achievement of Project Purpose is a pre-condition. Prospect of achieving Overall Goal is not clear as the Project Purpose is not achieved yet as of terminal evaluation.
- Examples of positive impact are observed in implementation of training activities in non-pilot districts utilizing funding support from UNICEF and GPEG, contribution by JOCVs in facilitating SBI implementation and capacity development of DEOs, sharing information with other African countries, and a case in a non-pilot district to implement training and other related activities at DEO's own budget. No negative effects of the Project have been confirmed. However, measures need to be taken to provide license to NQTs, which is delayed due to the protest by teacher unions. Mitigation of the concerns is also necessary about inequality in promotion opportunities between teachers and districts, which may be emerged when decentralization is progressed.

### (5) Sustainability

***Sustainability is currently moderate. Policy and institutional aspects are high. If remaining issues and challenges are addressed and recommendations are responded, overall sustainability could become high.***

- Policy and institutional aspects: It is anticipated that PTPDM remains as a priority policy in the future as well because PTPDM Policy is consistent to GSGDA II, present Education Act (2008) and the coming new Education Act to be enacted in 2018, and the ESP 2018-2030 which captures

implementation of PTPDM Policy clearly. The high-level commitment by the Minister of MoE is also evident, which provides a favourable environment for policy implementation. PTPDM Policy (2012) is the policy document based on the Decree of MoE's Minister. If revised PTPDM Policy and related documents under final revision as outputs of the Project are to be officially endorsed through appropriate procedures including cabinet approval, institutional sustainability will be reinforced.

- **Organizational and human resource aspects:** Understaffing of NTC is a risk factor for organizational sustainability. It is an urgent need to develop human resources of NTC which is responsible for providing teacher license and to maintain its functions for the size of 300,000 teachers as a core organization of nationwide implementation of PTPDM Policy. The primary responsible organization for the Roll-out plan of PTPDM needs to be identified because PTPDM Policy implementation entails multiple institutions, departments and divisions from central to region/district and to school. Counterparts need to take over the functions of the Project in view of project completion in March 2018. In addition, the Ghana side is required to respond to anticipated various changes to be brought by the decentralization including possible further reorganization and staff reductions of GES, when implementing the Roll-out Plan.
- **Technical aspect:** NIU capacity is already developed to implement INSET independently and effectively, and capacity development of newly appointed personnel at NIU after Mid-term Review has been in good progress. Training at district level is technically feasible as district trainers have already been developed through the precedent INSET projects. However, technical capacity of database operation and management is limited both at central and district levels, which remains as subject for further improvement.
- **Financial aspect:** Positive aspect is that draft PTPDM Roll-out Plan was prepared with budget estimates for 4 years 2018-2022 and the budget request was already made for 2018. It is however necessary to follow-up to ensure approval of the budget and its' actual disbursement. Continuing to make budget proposals after 2018 onwards is also required at an appropriate timing with the refined budget items and their estimations currently under revision. In addition, how to finance mandatory trainings annually for respective ranks needs to be clearly included in the PTPDM Policy Guideline in view of the continuous tight budget.

### **3-3 Contributing Factors**

#### **(1) Factors related to planning**

- A new area to develop career progression mechanism was made possible as the Project has pioneered it through policy and institutional development based on the assets of the precedent INSET projects.

#### **(2) Factors related to implementation process**

- With regards to the Appraisal Handbook, the Project coordinated with PSC taking the opportunity of public servant reform at early stage, which has increased effectiveness and sustainability of the Project.

- Promotion forms were revised by GES to include the introduction of new promotion procedures requiring all the appraisal forms for the period of being in the present rank, which is already effective in 2017/18 nationwide as directed by GES. Because of this, the teacher appraisal system improved by the Project was also acknowledged in the national system of promotion, which is a contributing factor of sustainability.
- Utilizing various assets of the precedent INSET projects (experiences, human resources, system, network, materials etc.) has increased efficiency.
- Implementation of training activities in non-pilot districts was made possible utilizing financial support of other development partners like UNICEF and GPEG.
- Counterpart training in Japan conducted in the 1<sup>st</sup> half of the Project was so effective for capacity development, increased understanding and support of the participants including Chief Director of MoE.
- The Project has been implemented based on the extensive discussions and consultations with wide range of stakeholders, which is a notable feature and has been a lengthy process for reaching agreements but has contributed to the good understanding and active participation of the stakeholders on the Project and PTPDM Policy.
- The strong leadership of the new Minister of MoE in 2017 has increase support for PTPDM Policy implementation as observed in staffing and budgeting of NTC, license system development, NTC database financed by MoE. It has also contributed to facilitating the process for agreement with teacher unions by providing dialogue opportunities.
- With change of major counterpart agency from TED to NTC after merging TED into NTC, ex-TED members have been able to perform mandated tasks of NTC. The Project was also made possible to support NTCs more substantially including activities related to licensing. Project Manager was also changed from TED Director to NTC Ex. Secretary, but since the same person took the office in NTC, consistency and understanding of the Project are well maintained, and decision making was unified and has become prompt.
- In the latter half of the Project, monitoring activities have been conducted with support from JICA in spite of non-improvement in budget appropriation for project activities from MoE.

### **3-4 Factors which have caused problems**

#### **(1) Factors related to planning**

- Project purpose in the ex-ante evaluation report was not identical to that of the original English PDM (Ver. 1). In terms of narrative summary, indicators and activities of the PDM, some of them were inappropriate, insufficient and not clear. For example, definition of “career progression mechanism” mentioned in Overall Goal and Project Purpose needed to be added. Development of Roll-out Plan was to be included as an indicator of Project Purpose to clearly lead to Overall Goal. These may have affected for stakeholders to have common understanding regarding scope and goals of the Project in the 1<sup>st</sup> half of the Project.
- Appointment of an appropriate coordinator was not realized in spite of agreement in Mid-term Review. The project management structure which allows a coordinator from MoE to be actively

involved from the very beginning was desirable to avoid the situation that Project experts had to take many of the coordination works.

- Roles and responsibilities were not clearly defined on both inside and outside of the scope of the Project to form an agreement on the whole picture of the PTPDM Policy and the selected components of the Project' interventions as the PTPDM Policy Guideline needs to entail whole components (methodologies) of the PTPDM Policy to embody the Policy. Such situation affected on establishing common understanding among stakeholders on the concrete goals to be achieved. Development of the PTPDM Policy Guideline was developed not in the beginning but in the 2<sup>nd</sup> year of the Project, which also impaired efficiency of the Project.

## **(2) Factors related to implementation process**

- Piloting started 1 year ahead of original schedule which was initially planned to have 2 cycles from 2<sup>nd</sup> year of the Project, due to strong demand from Chief Director of MoE. In addition, the pilot activities were implemented without proper Plan-Do-See-Improve (PDSI) cycle. As a result, the number of pilot cycle is increased from 2 to 3 times, which is a major factor affected on overall efficiency of the Project. The situation put the Project simultaneously to implement pilot activities and system development and was not able to efficiently develop the systems.
- Due to insufficient budget from the Ghanaian side, project activities were delayed, and monitoring was not sufficiently conducted particularly in the 1<sup>st</sup> half of the Project. These have affected on progress of activities and attainment of Outputs.
- The Project has to clarify the whole picture of the PTPDM Policy, relate the selected components of the Project interventions with overall components of PTPDM Policy, and develop the systems together with managing the process of reaching agreement among wide range of stakeholders. Such process has been more time-consuming than initially expected.
- Teacher unions are protesting in some of the points such as naming of teacher ranks in the career progression, licensing and training fees levying from teachers. This has delayed activities in providing license to NQTs, finalization of PTPDM Policy document and the PTPDM Policy Guideline and so forth.
- Change of major counterpart agency (from TED to NTC) has reduced close communication and coordination between NTC and GES. The counterpart of the Project was almost like limited to NTC, and the participation by GES at central level has become less than before.
- Due to merging of major counterpart of TED into NTC, demands for system development of teacher license and appraisal/promotion as well as to organize database development, the scope of the Project got flexible, and was affected on the common understanding of the goals of the Project among relevant stakeholders.
- Due to understaffing of NTC and its weak organizational management capacity, many of the Project functions have been taken by experts of the Project. The responsible organization for PTPDM Policy is not yet clearly identified, which also affects on the handing over the functions of the Project and sustainability of the Project as well.
- Without appointment of PTPDM coordinator or similar counterpart in the MoE to date, project

activities as well as for sustainability have also been suffered.

- A new initiative of senior high school free programme commenced 2017/18 occupies GES, which also affected on the issue that necessary consultations have not been conducted with GES.
- Many number of travels of project experts when assigning to Ghana during the Project period and changes of experts for several times have affected on the establishment of the common understanding among project team members.

### **3-5 Conclusions**

The Project has been effective to set out framework of PTPDM policy implementation in a good shape, developing key ideas that are captured in the documents produced despite the continuously changing situations surrounding the Project e.g., Licensing, Education Bill, organization reform involving GES and NTC, and union concern.

Key concepts in PTPDM policy implementation (e.g. standards for teacher in-service, career rank, and career path, etc.) have been formulated to gain consensus through a long process of discussion with a wide range of stakeholders. Also, training logs of SBI/CBI are counted in the appraisal and promotion, alongside with the teacher standards, so that only the teachers who attempt to learn and achieve more are considered in the promotion.

Yet there are key issues to be settled and achieved indispensable to the achievement of the Project Purpose. Followings are the recommendation for the Project and MOE, to finally accomplish the Project and to sustainably implement of the Rollout plan beyond Project termination scheduled in March 2018

### **3-6 Recommendations**

#### **(1) Overall:**

Before the last JCC meeting scheduled in February 2018

- Refine all the outputs of the Project based on the in-depth analysis of End-line Survey, including the Roll-out Plan
- Gain consensus with teacher unions on career progression
- Revise the Project deliverables (Policy document, Guideline, and the Roll-out plan, etc.) reflecting following discussion during the remaining period of the project
- Refine roles and responsibilities in (a) Coordination, of PTPDM policy implementation consist of the (currently) 11 measures, (b) regulation and (c) implementation function of each of the 11 measures, with detailed tasks accordingly.
- Revise budget proposal of the Rollout Plan, reflecting above
- Include remedial measures in the Roll-out plan to (i) minimize the numbers of teachers that cannot follow the new practice and (ii) to redress the gap among/within districts and schools anticipating situations after the decentralization

Beyond project termination scheduled in March 2018

- Revise PTPDM Policy, Guideline, the Roll-out plan, and other related documents referring to the decentralization stipulated in the Education Bill expected to be enacted in 2018.

**(2) For the Project, by the end of the Project**

**Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.**

- Clarify how training records are considered in the promotion procedures improved by the Project and confirm its feasibility in collaboration with GES-HRMD
- Clearly define an analytical framework on the CPD point system in connection to the “other optional training” as a part of the promotion criteria as per item “2)” below;

The criteria for promotion defined in the PTPDM project are:

- 1) Year of service
  - 2) Mandatory (including SBI/CBI) and other optional training
  - 3) Appraisal based on standards (competencies)
- GES (DEO/REO) in collaboration with NTC to introduce Appraisal Handbook for Teachers taking advantage of various workshops and other opportunities.
  - Incorporate SBI/CBI into SPAM (School Performance Appraisal Meeting) and SPIP (School Performance Improvement Plan) so that teachers are ensured to be provided with such opportunities to gain expertise and eventually to be promoted.

**Output 2: A mechanism for data collection and management of teacher training record is developed.**

- Ensure that school training logbook is distributed and used to provide summary of training history of teachers, and to submit to DEOs
- Harmonize database of NTC and GES as integral part for licensing, recruitment and promotion of teachers
- Obtain biometrics data from Ministry of Finance to be incorporated to the NTC database by the end of December 2017 to avoid further delay
- Test licensing procedures using NTC portal for NQTs in the pilot districts who have successfully completed the 1-year induction program

**Output 3: Training materials for NQT/ST training courses are developed.**

- Finalize the Manual for Senior Teachers (ST) Training after piloting ST training
- Assist pilot districts in planning for NQT training 2017/18 in the annual training and budget plan.

**Output 4 : Enabling environment for the implementation of PTPDM Policy is created.**

- Ensure consistency of the PTPDM Policy document (2017) to be revised and its Guideline, with the PTPDM policy document (2012)

**(3) For MOE, before JCC meeting scheduled in February 2018, in consultation with the Project**

- Officially endorse PTPDM Policy (rev.) and other related documents

- Determine the primarily responsible organization and define roles and responsibilities among MOE, NTC, and GES in implementing the Roll-out Plan
- Accordingly, issue directives to mandate the primarily responsible organization to take over the functions of the Project, taking into account institutional memories, expertise associated with the Project, and the needs for effective implementation of Roll-out plan and nation-wide success of PTPDM policy
- Enhance capacity of implementing institutions to effectively implement PTPDM policy including filling vacancies of NTC
- Ensure to allocate and disburse the budgets already proposed for the Roll-out on time (FY18/19-22/23), including those for MoE/GES/Districts to finance mandatory training for teachers especially for NQTs

**(4) For MOE, beyond the end of the Project**

- Revise PTPDM Policy, Guideline, the Roll-out plan, and other related documents referring to the decentralization stipulated in the Education Bill expected to be enacted in 2018.

# 第1章 終了時評価調査概要

## 1-1 背景

ガーナ共和国（以下、「ガーナ」と記す）においては、教育の量的拡大については着実に進捗しつつある一方で、その質の向上が残された大きな課題となっている。例えば、2013年に実施された小学6年生向けサンプル学習状況調査（National Education Assessment：NEA）の結果では、到達合格ラインとされる55%の正答率を得た児童の割合は、英語は39%、同じく算数では10.9%と報告されており、両科目ともに到達合格ラインには及んでいない。また、中学2年生を対象とした国際数学・理科教育動向調査（Trends in International Mathematics and Science Study：TIMSS）2011においては、全参加国（42カ国）のうち、数学、理科ともに最下位であった。このような状況を踏まえ、教育の質を担保する教員の能力向上が必要とされており、2011年にガーナ教育省（Ministry of Education：MoE）が策定したセクター開発計画においては6つの教育サブセクター政策のうちの1つとして、「初中等教員の資質向上・管理（PTPDM）政策」<sup>3</sup>がうたわれている。この政策は教員の能力やその向上にかかる取り組みの実施状況を考慮した人事管理により、教員の職能成長を促進しようとするものである。

なお、教員の能力向上にかかる重要な取り組みの1つと考えられるのが、学校や地域内での研修である。わが国は2000年から2013年にかけて、3つの技術協力プロジェクト<sup>4</sup>を実施し、小学校理科における学習者中心型授業普及のため、「授業研究」を中心とする学校内での研修の実施モデル及びそのマニュアルの開発と全国普及を支援してきた。PTPDM政策のもと、これまでの技術協力プロジェクトで導入された教員研修〔校内研修（School-Based INSET：SBI）とクラスター研修（Cluster-Based INSET：CBI）〕が、教員の人事評価において勘案されることにより、教員の研修意欲の高まりが期待される。

今次プロジェクトは、教員の各階梯に必要な能力を踏まえた研修の実施モデル及び教員の能力や研修受講歴等を踏まえた評価・昇進のモデルの構築により、教員の職能成長にかかる取り組みを促進させるシステムの整備に取り組むものである。

## 1-2 調査目的

本調査の目的は以下のとおり。

- ① プロジェクト・デザイン・マトリックス（Project Design Matrix：PDM）及び活動計画（Plan of Operations：PO）に沿って、投入実績、活動実績、計画達成度を確認し、問題点を整理する。
- ② 計画達成度を踏まえつつ、評価5項目（妥当性、有効性、効率性、インパクト、持続性）の観点からプロジェクトの終了時評価を実施する。
- ③ 評価結果に基づき、プロジェクトの成果及び課題について合同評価委員会で協議し、プロジェクトチームやガーナ側関係機関に対し提言する。
- ④ 他国の類似案件に役立つ教訓を抽出する。
- ⑤ 評価・協議結果をミニッツとして取りまとめ、ガーナ側と合意する。

<sup>3</sup> Pre-tertiary Teacher Professional Development and Management（PTPDM）Policy（January 31, 2012）のこと。同政策文書はガーナ教育省（MoE）のウェブサイト（<http://www.moe.gov.gh/site/policy>）より入手可能（2017年12月現在）

<sup>4</sup> 小中学校理科教育改善計画プロジェクト（2000-2005）、現職教員研修政策実施支援計画プロジェクト（2005-2008）、現職教員研修運営管理能力強化プロジェクト（2009-2013）

### 1-3 調査団構成

#### (1) 日本側調査団メンバー

担当分野	氏名	所属
団長	田中 紳一郎	JICA 国際協力専門員
協力企画	梯 太郎	JICA 人間開発部基礎教育グループ基礎教育第二チーム
評価分析	荻野 有子	株式会社コーエイリサーチ&コンサルティング

#### (2) ガーナ側合同評価メンバー

氏名	所属
Evelyn Owusu Oduro	Executive Secretary, 国家教員評議会 (NTC)
Gideon Ahoholu	National INSET Unit (NIU), NTC
Francis Kwesi Addai	NIU Member, NTC

### 1-4 調査日程

現地調査は、2017年11月19日(日)から12月9日(土)にわたり実施された(詳細は「付属資料1のANNEX-3」参照)。

### 1-5 主要面談者

#### (1) 教育省 (Ministry of Education : MoE)

Dr. Yaw Osei Adutwum, Deputy Minister (Secondary/TVET)

Divine Y. Ayidzoe, Director, Statistics, Research, and Information Management

Ernest Wesley-Otoo, Donor Coordinator, Planning, Budgeting, Monitoring and Evaluation

#### (2) ガーナ教育サービス (Ghana Education Service : GES)

Judith Esther Ofeibea Donkor, Director Human Resource Management and Development Division (HRMD)

#### (3) 国家教員評議会 (National Teaching Council : NTC)

Evelyn Owusu Oduro, Executive Secretary

Gideon Ahoholu, National Inset Unit (NIU) National Coordinator

Francesca Haizel, NIU Deputy Coordinator

Francis Kwesi Addai, NIU Member

Mireku Dora Animwaa, Licensing and Registration Coordinator, NTC

#### (4) Transforming Teacher Education & Learning in Ghana (T-TEL) プロジェクト

Akwasi Addae-Boahene, Chief Technical Adviser

#### (5) 教員組合

Mr. Ofoi Acheampong, General Secretary, Ghana National Association of Teachers (GNAT)

Ms. Gifty Apanbil, Deputy General Secretary, GNAT

Mr. Thomas Museh, HoD, Membership Educ. GNAT

Mr. Eric A. Garbonu, Vice President, National Association of Graduate Teachers (NAGRAT)

Mr. Norberi Gbongbortsi, De. VCommu. Director, Coalition of Concerned Teachers-Ghana  
(CCT-GH)

Ms. Vida Sapabil, National Women Com. CCT-GH

(6) JICA ガーナ事務所

Hirofumi Hoshi, Resident Representative

Yuko Ishizawa, Deputy Resident Representative

Masato Fukuhara, Representative

Bayowo Sylvester, Program Officer

(7) PTPDM プロジェクトチーム

Kenichi Tanaka, Team Leader/Human Resource Management I

Kenji Ohara, Deputy Team leader/Human Resource Management II

Kenichi Jibutsu, Planning/Implementation of Training

Ryusuke Yamachika, Project Coordinator/Local Government

Kaori Tanaka, Monitoring (I)

Paul Buatsi, Senior Education Consultant

## 第2章 プロジェクトの概要

### 2-1 基本計画

#### 2-1-1 事業目的

本プロジェクトの目的は、「ガーナにおいて初中等教員のキャリア階梯にかかる施策設計整備を行うことにより、パイロット郡における階層別研修（新任・校長等）の受講がインセンティブとして教員の昇格に反映されることを図り、もって教員の資質向上を図ることに寄与する。」（事前評価表）である。

#### 2-1-2 プロジェクトの要約

現行の PDM 第 2 版（2016 年 9 月）<sup>5</sup>に基づくプロジェクトの要約は以下のとおり。PDM 第 2 版は「付属資料 1 の ANNEX 1-1」参照。なお、PDM 第 2 版は指標の目標値の一部が未定であったが、2017 年 5 月の合同調整委員会（Joint Coordinating Committee : JCC）において決定されている。また、同 JCC において、指標に若干の変更が加えられたが、正式な修正手続きを経た変更ではないため、本終了時評価調査は、PDM 第 2 版に基づいて実施する。

表-1 プロジェクトの要約

スーパーゴール	職務の向上により、初中等教員 <sup>6</sup> の能力が向上する
上位目標	パイロット以外の郡において、キャリア階梯メカニズムが施行される
プロジェクト目標	PTPDM 政策に基づく全国展開可能な評価・昇進制度が構築される
成果 1	コンピテンシーベースの教員評価・昇進メカニズムが開発される
成果 2	教員研修記録に関するデータ収集・管理メカニズムが開発される
成果 3	新任教員・シニア教員研修教材が開発される
成果 4	PTPDM 政策の実施可能な環境が設立される

出所：現行 PDM（2016 年 9 月）（和文は仮和訳）

PDM は、中間レビュー調査を経て 2016 年 9 月 2 日署名の討議議事録（Record of Discussions : R/D）により 1 度改訂されている。オリジナルの PDM 第 1 版は「付属資料 1 の ANNEX 1-2」参照。なお、事前評価表のプロジェクト目標は「キャリア階梯メカニズムが構築され、パイロット郡において必要な階層別研修が実施される。」とある。他方、オリジナルの英文 PDM のプロジェクト目標は“Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.”[「研修履歴並びに校内研修（SBI）/クラスター研修（CBI）参加実績を活用した全国展開に有効な初中等教員のキャリア階梯メカニズムが構築される（仮和約）]」であり内容が異なっていた。中間レビュー調査では英文 PDM を正式のものと位置づけ、それに基づいて調査を実施し、さらに、プロジェクト目標の要約も含め PDM の改訂を提言した。PDM 第 1 版（2014 年 1 月）と PDM 第 2 版（2016 年 9 月）の対比概要は表-2 のとおり。

<sup>5</sup> PDM 第 2 版には August, 2016 と記載されているが、2016 年 9 月 2 日署名の R/D により正式に修正されたため、PDM 第 2 版（2016 年 9 月）の記載で統一する。

<sup>6</sup> 「初中等教員」は、PTPDM 政策が対象とする Pre-tertiary の 3 つのレベルの全教員を対象としている。

表－２ PDM 第 1 版（2014 年 1 月）と PDM 第 2 版（2016 年 9 月）の対比概要

	PDM 第 1 版 (2014 年 1 月)	PDM 第 2 版 (2016 年 9 月)	説 明
スーパー ゴール	職務の向上により、初中等 教員の能力が向上する	変更なし	-
上位目標	パイロット以外の郡にお いて、キャリア階梯メカニ ズムが施行される	変更なし	「キャリア階梯メカニズム」について、 PDM に注を付けて具体的に以下のよう に定義した。 注： Essential part of the "Career progression mechanism" is competency-based appraisal and promotion, which involve a ranges of areas such as teacher rank, database, mandatory training courses for Beginning Teachers and Head Teachers aspirants.
プロジェ クト目標	研修履歴並びに SBI/CBI 参 加実績を活用した全国展 開に有効な初中等教員の キャリア階梯メカニズム が構築される	PTPDM 政策に基づく全国 展開可能な評価・昇進制度 が構築される	「キャリア階梯メカニズム」は、上位 目標で定義したとおり「コンピテンシ ーベースの教員評価・昇進」であり、 成果 1～4 の達成から導かれるプロジェ クト目標として要約の文言を改訂し た。内容を大きく変更したものではな いが、コンピテンシーベースを含め、 本プロジェクトの達成目標を明確に記 載し直したもの。
成果 1	キャリア階梯の枠組みを 含む PTPDM 政策実施計画 案が更新される	コンピテンシーベースの 教員評価・昇進メカニズム が開発される	オリジナルでは、成果 1、2、3 を成果 4 のパイロット活動を通じて試行・検 証・更新して全国展開向けの施策を策 定するというプロジェクトデザインで あったが、改訂 PDM では、各成果にパ イロット活動も包摂したデザインとし た。
成果 2	既存の教員データベース がキャリア階梯管理のため に更新される	教員研修記録に関するデ ータ収集・管理メカニズム が開発される	
成果 3	必修とする研修コースが 改訂/開発される	新任教員・シニア教員研修 教材が開発される	
成果 4	成果 1～3 がパイロットの 結果を受けて更新される	PTPDM 政策の実施可能な 環境が設立される	
その他	指標、活動、外部条件も必要に応じて修正した。		

出所：調査団作成（仮和訳）

なお、“Pre-tertiary education”とは「①就学前、初等教育、中等教育からなる基礎教育（the basic school level）、②高校（Senior High School：SHS）、技術職業教育訓練（Technical and Vocational Education and Training：TVET）校（the second cycle level）、③特別校（special schools）の 3 つのレベルからなる」と PTPDM 政策（2012）に定義されている。したがって、本プロジェクトが対象とするのはこれら 3 つのレベルである。また、基礎教育レベルとは、4 歳から 15 歳を対象とし、幼稚園〔Kindergarten（KG）で 2 年間〕、小学校（Primary で 6 年間）、中学校〔Junior High School（JHS）3 年間〕の合計 11 年間である（無償義務教育）。

### 2-1-3 本プロジェクトの受益者（ターゲットグループ）

本プロジェクトの受益者は、事前評価表によると以下を想定している。

直接受益者：パイロット地域の初中等教員（有資格教員） 約 4,000 名

最終受益者：全国の初中等教員 約 20 万～30 万名

直近の教育管理情報システム（Education Management Information System : EMIS）（2014～15 年度データ）に基づく、本プロジェクトの裨益対象であるパイロット 5 郡の初中等教員は 6,009 名である。なお、無資格教員も、対応策が PTPDM 政策ガイドラインに含まれたため、裨益対象教員として含まれる。

また、本プロジェクトにより裨益した生徒数（子ども数）についても規模を把握するにあたり、パイロット 5 郡と国連児童基金（UNICEF）支援 6 郡のデータを表-3 にまとめた。UNICEF 支援の 6 郡は非パイロット郡で、UNICEF の資金援助により 2016 年より PTPDM 関連研修活動が開始され、指導員訓練（Training of Trainer : ToT）に引き続き校長研修も実施されていることから、生徒まで裨益したものと推計した<sup>7</sup>。

表-3 裨益教員数及び生徒（子ども）数内訳

	幼稚園	小学校	中学校	高校	技術職業 教育訓練校	合計
パイロット 5 郡						
教員	947	2,493	1,758	765	46	6,009
生徒	30,871	74,076	26,588	17,840	390	149,765
UNICEF 支援 6 郡						
教員	958	2,217	1,885	613	0	5,673
生徒数	27,986	80,022	30,549	11,716	0	150,273

出所：教育管理情報システム（EMIS）（2014～15 年度データ）

以上よりプロジェクト終了時点の本プロジェクトの受益者は以下のとおりと推計される。

直接受益者：パイロット地域の初中等教員 約 6,000 名

最終受益者：パイロット及び UNICEF 支援地域の初中等教員及び生徒 約 31 万名

なお、教育のためのガーナ・パートナーシップ基金（Ghana Partnership for Education Grant : GPEG）支援により ToT を実施した 73 郡については、その後の研修実施状況が不明なため、最終裨益者数も不明である。

### 2-1-4 プロジェクトの対象郡（パイロット郡）

プロジェクトの対象郡の選定にあたっては、地理的、社会経済的観点等も配慮し、要請書に記載されている南部の計 3 郡（グレーター・アクラ州、セントラル州、イースタン州から各 1 郡）に加え、北部貧困 2 州から計 2 郡を選定し計 5 郡をパイロット郡とした。

<sup>7</sup> 校長研修まで実施した 6 郡（2016 年に ToT を実施した Komenda-Edina-Eguafo-Abirem、Upper Denkiya West、Asikuma Odoben Brakwa、Upper West Akim、North Dayi、Ga East）を対象として裨益者数を計算した。

表－４ パイロット郡

地域	州	郡
南部	グレーター・アクラ	シャイ・オスドク (Shai-Osudoku)
	セントラル	アジュマコ・エンニャン・エシアン (Ajumako / Enyan / Essiam)
	イースタン	アッパーマニャ・クロボ (Upper Manya Krobo)
北部	ノーザン	サベルグ・ナントン (Savelugu-Nanton)
	アッパーイースト	カセナ・ナンカナ・イースト (Kassena Nankana East)

出所：「第1年次業務進捗報告書（その2）」（2015年6月）

## 2-2 プログラムにおける位置づけ

対ガーナ事業展開計画（2017年4月）において、4つの重点分野（中目標）のうちの1つとして保健・理数科教育（重点分野3）が設定されている。重点分野3には2つの開発課題（小目標）が設定されており、本プロジェクトは、「開発課題3-2：理数科教育」のなかの「基礎教育改善支援プログラム」に位置づけられている。

表－５ 「基礎教育改善支援プログラム」の概要

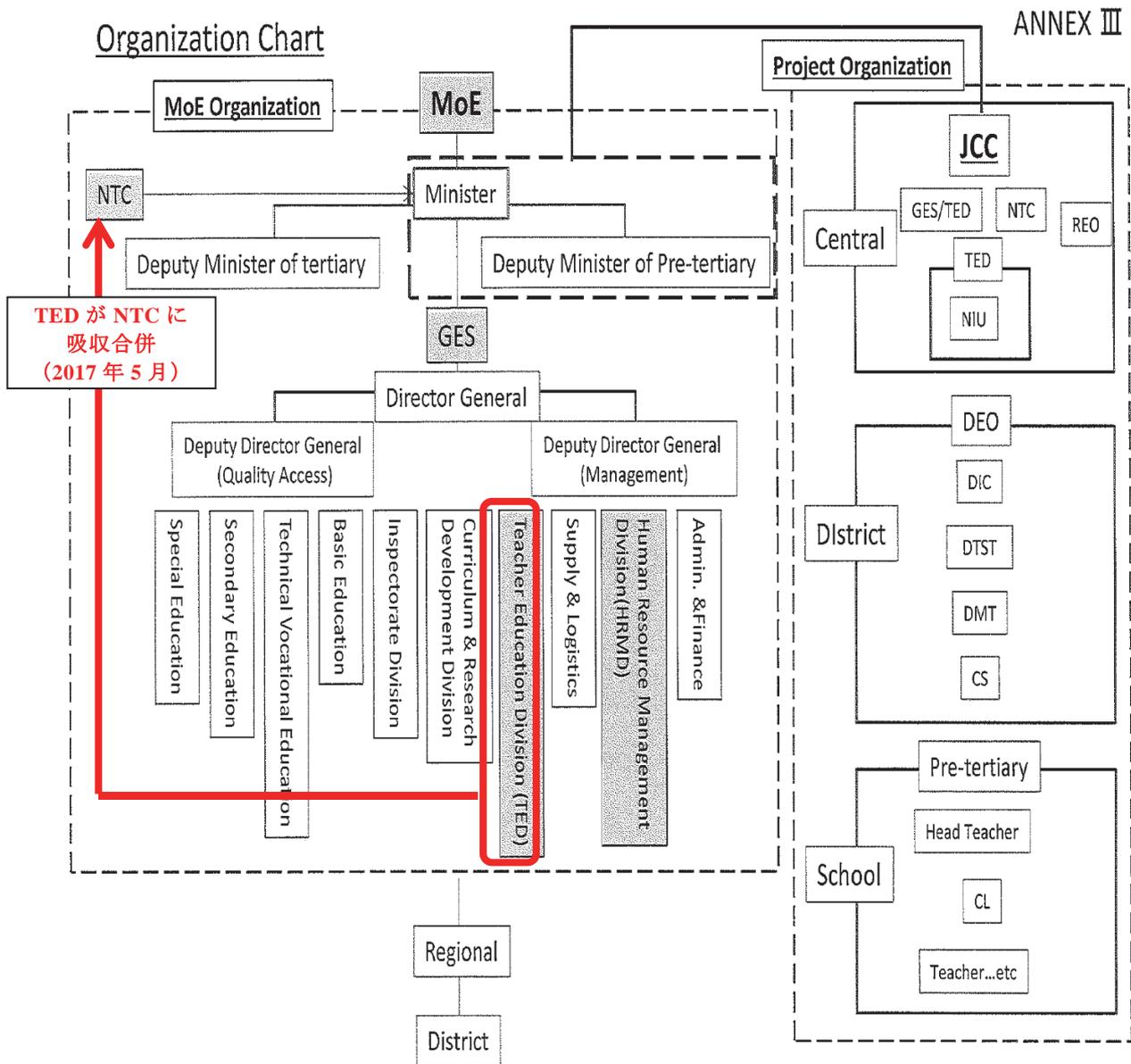
協力プログラム名	協力プログラム概要
基礎教育改善支援プログラム	貧困地域（地方農村部）の基礎教育サービス向上を目的とし、安全な学習環境へのアクセス、質、学校運営改善の観点から、学校整備、教員研修、現職教員再訓練、地方分権化の流れをくんだ教育行政の運営改善に集中して取り組む。

出所：対ガーナ共和国事業展開計画（2017年4月）

## 2-3 実施体制

本プロジェクトは、「NTCの機能を支援するGESの教師教育局 (Teacher Education Division: TED)」を主要C/P機関と位置づけて実施してきたが<sup>8</sup>、中間レビュー以降の2017年5月、TEDのNTCへの吸収合併により、主要C/P機関はNTCとなった。実施体制は図－1のとおり。

<sup>8</sup> 教育法 (Education Act) 778によると、NTCはガーナ教員政策の施策（ライセンスの管理、教員登録等を含む）を司ると位置づけられる。しかし、2013年10月の詳細計画策定調査時点ではNTCへの機能移管がなされておらず、総裁以下数名の幹部が任命されていたものの、組織体制や新組織がどの程度機能するか不透明であったため、当面は要請書どおり「NTCの機能を支援するガーナ教育サービス (GES) の教師教育局 (TED)」を主たるC/Pとした。2014年1月のR/D署名時に、GESのTEDをプロジェクト実施の主要機関と位置づけ、GESが合同調整委員会 (JCC) の議長も務める点が再確認されるとともに、NTCの本格的な立ち上げに伴いこれら役割をNTCへ委譲する件については改めて検討することとした。プロジェクト開始後は、2014年末をもってTEDの機能は、NTCに移管される見込みであり、同機能の移管後はNTCがC/P機関となる予定であったが、NTCの組織体制は脆弱でありTEDからNTCへの機能移管は進まなかった。そのため、2016年7月の中間レビュー時点におけるプロジェクトの実施体制は、当初から変更されていなかった。



出所：オリジナルの R/D（2014 年 1 月）に基づき調査団作成

図－1 プロジェクトの実施体制図

## 2-4 事業スケジュール

2014 年 4 月～2018 年 3 月を予定（計 48 カ月）

## 第3章 評価の方法

### 3-1 評価の枠組み

本終了時評価調査は、ガーナ・日本国側双方で合意された現行 PDM 第2版（2016年9月）と活動計画（PO）（2016年9月）や関係資料に基づいて評価設問（調査すべき項目）を検討し、プロジェクトの実績、実施プロセス、評価5項目（妥当性、有効性、効率性、インパクト、持続性）に関する評価グリッドを作成し、同評価グリッドに沿って評価した。現行及びオリジナルの PDM、改訂 PO 並びに評価グリッドは「付属資料1の ANNEX 1、2 及び4」参照。手順は以下のとおり。

#### (1) プロジェクトの実績

プロジェクトの実績について、投入（インプット）、成果（アウトプット）、プロジェクト目標、上位目標、スーパーゴールについて計画並びに PDM 指標に即して検証した。

#### (2) 実施プロセス

実施プロセスについて、活動は計画に即して実施されてきたのか、プロジェクト・マネジメントは適切であったかなどを確認し、プロジェクトの実施プロセスに影響を与えた貢献・阻害要因を把握した。

#### (3) 5項目評価

プロジェクトは、表-6に説明する5項目の評価基準に基づいて分析・評価した。

表-6 項目評価

1. 妥当性 (Relevance)	妥当性は、プロジェクトの正当性や必要性を問う視点である。プロジェクト目標はターゲットグループのニーズに合致しているか、プロジェクトは政策との整合性があるか、プロジェクトの戦略やアプローチは妥当か等々を評価する。
2. 有効性 (Effectiveness)	有効性は、想定された対象者・社会に対してプロジェクトの実施により便益がもたらされるかを問う視点である（プロジェクト目標と成果の関係を明らかにし、プロジェクト目標の達成度を測る）。
3. 効率性 (Efficiency)	効率性はリソース・投入が成果に転換されているかを問う視点で、主としてプロジェクト・コストと効果の關係に焦点を当てる。
4. インパクト (Impact)	インパクトはプロジェクトの実施によって生じる、長期的な視点の効果を問う視点で、直接的・間接的、正・負、想定された・想定されなかった効果を含む。
5. 持続性 (Sustainability)	持続性は、プロジェクトによる効果が支援終了後も持続・拡大され得るかを問う視点である。

### 3-2 情報・データ収集方法

既存の文献・各種報告書（業務進捗報告書、合同調整委員会議事録、活動実績資料等）に加え関係者への質問票調査、インタビュー調査を実施し必要な情報・データを収集した。また、北部パイロット2郡（Kassena Nankana East 及び Savelugu-Nanton）、北部非パイロット1郡（Kassena Nankana West）、南部パイロット1郡（Shai-Osudoku）も訪問し、郡教育事務所（District Education Office : DEO）や学校でインタビュー調査を実施した。詳細は日程表「付属資料1の ANNEX 3」

参照。

### 3-3 結論の導出及び報告

調査結果については、2017年12月7日に開催された運営委員会（Steering Committee : SC）において報告のうえ、12月8日にミニッツ（Minutes of Meeting : M/M）及び合同レビュー調査報告書について MoE において署名した。詳細は「付属資料1 ミニッツ」参照。

### 3-4 調査実施上の制約

本来、詳細なエンドライン調査結果<sup>9</sup>に基づいた終了時評価の実施が望ましいが、本調査時点ではまだ詳細な分析を行っている途中であったため、本調査では、基本的な記述統計データを参照した。参照したデータは暫定的かつ、一部のデータに限られた。

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<sup>9</sup> パイロット5郡（27校）、非パイロット5郡（20校）において、校長47名、新任教員（Newly Qualified Teacher : NQT）113名、一般教員215名、サーキット・スーパーバイザー（Circuit Supervisor : CS）73名を対象に質問票調査や、関連データの収集を2017年9月に行っている。なお、ミッドライン調査は新任教員を単位にランダムサンプリングがなされたが、エンドライン調査では、学校単位で効果発現の状況を分析する目的でサンプリングしているとのことである。

## 第4章 プロジェクトの実績

### 4-1 投入

#### 4-1-1 日本側

終了時評価調査時点における日本側投入は以下のとおり（詳細は「付属資料1のANNEX 5」参照）。

(1) JICA 専門家チーム

合計 11 名（69.59 人/月）＊2014 年 5 月から 2017 年 9 月までの期間

(2) ローカルコンサルタント

合計 4 名（教育政策 1 名、全国展開計画 1 名、教員スタンダード 2 名）

(3) 研修

表-7 研修の分類別参加者数

分類	参加者数（名）
C/P 研修（本邦）	7
その他本邦研修	15
第三国研修	31
合計	53

(4) 機材

総額 USD 4 万 1,200.82 及び総額 GHS（ガーナセディ）8 万 3,580 相当の機材がプロジェクトにより整備された。また、GHS 21 万 8,115 相当の事務機器も JICA ガーナ事務所を通じて整備された。

(5) 現地経費

合計 6,714 万 6,007 円（2017 年 9 月末時点）

なお、R/D では研修開催費・参加費等は原則先方予算とされているが、先方予算が十分に確保されずプロジェクトの前半において活動が遅延したため、先方からレターを取りつけたうえで、一部 JICA プロジェクト予算から支出している。

また、プロジェクト後半においても先方負担予算について MoE からの配付はなく、モニタリング費用もプロジェクト予算で対応した。

#### 4-1-2 ガーナ側

終了時評価調査時点におけるガーナ側投入は以下のとおり（詳細は「付属資料1のANNEX 6」参照）。

(1) C/P の配置

合計 18 名（プロジェクト・ディレクターは GES 総裁、プロジェクト・マネジャーは TED 局長であるが、TED の NTC への吸収合併により、プロジェクト・マネジャーは NTC の Ex.

Secretary となった<sup>10</sup>。)

(2) アドミニスタフ

秘書 1 名、ドライバー 1 名（ただし秘書、ドライバーのプロジェクト活動のための交通費や超過勤務費はプロジェクト負担）

(3) 施設・設備

プロジェクト用執務室<sup>11</sup>、ジェネレーター等

(4) その他経費

R/D では研修開催費・参加費は原則ガーナ予算とされ、PDM では研修・オリエンテーション・ワークショップ・ミーティング・交通費・印刷代等はガーナ側の投入と整理されている。しかし、先方予算が十分に確保されず特にプロジェクトの前半において活動が遅延した。このため、TED では他費目からの流用や内部資金（Internally Generated Fund : IGF）から賄う努力をしてきたものの限りがあるため、先方からレターを取りつけたうえで、2014 年 12 月及び 2016 年 5 月に一部 JICA プロジェクト予算を当てて対応した。

中間レビュー時点で MoE から TED に対し、プロジェクト活動にかかる予算は配付されていなかったが、本終了時評価調査時点でも、MoE からのプロジェクト活動予算の配付はなかった。プロジェクトの前半においては、モニタリング予算もないため、ほとんどモニタリングがなされていなかったが、後半は JICA が負担して現地モニタリング活動やミッドライン調査<sup>12</sup>、エンドライン調査を行っている。また、ガーナ側で負担した研修費用については研修実績表「付属資料 1 の ANNEX 7」を参照。研修は、TED の内部資金、参加者負担、郡政府（District Assembly : DA）、JICA、その他から支弁されており、特に 2016/17 年度以降は、主に参加者負担によって実施されている。

## 4-2 成果、プロジェクト目標、上位目標、スーパーゴール

### 4-2-1 成果（アウトプット）

プロジェクトの 4 つの成果の達成状況は以下のとおりである。

成果 1	コンピテンシーベースの教員評価・昇進メカニズムが開発される
指標	教員評価ハンドブック及び昇進フォームが MoE/JCC <sup>13</sup> によって全国展開向けに承認される。

<sup>10</sup> TED 局長が NTC の Ex. Secretary に就任したため、同一人物が継続してプロジェクト・マネジャーを務めている。なお、R/D によるプロジェクト・マネジャーの正式な変更手続きは行っていない。

<sup>11</sup> TED 内に設置されたプロジェクト事務所は、TED が NTC に合併吸収された後も、旧 TED のオフィスが NTC のオフィスとなったため同じ場所にある。なお、中間レビュー時点では、別の場所に NTC のオフィスがあったが、旧 TED のオフィスに NTC が移転している。

<sup>12</sup> パイロット 5 郡、非パイロット 5 郡において、校長 187 名、新任教員（NQT）203 名への質問票調査、校長、新任教員、DEO オフィサーのフォーカス・グループ・ディスカッション、新任教員の授業観察、その他評価フォーム、年次 INSET 進捗報告書（AIPR）、教員研修ログブック、インスペクション結果、基礎教育修了資格試験（BECE）結果等の関連データ収集を行っている。フィールドサーベイは 2016 年 10 月～11 月、報告書は 2017 年 5 月。

<sup>13</sup> PDM 第 2 版では教育省（MoE）となっているが、JCC での承認を意味する。

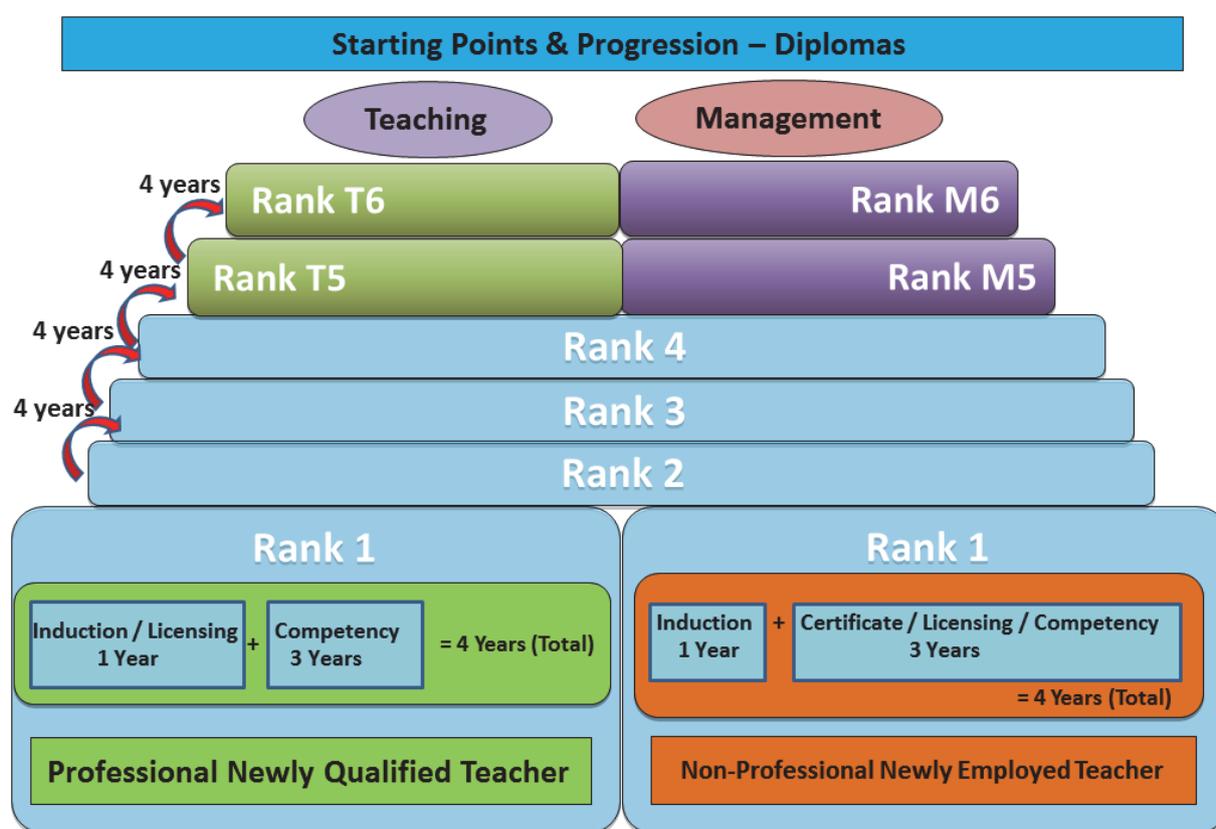
**【要約】昇進手続きにおける研修記録の取り扱いにかかる試行・検証・確定がなされれば、おおむね達成される見込み。**

本成果の指標「教員評価ハンドブックと昇進フォームのJCC承認」に言及されるハンドブック、フォームは現在改訂の最終段階にあり、2018年2月予定のJCCで承認が得られる見込みである。他方、研修記録の昇進手続きでの参照方法や、昇進要件の1つである「選択研修」の定義が不透明であり、加えて評価ハンドブックの活用状況の改善が必要であるため、課題が残る。特に、研修記録の昇進手続きでの参照方法は、本プロジェクトの核となるものであり、明確にする必要がある。プロジェクトは、終了までに昇進手続きに関する小規模なパイロットを実施予定で、この点は、本指標達成の前提条件である。

(1) 達成度

1) キャリア階梯

1～2年次に枠組みが改定され、公務員人事委員会（Public Service Commission : PSC）や地方自治サービスと各ランク名について適宜協議を実施した。現在、NTC 及び GES が教員組合とランク名について協議継続中のため、現行 PTPDM 政策ガイドラインのドラフトでは単にランク 1～6 と記述している。なお、組合の意向を踏まえ、新任教員のランク名は当初定められた Beginning Teacher (BT) から Newly Qualified Teacher (NQT) に変更された。また、シニア教員はランク 2 に相当する。



出所：PTPDM Policy Guideline ドラフト（2017年12月時点）

図－2 教員キャリア階梯

## 2) 現職教員スタンダード

「現職教員スタンダード (competency based teacher standard for in-service teachers)」は、PTPDM 政策の「能力に基づく評価と昇進」を規定する。中間レビュー時点で「スタンダード」は 2016/17 年のパイロット活動開始に向け改訂中であったが、2016 年 10 月にドラフトが完成した。その後、ガーナの現地大学教授の協力のもと最終ドラフトが策定され、2017 年 5 月の運営委員会 (SC)、合同調整委員会 (JCC) にて大筋の合意が得られた。若干の微修正の後、“Guidelines for National Pre-tertiary Teachers’ Standards for Ghana” と文書化され、その承認 (Validation) ワークショップが主要なステークホルダーを集め開催された (2017 年 10 月 9～10 日)。また、翌 11 日には Dissemination 会合において、現職教員用のスタンダードとして正式に発表した。各ランクの必須研修や、教員評価の規定についても、同スタンダードに即して改訂中である。本スタンダードは、教員養成におけるスタンダード (T-TEL プロジェクト<sup>14</sup>による支援) とも調整されており、体裁も統一されている。現職教員スタンダードは「付属資料 2」を、Validation ワークショップと Dissemination 会合の概要は「付属資料 3」を参照されたい。

## 3) 教員評価ハンドブック

プロジェクト前半において、PSC は、ガーナの全公務員の評価に共通フォームの導入を決定した。これを受け、プロジェクトでは PSC フォームに校長や教員が評価を記入する際に教員のパフォーマンスを的確に評価できるよう解説した教員評価ハンドブック (Handbook for Teachers on Performance Management)<sup>15</sup>を開発した。教員評価ハンドブックは、GES のポスティング・ウェブサイトに掲載され、既に 2015/16 年度より全 GES 教職員の使用が指示されている。

現在、同ハンドブックの最新版は、現職教員スタンダードや 2017 年 10 月の Validation ワークショップにおけるコメント等を反映し改訂されており、2018 年 2 月の最終 JCC までに完成する予定である。

## 4) 昇進フォームの改訂と昇進手続き

昇進については既存の GES の昇進フォームを改訂し、2016/17 年度のパイロット活動で検証する予定であった。しかし、C/P との調整が進まず、同年にプロジェクトで昇進フォームの改訂・パイロットは行われなかった。2016/17 年のパイロット活動には間に合わなかったが、GES により昇進フォームが改訂された。これに伴い、昇進希望の教員は、現在ランク期間に記入された、すべての評価フォームを昇進申請に添付する手続きとなり、2017/18 年度からの全国実施が GES により通達された。新たな昇進フォームには、以下の注が記載された。これにより、プロジェクトが改善した教員評価方法により、昇進にも改善が見込まれるといえる。

注：以下の書類を申請書に添付すること。

1. 評価フォーム (記載・署名済み)
2. 昇進レターの写し
3. 関連サーティフィケートの写し

<sup>14</sup> T-TEL プロジェクトで作成した教員養成スタンダードは、2017 年 9 月 28 日に閣議了承済みである。

<sup>15</sup> 教員評価ハンドブック、PSC 評価フォームとも GES のポスティング用のサイトの Promotions から入手可能。http : //www.gespostings.net/ (2017 年 12 月現在)

以前の昇進制度では、昇進申請時点の評価フォームのみの添付であったが、改善後は、昇進申請時のランクにあった全期間の評価フォームを参照して昇進判断がなされ、より継続的な評価情報に基づき、より公正な昇進判断が実現するものと期待できる。また毎年設定する能力向上目標の達成レベルのみならず、基本的な能力項目を点数化し評価することで、教員の目標・課題設定を促し、目標達成に向けた継続的に努力する教員が評価されやすい（昇進しやすい）評価デザインが意図されている。

## (2) 課題

### 1) 昇進における研修履歴の扱い

プロジェクトでは、昇進要件を①申請時ランクでの勤務年数、②必須研修（含む SBI/CBI）とその他研修の受講、③スタンダード（コンピテンシー）に基づく評価の3つの枠組みで設定してきた。このうち、②の研修履歴が、昇進手続きでどのように考慮されるのか、GES の人的資源管理局（Human Resource Management Division : HRMD）とともに明確に定める必要がある。

#### PTPDM プロジェクトによる昇進要件

- ①申請時ランクでの勤務年数
- ②必須研修（含む SBI/CBI）とその他研修の受講
- ③スタンダード（コンピテンシー）に基づく評価

昇進フォームには、研修履歴記載箇所がある。また、注（3. 関連サーティフィケートの写し）からは、検証のために研修ログブックを添付する必要があると読み取れる。しかしながら、昇進判断者が手続きで研修履歴をどのように勘案するか不明瞭であり、また、その手続きの実施可能性の検証も未了である<sup>16</sup>。

### 2) 「その他研修」受講履歴の昇進への反映とポイント制

さらに、②において、昇進判断における「その他研修」受講履歴の扱いにも明確な定義が必要である。実際問題として、「その他研修」は多様で、内容、期間、教材や講師の質、実施タイミング等が多岐にわたり、地域によって研修受講機会も異なる。このため、「その他研修」の標準化された認定（standardized accreditation）や、受講履歴の扱い要領の（郡を超えた）標準化は困難であろう。これを前提に、「その他研修」に積極的な教員が昇進機会を得られるような扱い定義が必要である。

これに関連し、NTC は、ライセンス更新制度において現在開発中の継続的専門職能構築（Continuous Professional Development : CPD）ポイント制の、昇進制度への援用を考えている。必須研修も含め、研修の種類や内容に応じて昇進に必要なポイントを定め、これに応じた昇進申請やライセンス更新を想定するものである。ポイント制は、中間レビュー時点でも「その他研修」を認定する方法の一案として挙がっていたが、2017年5月に TED が

<sup>16</sup> 例えば、昇進における州でのインタビューについては、まず、面接官は面接の時期に、申請者の数に合わせて、GES から召集され、面接官グループが結成される。面接官は、各レベルの事務所長（Director）クラス（郡と州の Director と GES 内の Division の Director、GES 副総裁、総裁に加え、これらのポジションに就いていた退職者）から選ばれ、GES 内に3名、各郡に数名（6名から10名で申請者数に基づき結成される）のパネルに割り振る。GES の Division 及び州の Director は自分の地域内ではなく、自分の業務地外で面接官となる。面接官団が結成された際のオリエンテーションで、評価フォームやログブックの質やチェック項目に関する研修を対応策の一案としてプロジェクトでは考慮中である。

NTC に合併吸収され NTC のライセンス制度構築が本格化してきたなかで、ライセンス更新制度の一環として急速に検討が進められてきたものである。NTC は、ガーナで既に導入されている保健セクターのポイント制度を参照しながら、教員ライセンス向けのポイント制ガイドラインをドラフトした。現在、同ガイドラインは改訂中だが、最新のドラフトは「付属資料 4-1」を、参考とされた保健セクターのポイント制については「付属資料 4-2」を参照されたい<sup>17</sup>。

しかし、教育セクターにおけるポイント制の妥当性、有効性や実施可能性など、さまざまな賛否両論の観点についてまだ十分に検討されていない。これらは、導入前に慎重に分析する必要があると認められる。また、同制度の昇進への援用についても担当部署である GES<sup>18</sup>の HRMD との協議には未着手である。以上の現状からは、現時点でポイント制度を援用した昇進制度の全国展開準備が整ったとはみなしにくい。しかし成果 4 で後述するように、2017 年 10 月の Validation ワークショップと Dissemination 会合で発表した PTPDM 政策ガイドラインには、既に同ポイント制度を前提とした記述が含まれている点に注意を要する。

なお、教員のライセンス制度や、研修のポイント制は、プロジェクトの主たる支援対象領域でないが、主要 C/P の NTC が推進しているため、プロジェクトは側面的な支援を提供してきた。これらの構想に関して、検討事項や効果・課題などの見解を記した報告書をプロジェクト終了時までにはガーナ側に残すことが期待される。

### 3) 教員評価ハンドブック利用率向上対策

教員評価ハンドブックの利用状況にかかる以下のエンドライン調査結果によると、全国展開計画（ロールアウトプラン）には、利用率を高めるための方策を含める必要性が示唆されている。

- ・非パイロット郡と比較し、パイロット郡の利用率は高い。しかし、それでも新任教員 (NQT) は 66%、その他教員の利用率は 44% にすぎない。
- ・非パイロット郡の利用率は NQT、その他教員とも 20% 前後と低い。教員評価ハンドブックは既に GES のポスティングウェブに掲載され、2015/16 年度より使用する旨全国的に指示が出されているが、それだけでは不十分であると示唆される。

表－8 質問：評価フォーム記入時に教員評価ハンドブックを利用しましたか？

4.7 Use of Handbook		Yes		No		I did not know about the handbook		N/A		Total	
Pilot	NQT	39	62%	10	16%	14	22%	0	0%	63	100%
	Teacher	55	44%	42	34%	27	22%	0	0%	124	100%
Non-Piolt	NQT	9	18%	19	38%	18	36%	4	8%	50	100%
	Teacher	17	22%	18	23%	43	55%	0	0%	78	100%

出所：エンドライン調査（2017 年 9 月）

<sup>17</sup> 現ガイドライン案は、第 1 案を大幅に修正したもので、終了時評価時点において本邦研修に参加中の NTC 職員によって作成途中である。なお、インタビューによると、NTC の Ex. Secretary は現ドラフトについてはまだ承知していない段階で、修正ガイドライン案もまだ初期段階と位置づけられる。

<sup>18</sup> まず、GES 総裁と協議・合意し、詳細については担当部署の HRMD と協議する必要があるが、プロジェクトによると、GES は 2017/18 年度から新たに開始された高校無償化政策等に忙殺されているため、協議の時間を捻出しにくい状況が続いているとのことである。

#### 4) スタンダード（コンピテンシー）の浸透と T-TEL との最終調整

スタンダード（コンピテンシー）の、学校現場への浸透も必要である。評価ハンドブックにもスタンダードは記載されているが、教員が参照しやすくするため、プロジェクトではラミネートしたスタンダード（コンピテンシー）表の学校配付等も検討中である。また、スタンダード（コンピテンシー）に即して評価するには、評価される側と評価する側（教員評価は校長、校長評価は DEO の CS が評価する）の双方が、スタンダードをよく理解し、評価プロセスにこれを反映することも必要である。なお、T-TEL が作成した教員養成スタンダードと、本プロジェクトの現職教員スタンダードの名称はいずれも *Guidelines for National Pre-tertiary Teachers' Standards for Ghana* であり、違いがわかりにくい。今後は、両者を合冊するなど T-TEL との最終調整も一部残されている。

成果 2	教員研修記録に関するデータ収集・管理メカニズムが開発される
指標	1. パイロット郡において 90% <sup>19</sup> の新任教員 <sup>20</sup> がログブックを利用する。 2. パイロット 5 郡が、新任教員の研修履歴をデータベースに入力する。

#### 【要約】部分的に達成される見込み。

本成果の指標である「パイロット郡において 90%以上の新任教員がログブックを活用する」は達成された。「パイロット 5 郡が、新任教員の研修履歴をデータベースに入力する」については一部確認できた。また、2017 年に新しく構築されたライセンス付与のための NTC のデータベースの進展がみられた。他方、校長及び DEO での学校研修ログブックデータを活用したデータ管理の実施状況は確認できず、郡レベルのデータ収集・管理能力の向上も確認できなかった。昇進目的にかかる中央レベルのデータベース及び能力強化も同様である。ガーナ財務省が保有する生体認証データの NTC への提供遅延や、NTC と GES 双方がもつ教員関連のデータベースの連携等について課題が残る。

なお、本成果は、中間レビュー時に計画した活動から、NTC データベース構築が新たに加わるという大きな変化があった。本成果の活動を整理するため、学校、郡、中央の各レベル別の達成度と課題を確認したのち、指標別の達成度と課題を記載する。

#### (1) 達成度と課題（学校、郡、中央レベル）

##### 1) 中間レビュー時点までの状況

当初計画では、既存データベースを基盤に、GES の ICT 部門にデータベースを構築する構想だったが、既存データベースを活用するには、教員評価や研修履歴情報が不十分だと判断された。他方で、新たなデータベース構築は、全現職教員のデータ入力（証明書や写真のスキャンを含む）にかかる労力が膨大で、こちらも現実的な手段ではないとプロジェクトは判断した。

以上にかんがみ、プロジェクトはデータベース構築の方針を変更し、クラウドシステムを活用したシステムが、GES の ICT 部門により開発された。中間レビュー調査時点では、ショートメッセージサービス (SMS) (プロジェクトで開発) とシェアポイント (マイクロソフト) を組み合わせ、教員による直接の情報送信と管理が企図されており、試験的運用

<sup>19</sup> 目標値は 2017 年 5 月の JCC で 90%と設定された。

<sup>20</sup> 新任教員の呼称は、教員組合の意向を反映し *Beginning Teacher (BT)* から *Newly Qualified Teacher (NQT)* へと変更された。

によりデータの適切な送信が確認されていた。中間レビュー時点における、学校、郡、中央レベル（GES と NTC）をカバーするデータベースのコンセプトについては、「付属資料 1 の ANNEX 8-1」を参照されたい。

ただし、技術的には可能であっても、クラウドシステムや、郡レベルにおけるシェアポイントの活用にかかる維持経費、全現職教員のデータ蓄積（すべての証明書や写真のスキャンも含む）は引き続き課題で、中央レベルのデータベース構築に苦慮している状況であった。なお、2016/17 年度のパイロットでは、全新任教員を対象に「学校ログブック」により研修履歴データが収集されるか、郡レベルで学校からのデータを収集し入力できるか、そのデータが中央レベルのデータベースにアップロードされて活用できるのか、といった学校から郡を介して中央レベルをつなぐ一連の試行を予定していた。

## 2) NTC データベース (NTC ポータル)

他方、2017 年より中央レベルにおいて、ライセンス業務用に NTC 独自のデータベースを構築するという新たな方針が教育省大臣より打ち出された。教育大臣から、GES のデータベースは、幽霊教員（離職しているにもかかわらずデータに登録されている教員等）がいまだ多く含まれているため、NTC に対して別途新たにデータベースを構築するよう指示があった。これを受け、NTC が GES とは別に、ライセンスを管理するためのデータベースを外注にて構築している。よって、成果 2 の構想も影響を受けたが、NTC データベースがガーナ側によって予定どおり構築されれば、中央レベルにおける全教員データベース構築への道筋がついたともいえる。現時点のデータベースのコンセプトは、「付属資料 1 の ANNEX 8-2」のとおりである。ただし、NTC データベースの構築はまだ途中段階であること、GES のデータベースとの調整や統合等についても、具体的な協議は始まっていないことから、あくまでも暫定的なコンセプトである点に留意されたい。

NTC のデータベース (NTC ポータル) は、初期の構築費用は MoE 予算により外部 IT 企業に委託して開発されたもので、プロジェクトも、その過程で側面支援を行ってきた。NTC はデータの正確性を確保するために、財務省から生体認証データを取得して活用する予定である。公務員対象の生体認証によるデータベース構築は、国家の方針として進められてきたものである。終了時評価時点では、NTC の Ex. Secretary へのインタビューによると、財務省側での準備はほぼ整っていると連絡を受けているが、具体的な入手予定は不明な状況で、NTC データベースへの活用がどこまで可能か、互換性はあるのか等も不明とのことであった。

学校、郡、中央レベル別の詳細な達成度と課題は、表-9 を参照されたい。

表一 9 レベル別データマネジメント：達成度と課題

レベル	担当者	中間レビュー時点 (2016年7月)	終了時評価時点 (2017年12月)
	教員	<ul style="list-style-type: none"> <li>教員ログブックが開発され、2014年並びに2015年の新任教員導入研修時に、全参加者(BT)に配付。(南部3郡)</li> </ul>	<p>(1) 達成度</p> <ul style="list-style-type: none"> <li>教員ログブックは2016/17年度もパイロットを継続した。</li> <li>新任教員のログブック活用状況は良好であると確認された(指標2-1で後述)。</li> <li>また、多くの新任教員(NQT)は、研修コードを適切に記入していると確認された。</li> </ul> <p>(2) 課題</p> <ul style="list-style-type: none"> <li>新任教員以外の教員への2016/17度の配付はアドホックになされたため、詳細な配付状況は不明である。</li> <li>その他教員が研修コードを適切に記入できているのかについても、確認されていない。</li> </ul>
学校	校長	<ul style="list-style-type: none"> <li>学校ログブック開発済み(未配付)</li> <li>新任教員による教員ログブック使用状況確認のうち、学校ログブックを配付する予定</li> </ul>	<p>(1) 達成度</p> <ul style="list-style-type: none"> <li>学校ログブックは「付属資料1のANNEX9」にあるとおりデータ情報収集シートに改訂され2016/17年度に配付。</li> </ul> <p>(2) 課題</p> <ul style="list-style-type: none"> <li>学校ログブック(データ情報収集シート)の活用状況は、エンドライン調査には含まれていないため、詳細は不明である。プロジェクトによると、配付・活用とも予定どおりには進んでいないとのことである<sup>21</sup>。校長が、学校ログブックに全教員の個別の研修記録をまとめ、DEOに報告しているのか、また、学校での教員マネジメントに活用しているのかなども確認できない。</li> <li>学校ログブック(データ情報収集シート)には、必須研修記載欄がなく本データの活用方針は不明である(改訂版に項目を追加する予定)。</li> </ul>
郡	郡教育 事務所 人事 (HR)	<ul style="list-style-type: none"> <li>データ入力フォーマット作成済み</li> <li>新任教員の1年間の導入プログラムの進捗状況について1郡でデータ入力を試験的に実施し、他郡についても実施予定</li> <li>データ管理の研修予定</li> </ul>	<p>(1) 達成度</p> <ul style="list-style-type: none"> <li>パイロット5郡では、教員個人のSBI/CBIの回数、その他研修参加回数、評価結果について適切にデータ入力できたと確認された。これは、プロジェクト事務所が、学校ログブックと同様のフォームをDEOに依頼したところ、入力済みのフォームの返送をもって確認した(同フォームは「付属資料1のANNEX10」参照)。</li> </ul> <p>(2) 課題</p> <ul style="list-style-type: none"> <li>しかし、学校レベルでも既述のとおり、学校ログブックの配付活用状況は不明であり、DEOがデー</li> </ul>

<sup>21</sup> 調査団が訪問したパイロット2郡の学校でも、学校ログブックの配付・活用は確認できなかった。校長は、学校ログブックの存在を知らず、同行したC/Pも、学校ログブックについては承知していないようであった。

		<ul style="list-style-type: none"> <li>既存のデータベースのレビュー一予定（教員の基本情報等の活用可能性を確認）</li> </ul>	<p>タ入力の際、各学校から提出された学校ログブックを参照できたのか不明である。</p> <ul style="list-style-type: none"> <li>また、上記の返送データは、郡のもつ既存のデータベースとは別に、データ項目を改めて入力しているもので、既存データベースのレビューや活用可能性についても、詳細な検討結果は不明である。</li> <li>また、返送されてきたフォームには、必須研修に記載項目や、新任教員の導入プログラム<sup>22</sup>の修了状況等もなく、同フォームの入力データの正確性についても確認できない。プロジェクトによると、新任教員が導入プログラムを終了したかどうかは、郡が評価フォーム及び教員研修ログブックを基に確認しており、導入プログラムの修了率も把握しているとのことである。また、手続きとしては、NTCポータルにそれらを本人が入力し、教員研修ログブックと評価フォームのコピー添付で送信し、確認するようになっているとのことである。</li> </ul>
<p>中央</p>	<p>(開発担当) GES-ICT (新) NTC</p>	<ul style="list-style-type: none"> <li>クラウドシステムとシェアポイントを活用したデータベース構築済み</li> <li>SMS によるダミーデータを用いたデータ入力・送信の試験を通じた実行性確認済み</li> </ul>	<p>(1) 達成度</p> <ul style="list-style-type: none"> <li>クラウドシステムとシェアポイントを活用したデータベース構築済みであるが、以下の理由により実効性に問題があると確認された。 <ul style="list-style-type: none"> <li>中間レビュー時に確認された全現職教員のデータ入力は、すべての証明書や写真のスキャンも含み膨大な作業となるので、プロジェクトのリソースによる新 GES-ICT データベースの構築は困難だと確認された。</li> <li>郡レベルでシェアポイントの利用についても、技術的には可能であるが、維持管理費用面の課題があることが確認された。</li> </ul> </li> <li>(新) NTC データベース (NTC ポータル) が、すべての証明書や写真のスキャンデータ等も含めた、ライセンス発行業務目的で新たに構築された。現在の進捗は以下のとおり。 <ul style="list-style-type: none"> <li>2017/18 年度の新任教員 (NQT) 約 1 万 5,500 名については、教員養成校 (CoE) や大学から NTC にデータベースが送信され、2017 年 11 月時点で既に半分以上のデータ構築が完了している。</li> <li>パイロット 5 郡のライセンス付与の条件を満たした新任教員 (NQT) 約 500～600 名については、評価フォーム、教員研修ログブック、各種証明書等を含む必要データをプロジェクトが収集済みで、NTC はライセンス付与可能な状況にある。なお、通常手続きでは、新任教員は直接 NTC ポータルにアクセスして、必要データをアップロードすることになっているため、2017 年 12 月半ばに、これにかかるワークショップ実施後、手続き試行する予定。</li> <li>他の現職教員については、ライセンス制度が公式に確定し、PTPDM 政策の全国展開の進展に合わ</li> </ul> </li> </ul>

<sup>22</sup> 新任教員の導入プログラム (Induction Program) とは、①オリエンテーション (Orientation)、②導入研修 (Induction Training)、③校内研修 (SBI) / クラスター研修 (CBI) / 部門研修 (DBI) から構成され、無資格教員については④サーティファイケート研修 (Professional Certificate Training) が加わる。原則 1 年間 (最大で 3 年以内) の導入プログラムを無事に終え、その他必要要件を満たすとライセンスが付与される予定。現時点では、ライセンス制度は未確定であるため、パイロット郡の新任教員にはライセンス相当の証書を配付する予定としている。

			<p>せて、今のところ 2018/19 年度から 4 年間をかけて、段階的にデータを蓄積する計画となっている。</p> <p>ーNTC データベースは、すべての教員（有資格者）<sup>23</sup>データの蓄積・管理を目的とするが、その基礎となるデータベース枠組みの構築に相当する。</p> <p>(2) 課題</p> <ul style="list-style-type: none"> <li>・遅れている財務省からの生体認証データ入手を急ぎ、遅くとも 2017 年 12 月末までに入手する必要がある。</li> <li>・本プロジェクトの当初計画である GES-ICT における昇進データベース構築を完了できなかったが、昇進データベースとライセンス目的の NTC データベースは、必要な情報の多くが共通である、このため GES におのおの新データベースを構築するよりも、両者の統合・調和も含めた検討が NTC と GES に求められる。</li> <li>・NTC データベースの、初期の構築費用は MoE から支弁されているが、ライセンス発行の申請費用を、申請する教員から徴収できれば、維持管理費用の継続的な捻出は可能であるとしている。ただし、教員組合が費用負担に反発しており、合意が必要。</li> </ul>
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出所：調査団作成

<sup>23</sup> PTPDM 政策では、無資格教員 (non-professional) も、必要条件を満たしたのち有資格教員となるため、最終的には全教員データをカバーすることになる。(All Non-Professional Teachers shall be issued with Provisional License and will be required to obtain an appropriate qualification within five years after issuance of the Provisional License to qualify for the Full License.) [PTPDM 政策ガイドライン (2017 年 10 月版)]

(2) 指標の達成度と課題

**指標 1** パイロット郡において90%の新任教員がログブックを利用する。

**達成済み**

エンドライン調査結果によると、パイロット郡でサンプル調査した新任教員 63 名中 62 名 (98%) が、2016/17 年度に教員研修ログブックに記載したと回答した。プロジェクトによると、ライセンス付与のために収集したログブックを実際に確認したところ、ほとんどの新任教員は研修コード〔主に必須研修 (induction training) と SBI/CBI〕についても適切に記載しているとのことである。

表-10 質問：あなたは 2016/17 年度に自分のログブックに研修記録を記載しましたか？

1.12 Logbook filled		Yes		No		other		Total	
Pilot	Teacher	90	73%	34	27%	0	0%	124	100%
	NQT	62	98%	1	2%	0	0%	63	100%

出所：エンドライン調査 (2017 年 9 月)

補足データとして、パイロット郡の全新任者のログブック提出率を表-11 に示す。5 郡の平均は 68.52% であるが、郡によって大きく開きがある。低い提出率の郡についてはその理由を把握し、改善策を講じる必要がある。

表-11 **パイロット郡全新任教員の教員研修ログブック提出率**

郡	2016/17		
	新任教員数	提出ログブック数	提出率 (%)
Shai-Osudoku	68	22	32.35
Ajumako/Enyan/Essiam	71	67	94.37
Upper Manya Krobo	183	100	54.64
Savelugu-Nanton	103	84	81.55
Kassena Nankana East	188	147	78.19
平均	613	420	68.52

出所：エンドライン調査 (2017 年 9 月)

**指標 2** パイロット 5 郡が、新任教員の研修履歴をデータベースに入力する。

部分的に達成：郡レベルのデータマネジメント改善は確認できない。他方、2017 年より新たに構築された NTC データベースに進展がみられた。

中間レビュー時点では、残り期間において、パイロット活動を通してデータベースの管理にかかわる人材育成を進めると同時に、郡のもつ教員データベースの実用可能性を含め、実際にどのような情報収集・管理方法が適切であるかを確認し、現実的に運用可能なデータベースの構築を推進する予定であった。しかし、既述のとおり郡レベルで、既存教員データベースや、新任教員の研修履歴の記録と活用等にかかる人材育成の具体的な進展は確認できなかった。郡レベルで可能と確認できたのは、入力済みの別添フォーマットのプロジェクト事務所への返送をもって、なんらかの方法でデータ取得と入力が可能であると検証できた。し

かし、郡のもつ既存のデータベースを活用したものではなく、必須研修の項目は含まれず、また、この返送データの活用方法も不明である。よって、教員研修記録に関するデータ収集・管理メカニズムの構築という観点からは、本指標は部分的な達成にとどまる。

他方、上述のとおり、財務省からの生体認証データが入手でき、NTC データベースに利用可能であれば、プロジェクト開始後 2014/16 年度から 3 回のパイロットサイクル期間の新任教員については、研修記録も含めライセンス付与に必要な情報をすべて含んだデータベースが構築される見込みである。新任者が NTC データベース（NTC ポータル）を使ってライセンス手続きの試行が予定どおりできれば、手続きの機能状況も実証される。

成果 3	新任教員・シニア教員研修教材が開発される <sup>24</sup>
指標	新任教員・シニア教員研修教材が MoE/JCC <sup>25</sup> によって全国展開向けに承認される。

**【要約】達成される見込み。**

本成果の指標である「新任教員・シニア教員研修教材の JCC 承認」について、各種文書・教材は一部を除き既に開発され、パイロットを通じて検証・改訂されている。現在、最終版スタンダード等を反映した最終改訂中で、2018 年 2 月予定の JCC 承認を待つ段階である。シニア教員研修マニュアルのみ、今後 JCC 前にパイロット活動を通じて検証・最終化する予定である。他方、各郡における必須研修の予算確保に加え、新任教員の配属遅延に伴う新任教員研修未実施の課題が残る。後者については、プロジェクトによる今期の研修計画策定支援が求められる。

(1) 達成度

1) 教材作成

研修ニーズ調査（2014 年 8 月）や、先行現職教員研修（INSET）プロジェクトのリソースを活用し、新任教員とシニア教員（校長志願者と同等）のための必須研修カリキュラムと教材が開発された。作成された研修教材は以下の表のとおりで、パイロット、レビューを経て改訂されてきた。なお、2016/17 年度のパイロット活動の前に、現職教員スタンダードの最終版と内容を整合させる予定であったが、スタンダードの最終化は 2017 年までかかったため、現在、すべての教材を現職教員スタンダードや 2017 年 10 月の Validation ワークショップのコメント等を反映して、最終改訂を行っている。

開発された教材一覧

- Guideline for TOT on INSET Programme
- Presentation Materials for TOT on INSET Programme
- Manual for INSET 1 (General)
- Manual for INSET 2 (Induction Training Programme)
- Manual for INSET 3 (ST Training)
- Beginning Teacher's Handbook
- Senior Teacher's Handbook
- SBI/CBI/DBI (Department Based INSET : 部門研修) Handbook
- How to fill Teacher Training Logbook

出所：プロジェクト

<sup>24</sup> シニア教員は校長となることのできる 1 つ手前のランクであり、昇進に必要な資質を身につけるための研修を行うもの。

<sup>25</sup> PDM 第 2 版では MoE となっているが、JCC での承認を意味する。

## 2) 最小コストの研修方法

研修費用負担方法については、PTPDM 政策のもと財政的に実施可能かつ持続性のある研修コンポーネントの開発が求められ、中間レビュー時には、必修研修の開催方法、費用負担、既存機会の活用やコストの最小化などについての検討が必要と指摘された。これに対応し、研修費用の削減の一環として、プロジェクトでは新任者必須研修の所要日数（3日間と5日間）の違いによる研修効果を比較分析した。研修の質確保の観点から最低3日は必要であり、また、エンドライン調査でも、3日間と5日間との有意な差がみられなかったため、3日間が適切な期間とした。ただし、他の研修機会も含めて必要な内容がカバーされるのならば、必須研修期間については郡の裁量に委ねられている。研修費用負担については、1人当たり1日約GHS 10見積もっており、内訳としては、昼食代、水代、配付物の印刷費用である。年間レビューや旧 TED の国家 INSET ユニット（NIU）によるモニタリング時の情報を勘案し、プロジェクトでは妥当な金額であるとみている。

なお、以下はパイロット5郡における2014/15年度から2016/17年度までの新任教員導入・校長・シニア教員研修実施実績一覧である。2017/18年度は、新任教員配置の遅延により新任教員研修は未実施、シニア教員研修も調査時点では未実施である。

表-12 パイロット5郡における新任教員導入・校長・シニア教員研修実施実績  
(2017年11月現在)

郡		新任教員導入研修			校長研修		シニア教員研修
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
南部	Upper Manya Krobo	2015年2月 (5日間)	2016年3月 (4日間)	2016年10～ 11月(5日間)	2015年5月 (5日間)	未実施	未実施
	Ajumako/ Enyan/ Essiam	2015年2月 (5日間)	2016年3月 (3日間)	2017年7月 (4日間)	2015年6月 (2日間)	未実施	未実施
	Shai- Osudoku	2015年2月 (5日間)	2016年3月 (5日間)	2017年6月 (5日間)	2015年6月 (5日間)	2016年5月 (3日間)	未実施
北部	Savelugu- Nanton		2016年7月 (4日間) *新任教員・ 校長合同	2017年3月 (4日間)		2016年7月 (5日間) *新任教員・ 校長合同	未実施
	Kassena Nankana East		2016年6月 (5日間) *新任教員・ 校長合同	2017年2月 (5日間)		2016年6月 (5日間) *新任教員・ 校長合同	未実施

注：南部3郡は2014/15年度より、北部2郡は2015/16年度よりパイロット開始

北部2郡はGPEG対象郡

2014/15年度と2015/16年度はパイロットの対象は校長、2016/17年度よりシニア教員対象予定であるが未実施  
出所：プロジェクト資料

## (2) 課題

### 1) 研修費用負担方針

全国展開時には、だれが必須研修費用を負担するのか改めて方針を明確にする必要がある。現時点では、さまざまな資金調達方法が研修のハンドブックに記載され、研修費用は郡の責任において外部資金獲得も含めた予算確保が原則とされている。参加者負担については、特に新任教員は最終的な手段と位置づけているが、実際、これまでも多くの研修が参加者負担で実施されてきている。また、費用負担方法は、郡間のみならず、同一郡内であっても年度によってさまざまであり、この状況の継続をよしと判断するのか、あるいは公平性を確保すべきなのか、方針を明確にしておく必要がある。プロジェクト開始時から、PTPDM 研修実績は「付属資料 5」を参照されたい<sup>26</sup>。

また、いくつかのパイロット郡からは、給与遅配があるなかで新任教員からの研修費用徴収について合意が得られず、本来、第 1 学期に実施するのが望ましい研修の開催遅れも報告されている。給与遅配と新任教員の研修費用負担の件は、全国展開計画においても考慮される必要がある。プロジェクトによると、新任教員の必須研修については、原則 1 年間のなかで受講すれば可としている。なお、後述する全国展開計画（ロールアウトプラン）の予算項目には、必須研修費用も計上して予算申請がなされている。しかし、郡による研修予算の確保が難しい場合、参加者による経費負担も十分考えられる。

ジュニア教員<sup>27</sup>については、現在の政府及び DEO の予算状況からするとセンターベースでの実施が難しいため、SBI/CBI や研修講師や初任者の指導等を必須研修とみなすことで対応する予定である。その旨、政府負担による研修実現までの一時的措置として、ガイドラインに記載される見込みである。

### 2) シニア教員研修パイロット

シニア教員向け必須研修プログラムと教材の開発を目的とし、最初 2 回のパイロット（2014/16 年度と 2015/16 年度）は、現職校長を対象として行ってきた。2016/17 年には、これを本来の成果 3 の対象であるシニア教員向けにパイロットを実施する予定であったが、主に、予算面の問題から延期され、現時点でもまだ実施されていない<sup>28</sup>。これまでの開発経緯から、これに伴う研修教材等の修正事項は限定的とみられるが、プログラムと教材はシニア教員を対象とした必須研修の試行結果を反映して最終化する必要がある。また、郡が適切にシニア教員を研修に参加させられるかといった点も含め、年内に実施を具体的に予定している南部 1 郡での機会を活用して、プロジェクトではシニア研修実施のパイロットを実施する予定である。

### 3) 2017/18 年度新任教員必須研修

2017/18 年度は、新任教員の配置が遅れたため（通常 9 月のところ 12 月配置）、パイロ

<sup>26</sup> 現時点でプロジェクト事務局が把握している情報を記載したものである。例えば、UNICEF 支援郡では、さらに予算を得て研修を継続している模様であり、GPEG73 郡については、ToT 後の新任教員研修や校長研修実績の有無についての情報は確認できなかった。調査団が訪問した北部非パイロット郡は GPEG 負担により ToT が実施された郡であるが、その後の研修実施や学習内容の実践等は、確認できなかった。

<sup>27</sup> ディプロマ取得者のランク 1 に相当し、中間レビュー時点では Junior Teacher という呼称を想定していたもの。現在は、ランク名について教員組合と合意ができていないため、単にランク 1 としている。

<sup>28</sup> 調査団が訪問したパイロット 2 郡のうち、北部 1 郡（Kassena Nankana East）ではシニア教員研修が今年度の郡の研修計画に含まれているのか不明とのことであり、また、実施する場合は予算が問題とのことであった。南部 1 郡（Shai-Osudoku）では、2018 年の年末までに実施する予定で、対象は 299 名だが校長は既に実施済みなので実質 200 名弱が対象とのことであった。教材は NTC から配付される見込みで、コストはかからないため、参加者から GHS 60 を徴収するのみとのことであった。

ット郡では新任教員の必須研修を実施できていない。このため、年度内に新任教員の必須研修及び導入プログラム（Induction Program）が適切に実施されるよう支援する必要がある。

成果 4	PTPDM 政策の実施可能な環境が設立される
指標	1. 改訂版 PTPDM 政策文書が MoE/JCC で承認される <sup>29</sup> 。 2. PTPDM 政策フレームワークガイドラインが MoE/JCC で承認される <sup>30</sup> 。

#### 【要約】達成される見込み。

本成果の指標である「改訂版 PTPDM 政策文書の JCC 承認」及び「PTPDM 政策ガイドラインの JCC 承認」について、両文書・教材は既に開発され最終版の改訂中で、2018 年 2 月予定の JCC 承認を待つ段階である。他方、PTPDM 政策のコンポーネントである教員ライセンスや研修参加費用の負担について教員組合が抵抗を示しており、加えて今後承認される見込みの新教育法が規する地方分権に即した PTPDM 政策の修正が必要であり、課題が残る。

#### (1) 達成度

PTPDM 政策文書（指標 1）並びに PTPDM 政策ガイドライン（指標 2）は、現職教員スタンダード、教員評価ハンドブック、その他教材等と合わせて 2017 年 10 月に Validation ワークショップで承認され、Dissemination 会合で正式発表された。現在、2018 年 2 月予定の最終 JCC 承認に向けて、両者を含むすべての文書はワークショップ等でのコメントを反映させた最終改訂中である。また、NTC では、政策文書をはじめプロジェクトの重要な技術協力成果品の最終版について、閣議了承を申請する意向をもっている。

#### (2) 課題

##### 1) 教員組合の合意

教員組合は、PTPDM 政策全体には賛成しているが、主にキャリア階梯における教員ランク名やライセンス制度、特に特に登録料やアップロードにかかる諸経費の教師負担や、研修にかかる教員負担について反対している<sup>31</sup>。そのため、新任教員に対するライセンス発行の活動が遅延してきた。また 2017 年 10 月に実施された Validation ワークショップにも組合代表者は招待されたが、関連文書の配付がワークショップ直前となった事情もあり参加を得られなかったため、NTC による教員組合に対して各種政策文書（プロジェクト作成）へのコメント聴取や、組合と大臣や GES との協議が継続している。しかし、協議の結果、新任者へのライセンス（他の名称で実施予定）発行手続きを進める点以外、個々の懸案事項についての具体的で明確な合意は得られていない。教員組合は、JCC のメンバーともなっているため、各成果物の JCC における合意は教員組合の合意が必要である。

##### 2) 関連文書の整合性確保と責任分担

現在改訂中の PTPDM 政策文書とガイドラインは、オリジナルの PTPDM 政策文書(2012)

<sup>29</sup> PDM 第 2 版では MoE となっているが、JCC での承認を意味する。

<sup>30</sup> PTPDM Policy Framework Guideline は、PTPDM Policy Guideline に名称が変更された。また、PDM 第 2 版では MoE となっているが、JCC での承認を意味する。

<sup>31</sup> また、教員の雇用者は GES であるにもかかわらず、基準監督機関である NTC が教員評価や昇進の領域に関与している点にも反発を示している。

と整合性を確保する必要がある。現在、カバーする内容や目次建て、その順番なども書類によってまちまちである。これは、後述する全国展開計画（ロールアウトプラン）も含め、すべてを一貫して整合させる必要がある。さらに、本プロジェクトでカバーする内容と、それ以外のガーナ側の責任分担も含め、明確にする必要がある。プロジェクトでは、PTPDM政策の全コンポーネントに即し、プロジェクトのスコープとガーナ側による責任範囲を明確にし、今後の対応についてまとめたマトリックス案を作成した（「付属資料6」）。内容は、プロジェクト終了までにさらに改訂される予定であるため、現時点の案という位置づけである。

### 3) 新教育法案との整合性確保

PTPDM政策文書やガイドラインを含むすべての技術協力成果品は、今後、2018年3月に国会承認が見込まれる教育法案と整合させるために、必要な改訂を施す予定である。同教育法案は2017年9月28日に閣議了承済みで、2018年3月末には国会了承を経て正式に成立する見込みである。教育法案の2015年版に基づき、地方分権化にも対応できるようにプロジェクトでも考慮して進めてきたが、プロジェクト終了後に正式に教育法として制定・公開された内容を吟味し、ガーナ側によって改めて整合性を確保する必要がある。

## 4-2-2 プロジェクト目標

プロジェクト目標	PTPDM政策に基づく全国展開可能な評価・昇進制度が構築される
指標	<ol style="list-style-type: none"> <li>MoEのPTPDM政策全国展開計画が策定される。</li> <li>南部パイロット3郡では80%、北部パイロット2郡では60%の新任教員が、導入プログラム（Induction Program）を修了する。</li> <li>評価フォームの提出率がパイロット5郡で70%を超える。</li> <li>評価フォームの重要な箇所（要特定）を適切に記載している教員の割合が2016年の最初のモニタリング時と比較して20%増加する。</li> <li>パイロット5郡においてSBIの実施回数が増えた学校の割合が増加する。</li> <li>パイロット5郡においてCBIの実施回数が増えた小学校の割合が増加する。</li> </ol>

**【要約】残された課題の進捗と提言への対応並びに指標未達成部分の要因を分析・改善、現在詳細分析中のエンドライン調査結果に基づいた対応策も含めた各成果の更なる見直しがなされれば、おおむね達成される見込み。**

### (1) 各指標の達成状況

**指標1. MoEのPTPDM政策全国展開計画が策定される。**

**達成が見込まれる**

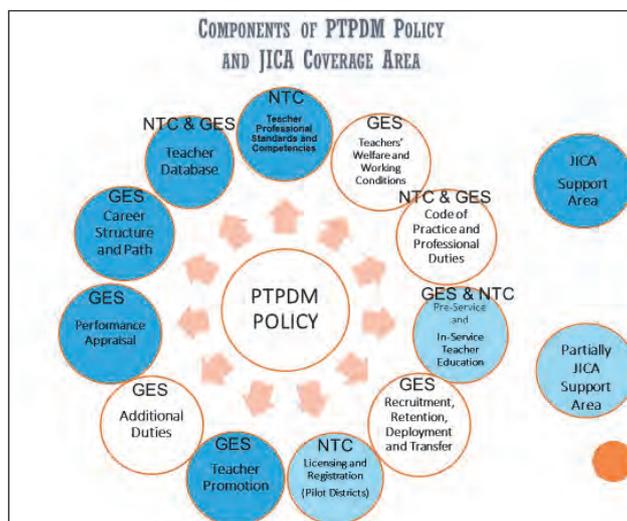
全国展開計画（ロールアウトプラン）は、4年間（2018/19～2021/22年）の予算案も含めて、ドラフトが作成された。GESの元副総裁を中心に、NTCと常に内容を共有・協議しながら作成しており、SCやJCCにおいても説明して合意を得てきた。2018年度予算<sup>32</sup>は既に申

<sup>32</sup> ガーナの会計年度は1月～12月。学暦は9月～8月。

請されており、2018年1月に見込まれる最終的な決定及び配付を待っているところである<sup>33</sup>。申請時のNTCプレゼンテーション資料<sup>34</sup>は「付属資料7」を参照されたい。このように、次年度の予算申請に間に合うよう全国展開計画案が作成され、予算申請がなされている点は高く評価される。

全国展開計画の2017年11月時点のドラフトは「付属資料8」のとおりである。現在は、オリジナルの「PTPDM政策文書(2012)」や同改訂版(2017)、「PTPDM政策ガイドライン」といった重要な文書と整合させるべく改訂中である。さらに、パイロットを通じて検証し、PTPDM政策の実行可能性、効果、持続性を担保した施策の全国展開計画とする必要があるため、未実施・未検証のパイロット活動の残り期間での完了も求められる。全国展開計画は、プロジェクト終了後もガーナ側によって段階的に実施する予定となっており、妥当なスケジュールも含めてさらに内容を精査して改訂を進めている。

なお、同全国展開計画は、プロジェクトのスコープ外も含めたPTPDM政策全般の全国展開を担保するものではなく、関連する他領域を考慮しつつも、基本的には本プロジェクト成果の全国展開にかかるものである。PTPDM政策の全コンポーネントにおけるJICA技術協力プロジェクトの支援スコープと、想定される各コンポーネントの実施責任機関は図-3のとおりである。ただし、この全体像は暫定的であり、現在、主要な関連文書との整合性の点検が進行中である。また、成果4でPTPDM政策の全コンポーネントに即し、プロジェクトのスコープとガーナ側による責任範囲を明確にし、今後の対応についてまとめたマトリックス案が作成されている(既述)。同資料については「付属資料6」を参照されたい。



出所：プロジェクト

図-3 PTPDM政策コンポーネントにおけるJICA技術協力プロジェクトの支援スコープ

<sup>33</sup> Budget Statement では、NTC に関して以下の記載が確認されている。

- ・ 598. Under the Pilot Phase of the PTPDM in five districts, the National Teaching Council issued 15,500 registered numbers to Newly Qualified Teachers, 14,200 from Colleges of Education and 1,300 teachers from Education Universities.
- ・ 599. Mr. Speaker, in 2018, the NTC will extend implementation of the policy to cover the entire country and also embark on a series of activities to license teachers. In addition, guidelines will be issued to Continuous Professional Development (CPD) providers and the content for CPD INSET programmes at the pre-tertiary level will also be developed.
- ・ 600. Cabinet approved the National Teacher Standards (NTS) for pre-service teachers and the National Teacher Education Curriculum Framework (NTECF) that leads to a new curriculum and a new 3+1 year Diploma.

<sup>34</sup> 2017年9月にプレゼンテーションを行い、その後、財務省、MoEからのコメントを反映した2017年10月のプレゼンテーション資料

指標 2. 南部パイロット 3 郡では 80%、北部パイロット 2 郡では 60%の新任教員が、導入プログラム (Induction Program) を修了する。

部分的に達成 (南部 2 郡で達成、北部 1 郡ではほぼ達成)

DEO データによると、2016/17 年度には南部の 2 郡で目標値 80%を超え、北部 1 郡では目標値 60%を少し下回ったがほぼ達成した。他 2 郡については、南部 32%、北部 18.7%とかなり低い達成度で、その背景を分析する必要がある。なお、南部と北部の達成目標をそれぞれ 80%、60%としたのは、南部は 2014/15 年度からパイロットを開始したが、北部は 2015/16 年度からの開始であったため、目標値に差をつけたからである。

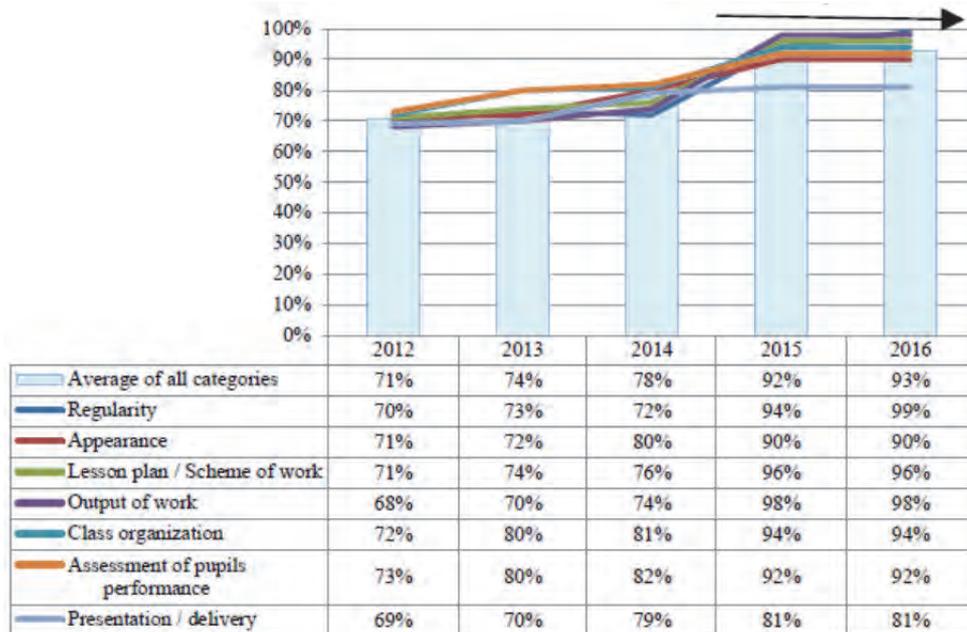
表-13 新任教員導入プログラム (Induction Program) 修了率

Year		2014-15			2015-16			2016-17		
Districts		新任 教員数	修了者 数	修了率 (%)	新任 教員数	修了者 数	修了率 (%)	新任 教員数	修了者 数	修了率 (%)
南部	Ajumako/Enyan/ Essiam	45	42	93.3	39	34	87.2	48	48	100.0
	Shai-Osudoku	44	41	93.2	46	42	91.3	51	44	86.3
	Upper Manya Krobo	25	8	32.0	27	7	25.9	50	16	32.0
	平均	114	91	79.8	112	83	74.1	149	108	72.5
北部	Savelugu-Nanton				71	32	45.1	75	14	18.7
	Kassena Nankana East				142	79	55.6	121	66	54.5
	平均				213	111	52.1	196	80	40.8

注：北部の最初の ToT は 2016 年 4 月であるため、2014/15 年度にプロジェクトの介入効果は発現せず、2015/16 年度の効果発現も限定的である。効果が顕著に発現するのは 2016/17 年度である。

出所：プロジェクト (DEO データ)

従前の新任教員育成は体系だって実施されていなかったが、PTPDM 政策により教員スタンダードに即した導入研修が体系化され、新任教員の能力強化やモチベーション向上に寄与している。調査団による学校でのインタビューからも、同様のコメントが多く聞かれ、その意義が確認できている。また、新任教員導入プログラムの効果について、1 年間の導入プログラム後のサーキット・スーパーバイザー (CS) のインスペクション結果をミッドライン調査で分析している。図-4 のとおり、データが入手できたパイロット郡 (Ajumako/Enyan/Essiam) をみると、PTPDM 研修の介入のタイミングと、各インスペクション項目の評価結果が向上したタイミングが 2015 年からと一致しており、新任教員導入プログラムの効果と推察される。



出所：ミッドライン調査報告書（2017年5月）

図－4 新任教員インスペクション結果（Ajumako 郡）

指標3. 評価フォームの提出率がパイロット5郡で70%を超える。

3郡で達成、5郡の平均ではほぼ達成（69.71%）

エンドライン調査結果によると、3郡において全教員を対象とした提出率は70%を超え、1郡は目標値より若干下回った。5郡の平均値でみると、非パイロット郡が31.20%であるのに対し、パイロット郡は倍以上の69.71%であった。これらの結果により、プロジェクトが評価フォームの提出率向上、ひいては新評価制度の導入に貢献した様相がみてとれる。なお、1郡（Upper Manya Krobo）は39.95%と極端に低く、その理由について分析する必要がある。

表－14 評価フォームの提出率

Pilot/Non	郡	教員数			評価フォーム	
		有資格者	無資格者	合計	提出数	提出率(%)
パイロット	Shai-Osudoku	757	18	775	522	67.35
非パイロット	Ningo Prampram	725	18	743	524	70.52
パイロット	Ajumako/Enyan/Essiam	1,112	336	1,448	1,067	73.69
非パイロット	Asikuma Odoben Brakwa	1,183	298	1,481	0	0.00
パイロット	Upper Manya Krobo	869	285	1,154	461	39.95
非パイロット	Yilo Krobo Municipal	1,121	174	1,295	849	65.56
パイロット	Savelugu-Nanton	1,198	175	1,373	1,081	78.73
非パイロット	Karaga	436	181	617	110	17.83
パイロット	Kassena Nankana East	870	254	1,124	964	85.77
非パイロット	Kassena Nankana West	741	412	1,153	167	14.48
平均	パイロット	4,806	1,068	5,874	4,095	69.71
	非パイロット	4,206	1,083	5,289	1,650	31.20

出所：エンドライン調査（2017年9月）

指標 4. 評価フォームの重要な箇所（要特定）を適切に記載している教員の割合が 2016 年の最初のモニタリング時と比較して 20%増加する。

（暫定データ）6項目のうち2項目で 20%以上を達成、コンピテンシー記載箇所は達成度が低い<sup>35</sup>

「評価フォームの重要な箇所（要特定）」について、プロジェクトでは、以下のような観点から各セクションの重要性を定義している。

項目	重要である理由
Section 1	各教師の基本情報（名前や学校名等）で、昇進や教員ライセンス更新に使われるため、正確な記述が重要な項目
Section 2	CPD を実現するため、1 年間の目標としてスタンダードを基に正確に設定する必要がある項目
Section 3	設定した目標の進捗を確認するのに必要な項目
Section 4	年度末評価で目標の達成状況を確認するための項目及び集計結果
Section 5A と 5B	教員のコア（Core）及びノンコア（Non-Core）コンピテンシーを図るためにより重要な項目
共通	全体として校長（評価者）からのサインは、公式書類としての校長による確認が必須で、すべてのセクションにサインが重要である

出所：プロジェクト

上記のセクションに対応した評価フォームの 2016 年と 2017 年の記載率並びに増加率の平均をみると、セクション 3 及び 4 で 20%以上という目標値を達成している。また、セクション 1 と 2 は目標値を達成していないが、2017 年の記載率はそれぞれ 95%、97%と高い。

他方、セクション 5A（コア）とセクション 5B（ノンコア）については、目標値を達成していないのみならず、記載率はそれぞれ 44%、20%と低い。コンピテンシーに基づく評価・昇進には、セクション 5 の記載率を高める必要がある。また、記載内容のコンピテンシーと、現職教員スタンダードとの整合が重要である。

なお、セクション 5A には、全公務員向けの共通項目が既に記載されており、各項目 5 段階で評価するようになっている。プロジェクトによると、現場からは、「教師に該当する質問はほとんどない」というコメントが出されているが、一部は「解釈」による読み替えが可能と判断された<sup>36</sup>。エンドライン調査結果も踏まえてガーナ側と協議し、まずは「読み替え」を是とするかを確認のうえで、評価フォームに最初から記載されている既存のコンピテンシーとの整合性との調整や、記載方針の決定等のプロセスが必要と考えている。また、読み替えの導入については、現場とも協議し、そのうえでガイドラインに反映させ、関係者に情報を共有するプロセスも必要とプロジェクトでは認識している。上述のデータでは、記載内容の適切性まではわからないが、いずれにせよ、スタンダード（コンピテンシー）に基づく評価記載率を高めるための方策を検討し、全国展開計画に反映させる必要がある。

<sup>35</sup> 現地調査時には集計中であったため、Joint Terminal Evaluation Report では不明としていたが、2017 年 12 月 22 日にプロジェクトから提出された暫定データに基づいて記載したもの。ただし、暫定データであること、また、1 郡のデータが未記入であることから、あくまでも暫定結果と理解されたい。

<sup>36</sup> 例えば、Client を生徒及び保護者と読み替える、あるいは、Productivity を学びの成果（テスト結果）と読み替える、Organization をクラスと読み替えるなど。

なお、表－15 は暫定データであり、1 郡のデータが欠損しているため、正確にはエンドライン調査の詳細分析を待つ必要がある。

表－15 評価フォームの記載率と増加率（2016 年と 2017 年の比較） (%)

	P/ NP	Section 1 Average			Section 2 Average			Section 3 Average		
		2016	2017	増加率	2016	2017	増加率	2016	2017	増加率
Shai-Osudoku	P	91	98	11	82	98	21	90	100	12
Ajumako/Enyan/ Essiam	P	96	100	4	97	94	-3	91	97	7
Upper Manya Krobo	P	95	94	-2	87	99	18	79	98	28
Savelugu-Nanton	P	89	88	-1	84	95	22	67	92	45
Kassena Nankana East	P		97		0	97			96	
Pilot 平均		93	95	3	87	97	12	82	97	20

	P/ NP	Section 4 Average			Section 15A Average			Section 5B Average		
		2016	2017	増加率	2016	2017	増加率	2016	2017	増加率
Shai-Osudoku	P	77.0	99.9	31.0	40	39	-4	15	9	-21
Ajumako/Enyan/ Essiam	P	87.9	96.0	9.9	45	38	-13	27	24	-6
Upper Manya Krobo	P	82.9	97.5	20.8	70	56	-19	40	31	-14
Savelugu-Nanton	P	60.1	91.4	63.1	19	29	109	7	13	181
Kassena Nankana East	P		97.0		0	56			16	
Pilot 平均		77.0	96.4	27.1	44	44	-1	22	20	-5

注：2016 及び 2017 年の平均値は各セクションの全項目の記載率の平均。増加率は、全項目の記載率の増加率をさらに平均したもの。よって、2016 年の平均と 2017 年の平均の増加率とは数字が異なっている点に留意（例えば、2016 年の平均 91%、2017 年の平均 98% の増加率は  $(98 - 91) / 91 = 7.7\%$  であるが、各項目別の増加率合計の平均なので 11% となっている）。

出所：エンドライン調査（2017 年 9 月）

**指標 5.** パイロット 5 郡において SBI の実施回数が増えた学校の割合が増加する。

**指標 6.** パイロット 5 郡において CBI の実施回数が増えた小学校の割合が増加する。

**SBI 及び CBI とも 4 郡で達成**

本指標は、実施回数の増えた学校数を年次 INSET 進捗報告書（Annual INSET Progress Report : AIPR）で検証することができないため、新任教員に必須と定められている回数を基準とし、SBI を年 4 回以上、CBI を年 2 回以上実施した学校の割合をもって検証した。AIPR に基づき 2014/15 年度と 2016/17 年度を比較すると、パイロット 5 郡のうち 4 郡で、SBI を 4 回以上、CBI を 2 回以上実施している学校の割合が増加している。Savelugu-Nanton 郡のみ、SBI、CBI とも割合が減っており目標を達成していない。同郡は、2014/15 年と比較すると 2016/17 年の落ち込みが激しい。また、Upper Manya Krobo 郡は、逆に大幅に増加している。両郡の変動の背景を、詳細に分析・確認する必要がある。

表－16 SBI（4回以上）CIB（2回以上）実施した学校の割合 (%)

	2014-2015		2015-2016		2016-2017	
	SBI	CBI	SBI	CBI	SBI	CBI
Shai-Osudoku	83.30	21.70	91.90	62.90	95.16	69.35
Ajumako/Enyan/ Essiam	48.90	51.70	54.40	57.10	91.26	96.12
Upper Manya Krobo	6.30	95.80	0.00	7.50	88.32	99.28
Savelugu-Nanton	93.70	65.10	92.40	44.30	18.80	25.64
Kassena Nankana East	40.40	68.40	100.00	89.50	87.72	89.47
Shai-Osudoku	54.50	60.50	67.70	52.30	76.25	75.97

出所：AIPR

上記指標は、学校での SBI 及び CBI の実施回数であるが、補足情報として、新任教員 (NQT) 及び一般教員 (Teacher) の SBI への参加回数にかかるエンドライン調査結果をみた。4 回以上 (「4 回」と「5 回以上」の合計) 参加した新任教員は、パイロット郡で 65%、非パイロット郡は 38% である。一般教員についても、パイロット郡 47%、非パイロット郡 17% と、パイロット郡のほうが良好である。

表－17 質問：2016/17 年度に、あなたは SBI に何回参加しましたか？

2.5 SBI2016/17		0 回		1 回		2 回		3 回		4 回		5 回以上		無回答		合 計	
Pilot	NQT	2	3%	3	5%	7	11%	10	16%	15	22%	27	43%	0	0%	63	100%
	Teacher	6	5%	2	2%	16	13%	42	34%	10	8%	48	39%	0	0%	124	100%
Non-Piolt	NQT	6	12%	7	14%	7	14%	1	2%	0	0%	19	38%	10	20%	50	100%
	Teacher	15	16%	20	22%	20	22%	15	16%	3	3%	13	14%	5	5%	91	100%

出所：エンドライン調査 (2017 年 9 月)

以上を総合すると、PTPDM 政策に基づく評価・昇進制度は SBI、CBI の実施を促進できると考えられる。

なお、調査団が訪問した学校では、学校運営改善計画 (School Performance Improvement Plan : SPIP) には SBI/CBI/DBI の実施計画も含めていると回答した学校が多かった。SPIP への SBI/CBI/DBI の包含により研修実施を促進できるとみられる。

#### 4-2-3 上位目標

上位目標	パイロット以外の郡において、キャリア階梯メカニズムが施行される。
指標	<ol style="list-style-type: none"> <li>1. (3年後) パイロット以外の郡において 60%の校長がコンピテンシーベースの教員評価を実施する。</li> <li>2. (5年後) パイロット以外の郡において 80%の校長がコンピテンシーベースの教員評価を実施する。</li> <li>3. (5年後) 教員のコンピテンシーに関するデータが郡レベルの昇進プロセスにおいて活用される。</li> </ol>

**【要約】 上位目標の達成はプロジェクト目標の達成と提言の今後の対応次第である。**

プロジェクト目標の達成並びに後述する提言への対応が、上位目標達成の前提条件である。なお、上位目標達成の促進要因としては、PSC フォームによる教員評価システム及び申請時ランクの全評価フォームを添付する昇進システムが既に全国システムとして普及されている点が挙げられる。なお、上位目標は現在策定中の全国展開計画の内容に大きくよるので、同計画に基づき指標の改訂を検討する必要がある。

上位目標は PTPDM 政策の全国展開に相当するが、その達成には、まず、プロジェクト目標の達成と、後述する提言への対応が必要である。なお、主な促進要因として以下2点が挙げられる。評価・昇進制度の全国展開が可能な枠組みは既に整っているため、あとは、その内容の仕上げが必要な状況といえる。

①PSC の評価フォームを用いた評価制度は、既に国家制度となっている。

②すべての評価フォームを昇進時に添付する制度も、既に国家制度となっている。

また、PDM 第2版の上記指標について、2017年5月のJCCにて、指標1と2について修正案が検討されている。修正内容とその理由は以下のとおりである。

表-18 JCC で提案された上位目標の修正案 (2017年5月)

修正指標案	理由
指標1: (3年後) 2020~21年度末までに、パイロット以外の郡において 60%の校長がコンピテンシーベースの教員評価を実施する。80%の DEO がコンピテンシーベースの校長評価を実施する。	校長の評価は DEO の CS が実施するが、校長の評価は教員と同じく必須であるため、別途指標を設定した。DEO が実施するものであるため、学校で校長が教員に対し実施するよりもより確実に実施するべきと考え、教員よりも目標値を高く設定した。
指標2: (5年後) 2022~23年度末までに、パイロット以外の郡において: 80%の校長がコンピテンシーベースの教員評価を実施する。90%の DEO がコンピテンシーベースの校長評価を実施する。	5年後には、全国に教員ライセンス制度や新評価制度が浸透していることが望ましいが、地方、特に北部の地方部の地方教育事務所による実施の困難さも勘案し 80%程度が目標としては妥当と判断された。校長については、指標1と同様、教員よりも確実に実施されることが望ましいため、90%と設定した。

出所: プロジェクト

上位目標の指標について調査団で検討した結果、上位目標はプロジェクト終了後の全国展開の実施状況と密接に関連するため、現在改訂中の全国展開計画と整合のうえ、指標を再設定することが望ましいと結論した。その際は、事後評価時（通常プロジェクト終了3年後）に必要な指標データは、ガーナ側から提供される必要があるため、その入手可能性も考慮して設定することが求められる。また上位目標指標に記されたコンピテンシーベースの評価の実施「率」は、「未実施率」の存在を含意するため、将来の教員昇進判断における二重基準の存在を含意しかねず、この観点からも再点検が求められる。

なお、現指標（PDM 第2版）あるいは2017年5月JCCの修正指標も採用するのであれば、「コンピテンシーベースの評価を実施する」をどのように測定するのかも改めて検討する必要がある。現在プロジェクトでは、評価フォームの提出率による「実施」の捕捉を想定しており、また「提出率」はC/Pだけでも入手可能な指標である。しかし、「4-2-2 プロジェクト目標」の指標4でも上述のとおり、重要箇所の記載率はまだ低く、コンピテンシーと現職教員スタンダード（コンピテンシー）との整合性の課題も残っており、パイロット郡においても対策を必要としているため、単に「提出率」をもってコンピテンシーベースの評価が「実施」されているとはいえない可能性もある。よって、提出率を採用するのであれば、記載内容（記載率や教員スタンダードとの整合性など）も評価できる指標も追加する必要がある。

また、「6-1 妥当性」の項で後述する最新の教育セクター戦略計画（Education Strategic Plan : ESP）2018-2030ドラフトには、PTPDM 施策の実施が明確に含まれ、ターゲットを設定していることから、同戦略計画と上位目標の指標を整合させることも一案である。例えば、同ドラフトには、PTPDM 政策にかかる活動として「新任教員ライセンス発行に向けた導入プログラムの実施」が記載されており、新任教員導入プログラムの修了率やライセンス発行率を追加することなども、指標の1つとして検討に値する。

いずれにせよ、現在改訂中の PTPDM 政策の全国展開計画に基づいたコンピテンシーベースの評価・昇進制度に即した指標を検討する必要がある。また、上位目標達成のための外部要因として、現在設定されている点に加え、提言にも含まれている①NTCのキャパシティ強化、②PTPDM 政策実施機関、統括機関、調整機関が円滑に PTPDM 政策全国展開を推進することなども全国展開計画実施に必要な基本条件であるため、PDM に追記することが望ましい。

なお、非パイロット郡においても、GPEG 資金<sup>37</sup>や UNICEF 資金の活用により、2016年には研修活動が開始され、既に全国展開が開始されつつあるといえる。一方で、教員スタンダードの最終版を含め、各種成果物の最終化を現在行っていることから、パイロット郡のみならず既に活動を開始しているこれら非パイロット郡においても、情報の更新とフォローアップが必要である（全国展開計画では、それを見越してフォローアップ研修を計画に含めている）。また、まだ ToT を実施していない残りの132郡についても、予算措置も含め、同計画に含めておく必要がある。

また、UNICEF 支援郡については、「付属資料5の研修実績リスト」にもあるとおり ToT 後の新任教員研修や校長研修が実施されているが、GPEG 対象郡については、その後の活動状況は不明である。調査団が訪問した非パイロット GPEG 対象郡では、ToT 後に想定される活動の実施は確認できなかった。また、UNICEF 対象郡でも、学校現場における初任者導入プログラムの実施状況や、評価フォームの記載、提出状況などは不明である。いずれにせよ、パイロット郡のように、

<sup>37</sup> 73郡に対する GPEG は2016年8月で終了。なお、今後も新たに USD 1,500万の GPE 資金の配付が見込まれている（使途は不明）。

プロジェクトからの継続的な働きかけがない非パイロット郡への全国展開時には、ToT 後の活動が進むようモニタリングも含めた対策を講じておく必要が認められる。

#### 4-2-4 スーパーゴール

スーパーゴール	職務の向上により、初中等教員 <sup>38</sup> の能力が向上する
指標	1. 教員のコンピテンシーにかかる自己評価が向上する。 2. 基礎教育修了資格試験（BECE）結果の平均点が向上する。

スーパーゴールの達成目標期限は特に定められていないが、キャリア階梯メカニズムが施行されると、能力に基づいて昇進判断がなされるため、理論的に職務の向上により初中等教員の能力が向上することとなる。したがって、スーパーゴールは理論的には達成可能である。指標は教員の能力向上を測る指標として、定性的な教員の自己評価に加え、そのアウトカム指標として定量的な試験結果の向上を設定しているのは、究極的に生徒の学力向上をめざしていることを意図するからである。

<sup>38</sup> 「初中等教員」は、PTPDM 政策が対象とする Pre-tertiary の3つのレベルの全教員を対象としている。

## 第5章 プロジェクトの実施プロセス

### 5-1 活動の進捗

中間レビュー調査において、教員組合を交えての多岐にわたる関係者との合意形成プロセスを運営してきたことを高く評価したが、本終了時評価でも、継続して同様の運営がなされてきた様子が確認された。また、プロジェクト前半における、PSCのフォーマットが全公務員に導入されることになったタイミングをとらえての教員評価ハンドブックの開発と、中間レビュー以降の全評価フォームを添付する昇進制度への貢献は、本プロジェクトが目標とする「コンピテンシーベースに基づく評価・昇進制度の全国展開向け施策の構築」のベースとなる重要な進捗として、高く評価される。

他方、中間レビュー調査では、ベースライン、モニタリング、エンドライン調査の体系的な計画と実施が不十分であること、また、成果4のパイロット活動では、研修は実施されたが、パイロットを通じて何をどのように検証するのかといった設問が明確になっておらず、パイロット郡における試行・検証が限定的であることが指摘された。また、活動の進捗に影響を与えた要因として以下が挙げられた。

- ①パイロット前倒しによりパイロットと制度構築の同時展開
- ②ガバナ側負担と整理されていた予算不足による活動の遅延
- ③プロジェクトのデザイン上の課題
  - ・事前評価表とPDMのプロジェクト目標が異なって記載されていること
  - ・本来プロジェクト当初に規定すべきPTPDM政策全般と本プロジェクトの支援スコープの確認及びガイドライン作成開始が2015年以降となったこと
  - ・主要C/P機関であるTEDのマンデートを超えていること
  - ・全国展開はPDMの範囲外とされつつも、プロジェクトの支援方針が不明であったこと
- ④プロジェクト・マネジメント上の課題
  - ・プロジェクトのスコープや到達点の共通理解が明確でないこと
  - ・計画と実績の対比に基づく進捗状況の正確な把握と関係者間での共有が不十分であること

上記指摘事項へのプロジェクトの対応も含めた活動の進捗と課題は以下のとおり。

#### (1) 改訂PO、フローチャートの作成

まず、プロジェクトでは、スコープを再確認し業務を再整理して、後半のプロジェクト活動計画を策定した。改訂POは「付属資料1のANNEX2」のとおりで、活動の実施タイミングと関連性を提示したフローチャートは「付属資料9」を参照されたい。

#### (2) パイロット活動

「計画(Plan) - 実行(Do) - 評価(See) - 改善(Improve)」のPDSIサイクルに即して、全国展開に向けたPTPDM政策・施策の実行可能性、効果、持続性を検証するために、2016/17年度に3回目のパイロットを実施することとなった。本来の包括的なパイロットは2016/17年度から開始されるといえる。2016年11月にはミッドライン調査が実施され体系的な現状把握がなされ、パイロット活動の実施とその検証について大きな改善がみられた。

他方、改訂 PO で計画したいくつかの活動（例えば成果 1 の昇進制度とその手続き、成果 2 の教員昇進管理のためのデータベース構築、新任教員ライセンス発行手続き及びデータベースの活用にかかる能力強化など、成果 3 のシニア研修など）のパイロットを通じた検証は、現時点では未了である。2018 年 2 月に予定されている最終 JCC における技術協力成果品の最終化に間に合うよう、残りの期間で可能なパイロットを実施する必要性が指摘された。

なお、ライセンス向けデータベース構築は、NTC データベースを通じた新任教員ライセンス発行手続きの試行計画があるが、昇進のデータベース構築・活用は、まだ具体的になっていない。GES のデータベース（既存のデータベースあるいはプロジェクトで開発したデータベースの枠組み）と、今後 4 年間をかけて既存教員データの集積を行っていく予定の NTC データベースとの調整・調和が必要であり、具体的な作業は本プロジェクト終了後にガーナ側で行っていくこととなるが、プロジェクト期間中に NTC と GES で協議して方向性を確認しておく必要がある。

また、各成果やプロジェクト目標の指標の達成度については既述のとおりであるが、より詳細なパイロット活動の個別の調査設問とその検証結果については、詳細なエンドライン調査報告書を待つ必要がある<sup>39</sup>。エンドライン調査報告書により、最終的な検証結果を明確にし、問題のある結果についてはその理由を分析して、全国展開計画において対応策を講じておく必要がある。

### (3) スタンダード最終化の遅延

未実施のパイロット活動を除いた主な活動の遅延としては、現職教員スタンダードの最終化の遅れが指摘される。これは、教員養成スタンダード策定に参画した大学教員の関与を確保したことや、SC や JCC を通じた綿密な議論、レビュー並びに教員養成スタンダードを策定した T-TEL プロジェクトとの連携といったプロセスを重視してきたためである。その結果、中間レビュー時に想定した期間よりも長い時間を要することとなった。

しかし、ガーナ Pre-tertiary レベルの教員スタンダードの妥当性及び教員養成と現職教員の双方のスタンダードの整合性を確保するために、このような丁寧な作成プロセスを経たもので、この点は前向きに評価される。一方で、同スタンダードの最終版に即して、技術協力成果品を現在最終化し、コンピテンシーに基づく評価・昇進を進める基本となる最終的なスタンダードの関係者への浸透を促進する必要がある。

### (4) 教員組合の反対による影響

成果 1 で既述のとおり教員組合は、PTPDM 政策全体には賛成しているが、主にキャリア階梯における教員ランク名やライセンス制度、特に登録料やアップロードにかかる諸経費の教員負担や、研修にかかる教員負担について反対している。そのため、新任教員に対するライセンス発行手続きの活動が遅延してきた。また、政策文書、政策ガイドライン等技術協力成果品の最終化にも影響を及ぼしている。

<sup>39</sup> 中間レビュー時に作成された設問の素案に対応した情報が、終了時評価調査団に対してプロジェクトより提供されたが、暫定的な一部の情報であるため、詳細はエンドライン調査報告書を参照されたい。

#### (5) 承認 (Validation) ワークショップと正式発表 (Dissemination) 会合

既述のとおり、2017年10月には、PTPDM政策文書、PTPDM政策ガイドライン、現職教員スタンダード、教員評価ハンドブック、その他教材等と合わせて承認 (Validation ワークショップ) 並びに正式発表 (Dissemination 会合) がなされた。しかし、その際、資料が直前の配付となったことや、ワークショップの期間も短かったことから、十分な吟味ができなかったことが参加者からも指摘されている。また、全文書を通じて目次、内容の整合性がまだ十分確保されていない段階であり、ガイドラインには、未確立のCPDポイント制を前提とした記述も含まれており、現在も多くの改訂作業が残っている。広く周知させるうえで、早めの継続的な情報公開は必要であるが、一方で、未完の段階で正式発表をしているため、2018年2月の最終JCCをもって承認される最終版を改めて配付・周知させる必要がある。

### 5-2 能力強化

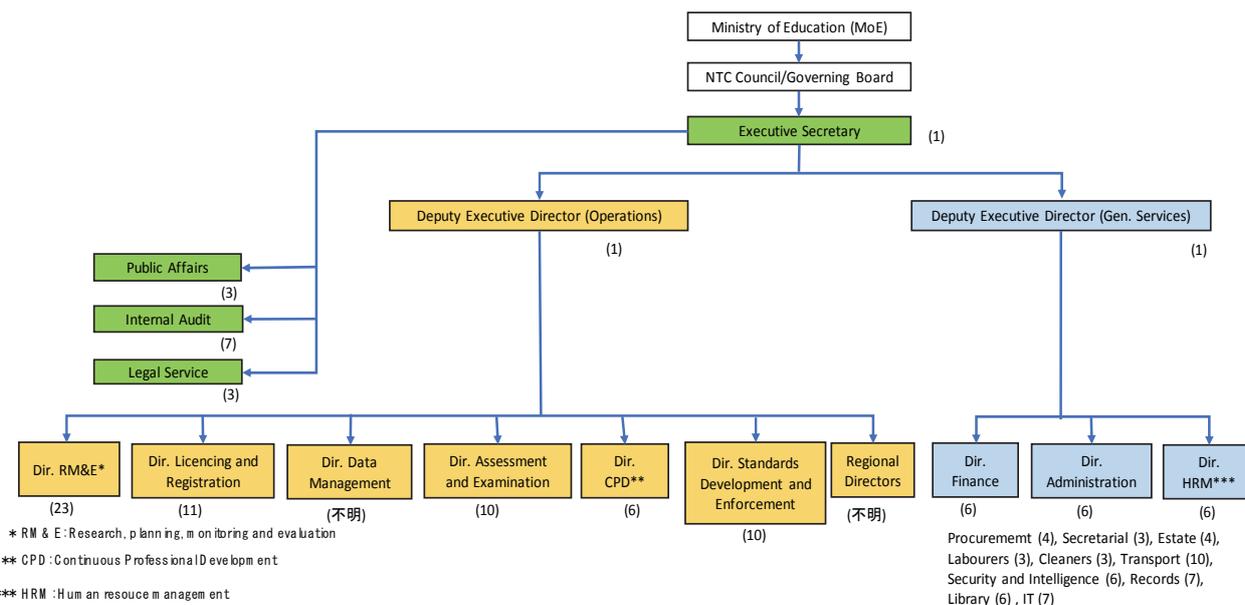
中間レビュー (2016年7月) 以降の大きな変更点として、2017年5月にGESのTEDがNTCに吸収合併されたことが挙げられる。その結果、プロジェクトの直接の主要C/P機関は、TEDから実質NTCに変更された<sup>40</sup>。各機関の能力強化の状況は以下のとおり。

#### 5-2-1 NTC

##### (1) 人員体制

現在、NTCはスペース不足も考慮し暫定的な定員を45名としており、実際は26名が配置されている。中間レビュー時点の10名と比較すると、TEDの吸収合併を通じ人員は増強されたといえる。NTCでは、組織図と給与体系がPSCによって承認されれば、さらにスタッフを雇用する予定である。2018年1月には採用インタビューを実施する計画で、既にアプリケーションも60名を超えているとのことである。なお、地方レベルのスタッフも含めると190名以上を将来的には必要としている。図-5は、調査時点のNTC組織図案と定員数の暫定的な案で、これによると合計147名にData ManagementとRegional Directors (定員不詳)のポジションが加わる。2018年度予算申請では、地方レベルの人材も含め合計192名分の人件費を申請している。

<sup>40</sup> ただし、公式の組織改編を示す通達などは確認できず、給与も依然としてGESから支払われている。



注：（ ）内は人員数で合計 147 名（不明の Data Management と Regional Directors 含まず）

出所：NTC 資料に基づき調査団作成

図－5 NTC 組織図案

NIU のメンバーはそのまま NTC の職員となったため、INSET の活動も継続して行っており、プロジェクト活動の継続に問題はない。従来の研修やモニタリング活動に加え、ライセンスに関しても精力的に業務を行っている。中間レビュー時点で新たに配置された新スタッフも、短期間にプロジェクト活動を理解し、良好な業務遂行状況がみられる。

(2) 財政状況

予算についても、新政権となった 2017 年度以降、以前に比べると配付されるようになった。2017 年は、合計 GHS 65 万の予算が確保されている。ただし、GHS 15 万は配付済みだが設備機材向けに追加された GHS 50 万は未入金である。2018 年度は、表－19 の予算申請がなされているとのことである。

表－19 2018 年度 NTC 申請予算内訳 (GHS)

Compensation		
給与	6,524,642.07	192 名分の給与で、地方レベルも含めた数
カウンシルメンバー報酬	358,000.00	NTC カウンシルメンバー（50 名）への会合謝礼と年間報酬（少額）、メンバーは年 3 回定例＋緊急時会合
Goods and Services		
光熱費や消耗品等	150,000.00	
会議・セミナー開催等	550,000.00	
合計	7,582,642.07	

出所：NTC

### (3) 課題

スタッフや予算について一定の改善がみられているものの、現在、管理職は Ex. Secretary のみで、Deputy Ex. Director(オペレーションとジェネラルサービスの2ポジション)や Director の 10 ポジションはすべて空席である。組織としての運営体制はまだ整っていないため、各部門は、コミッティー/グループを形成して業務を行っているという状況である。NTC のマンドートを果たすうえで必要なキャパシティは、まだかなり限定的であるといわざるを得ない。また、Ex. Secretary も 2018 年 12 月の定年を控えており、NTC の体制構築は喫緊の課題である。

プロジェクトの C/P の人数も、NTC の人員不足のため非常に限られている。従来からの C/P であり、NTC に吸収合併された TED/NIU のメンバーは、基本的に元教員でありトレーナーであるため、教科や教員養成に関する知識については問題なく、また、研修実施や教材開発には高い能力を有する。しかし、NTC が教員ライセンス制度など制度や法律に関する業務や政策を実施するために専門性をもった必要な人員を配置できていないという問題がある。

また、中間レビュー直後の INSET コーディネーターの定年による交代があり、新たな INSET コーディネーターとなった。これにより、新コーディネーターの能力の問題から、これまでガーナ側が行っていた研修に関する連絡や準備などを、プロジェクト側で実施せざるを得ない状況が多くなり、プロジェクト側の業務の負担が増えた。

#### 5-2-2 GES 本部

TED が NTC に組織改編されて以来、プロジェクトは GES 本部との連携した活動が難しくなった。HRMD と昇進手続きについての議論を開始できず、NTC でデータベースを新たに構築する判断がなされたため、GES のデータベース管理部門 (ICT ユニット) とは、関係が希薄になった。成果 2 の活動には、「GES/ICT/NIU、NTC、パイロット郡教育事務所 (DEO) に対し、データ収集・管理方法に関する研修を行う (活動 2-8)」や、「中央レベルにおいてデータ活用にかかる啓発を行う (活動 2-9)」が計画されており、GES 本部の人材についても、データベースを活用した昇進手続きができるような能力強化を予定していた。しかし、昇進のためのデータベース構築・運用については、既述のとおり、プロジェクト終了後の課題として残されている。よって、GES 本部の能力強化はあまり進んでいない。

#### 5-2-3 郡教育事務所 (DEO)

プロジェクト専門家によると、パイロット DEO のキャパシティは、Upper Manya Krobo を除く 4 郡は、積極的に PTPDM 政策の推進や、ワークショップ・調査等へ協力しており、政策への理解や活動の実践を通じて能力が強化されてきたとみている。Upper Manya Krobo については、度重なる DEO 所長の交代等があり、他郡と比較して各種指標の達成度も低く、能力強化は進んでいない。また、データマネジメントにかかるキャパシティの改善については、成果 2 でも指摘したとおり、郡既存データベースの活用や能力向上の活動が不十分な事情もあり、いずれの郡でも確認できない。

## 5-3 プロジェクト・マネジメント

### 5-3-1 プロジェクト運営体制

#### (1) C/P 機関変更

2017年5月以降、主要C/P機関がTEDからNTCとなった。それにより、以下のような正負の影響があった。

##### 1) 正の影響

TEDの吸収合併により、旧TEDのメンバーもNTCの業務に加われるようになり、またプロジェクトからもNTCの業務を支援しやすい状況になった。このため、ライセンス制度に関する活動も進むようになった。また、元TED局長がNTCのトップになり、プロジェクト活動の整合性や理解は良好に維持されるとともに、意思決定が集約されて早くなったという正の影響があった。

##### 2) 負の影響

GES全体との関係に負の影響があった。合併前はGESのTED及びNTCの両組織がC/Pとして活動できていたが、合併後はC/PがNTCだけの状況になり、GESとの調整が進まなくなった。加えて、2018年度から新たに優先度の高い政策として高校無償化が開始され、GESがその業務に忙殺されているという背景もあり、昇進手続きやデータベースの調和、全国展開計画におけるGESとNTCの役割分担等といった事項について、必要な協議ができていない状況が続いている。さらに、プロジェクトもNTCの業務内容に引っ張られるかたちで、未確立のCPDポイント制を前提としたガイドラインの承認・正式発表がなされたり、昇進にかかる郡レベルのデータベースを使ったマネジメントメカニズム構築への対応が不十分になるなどの影響がみられた。

#### (2) 運営体制・状況

全般的に、プロジェクト活動は、本プロジェクトの特徴でもある多岐にわたる関係者との密接な協議に基づき実施されている。そのため、合意プロセスには時間がかかるものの、関係者のプロジェクトやPTPDM政策に対する良好な理解や参加に貢献している。以下のとおりJCC、SCのほか、年間レビューも定期的実施されている。

##### 1) 合同調整委員会 (JCC)

JCCは、年1回開催されてきた(2014年8月、2015年9月、2016年7月、2017年5月)。JCCは、MoE高官、政府機関、地方行政、教員組合、開発パートナー等から出席者を得て、PTPDMにかかる議論を行っている。多数の参加者があるJCCは、プロジェクトの詳細な内容の意思統一や決定の機関というよりも、進捗報告と意見聴取の場といえる。

##### 2) 運営委員会 (SC)

GES総裁(プロジェクト・ディレクター)を議長とし、これまで7回開催された。プロジェクト活動の本質的な内容について議論してきており、一般的なJICA技術協力プロジェクトのJCCに相当する。ICT、HRMD、NIUやTEDを含むGESの関連部局・ユニット全般とNTCのC/Pなどがメンバーとなっている。

##### 3) 年間レビュー会合

JCCやSCに加えて、年間レビュー会合が開催され、パイロット郡における活動の進捗、課題や対応策を議論している。参加者は、パイロット5郡に加え、地域事務所も含まれる。

プロジェクト・ディレクターやプロジェクト・マネジャーも臨席する。

### 5-3-2 モニタリング体制

中間レビュー調査団からのプロジェクト活動のモニタリング体制の全体的善が提言され、既述のとおりまず包括的なモニタリング調査として2016年11月にミッドライン調査が実施された。PTPDM政策における評価・昇進制度の実施可能性、有効性、持続性についてミッドライン時点で検証した。

また、中間レビュー以前には、モニタリング旅費予算不足の影響や、プロジェクト専門家の活動が中央でのガイドライン策定が優先された事情により、C/Pと専門家による現地モニタリングは1度だけであったが、同レビューの提言を受けて現地モニタリング回数は増加した。MoEによるモニタリング予算の配付は最後までなく、JICAが支援して実施したものであるが、以下は、主な現地モニタリングである。

- ・2016年10～11月にUpper Manya Krobo郡で校長研修、新任教員研修のモニタリング
- ・2017年2～3月に新任教員研修のモニタリング（併せて研修教材の聞き取り調査）
- ・2017年7～8月にパイロット郡でモニタリング（評価の実施状況を確認）

INSET関係の予算の確保、執行状況については、年次郡教育実施計画（Annual District Education Operation Plan : ADEOP）等に予算を含めるようプロジェクトで指示しているが、その確認やフォローアップのモニタリング情報は、終了時評価時点では不明であり、プロジェクトにより今後確認する予定である<sup>41</sup>。

### 5-3-3 コミュニケーション

既述のとおり、主要C/P機関の変更（TEDからNTCに）に伴い、NTCとGES間の密なコミュニケーションや調整が相対的に困難になった。政権交代による異動や定年による退官により、総裁及び副総裁2名が交代し、また、他の部局の局長も異動になったため、プロジェクトチームによると、まだ良好な関係を築いたとはいえない状況で、コミュニケーションも円滑に行えていないとのことである。

また、中間レビュー調査では、プロジェクトチーム内で、活動の方向性や進捗に関する共通の理解を促進する必要が指摘された。しかし、プロジェクト期間中の専門家の渡航回数は75回、複数回の要員の交代により計11名が従事した事情もあり、チーム内の共通理解は最後まで課題として残ったといえる。

プロジェクトチームとJICA本部・事務所間のコミュニケーションは密になされてきた。しかし、プロジェクトのスコープ並びに目標の定義については、終了時評価時点においても、明確に共有されていたとは言い難い。主要C/P機関の変更、NTCへの協力（ライセンス制度構築等）を期待する大臣の意向、NTCデータベース構築などの展開に伴う環境変化が影響し、プロジェクトの支援スコープが流動的になったことも1つの要因とみられる。

<sup>41</sup> 調査団が訪問したパイロット3郡では、北部2郡のうち1郡では郡教育計画書への反映は不明、1郡では郡教育計画にはtrainingという予算項目があり、そこに新任教員研修やシニア教員研修が含まれているとの説明であった。また、南部1郡では、2018年度のDAへの申請予算に、新任教員研修項目を含めている書類が提出され、確認できた。

## 5-4 オーナーシップ

### 5-4-1 NTC

既述のとおり、TED が NTC に合併吸収され、プロジェクト・マネジャーのリーダーシップのもと、NTC による活動が進み組織的なオーナーシップは向上した。ただし、人員不足等、脆弱な組織体制に加え、参画度合いは有能な一部の人材に限られている点がプロジェクト専門家により指摘されている。

### 5-4-2 GES

既述のとおり、TED が NTC に組織改編されて以降、プロジェクトの C/P が NTC に限定される状況が出現し、中央 GES の参画度合いは低くなった。HRMD とは昇進にかかる手続きの協議が開始できておらず、ICT とは NTC データベース構築以降、ほとんど関係がなくなった。他方、DEO など地方 GES については、既述のとおり 1 郡を除き、プロジェクト活動に積極的に参加・協力しておりオーナーシップは高い。また、組合への対応は、GES が主体となって行っており、その点でもオーナーシップが認められる。

### 5-4-3 教育省 (MoE)

MoE については、大臣のリーダーシップのもと、PTPDM 政策推進への支援が認められる。そのため、NTC の人員配置や予算措置が一定程度進捗し、ライセンス制度推進や、MoE 予算による NTC データベース構築などにみられるとおり、オーナーシップが向上している。また、教員組合との対話の場を設けるなどの対応にもあたっている。他方、中間レビュー時にも確認した MoE のコーディネーターの配置は実現していない。

## 第6章 評価5項目による評価結果<sup>42</sup>

### 6-1 妥当性

プロジェクトは、一部プロジェクトのアプローチに課題がある（「6-1-3」参照）ものの、政策、ニーズと整合しており、下記のとおり、全般的な適切性は担保され、妥当性は「高い」と判断される。

#### 6-1-1 政策との整合性

プロジェクトは、以下のとおりガーナの政策と整合している。

- ・中期国家開発計画（GSGDA II）2014-2017 では、質の高い教育提供を優先課題の1つとしており、そのための主要政策（key policy measures）として、教育サービスのマネジメント改善や、授業と学習の質向上が記載されている。
- ・MoE は、教育法〔Education Act 778（2008）〕に基づき、資質・専門性に基づく教員のキャリア階梯をめざすべく、「初中等教員の資質向上・管理（PTPDM）政策」を策定した。教員の資格や経験年数のみを重視するのではなく、教員のキャリア階梯に応じた職務遂行を促すことで、適切な人事管理の実現が目標とされている。
- ・教育法案（Education Bill）（2015）は、教育法〔Education Act 778（2008）〕に制定されている初中等教育の法的枠組みを改定・更新する目的で作成されたもので、PTPDM 政策と整合した内容であり、法案の意図するところは初中等教育行政制度の分権化の促進である。同法案は、2017年9月28日に閣議で了承された。今後は諸手続きを経て2018年3月の国会成立が見込まれている。
- ・最新の教育セクター戦略計画（ESP）2018-2030の最新ドラフトには、PTPDM 政策が反映された。PTPDM 政策は、政策目標3「教育サービス提供における持続的、効率的なマネジメント、財政、アカウンタビリティ」のもと、「教員のキャリア階梯が教員コンピテンシーやスタンダードに基づいてなされていない」という現状課題に対する戦略として、「PTPDM 政策の実施（関連する INSET やキャリア階梯含む）」が明記された。また、実施枠組みには、戦略のターゲットや活動、対応するアウトプットなども具体的に記載されている<sup>43</sup>。なお、同ドラフトは、コストिंगも含めて関係者のコンサルテーションを予定している段階にある。

プロジェクトは、日本の開発援助政策とも整合している。現行対ガーナ国別援助方針（2012年4月）では、4つの重点分野のうち1つが「保健・理数科教育」で、教育については、理数科教育を中心として、包括的な学習環境の改善（学校建設、教育行政の運営改善、教員の能力強化など）を支援するとある。また、対ガーナ事業展開計画（2017年4月）において重点分野3には2つの開発課題（小目標）が設定されており、本プロジェクトは、「開発課題3-2：理数科教育」のなかの「基礎教育改善支援プログラム」に位置づけられている。本プロジェクトは教育行政運営改善並びに教員の能力強化を具現する支援である。

<sup>42</sup> 5項目評価は、C/Pと合同で、非常に高い（very high）、高い（high）、中程度（moderate）、低い（low）の4段階で評価した。

<sup>43</sup> PTPDM のインパクト指標として2021年までに BECE 合格率92%が記載されている。また、活動として①新任教員ライセンス発行にむけた導入プログラムの実施、②教員と学校のマネジャーの継続的専門職能構築（CPD）のための INSET ユニット（中央、郡、学校ベース）設置、③キャリア階梯の定義と制度化、④教員スタンダードに基づく教員のアセスメントも記載されている。

### 6-1-2 ニーズとの整合性

プロジェクトは、中間レビュー時に確認した以下のニーズに変更はなく、教員、子ども/生徒、政策策定者のすべてのニーズに現時点でも整合している。ガーナでは、教育の質の向上が残された大きな課題となっている。例えば、2014年の West African Senior School Certificate Examination の結果をみると、特に数学の合格者は48%と半数にも満たない〔社会(71%) 英語(64%)〕。教育の質向上に向け、現職教員の再訓練を含めた教員の資質向上と、地方分権化の流れを踏まえた教育行政運営改善が必要とされている。このような状況において、教員にとっては能力・専門性に基づく教員のキャリア階梯を通じた継続的能力強化にニーズがあり、子ども/生徒には質の高い教育を受けるニーズがある。また、政策策定者にとっては教職のイメージを向上させたいというニーズがある。

### 6-1-3 アプローチの適切性

本プロジェクトのアプローチは、以下のように定義される。

- ・「本プロジェクトは、ガーナにおいて初中等教員のキャリア階梯にかかる施策設計整備を行うことにより、パイロット郡における階層別研修（新任・校長等）の受講がインセンティブとして教員の昇格に反映されることを図り、もって教員の資質向上を図ることに寄与する。」
- ・「先行する現職教員研修プロジェクトの成果を活用し、政策の実施と制度化を具現化する。」

本プロジェクトは、中間レビュー調査で確認されたとおり、質の高い教員による子どもの学びの改善をめざし「能力に基づく評価と昇進を可能にするキャリア階梯メカニズム」を通じた専門職としての教員の継続的能力開発制度を構築すること、過去のプロジェクト成果の活用（SBI/CBI/DBIにかかる経験、システム、人材、教材等のリソース）、バランスのとれたパイロット郡の選定等、プロジェクト目標達成に必要なかつ適切なアプローチを採用している。

他方、課題として以下が指摘される。

- ・PTPDMの政策・施策・制度構築には、NTCとGESの双方が関係しており、MoEのイニシアティブが不可欠である。プロジェクトの前半でも、TEDのマンデートを超えていることや、NTCの組織体制が脆弱であるため、プロジェクト専門家が調整業務の多くを担ってきた。中間レビュー調査団は、MoEにコーディネーター配置を依頼したが、最後まで適切なコーディネーターの配置は実現せず、専門家が調整業務を担う状況は続いた。よって、C/P機関については、GESとNTCに加え、MoEコーディネーターの配置が最初から担保できるような運営体制で臨むことが妥当であった。
- ・PTPDM政策ガイドラインは同政策を体現する諸施策（方法論）を提示するものであったが、施策の全貌と、プロジェクトが担う施策領域についての合意形成はしばらくの間あいまいであった。プロジェクト内外の役割や責任分担についての明確な定義が必要であった。これにより、本プロジェクトの具体的な達成目標にかかる関係者間の共通理解の確立が可能であったとみられる。また、上記と関連し、PTPDM政策ガイドラインの作成は、プロジェクト2年目に着手されたが、政策・施策・制度構築を目的とする本件においては、開始時点において着手されるべきであったといえる。

## 6-2 有効性

プロジェクトの有効性は、主にプロジェクト目標の達成度によって評価されるが、現時点で入手可能な情報に基づく「中程度」と判断される。残された課題や提言への対応により、有効性を高める必要がある。

### 6-2-1 プロジェクト目標の達成見込み

「第4章 プロジェクトの実績」に既述のとおり、PTPDM 政策に関する各種文書及び全国展開計画の策定は進んでいるが、プロジェクト目標達成のためには、4つの成果とプロジェクト目標の達成度に関連して示された課題の進捗と提言への対応が必要である。また、指標未達成部分の要因分析も求められる。

プロジェクト目標の各指標の達成状況を要約すると以下のとおりである。指標2、3、5については、部分的に達成しているが郡間の差も大きく、特に低い郡についての分析と対応が必要である。また、指標4についても、特に重要とみられる箇所の記事率を高める対応策が必要な状況である。終了時評価時期後に明らかとなるエンドライン調査結果に基づき、対応策も含めた各成果の更なる見直しが必要である。

#### プロジェクト目標の指標達成度要約

指標1：全国展開計画が策定される：全国展開計画案は予算案とともに作成済みで、現在、最終改訂中であることから達成される見込み

指標2：新任教員導入プログラム修了率が南部パイロット3郡で80%以上、北部2郡で60%以上：南部2郡で達成、北部1郡でほぼ達成

指標3：パイロット5郡で教員評価フォームの提出率70%以上：3郡で達成、5郡の平均ではほぼ達成（69.71%）

指標4：教員評価フォームの重要な箇所を適切に記入した教員の割合20%増（2016年比）：6項目のうち2項目で達成、特に重要とみられるコンピテンシーの箇所は向上しておらず、記入率も半分以下と低い。

指標5と6：SBIを4回、CBIを2回実施した学校割合の増加：パイロット4郡で達成

### 6-2-2 プロジェクトの論理構成

現行PDMのプロジェクトのデザインは、成果1で評価と昇進、成果2でデータベース、成果3で研修にかかるパイロットを通じて、全国展開に向け実施可能で、有効でかつ持続性のある施策を策定し、成果4では政策文書やガイドラインも含め、PTPDM政策の実施可能な環境を整備するというもので論理的である。指標については、検証項目は多岐にわたるため個別の指標は未設定だが、残るパイロット活動の検証を経て指標の設定とその達成レベルの確認が要請される。

### 6-2-3 プロジェクト目標達成の促進要因

TEDのGESからNTCへの移管や、新大臣のイニシアティブに伴い、NTCにおけるライセンス制度構想やデータベース構築が進んだ。また、PSCの評価フォームを用いた評価制度や、すべての評価フォームを昇進時に添付する規定が制度化されていた点も、プロジェクト目標達成の促進要因である。

#### 6-2-4 プロジェクト目標達成の阻害要因

TED が NTC に移管された負の影響として、GES 特に昇進に関係する HRMD との協議が制約された点が挙げられる。また、キャリア階梯における教員ランク名やライセンス制度、特に登録料やアップロードにかかる諸経費の教員負担や、研修にかかる教員負担についての教員組合との合意形成の停滞も、負の影響を与える要因である。

### 6-3 効率性

プロジェクトの効率性は、さまざまな要因により影響を受け「中程度」と判断される。

#### 6-3-1 効率性の促進要因

先行案件の INSET にかかるアセット（人材、制度、ネットワーク、教材等）を有効に活用し、プロジェクトの効率性を高めた。

#### 6-3-2 効率性の阻害要因

効率性を阻害した要因は多岐にわたる。主な要因は以下のとおり。

##### (1) パイロット活動

当初パイロット活動は 2 年次から計 2 サイクルを予定していたが、ガーナ MoE 次官の強い要請により 1 年次からの開始に前倒しとなった。この背景に加え、検証事項設定、情報収集、フィードバックというパイロット活動の PDSI サイクルが不十分のまま 2 サイクルのパイロットが実施され、結果として、3 サイクル目のパイロットが必要となった。この点は、本プロジェクト全体の効率性を阻害した大きな要因として挙げられる。パイロットと制度構築を同時に進展させる状況下、制度（キャリア階梯や教員評価、コンピテンシー等）や、研修内容・教材等はたびたび改定され、プロジェクトは、未確定の施策をもってパイロット活動に臨まざるを得ず、施策案の更新やフォローアップにも追加労力を要するなど、制度構築が効率的に行えなかった。

##### (2) 活動実施と成果の達成度

中間レビューが指摘したとおり、予定どおりに進展しないガーナ側の予算措置による活動遅延に加え、3 回目のパイロット期間を終えた終了時調査時点においても分析作業は継続中である。加えて、データベース構築の遅延並びに GES のデータベース構築が部分的な達成にとどまる見込みで、これらの予定された活動と成果の達成に課題が残っている。

##### (3) 関連機関のキャパシティ

NTC のキャパシティ不足（現在、管理職は 1 名のみの配置、組織全体の人員未充足）や、1 郡（Upper Manya Krobo）における実践レベルが特に低い点が認められる。またデータマネジメント能力については、いずれの郡も具体的な能力強化が確認できない。

##### (4) プロジェクトの範囲

「6-1 妥当性」の項でも既述のとおり、本プロジェクトには PTPDM 政策を具現化す

る施策の具体化が含まれるが、具体的な施策を提示する PTPDM 政策ガイドラインの策定がプロジェクトの当初ではなく 2 年次になされた点も、効率性を制約した。

#### (5) 教員組合との合意形成

教員組合との合意形成が進まないため、活動の遅延や技術協力成果品の最終化に影響を与えており効率性の阻害要因となっている。

#### (6) 日本側インプット

日本側投入について、本プロジェクトの特徴を踏まえ教育政策、教育行政のプロジェクト専門家をより多く配置すべきであったと、専門家チームも指摘した。

### 6-4 インパクト

インパクトは、上位目標達成見込みや現在確認できる波及効果から「中程度」と判断される。

#### 6-4-1 上位目標の達成見込み

「第 4 章 プロジェクトの実績」でも既述のとおり、上位目標は PTPDM 政策の全国展開の実践に相当する。その達成には、プロジェクト目標の達成が前提となるが、プロジェクト目標は終了時評価時点で未達のため、将来的な上位目標達成の見通しは現時点で明らかではない。

#### 6-4-2 PDM のロジックと外部条件の影響

上位目標達成のためには、プロジェクト終了時までには、MoE により全国展開計画が策定されている必要があるため、中間レビュー時の提案に基づき PDM 第 2 版（2016 年 9 月）では、プロジェクト目標の指標に全国展開計画の策定を追加した。これにより、プロジェクト目標から上位目標の達成を導く設計になっている。

外部条件「政府が PTPDM 導入と実施のための予算を確保する」には、全国展開計画に基づき既に申請した予算手当が必要である。また、「関連政策や法律が大きく変更されない」については、2018 年 3 月に国会で成立が見込まれる教育法案や、新たに作成された教育セクター戦略計画 (ESP) 2018-2030 のドラフトに、PTPDM 政策が具体的に言及されており、現時点では負の影響は見込まれない。

ただし、2018 年国会成立後の教育法施行、教育セクター地方分権〔GES 本部の人員削減と DEO の郡政府 (DA) への統合、DA の拡充〕の動向、NTC の機能の再定義の動向に注視し、これらと技術協力成果品との整合性についてガーナ側で検証し、必要に応じた改訂が求められる。

#### 6-4-3 上位目標達成の促進要因

なお、主な促進要因として以下 2 点が挙げられ、評価・昇進制度の全国展開を可能にする体制は既に整っている。

- ①PSC の評価フォームを用いた評価制度は既に国家制度となっている。
- ②すべての評価フォームを昇進時に添付する制度も、既に国家制度となっている。

また、全国展開計画案に基づき 2018 年度の予算申請がなされた点、教育セクター戦略計画 (ESP)

2018-2030 が具体的に PTPDM 政策に言及した点などは、促進要因である。

#### 6-4-4 上位目標達成の阻害要因

上位目標の達成はすなわち全国展開の実施と、これを担保する持続性に委ねられるので、上位目標達成の阻害要因については持続性にて後述する。

#### 6-4-5 波及効果

##### (1) 正のインパクト

他開発パートナーとの連携インパクトとしては、UNICEF 資金支援の実現（非パイロット 6 郡における ToT や新任教員研修、校長研修並びにモニタリングの実施）、GPEG 資金による 73 郡での ToT の実現などが挙げられる。

JICA の他スキームとの連携インパクトとしては、パイロット郡に配置された青年海外協力隊員による、SBI 実施促進や DEO の能力開発への貢献がある。また、プロジェクト前半におけるマダガスカル MoE からの視察団の受入れ（2016 年 3 月）、アフリカ理数科教育域内会合における情報共有（2016 年 4 月）に加え、ブルキナファソより企画調査員 1 名が本プロジェクトを視察した。

また、Ningo Prampram 郡（非パイロット郡）は、Shai-Osudoku 郡の近隣郡であるが、郡予算と人員により校長研修や新任教員導入研修を実施し、評価フォームを導入したことが確認されている。プロジェクト開始前、同郡は Shai-Osudoku 郡の一部であったため、PTPDM にかかる情報共有がなされ、非パイロット郡でありながら郡独自での実施につながったものとみられる。

##### (2) 負のインパクト

特段の負のインパクトは、現時点では確認されない。ただし、導入プログラムを修了し、ライセンス付与の条件を満たす新任教員へのライセンス発行手続きが、組合対応のため遅延しており、さらに長引くとライセンス付与を期待する教員の不満が顕在化する可能性が予見される。これら教員は、ライセンス取得のために自己負担により必須研修に参加しており、早急な対応が求められる。

また、PTPDM 政策の実施過程では、必須の INSET への参加が昇進の必要条件となる。分権化が進展すると、教員や郡の経済・財政状況等によって教員間、郡間に昇進機会において不公平が生じ得る懸念は依然残っている。エンドライン調査結果も含めた最終的な検証結果に基づき、PTPDM 政策、ガイドライン、各種ハンドブック等プロジェクト成果の最終化の段階で、その対策が盛り込まれている必要がある。

#### 6-5 持続性

現状では、持続性は「中程度」と判断される。政策・制度面での持続性は高いため、残りの課題や提言への対応により、総合的な持続性が高まるであろう。

##### 6-5-1 政策・制度面

「6-1 妥当性」で既述のとおり、PTPDM 政策はガーナの中期国家開発計画（GSGDA II）、

現教育法（2008）並びに 2018 年に成立が見込まれる新教育法、教育セクター戦略計画（ESP）2018-2030 と合致している。特に教育セクター戦略計画（ESP）2018-2030 の現ドラフトは、PTPDM 政策実施に具体的に言及しており、PTPDM 政策は将来においても優先度が高い政策として維持される見込みが高いと判断できる。また、現教育大臣によるコミットメントは明確であり、全国展開を推進するうえで良好な政策環境にあるといえる。

なお、PTPDM 政策（2012）は、教育省大臣令（Decree）に基づく政策文書である。現在改定が進む PTPDM 政策文書と関連文書はプロジェクトの成果であるが、これを閣議了承を含む適正な手続きにより承認することで、政策・制度面での持続性は補強されよう。

政策文書の改訂版や関連文書に関連して、教員組合との合意形成もガーナ側により引き続きなされる必要がある。また、2018 年に成立が見込まれる新教育法や、今後明確化が期待される NTC の所掌領域に応じ、ガーナ側で PTPDM 政策と関連文書を改訂する必要性も予見される。

#### 6-5-2 組織・人材面

NTC の人員不足は、組織的な持続性のリスク要因となっている。約 30 万人の教員ライセンス発行と同制度の維持機能を含め、PTPDM 政策を全国展開する核となる機関である NTC の人員体制強化を早急に進める必要がある。

また、PTPDM 政策の実施には、中央から地方、学校レベルまで複数の機関・部署が関与するため、PTPDM 政策全国展開の責任機関を特定する必要がある。PTPDM の全コンポーネントの役割分担にかかる GES と NTC の協議は未実施で、持続性のリスク要因となっている。PTPDM 全国展開において、MoE の主体的関与は必須であるが、関係機関がどのような組織・体制のもとで進めていくのか、現時点では具体的になっていない。

さらに、プロジェクト終了を 2018 年 3 月に控え、ガーナ側 C/P への業務移管を進める必要がある。NTC の人員不足、GES との役割分担協議に未着手の現状において、プロジェクトが担ってきた業務を引き継ぐ人材が不足している、あるいは特定されていない。PTPDM 実施の責任機関を特定し、プロジェクトに関する組織知や機能を引き継ぎ、PTPDM 政策の全国展開計画やその効果的な実施に向けた準備を早急に完了させる必要がある。

加えて、地方分権の進展に伴い、GES の更なる構造改革や人員削減が見込まれることも、持続性に影響する。学校の管理責任の地方自治省への移管や、DEO の郡政府（DA）への統合が見込まれており、教員の昇進、採用、配置等も地方の業務となる予定である。新教育法の成立と地方分権の実際の進展は、プロジェクト終了後となる見込みだが、PTPDM 展開計画の実施においては、予見される諸変化に即した調整が求められる。

#### 6-5-3 技術面

NIU メンバーは、INSET の実施面におけるキャパシティは既に高く、中間レビュー以降配属された新任教員の育成も順調である。郡レベルの研修についても、先行プロジェクトを通じ、郡レベルのトレーナー人材が育成されており、技術的に可能とみられる。

他方、データベース管理については、既述のとおり中央、郡レベルの運用に関し能力強化は限定的である。

#### 6-5-4 財政面

2018～2022年の4年間の予算積算と併せて全国展開計画案の策定と、これに応じた2018年度予算要求がなされたのは、財政的な持続性にとって重要な進展である。他方、申請予算の承認と実際に予算が配付されるか、今後もフォローアップの必要がある。また、現在改訂中の全国展開計画のコスト項目を改めて精査し、残り132郡のToT費用や、必要な配付物の印刷コストも含めてコスト見積もりの精度を高め、2019年度以降も必要なタイミングでの予算申請が求められる。また、予算の逼迫は常態化しており、例年の階層別必修研修費用の財源開拓をガイドラインに明示することも求められる。

## 第7章 プロジェクトの効果発現にかかる貢献・阻害要因

### 7-1 効果発現に貢献した要因

#### 7-1-1 計画に関すること

- ・先行プロジェクトの成果を踏まえて政策・制度構築に臨んだことで、教員のキャリア階梯メカニズムの開発という新しい支援領域を開拓した。

#### 7-1-2 実施プロセスに関すること

- ・教員評価ハンドブックの作成に関連し、公務員の評価制度改革の初期段階から PSC との連携が着手されたが、この連携はプロジェクトの有効性を高めるとともに、持続性の促進要因ともなった。
- ・GES により昇進フォームが改訂され、昇進申請時のランク期間の各年すべての評価フォームの添付が要件化され、2017/18 年度からの実施が GES により全国に通達された。これにより、プロジェクトで改善した教員評価実践は国家制度として認知され、持続性の促進要因ともなった。
- ・先行案件のアセット（経験、人材、制度、ネットワーク、教材等）の有効活用は、プロジェクトの効率性を高めた。
- ・開発パートナーである UNICEF や GPEG 資金の活用により、パイロット郡以外での研修が実現した。
- ・プロジェクト前半で実施した本邦研修は、MoE 事務次官をはじめとする参加者の能力強化並びにプロジェクトの理解と支援促進の面でも有効に働いた。
- ・本プロジェクトの特徴でもある多岐にわたる関係者との密接な協議に基づき実施されている。そのため、合意プロセスには時間がかかるものの、関係者のプロジェクトや PTPDM 政策に対する良好な理解や参加に貢献した。
- ・2017 年には、新教育大臣のリーダーシップのもと、PTPDM 政策推進への支援が促進され、NTC の人員配置や予算措置、ライセンス制度構想、MoE 予算による NTC データベース構築などの進展がみられた。また、教員組合との対話機会が設定され、合意プロセスの促進に寄与した。
- ・TED の NTC への移管とそれに伴う主要 C/P 機関の変更に伴い、旧 TED のメンバーも NTC の業務に加わるようになり、またプロジェクトからも NTC の業務を支援しやすい状況になった。このため、ライセンス制度に関する活動も進み、元 TED 局長が NTC のトップになったことにより、プロジェクト活動の整合性や理解は良好に維持されるとともに、意思決定が集約されて早くなった。
- ・プロジェクト後半において、MoE 側のプロジェクト活動予算に改善はみられなかったものの、JICA 支援により現地モニタリング、ミッドライン調査等のモニタリングがなされるようになった。

### 7-2 問題点及び問題を惹起し得る要因

#### 7-2-1 計画に関すること

- ・プロジェクト目標の表記が、英文 PDM と事前評価表（和文訳出）に相違があり、当初 PDM の要約、指標、活動についても不適切・不十分・不明瞭な部分が一部あった。例えば、上位目標やプロジェクト目標に記載されていた「キャリア階梯メカニズム」の具体的な定義や、上位目

標達成を導く設計とするためにプロジェクト目標の指標に全国展開計画の策定を追加する必要があった。プロジェクト前半において、プロジェクトのスコープやめざす到達点にかかる関係者の共通理解を妨げた可能性がある。

- 中間レビューで合意したものの、適切なコーディネーターの配置は実現せず、専門家が調整業務を担う状況は続いた。MoE コーディネーターの配置が最初から担保できるような運営体制で臨むことが妥当であった。
- PTPDM 政策ガイドラインは 同政策を体現する諸施策（方法論）を提示するものであったが、施策の全貌と、プロジェクトが担う施策領域についての合意形成はしばらくの間あいまいであった。プロジェクト内外の役割や責任分担についての明確な定義がなかったため、本プロジェクトの具体的な達成目標にかかる関係者間の共通理解の確立に影響を与えた。また、PTPDM 政策ガイドラインの作成は開始時点において着手されるべきところ、プロジェクト2年目に着手されたため、効率性にも影響があった。

#### 7-2-2 実施プロセスに関すること

- 当初パイロット活動は2年次から計2サイクルを予定していたが、ガーナ MoE 次官の強い要請により1年次からの開始に前倒しとなった。この背景に加え、パイロット活動の PDSI サイクルが不十分なまま2サイクルのパイロットが実施され、結果として、3サイクル目のパイロットが必要となり、本プロジェクト全体の効率性を阻害した大きな要因となった。パイロットと制度構築を同時に進展させる状況下、制度構築が効率的に行えなかった。
- ガーナ側の予算不足から、特にプロジェクトの前半においてパイロット活動の遅れやモニタリングの不足など、活動と成果の達成に影響を与えた。
- PTPDM 政策の全貌を明確にし、そのなかでプロジェクトが支援するコンポーネントを位置づけ、個別の制度設計を行い、多岐にわたる関係者と合意形成を図りながら進めていくため、当初想定していた以上の作業時間を要した。
- 教員組合は、主にキャリア階梯における教員ランク名のほか、ライセンス制度の諸経費や研修にかかる教員負担について反対している。そのため、新任者に対するライセンス発行手続きの活動遅延や、政策文書、政策ガイドライン等技術協力成果品の最終化にも影響を及ぼしている。
- 主要 C/P 機関の変更（TED から NTC に）に伴い、NTC と GES 間の密なコミュニケーションや調整が相対的に困難になった。プロジェクトの C/P が NTC に限定される状況が出現し、中央 GES の参画度合いは低くなった。
- 主たる C/P 機関であった TED の事実上の NTC への吸収や、NTC が推進する教員ライセンスと教員の評価・昇進の制度/データベース設計上の整理への要請からプロジェクトの支援スコープが流動的になり、プロジェクトの到達目標の関係者間の共通理解に影響を与えた。
- NTC の人員不足や運営体制が脆弱で、プロジェクト活動の多くをプロジェクト専門家が担っている状況であり、また、PTPDM 政策の施策責任機関が決まっていないことから、業務移管と持続性の確保に影響を及ぼしている。
- MoE に PTPDM コーディネーターなど適切な C/P の配置が最後までなかったことは、プロジェクトの円滑な活動実施や持続性にも影響を及ぼしている。
- 2017/18 年度から新たに優先度の高い政策として高校無償化が開始され、GES がその業務に忙殺され、GES は PTPDM に関連して十分な協議機会を確保することが困難である。

- ・プロジェクト期間中の専門家の多数に及ぶ渡航回数や複数回の要員の交代により、チーム内の共通理解の確立に影響があった。

## 第8章 結論・提言・教訓

### 8-1 結論

本プロジェクトが扱う対象領域（教員の人事政策）は決して難易度の低い領域ではない。また、プロジェクト期間中に国政選挙を迎えるタイミングであり、このことがプロジェクトの進捗や、PTPDM 政策の関連法（特に地方分権化推進を目的とした新教育法）の成立、また組合の PTPDM 政策への関心レベルに直接、間接に作用したものと推察される。

政治的な機微にふれる領域において、プロジェクトは辛抱強くかつ機動的に現実に対応し、大きな達成をもたらした。これには、キャリア階梯やスタンダードを構想し、このなかで本プロジェクトの背景である SBI、CBI を含む研修履歴を教員昇進判断に含めた点等が含まれる。PTPDM 政策が直接影響する 30 万人近くのガーナの教員に、「学び続ける教員」という規範を、昇進機会ごとにもたらし得る意義は重要である。ガーナ・日本国側双方の当事者の努力は特筆に値する。

他方で、プロジェクト目標の達成確保には、いまだ幾多の課題と提言が指摘できる。「何ををもって PTPDM 政策の施策案が全国展開に十分」かの検証が不十分だと認知されたのは中間レビュー時点であったが、同趣旨がより早期に察知されれば、本報告書が指摘する課題数を削減することが可能だったとも推察される。「政策実施：施策」「全国展開に値する施策の実施可能性・有効性の仮説設定」「仮説のパイロットでの検証方法」等の定義は、一義的には専門家に委ねるべき技術的な内容であろう。しかし、今回のように新領域で技術支援を提供する場合には、プロジェクト着手直後に、基本的事項の理解を深化し、整合性を担保することの必要性が、今次のプロジェクト運営管理上の最大の学びであった。

#### 8-1-1 PTPDM の置かれた環境の特徴

PTPDM の置かれた環境には、以下の特徴を指摘できる。まず、政策（Policy）を実施・体現する施策（Policy Implementation）は何らかの法的根拠を要する。こうした施策支援では、構想された施策の、政策課題解決への有効性を示し、それをもって経常的な政府予算の投入を正当化する過程を要する。単に研修を試行するのみではなく、研修で示された施策の実現可能性やその有効性の検討にも、またこれを制度的に正式に位置づける法制化にも、相応の調整を要する。

第二に、教育公務員は、公務員のなかでも最大のシェアを占め（正規教員のみで 28 万人）、本プロジェクトは、その評価（勤務評定）と昇進可否を扱う領域である点で特徴的である。制度上の脆弱性（例：機能しない手続きにより昇進機会を逸失する等）の影響は大きく、ゆえに組合が敏感になる領域でもある<sup>44</sup>。

第三に、3 つの流動的な周辺環境が常在していた点が挙げられる。教員ライセンス制度の導入構想（2017 年）、改正教育法のもたらす教育行政の地方分権（Education Bill：2017 年に閣議承認、2018 年に議会承認の見込み）、担当部署の組織改編（2017 年に NTC と TED の合併）。これらはいずれも PTPDM に直接影響を与える事項であるが、2017 年の総選挙を挟んで政治的思惑のなかで調整されてきており、プロジェクト期間中は不確定のままであった。プロジェクトから眺めると「それが来るのは知っているが、いつどのように来るのかみえない」様相であったと想像できる。

<sup>44</sup> 義務研修に参加する教員に費用負担が生じる点の是非が議論されている。一般論としては、採用に至る過程での研鑽に自発的に私費が投じられることは理念的・倫理的に特段の問題はないが、当局により「強制」される点は注意・留保で、今後も組合からの反発が予想される。

- ・2017年総選挙のもう1つの影響と思われるのが、ガーナ側からの早期のパイロット着手要請で、選挙前の成果発現を期待した働きかけであったと推測できる。

こうしたなか、プロジェクトは柔軟にかつ辛抱強く技術支援を提供し、高く評価されるべき姿勢である。

#### 8-1-2 達成

本技術協力プロジェクトを通じて開発された PTPDM 施策は、外形としては全国展開に供するに十分な態様を整えていると判断できる。留保事項としては諸施策の実効性と今後の環境変化に応じた調整が挙げられる。

教員スタンダード、階梯、キャリアパス等の PTPDM を支える諸概念は、GES、組合等の広い参画を得て、幾度もの推敲がプロジェクト期間にわたりなされてきており、関係各者の十分な当事者意識とコンセンサスが得られている。

また、SBI や CBI の研修履歴は勤務評定 (Appraisal) と昇進審査 (Promotion) の判断材料の1つとして明示され、研修にいそしみ、自己研鑽に尽力する教員のみが昇進機会を得る制度的枠組みが整っている。

#### 8-1-3 プロセス

「8-1-1 PTPDM の置かれた環境の特徴」に示したような流動する繊細な状況のなかでプロジェクトは柔軟かつ辛抱強く業務に従事し一定の達成を成就した点は賞賛に値する。

##### (1) 配置

他方、専門家の投入は63人/月、11名の専門家が75回渡航。1回当たりの渡航は平均0.91程度にとどまる。1渡航当たり往復4日を想定すると、全体では300日(10人/月)を移動時間に費やされた勘定になる<sup>45</sup>。現地でC/Pやチームメートと対面で執務する時間はその分制約され、チームワークによる上記困難への効果的対応を制約する作用を有したと想像される。

##### (2) パイロット

パイロットは2年次から2回転が当初想定されたが、MoEの強い要望に応じ初年度から5郡でのパイロットが開始された。中間評価の時点で終了していた2回転のパイロットは、研修の試行にとどまり、教員らによる勤務評定や昇任審査書類の記入のされ具合 (Implementability) や、施策の効果捕捉がされていなかった。そうした検証の必要性の認識が得られていなかったようである。協力開始直後に、人事政策の施策支援に関する基本認識 (例：政策支援におけるパイロットのありよう) につき突っ込んだ議論の機会を設定すべきであった (教訓)。

3回転目のパイロットを通じて補完的な実証が試みられたが、終了時評価時点においても、パイロットを通じて得られるプロジェクト目標の指標のうち1/5の集計が未了の状況である。これに象徴されるよう、この最初の2年間のパイロットの停滞が、各方面に影響を与えている。

<sup>45</sup> 指示書では5ポジションが提示されている。2回渡航/人/年次の場合3カ年の渡航回数は30。この場合移動に要するのは4日×30=120日で4人/月に該当。

## 8-2 提言

### 8-2-1 プロジェクトチームが実施すべきこと

#### 8-2-1-1 プロジェクト目標達成のために実施すべきこと

##### 〈Output 1に関連する提言〉

- ・研修記録を昇進手続き上どのように位置づけるかを明らかにし、昇進を所管する GES 人事局とともに実施可能性を検証する。
- ・選択研修に関する CPD ポイント制度について、分析フレームワークを策定する。
  - －PTPDM プロジェクトで定義した昇進要件は以下のとおり
  - －職務従事年数
  - －必須研修（SBI/CBI 含む）及び選択研修
- ・教員スタンダードに基づいたアプレイザルの結果
- ・GES（郡事務所及び州事務所）が NTC と協働で、各種ワークショップ等の機会を通じ、アプレイザルハンドブックを教員に紹介するよう働きかける。
- ・SBI/CBI やアプレイザル等の PTPDM プロジェクトのコンポーネントを、SPIP（School Performance Improvement Plan）及び SPAM（School Performance Appraisal Meeting）に含める。

##### 〈Output 2に関連する提言〉

- ・ライセンス、教員採用、昇進に必要なデータについて、NTC と GES がそれぞれ保有するデータベースを統合する。
- ・パイロット郡にて1年間のインダクション期間を終了したライセンス未付与の教員について、NTC のデータベースを使用しライセンス付与の手続きをテストする。
- ・NTC のデータベース構築をこれ以上遅延させないため、2017 年末までにガーナ財務省より生体認証データを受領する。
- ・パイロット郡において、研修受講履歴の作成と履歴の DEO への提出のために、学校研修記録が配付され使用されたかを確認する。

##### 〈Output 3に関連する提言〉

- ・現在計画されているパイロット郡におけるシニア教員の研修を実施後、速やかにシニア教員研修マニュアルを最終化する。
- ・2017～2018 年における、パイロット郡の新任教員向け研修及び予算策定を支援する。

##### 〈Output4に関連する提言〉

- ・2012 年に策定された PTPDM 政策文書と現在改訂中の PTPDM 政策文書及びガイドラインの内容を整合する。

##### 〈横断的な提言〉

- ・エンドラインサーベイの分析結果に基づき、すべての技術協力成果品を改善する。

## 8-2-1-2 プロジェクト目標達成のために実施すべきこと

### 〈Output4に関連する提言〉

- ・PTPDM 政策の全国展開に関し一義的な責任機関とその役割を MoE、NTC、GES 間で決定し、併せて PTPDM 政策の 11 コンポーネント（暫定）の調整機関、監督機関、実施機関を再定義し各機関の詳細なタスクを策定する。また、それらに沿って全国展開計画の予算を修正する。

### 〈横断的な提言〉

- ・PTPDM 政策の実施にあたり、新制度についていけない教員や、地方分権化によって想定される郡レベルまたは学校レベルで発生し得る格差について、影響を最小限にとどめるべく是正措置を全国展開計画に含める。

## 8-2-2 ガーナ MoE が実施すべきこと

### 〈プロジェクト終了時まで〉

- ・PTPDM 政策と関連文書を適正な手続きにより承認する。
- ・プロジェクトに関する組織知や専門性、PTPDM 政策の全国展開計画やその効果的な実施等に留意しつつ、技術協力プロジェクトチームよりその機能を引き継ぐよう、責任機関に指示を出す。
- ・教員のキャリア階梯について、教員組合とのコンセンサスを形成する。
- ・NTC の人員体制強化を含め、PTPDM 政策の効果的な実施のための実施機関のキャパシティを強化する。
- ・PTPDM の全国展開計画で示されている今後 4 年間の必要予算について、適時の予算配付及び支出を担保する（まずは 2018～2019 年予算）。
- ・新任教員に対する必須研修について、GES 及び郡 GES とともに必要な予算を措置する。

### 〈プロジェクト終了時以降〉

- ・今後制定される予定の新教育法で規定されている地方分権化後の体制・制度に基づき、PTPDM 政策と関連文書を改訂する。

## 8-3 教訓

### 8-3-1 パイロットでの検証項目

2 サイクルで実施されたパイロット活動において、検証事項の設定が十分ではなく、結果的にパイロット活動が必ずしも十分に活用されていなかった。大きな要因の 1 つとして、当初予定ではプロジェクトの 2 年目から開始予定であったパイロット活動について、MoE より急きょ 1 年目からの開始を要望され、結果としてパイロット活動が検証よりも活動実施そのものに主眼が置かれてしまった点がある。このような背景はあったものの、プロジェクトの早期の段階において、何をパイロット活動で検証すべきか明確に定義されるべきであった。

### 8-3-2 プロジェクト早期の段階におけるプロジェクト実施領域の明確化・相互理解促進

特に本プロジェクトのような政策支援案件は、他の案件に比べ C/P 機関の要望により計画変更が求められる可能性が高く、外部条件も多数あり、かつ明確なアウトプットが見えづらいため、

C/P 個々人でも認識にバラつきがある。このため、プロジェクト早期の段階において、対象領域の明確化と相互理解を図り、それを基に計画・投入を管理すべきだった。この対象領域の認識のバラつきにより、外部条件の変更等がどれだけ計画に変化をもたらすのか、どの程度の追加の投入が必要なのかについても認識にズレが発生しており、結果的に適時適切な投入が阻害された可能性がある。

#### 8-3-3 渡航計画・要員配置の最適化

渡航回数や要員人数についても、可能な限り少なくできるように業務指示書で工夫する必要がある。本プロジェクトは合計 80 回近くの渡航があり、移動のみで約 10 人/月を消費しており、かつ複数回の要員の交代により計 11 名が従事していたことから、中間レビューの際は C/P から頻繁な人の出入りにより腰を据えた議論ができない点に苦言が呈された。本プロジェクトについては、渡航回数や要員人数の増加により効率性が阻害された可能性がある。

#### 8-3-4 外部資金調達源の確認

事業実施において、先方政府予算以外からの資金確保についても、プロジェクト開始当初より検討する必要がある。R/D では研修開催費・参加費、C/P のモニタリング経費等は原則先方予算とされているが、先方予算が十分に確保されず関連活動の遅延等の影響が発生した。先方による予算確保が行えない可能性は常に存在するため、その事態に対応できるよう、外部資金調達源の確認がプロジェクト開始当初にされるべきであった。

## 付 属 資 料

1. 終了時評価調査ミニッツ（合同評価調査報告書を含む）
2. 現職教員スタンダード
  - 3-1. Validation ワークショップ概要
  - 3-2. Dissemination 会合概要
  - 4-1. CPD ポイント制ガイドライン（2017年10月11日版）
  - 4-2. CPD ポイント制ガイドライン（保健スタッフ向け）（2016年2月）
5. PTPDM 研修実績リスト
6. スコープ、進捗、リスクのマトリックス案（2017年12月1日版）
7. NTC 予算プレゼンテーション（2017年10月）
8. PTPDM 政策全国展開計画案（2017年11月8日）
9. PO のフローチャート版



**MINUTES OF MEETING  
BETWEEN  
JAPANESE TERMINAL EVALUATION TEAM  
AND  
THE GOVERNMENT OF THE REPUBLIC OF GHANA REPRESENTED  
BY MoE/GES/NTC  
ON  
JAPANESE TECHNICAL COOPERATION  
FOR  
PROJECT FOR SUPPORTING INSTITUTIONALIZATION OF THE  
PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND  
MANAGEMENT POLICY**

The Japanese Terminal Evaluation Team (hereinafter referred to as “the Team”), organized by Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Shinichiro TANAKA, visited the Republic of Ghana from 19<sup>th</sup> November to 9<sup>th</sup> December 2017 for the purpose of the terminal evaluation of the Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy (hereinafter referred to as “the Project”).

During its stay in Ghana, the Team had a series of discussions with the multiple stakeholders, jointly evaluated the achievements of the project with the Ghanaian authorities concerned, and exchanged views on recommendations and lessons learned.

As a result of the discussions, both sides agreed upon the matters referred in the document attached hereto.

Accra, 8<sup>th</sup> December 2017

for:



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Mr. Enoch H. Cobbinah  
Chief Director  
Ministry of Education  
The Republic of Ghana



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Mr. Shinichiro Tanaka  
Leader  
Japanese Terminal Evaluation Team  
Japan International Cooperation Agency  
Japan

ATTACHMENT

# JOINT TERMINAL EVALUATION REPORT

Project for Supporting Institutionalization  
of the Pre-Tertiary Teacher Professional  
Development and Management Policy  
(April 2014 – March 2018)

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# Joint Terminal Evaluation Report

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**List of Abbreviations and acronyms**

ADEOP	Annual District Education Operation Plan
AIPR	Annual INSET Progress Report
CBI	Cluster-Based INSET
CoE	College of Education
CPD	Continuous Professional Development
DA	District Assembly
DAC	Development Assistance Committee
DBI	Department-based INSET
DEO	District Education Office
ESP	Education Strategic Plan
GES	Ghana Education Service
GPEG	Ghana Partnership for Education Grant
HRMD	Human Resource Management Division
HT	Head Teacher
ICT	Information and Communication Technology
IGF	Internally Generated Fund
INSET	In-Service Education and Training
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
MoE	Ministry of Education
MTR	Mid-Term Review
NIU	National INSET Unit
NQT	Newly Qualified Teacher
NTC	National Teaching Council
OECD	Organization for Economic Co-operation and Development
PDM	Project Design Matrix
PM	Person-Months
PO	Plan of Operations
PRESET	Pre-Service Education and Training
PSC	Public Service Commission
PTPDM Policy	Pre-Tertiary Teacher Professional Development and Management Policy
R/D	Record of Discussions
RDE	Regional Director of Education
REO	Regional Education Office
SBI	School-based INSET
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SPIP	School Performance Improvement Plan
TED	Teacher Education Division
T-TEL Project	Transforming Teacher Education and Learning Project
WASSCE	West African Senior School Certificate Examination

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## 1. INTRODUCTION

### 1-1 BACKGROUND AND PURPOSE OF THE EVALUATION

While the Government of Ghana (GoG) has expanded access to education steadily, the quality of education is still a concern of the government. Academic achievement of 6th grade of sampled primary school pupils in NEA in 2011 was 35.3% in English and 16.1% in Mathematics which are far below the passing marks of 78.9% and 56.9% respectively. Ghana was placed in the bottom among participating 42 countries in TIMSS 2011 targeting 2nd grade students of Junior High School.

Under such circumstances, the improvement of teacher's capacity to contribute to educational quality is a pressing need. One of the six educational sub-sector policies of the ESP (Education Strategic Plan) of the Ministry of Education (MoE) was the "Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy". The PTPDM Policy focuses on strategic human resource management based on competencies and efforts in capacity improvement as a basis of career progression to facilitate professional development of teachers.

To address the issue of teachers' capacity development, school-based/cluster-based INSET (SBI/CBI) is recognized as one of the best strategies. Three technical cooperation projects have been implemented focusing on INSET in collaboration with JICA since 2000 to 2013. These projects have supported developing and disseminating the model and teaching manuals centred on lesson study and school-based/cluster-based INSET to introduce student-centred math and science classes in primary schools. Under PTPDM policy, it is expected that INSET programs developed through the precedent projects are incorporated in the teacher appraisal, and teachers are therefore motivated to implement the INSET programs.

The Project for Supporting Institutionalization of the PTPDM Policy aims at establishing career progression mechanism to facilitate professional development of teachers through training implementation model to acquire competencies necessary for each career rank, and appraisal and promotion model based on competencies and training records.

The objectives of the Terminal Evaluation are:

- (1) To confirm and analyse the achievements of the project compared to those planned based on the current Project Design Matrix (PDM Ver. 2) (Annex 1-1) and the Plan of Operation (PO) (Annex 2);
- (2) To identify challenges, obstacles and/or facilitating factors that have affected the

implementation process;

- (3) To evaluate the project according to the five evaluation criteria, i.e. relevance, effectiveness, efficiency, impact and sustainability,
- (4) To make recommendations for the activities in the remaining as well as post-project period; and
- (5) To clarify the lessons learned to feed back to other similar projects

For reference, the original PDM (Ver.1) is also attached in Annex 1-2.

## **1-2 SCHEDULE**

The Terminal Evaluation was conducted from 19 November to 9 December 2017. See Annex 3.

## **1-3 MEMBERS INVOLVED IN THE EVALUATION**

### **Ghanaian party:**

#### **Ministry of Education (MoE)**

- Dr. Yaw Osei Adutwum, Deputy Minister (Secondary/TVET)

#### **Ghana Education Service (GES)**

- Judith Esther Ofeibea Donkor, Director Human Resource Management and Development Division (HRMD)

#### **National Teaching Council (NTC)**

- Evelyn Owusu Oduro, Executive Secretary
- Gideon Ahoholu, National Inset Unit (NIU) National Coordinator
- Francesca Haizel, NIU Deputy Coordinator
- Francis Kwesi Addai, NIU Member
- Mireku Dora Animwaa, Licensing and Registration Coordinator, NTC

### **Japanese party:**

#### **Terminal Evaluation Mission Members**

- Shinichiro Tanaka, Team Leader, Senior Advisor (Education), JICA
- Taro Kakehashi, Team Member (Cooperation Planning), Assistant Director, Basic Education Team 2, Basic Education Group, Human Development Department, JICA

- Yuko Ogino, Team Member (Evaluation Analysis), Senior Consultant, Koei Research & Consulting

**JICA Ghana Office**

- Hirofumi Hoshi, Resident Representative
- Yuko Ishizawa, Deputy Resident Representative
- Masato Fukuhara, Representative

**PTPDM Project Expert Team**

- Kenichi Tanaka, Team Leader/Human Resource Management I
- Kenji Ohara, Deputy Team leader/Human Resource Management II
- Kenichi Jibutsu, Planning/Implementation of Training
- Ryusuke Yamachika, Project Coordinator/Local Government
- Kaori Tanaka, Monitoring (I)
- Paul Buatsi, Senior Education Consultant

**1-4 METHODOLOGIES**

The Terminal Evaluation team reviewed documents related to the Project and interviewed the persons concerned with the Project.

The evaluation is designed to verify the following aspects of the Project based on the Project Design Matrix (PDM) (Ver. 2) and Plan of Operations (PO):

- 1) Achievements of the Project based on the PDM indicators
- 2) Implementation Process
- 3) The Five Evaluation Criteria of DAC (Development Assistance Committee), Organization for Economic Co-operation and Development (OECD)

Definitions of the Five Criteria are as follow.

Relevance	Relevance of the Project is reviewed in terms of the validity of the Project purpose and the Overall goal in connection with the development policy of the Government of Ghana, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the Project plan.
Effectiveness	Effectiveness of the Project is assessed by evaluating the extent to which the Project had achieved its purpose and outputs.
Efficiency	Efficiency of the Project is analysed to what extent the outputs are yielded in terms of quality, quantity, and timing of the inputs.

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Impact	Impact of the Project is assessed on the basis of both positive and negative influences caused by the Project.
Sustainability	Sustainability of the Project is assessed in terms of policy, institutional, financial and technical aspects by examining the extent to which the achievements of the Project would be sustained or extended after the Project period.

Evaluation Grid is attached as Annex 4.

Conclusions are drawn from the results of the Terminal Evaluation and recommendations are jointly made by both Ghanaian and Japanese sides.

## 2. ACHIEVEMENTS OF THE PROJECT

### 2-1 INPUTS

#### 2-1-1 Japanese Side

The following inputs have been provided. (See Annex 5)

##### 1) Personnel

- Experts: A total of 11 experts as project members during May 2014 – Sept. 2017 (69.59 P/M)
- Local consultants: A total of 4 consultants (1 Education Policy, 1 Policy Roll-out plan, 2 Competency-based teacher standard)

##### 2) Training:

Training	No. of participants
Counterpart Training in Japan	7
Other training in Japan	15
Training in third countries	31
Total	53

- 3) Machinery and Equipment: A total of USD 41,200.82 and GHS 83,580 worth equipment has been provided by the Project.
- 4) Operational expenses: A total of JPY 67,146,007 has been disbursed as of end of September 2017.

#### 2-1-2 Ghanaian Side

The following inputs have been provided. (See Annex 6)

- 1) Counterpart Personnel (C/P): A total of 18 personnel has been appointed.

- 2) Administrative Personnel: A total of 2 personnel has been appointed.
- 3) Facilities and equipment: Office space including office furniture and generator is provided at NTC.
- 4) Other expenses (Training/orientation/workshop/meeting, travel, printing, etc.): Basically, they are planned to be borne by Ghanaian side. However, Ghana government was not able to fund some aspects of the Project. JICA partly financed some of the costs of Workshop and Training for NIU and district as well as printing costs. PTPDM training costs at pilot districts have been covered by Internally Generated Funds (IGF) of Technical Education Division (TED), participants, District Assembly (DA), JICA and others (See Annex 7). Expenses for monitoring of the pilot activities, Mid-line Survey and End-line Survey etc. have also been financed by Japanese side.

## 2-2 ACHIEVEMENTS OF THE PROJECT

### 2-2-1 Outputs

<b>Output 1</b>	<b>Teacher appraisal and promotion mechanism based on competencies is developed.</b>
<b>Indicators</b>	1. The Appraisal Handbook and promotion forms are approved by MoE (Joint Coordination Committee (JCC)) for nationwide expansion.

The Appraisal Handbook (final version) is yet to be approved. It is scheduled to be approved in the last JCC meeting in February 2018

### 1) Progress

#### Standards for in-service teachers

- Standards for in-service teachers<sup>1</sup> were developed to provide a foundation for competency-based appraisal and promotion in coordination with T-TEL (Transforming Teacher Education and Learning Project) Project that developed Standards for pre-service teachers. The Standards for in-service teachers were validated and disseminated in workshops in October 2017.

#### Appraisal Handbook

- Appraisal Handbook for teachers (i.e. Handbook for Teachers on Performance Management) was developed referring to the Handbook of Public Service

<sup>1</sup> Guidelines for National Pre-tertiary Teachers' Standards for Ghana

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Commission (PSC) for teachers to be able to use PSC form, taking educational aspects into consideration. PSC form is attached to the Handbook for Teachers. The Handbook has been published on GES posting website and all the employees have been directed to utilize it in teacher appraisal since 2015/16.

- The latest version is currently under final revision by incorporating the standards for in-service teachers and comments at the validation workshop in October 2017. The Handbook will be completed before the final Joint Coordinating Committee (JCC) meeting scheduled in February 2018. By using the Handbook, teachers understand required competencies for their rank, and are appraised referring to the competencies as defined in the standard.

### **Promotion**

- Promotion forms are revised by GES to include the introduction of new promotion procedure requiring to attach all the appraisal forms for the period of being in the present rank, which is already effective in 2017/18 nationwide as directed by GES. The following Notes are added to the existing forms so that appraisal system for teachers improved by the Project is also captured in the new promotion forms.

Following documents are to be attached to the application form

1. Appraisal forms duly filled and signed
2. Photocopies of promotion letters
3. Photocopies of relevant certificate

### **2) Issues**

- How training records are considered in the promotion procedures is still to be clearly defined with Human Resource Management Division (HRMD) of GES. There is a section for training history in the promotion form. The note of the promotion form (“3. Photocopies of relevant certificates) indicates that training logbooks need to be attached for verification. However, how to assess and take training history into account is still not well defined in the promotion procedures, and not tested its feasibility yet.
- The criteria for promotion defined in the PTPDM project are as shown in the box below, but “other optional training” with the item “2)” below is yet to be clearly defined. How to accredit “other optional training” is practically a difficult question because they widely vary in terms of contents, length, quality of materials & trainers,

timing etc. Training opportunities also vary among districts and teachers. Taking such situation into account how to consider “2) mandatory (including SBI/CBI) and other optional training” needs to be defined.

<p><u>Criteria for promotion defined by PTPDM Project</u></p> <p>1) Year of service</p> <p>2) Mandatory (including SBI/CBI) and other optional training</p> <p>3) Appraisal based on standards (competencies)</p>
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In this connection, NTC is currently developing Continuous Professional Development (CPD) point system for license renewal and intended to count “other optional training” as CPD points. However, a more deliberate analysis is needed on its relevance, effectiveness and feasibility etc., considering various pros and cons on the point system before its introduction.

- According to results of ELS on the utilization rates of the Handbook, it is suggested that additional measures need to be included to ensure utilization of Handbook in rolling out for the following reasons:
  - In comparison to non-pilot, the results show that rates are much higher in pilot than in non-pilot. However, it is still at 44% for teachers in pilot districts.
  - The low rates around 20% in non-pilot districts may explain that uploading Handbook in GES posting website and nationwide directions by GES are not enough for ensuring utilization.

Did you use the Performance Appraisal Handbook to fill the Performance Appraisal Form?

4.7 Use of Handbook		Yes		No		I did not know about the handbook		N/A		Total	
Pilot	NQT	39	62%	10	16%	14	22%	0	0%	63	100%
	Teacher	55	44%	42	34%	27	22%	0	0%	124	100%
Non-Pilot	NQT	9	18%	19	38%	18	36%	4	8%	50	100%
	Teacher	17	22%	18	23%	43	55%	0	0%	78	100%

Source: ELS (Sept. 2017)

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<b>Output 2</b>	<b>A mechanism for data collection and management of teacher training record is developed.</b>
<b>Indicators</b>	1. 90% of beginning teachers in the pilot districts utilize the logbook. 2. 5 pilot districts enter data on teacher training record of NQTs (Newly Qualified Teachers) <sup>2</sup> in the Database.

**1) Progress and Issues by level (school, district and central)**

- Originally, the database was planned to be constructed at Information and Communication Technology (ICT) unit of GES supported by the Project. The concept of database covering school, district and central level (GES/NTC) is outlined in Annex 8-1. Meanwhile, eventually at central level, a new initiative of NTC database for licensing purpose incepted in 2017 and this changed the overall framework of Output 2. Currently, the tentative concept of database is as per Annex 8-2. NTC database (NTC Portal) is developed by contracted ICT company financed by MoE. The Project has also contributed in its development process. At present, NTC is planning to utilize the biometric data developed by the Ministry of Finance for NTC database to ensure its accuracy. Yet, the biometric data has not arrived.

Progress and issues of data management by level is elaborated in the table in next page.

**2) Achievements and issues based on the indicators**

**Indicator 2-1. 90% of newly qualified teachers (NQTs) in the pilot districts utilize the logbook.**

***Achieved***

- The results of ELS show that 98% of NQTs answered that they filled their logbook in 2016/17. According to the Project as mentioned above, it is also confirmed that most of the logbooks of NQTs are properly recorded including codes of training (mostly induction training and SBI/CBI) based on the actual examinations on the collected logbooks for licensing purpose.

Did you fill your log book for last academic year (2016/2017)?

1.12 Logbook filled		Yes		No		other		Total	
Pilot	Teacher	90	73%	34	27%	0	0%	124	100%
	NQT	62	98%	1	2%	0	0%	63	100%

Source: ELS (Sept. 2017)

<sup>2</sup> Previously called BT (Beginning Teacher)

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Progress and Issues of Data Management by Level

Level	Responsible persons	Status as of MTR* (July 2016)	Status as of Terminal Evaluation (December 2017)
School	Teacher	<ul style="list-style-type: none"> <li>Logbook for teachers developed and distributed for all NQTs participated in the training 2014 and 2015 in 3 pilot districts schools</li> </ul>	<p><b>1) Progress</b></p> <ul style="list-style-type: none"> <li>Teacher Training Logbook continued to be piloted in 2016/17</li> <li>Good utilization status is confirmed (see results of Indicator 2-1)</li> <li>It is confirmed that most of the NQTs are able to fill training codes appropriately</li> </ul> <p><b>2) Issues</b></p> <ul style="list-style-type: none"> <li>Status of distribution of Teacher Training Logbook in 2016/17 is not clear as it was piloted on ad hoc basis.</li> <li>It is not confirmed that in-service teachers are able to fill in the training codes appropriately.</li> </ul>
	Head Teacher	<ul style="list-style-type: none"> <li>Logbook for school developed</li> <li>Logbook for school to be distributed based on the status of use of teacher logbook by NQTs</li> </ul>	<p><b>1) Progress</b></p> <ul style="list-style-type: none"> <li>School Training Logbook was piloted in 2016/17. (latest School Training Logbook /Data Information Collection Sheet is in Annex 9)</li> </ul> <p><b>2) Issues</b></p> <ul style="list-style-type: none"> <li>Utilization status of School Training Logbook is not clear as it is not included in End-line Survey. According to the Project, distribution and utilization have not been progressed as expected. It is yet to be confirmed that School Training Logbook is functioning to consolidate individual teacher training history by Head Teachers (HTs), to report to DEO and use it for teacher management at school level.</li> <li>The latest School Training Logbook does not contain Mandatory Training.</li> </ul>
District	DEO-HR	<ul style="list-style-type: none"> <li>Data entry format developed</li> <li>Data entry piloted in 1 pilot district for progress of 1-year induction, and to be piloted in other districts</li> <li>Training on data management to be conducted</li> <li>Existing database to be reviewed</li> </ul>	<p><b>1) Progress</b></p> <ul style="list-style-type: none"> <li>It is confirmed that 5 pilot districts appropriately entered number of SBI/CBI, other training and results of appraisal for individual teachers. The format is the same as School Training Logbook and submitted to the Project office in response to the request from the Project (see Annex 10.)</li> </ul> <p><b>2) Issues</b></p> <ul style="list-style-type: none"> <li>It is however not confirmed that how far DEO can enter data using School Training Logbook submitted by HTs as explained above in the school level achievement.</li> <li>It is also not confirmed how existing district database is utilized.</li> <li>It is also not confirmed about accuracy of district data on completion of 1-year induction programme for NQTs.</li> </ul>
Central	Formally GES-ICT	<ul style="list-style-type: none"> <li>Prototype of database framework developed using cloud system and</li> </ul>	<p><b>1) Progress</b></p> <ul style="list-style-type: none"> <li>Prototype of database framework developed using cloud system and share point is not found feasible for the following reasons:</li> </ul>

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Level	Responsible persons	Status as of MTR* (July 2016)	Status as of Terminal Evaluation (December 2017)
	<p>Currently GES-ICT (promotion) NTC (licensing)</p>	<p>share point</p> <ul style="list-style-type: none"> <li>Data entry using dummy data through SMS tested and found feasible</li> </ul>	<ul style="list-style-type: none"> <li>Huge task as identified in Mid-Term Review (MTR) of initial data entry of all in-service teachers including scanning data of all the certificates and pictures is not finally feasible at GES-ICT</li> <li>Using Share Point at district level is found technically feasible but financially difficult.</li> <li>NTC database is newly created for licensing purpose, and is designed to contain all the necessary data for licensing including certificates and pictures etc. Progress is as follows: <ul style="list-style-type: none"> <li>For new NQTs of 2017/18 (approx. 15,500), data has been transmitted from College of Education (CoE) and Education University and accumulated in the NTC database. More than half of the data has been completed as of November 2017.</li> <li>For NQTs (approx. 500-600) under the 5 pilot districts due for license, all the necessary data has been collected including appraisal forms, teacher logbooks, certificates etc. NTC is ready for processing for providing license for NQTs under the pilot districts. Normal procedure is that NQTs are to directly upload all the necessary data by accessing to NTC Portal by themselves. The workshop on this is planned in middle of December 2017.</li> <li>For other in-service teachers, when licensing procedures are formalized and PTPDM Roll-out is progressed, all the necessary data will be accumulated in phased manner for tentatively planned for 4 years from 2018/19.</li> <li>NTC database will serve the purpose of having all teacher data (professional) at central level, and its foundation was almost developed.</li> </ul> </li> </ul> <p>2) Issues</p> <ul style="list-style-type: none"> <li>Biometric data from Ministry of Finance needs to be obtained as soon as possible but not later than end of December 2017</li> <li>Database for promotion at central level in GES-ICT did not complete but since integral part of data for teachers are common between databased between GES and NTC, they may be harmonized.</li> </ul>

\* Mid Term Review

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- To supplement, submission rates of logbooks by NQTs is 68.52% on average as against all the NQTs in the 5 pilot districts. The implication of the results by district in the below table is that submission status widely varies among districts, and measures therefore need to be taken for further improvement in low performing districts.

District	2016/17		
	No. of NQTs	No. of Logbook submitted	Logbook Submission rate
Shai Osudoku	68	22	32.35%
Ajumako	71	67	94.37%
Upper Manya	183	100	54.64%
Savelugu Nanton	103	84	81.55%
Kasena Nankana Municipal	188	147	78.19%
Average	613	420	68.52%

Source: ELS (Sept. 2017)

**Indicator 2-1. 5 pilot districts enter data on teacher training record of NQTs in the Database.**

***Improvement of data management at district level not observed, while NTC database newly introduced in 2017 is making progress.***

- It is not clear about the improvement of data management at district level, regarding how to record and utilize the data on teacher training history of NQTs in their database.
- As mentioned earlier, if biometric data from Ministry of Finance is available and it is compatible with NTC database, the database framework of NQTs for the last 3 cycles of pilot since 2014/16 will be developed. At the same time, if testing licensing procedures are conducted using NTC database (NTC portal) with NQTs under pilot as scheduled, it will prove if it functions as well.

<b>Output 3</b>	<b>Training materials for NQT/ST training courses are developed.</b>
<b>Indicator</b>	1. Materials for NQT/ST training courses are approved by MoE (JCC) for nationwide expansion.

**1) Progress**

- All the necessary curricula and materials for mandatory training (Induction Training for NQT and ST (equivalent to HT aspirant)) have been developed based on the

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training needs survey conducted in August 2014, and utilizing resources developed in the precedent INSET projects. In summary, the following materials are developed, piloted, reviewed and revised for several times. Currently, all the materials are under final revision by incorporating the Standards for in-service teachers and comments in the validation workshop in October 2017.

List of materials for training

- Guideline for TOT on INSET Programme
- Presentation Materials for TOT on INSET Programme
- Manual for INSET 1 (General)
- Manual for INSET 2 (Induction Training Programme)
- Manual for INSET 3 (ST Training)
- Beginning Teacher's Handbook
- Senior Teacher's Handbook
- SBI/CBI/DBI(Department Based INSET) Handbook
- How to fill Teacher Training Logbook

- In minimizing costs incurred for training, the Project analysed the training efficacy by length (3 days versus 5 days) for NQT training and verified that there is no significant difference. The Project also considered if 3 days can be further reduced, but to maintain quality of training, 3-days can be adopted as a standard. However, as long as the essential contents are covered in the training, including other existing training opportunities, it is district's discretion how to organize NQT induction training. As for cost implications (approximately 10 cedi per day mainly for lunch), it is also confirmed as reasonable based on the reports at annual reviews and other monitoring at DEOs of the pilot districts.

## 2) Issues

- Who is responsible to pay the training fees is an issue to be clarified for Roll-out. Basically, it is DEO's responsibility to provide budget or secure external funding support. Self-finance by participants is the last solution particularly for NQTs. In the pilot districts, training finance differs among the districts and within the same districts as well. It is reported by some DOEs that induction training was not conducted in the 1<sup>st</sup> term due to difficulty of getting agreement from NQTs who were not yet paid with salaries as usual practice of delay in salary payment. This needs to be addressed in the Roll-out plan.

- In order to develop programme and materials of mandatory training for ST, training for existing HTs have been conducted in the first 2 pilot cycles. In the 3<sup>rd</sup> pilot cycle in 2016/17, it was planned to pilot mandatory training for ST but differed to 2017/18 mainly due to funding constraints. Manual for INSET 3 (ST Training) needs to be finalized based on the pilot results for STs, although the contents are already deliberately tested with HTs and it is expected that there will not be many revisions.
- In 2017/18, due to delay in posting NQTs (posted in December), induction training has not been conducted in any of the pilot districts.

<b>Output 4</b>	<b>Enabling environment for the implementation of PTPDM Policy is created.</b>
<b>Indicator</b>	1. Revised PTPDM Policy document is approved by MoE (JCC) 2. PTPDM Policy Framework Guideline is approved by MoE (JCC).

### 1) Progress

- Revised PTPDM Policy document (Indicator 1) and PTPDM Policy Guideline<sup>3</sup> (Indicator 2) together with Standards, Teacher Appraisal Handbook and other related materials were validated and disseminated in the validation and dissemination workshops in October 2017. Currently, all the documents are under final revision by incorporating comments from the workshops. They are planned to be approved in the final JCC scheduled in February 2018.

### 2) Issues

- However, teacher unions are protesting in some of the points such as career progression, training and licence fees. Currently, efforts to reach an agreement between GES and teacher unions are underway.
- In addition, both documents need to be further revised to maintain consistency with PTPDM policy document (2012).
- These documents together with other deliverables need to be examined if there are any revisions required in consistent to the Education Bill finally approved by the Parliament expected in March 2018.

<sup>3</sup> Previously named as PTPDM Policy Framework Guideline

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## 2-2-2 Project Purpose

<b>Project Purpose</b>	<b>Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</b>
<b>Indicators</b>	<ol style="list-style-type: none"> <li>1. Roll-out plan of PTPDM Policy of Ministry of Education is formulated.</li> <li>2. The ratio (percentage) of NQTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.</li> <li>3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.</li> <li>4. The ratio of teachers who properly fills important parts (to be specified) of appraisal form increases 20% compared to the first cycle of monitoring in 2016.</li> <li>5. The ratio of schools which increase the number of SBI in 5 pilot districts is increased.</li> <li>6. The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.</li> </ol>

### 1) Achievement and Issues based on the Indicators

**Indicator 1: Roll-out plan of PTPDM Policy of Ministry of Education is formulated.**

#### *Likely to be achieved*

- Draft Roll-out Plan was developed with proposed budget for 4 years (2018/19 – 2021/22). The proposal for budget was already made and waiting for the final announcement expected in January 2018.
- Currently, the draft Roll-out Plan is being revised to maintain consistencies with other important documents like PTPDM Policy document (2012) and (2017), PTPDM Policy Guideline. It is also revised to ensure its feasibility of operations in phased manner. The Roll-out Plan is primarily meant for the Roll-out of the outputs of the Project by looking at other related domains as well.

**Indicator 2: The ratio (percentage) of NQTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.**

***Achieved in 2 districts in the south and almost achieved in 1 district in North***

- The data from districts show that targets are met in 2 pilot districts in the South and met in 1 pilot district in the North in 2016/17. The background reasons of low achievement of other 2 districts need to be analysed.

### Completion Ratio of NQT Induction Programme

Year		2014-15			2015-16			2016-17		
Districts		Number of BT	Number of Completed	% Completed	Number of BT	Number of Completed	% Completed	Number of BT	Number of Completed	% Completed
South	Ajumako	45	42	93.3	39	34	87.2	48	48	100.0
	Shai-Osudoku	44	41	93.2	46	42	91.3	51	44	86.3
	Upper Manay Krobo	25	8	32.0	27	7	25.9	50	16	32.0
	Average	114	91	79.8	112	83	74.1	149	108	72.5
North	Savelugu Nanton				71	32	45.1	75	14	18.7
	Kasena Nankana				142	79	55.6	121	66	54.5
	Average				213	111	52.1	196	80	40.8

Note: The first TOT for North was conducted in April 2016 and therefore, data for year 2014/2015 is not related to the project intervention

Source: District Data

#### **Indicator 3: Submission rate of appraisal form exceeds 70% in the 5 pilot districts.**

***Achieved in 3 pilot districts/almost achieved in average of 5 pilot districts (69.71%)***

- The results of ELS show that 3 pilot districts exceeded 70% against all the teachers. One district was slightly lower than the target.
- An average of 5 non-pilot districts is only 31.20%, while that of the 5 pilot districts achieves more than doubled as 69.71%. Such results confirm contribution of the Project in increasing submission rates and introduction of new appraisal system eventually.
- One district (Upper Manya) is only 39.95 % which needs to be analysed.

#### Submission rates of Appraisal Forms

Region	Pilot/Non	District	No. of teachers			Appraisal	
			Professional	Non-Pro	Total	Submission No.	Submission rate
Greater Accra	Pilot	Shai Osudoku	757	18	775	522	67.35%
	Non-Pilot	Ningo Prampram	725	18	743	524	70.52%
Central Region	Pilot	Ajumako	1112	336	1448	1067	73.69%
	Non-Pilot	Asikuma Odoben Brakwa	1183	298	1481	0	0.00%
Eastern Region	Pilot	Upper Manya	869	285	1154	461	39.95%
	Non-Pilot	Yilo Krobo Municipal	1121	174	1295	849	65.56%
Northern Region	Pilot	Savelugu Nanton	1198	175	1373	1081	78.73%
	Non-Pilot	Karaga	436	181	617	110	17.83%
Upper East region	Pilot	Kasena Nankana Municipal	870	254	1124	964	85.77%
	Non-Pilot	Kasena Nankana West	741	412	1153	167	14.48%
Total	Pilot		4806	1068	5874	4095	69.71%
	Non-Pilot		4206	1083	5289	1650	31.20%

Source: ELS (Sept. 2017)

**Indicator 4: The ratio of teachers who properly fills important parts (to be specified) of appraisal form increases 20% compared to the first cycle of monitoring in 2016.**

***Data to be available later***

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**Indicator 5: The ratio of schools which increase the number of SBI in 5 pilot districts is increased.**

**Indicator 6: The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.**

***Achieved in 4 districts for SBI and 4 districts for CBI***

- Based on Annual INSET Progress Report (AIPR), the results show that out of 5 pilot districts, ratio of schools which implement 4 times of SBI and ratio of schools which implement 2 CBIs in 4 districts in 2016-2017 increased in 4 districts since 2014-2015. Savelugu Nanton is the only district which did not meet the targets of either SBI or CBI.
- Analysis needs to be made for the sharp decline observed in Savelugu Nanton, and for the sharp increase in Upper Manya Krobo.

**Ratio of Schools which implemented more than 4 times of SBI and 2 times of CBI**

	2014-2015		2015-2016		2016-2017	
	SBI	CBI	SBI	CBI	SBI	CBI
Shai Osoyokro	83.30%	21.70%	91.90%	62.90%	89.16%	69.35%
Ajumako	48.90%	51.70%	54.40%	57.10%	91.26%	96.12%
Upper Manya Krobo	6.30%	95.80%	0.00%	7.50%	88.32%	99.28%
Savelugu Nanton	93.70%	65.10%	92.40%	44.30%	18.80%	25.64%
Kassena Nankana Municipality	40.40%	68.40%	100.00%	89.50%	87.72%	69.47%
Average	54.50%	60.50%	67.70%	52.30%	76.25%	75.97%

Source: AIPR

- To supplement, it is also confirmed that results of ELS show the better trends in participation in SBI by NQT and teachers in the pilot districts in comparison to the non-pilot districts.

How many times did you participate in SBI in your school last academic year (2016/17)?

2.5 SBI 2016/17		none		once		twice		three times		four times		more than 5 times		N/A		Total	
Pilot	NQT	2	3%	3	5%	7	11%	10	16%	14	22%	27	43%	0	0%	63	100%
	Teacher	6	5%	2	2%	16	13%	42	34%	10	8%	48	39%	0	0%	124	100%
Non-Pilot	NQT	6	12%	7	14%	7	14%	1	2%	0	0%	19	38%	10	20%	50	100%
	Teacher	15	16%	20	22%	20	22%	15	16%	3	3%	13	14%	5	5%	91	100%

Source: ELS (Sept. 2017)

## 2) Overall prospect of achieving Project Purpose

- Full achievement of the Project Purpose is subject to the completion of remaining

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tasks and achievements to be demonstrated with the indicator 4.

- Project has conducted ELS and data were collected in Sept. 2017. Currently, data are analysed to present more concrete picture of the achievements. In-depth analysis of the ELS will provide information on measures to be taken for further improvement of the final outputs of the Project.

### 2-2-3 Overall Goal

<b>Overall Goal</b>	<b>Career progression mechanism is enacted in non-pilot districts.</b>
<b>Indicator</b>	<ol style="list-style-type: none"> <li>1. (3 years) 60 % of HTs in non-pilot district implement competency-based teacher appraisal.</li> <li>2. (5 years) 80 % of HTs in non-pilot district implement competency-based teacher appraisal.</li> <li>3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.</li> </ol>

- There are 2 major promoting factors as good foundation to achieve the overall goal/PTPDM Roll-out as follows:
  - Appraisal system using PSC format is already a national system.
  - Promotion system attaching all appraisal forms is already a national system.
- Achieving overall goal is subject to all the recommendations addressed (See recommendations)
- Since indicators of Overall Goal are strongly associated with the Roll-out of PTPDM policy implementation after the project completion, the indicators need to be adjusted based on the Roll-out plan currently under revision.
- The data for indicators are to be provided by Government of Ghana, when post-project evaluation by JICA is conducted (usually 3 years after completion). Indicators therefore are decided based on the data accessibility/availability as well.

## 3. IMPLEMENTATION PROCESS

### 3-1 PROGRESS OF ACTIVITIES

- The Project commenced the first cycle of piloting one year ahead of the original plan, as per the request from MoE. As a consequence, it seemed that the concept of “pilot” was narrowly understood as “to conduct training” in 5 districts before MTR. The first 2 cycles of pilot were conducted without proper Plan-Do-See-Implement (PDSI) cycle of project management to conduct pilot which was identified as a

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critical issue, as was pointed out by MTR.

- In response to the recommendation of MTR, the 3rd pilot of 2016/17 was implemented following PDSI cycle. However, some activities remain unpiloted (e.g., promotion procedure, ST training, etc.) in the 2016/17. They should be completed in the remaining period in time for finalization of all the deliverables of the Project before the final JCC schedule in February 2018.
- With regards to the progress of planned activities after MTR, due to prioritizing involvement of relevant professionals including a professor who worked for standards for pre-service, intensive discussions and reviews in various meetings including Steering Committee (SC) and JCC, and to coordinate with the standards developed by T-TEL for pre-service, it took longer time for finalization of Standards for in-service teachers than anticipated in MTR. However, it is considered that such deliberate process has ensured its relevance and improved coherence between pre-service and in-service standards.

### **3-2 ORGANIZATIONAL CAPACITY**

- There was an important organizational change after MTR (2016). GES/TED was merged with NTC in May 2017, and it is understood that NTC has become direct counterpart institution to the Project.
- NTC has been staffed currently with 26 personnel as against the 45 posts. NTC is planning to recruit more after the organogram and fare wage structure are approved by PSC. In absence of Deputy Executive Secretaries and Directors (at the time of the Terminal Evaluation), management structure is still to be established and staff members are working on committee basis. Although capacity in terms of staffing and finance has been improved these days, still NTC's capacity is far from sufficient to perform fully their mandated responsibilities.
- Numbers of CP personnel at NTC are very limited due to the understaffing. In terms of quality, TED/NIU members are basically teachers and trainers who can highly perform in conducting training and developing materials as their profession. However, staff capable of legal matters, systemic (regulating) policy implementation etc. including licensing are also urgently posted to fulfil the mandate of NTC.
- Since after the merge of GES/TED into NIU, member of NIU have actively been working on licensing on top of their profession of trainings and monitoring as before. The newly appointed staff at the time of MTR have also good understanding of PTPDM project activities and demonstrate good performance in a short period of

time.

- Capacity of pilot districts has been strengthened except for Upper Manya Krobo which is not so responsive due to frequent changes of Director and others. Yet, DEO's capacity in data management is still not clear in all the pilot districts.
- With reference to GES-HRDM and ICT, due to organizational change of TED merged into NTC, the Project has expressed that they have been facing difficulties to closely work with GES. Since NTC has been mandated to have its own NTC database, and become the direct counterpart of the Project, the Project has little connection with GES-ICT.

### 3-3 PROJECT MANAGEMENT

- Overall, project activities have been implemented based on the extensive discussions and consultations with wide range of stakeholders. All the efforts made by the Project should be highly acknowledged in this regard.
- JCC and SC have been effectively instrumental in the project management structure throughout the project period.
  - **Joint Coordinating Committee (JCC)** has been conducted once a year as scheduled: August 2014, September 2015, July 2016 and May 2017. JCC is functional to discuss and make decisions on PTPDM related matters with attendance of wide range of stakeholders from high-ranking officers of MoE, government institutions, local governments, teachers unions, development partners etc.
  - **Steering Committee (SC)** has also been held for 7 times to date chaired by GES-Director General to discuss substances of the project activities. Related divisions of GES and counterparts of NTC are the members.
- In addition to JCC and SC, annual review meetings were held to assess the progress being made by each pilot district and to discuss the challenges encountered for appropriate remedies. Participants are invited from the 5 pilot districts and Regional Offices. The meetings are usually presided by DG-GES (Project Director), Director-TED/Ex. Secretary-NTC (Project Manager) and others.
- In response to the recommendations in MTR, a comprehensive monitoring by way of the Mid-line Survey was conducted in September 2016 to verify the feasibility, effectiveness and sustainability of the appraisal and promotion system that PTPDM is introducing. Monitoring visits were also increased after MTR with financial support from JICA as follows:
  - Monitoring on HT training and NQT training in Oct.- No. 2016 in Upper

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Manya Krobo

- Monitoring on NQT training together with hearing about training materials in Feb.-Mar. 2017
- Monitoring on implementation status of appraisal in pilot districts in Jul. – Aug. 2017
- Change of counterpart agency from TED to NTC has impacted both positive and negative. Project Manager is changed from TED Director to NTC Ex. Secretary, but since the same person took the office in NTC, consistency and understanding of the Project are well maintained. However, the change in direct counterpart agency affected on communication and coordination between NTC and GES, which is not as intensive as before.

### 3-4 OWNERSHIP

- Overall, in all the major events like JCC, SC, annual review meetings, validation and dissemination workshops, participation has been good. The participants are well informed of the Project and it is confirmed through interviews that CP personnel and relevant DPs have good understanding of PTPDM project. Ownership of CP is high as evident in good participation in project activities.
- However, after merging GES/TED into NTC, involvement of GES has declined in general and GES-HRMD and GES-ICT in particular.
- Preparing nationwide Roll-out plan of PTPDM policy and its implementation requires MoE's initiative. However, PTPDM coordinator from MoE has not been assigned to date. This point needs to be re-examined from how best overall coordination function of PTPDM implementation (e.g. forthcoming Rollout plan implementation) is materialized.

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#### 4. RESULTS OF THE REVIEW BY THE FIVE EVALUATION CRITERIA

##### 4-1 RELEVANCE

*The Project is highly relevant in terms of consistency with policies, needs and project approach.*

##### Priority (Consistency with Policies)

The Project is consistent with policies of Ghana.

- PTPDM policy (2012) of MoE was developed based on the Education Act 778 (2008). The PTPDM policy provides visions including teacher' career advancement in which evidence of professional growth and achievement shall become the basis for career progression.
- Education Bill was prepared to revise and update the legal framework for the pre-tertiary regulatory bodies stipulated in the Education Act 2008, (Act 778). The object of the Bill is to provide for a decentralized pre-tertiary education system. The Bill was approved by Cabinet on 28 September 2017 and is expected to be approved by the Parliament in March 2018.
- Education Strategic Plan (ESP) 2018-2030 is under finalization. The latest draft as of December 2017 captures the PTPDM policy under Policy Objective 3 (Sustainable and efficient management, financing and accountability of education service delivery). In response to the problem (Teacher career progression is not based on competencies and standards), PTPDM policy is placed as one of the strategies (Implement the PTPDM policy with its associated in-service training and career progression).
- The Project is consistent with Japanese ODA policy. The Project is to improve educational administration and management as well as to contribute to materializing upgrading teacher capacity which is emphasized in the Japan's country assistance strategy for Ghana (April 2012).

##### Needs

Needs of the target groups have not been changed since MTR, and it is re-confirmed as the following:

- The Project is in line with the needs of all the stakeholders like teachers, students, and policy makers because improving quality of education is a major remaining issue in Ghana. As has been demonstrated by, for example, the results of the West African Senior School Certificate Examination (WASSCE) 2014, pass rate of

students in Math (48%) is much lower than other subject (e.g., Social Studies 71% and English 64%). The Project caters for the needs of teachers in having career progression mechanism for CPD, the needs of children in receiving quality education and the needs of policy makers in enhancing image of teaching profession, which will lead to improving quality of education.

### Project Approach

The following project approach as confirmed in MTR still stand appropriate.

- Contributing to student learning by competent teachers through competency-based performance management
- Materializing policy implementation and institutionalization utilizing the outputs of the precedent INSET projects
- Selection of pilot districts for nationwide Roll-out
- Among career ranks, developing training materials for NQT/ST. NQT is an entering point of teaching career and needs proper induction for continuous professional capacity development: ST is Head Teacher Aspirants. HT is a key position for overall school management and those who intend to become HT need to have appropriate competencies.
- The Project has effectively and efficiently utilized relevant experiences, system and human resources and materials of SBI/CBI/DBI introduced through precedent INSET projects.

### **4-2 EFFECTIVENESS**

*Effectiveness of the Project is moderate as it is mainly assessed by the attainment of Project Purpose according to available information. If the recommendations are met and an indicator yet to be verified demonstrated sufficiently, it could be evaluated high.*

- The summary of achievements as against 5 indicators are as follows:  
Indicator 1: Draft Roll-out Plan of PTPDM Policy developed with proposed budget  
Indicator 2: Targets of completion rates of 1-year induction programs for NQTs met in 2 pilot districts in the south and almost met 1 pilot district in the north.  
Indicator 3: Targets of submission rates of appraisal form met in 3 pilot districts and average of 5 pilot districts almost met

Indicator 4: (Data to be available later)

Indicator 5: Impact on increase in SBI/CBI confirmed in 4 pilot districts

- Full achievement of the Project Purpose is subject to the completion of remaining tasks as per suggested in the recommendations. In-depth analysis of the End-line survey also needs to be incorporated into the final refinement of the outputs of the Project.
- GES and NTC/TED reorganization has positively impacted on the project management to progress with licensing framework and else; however, it resulted in less communications with GES (mainly HRMD) on the other hand.
- A risk factor to achieve the Project Purpose is consent by teacher unions on career progression and some other points.

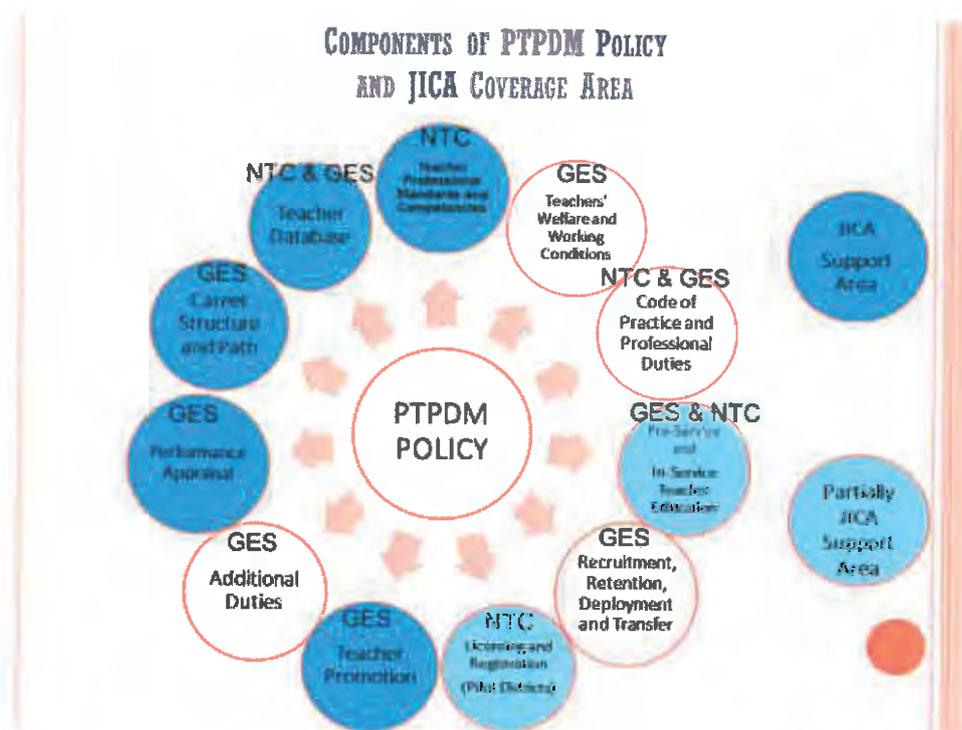
#### 4-3 EFFICIENCY

*Efficiency of the Project is moderate; Multiple factors impaired the efficiency.*

##### Factors that impaired efficiency

- Progress of activities:
  - Involvement of relevant professionals in the development process and coordination with T-TEL took longer time than anticipated in finalization of Standards for in-service teachers although it is also regarded as a deliberate process to ensure its relevance.
  - Some activities remain unpiloted in the 2016/17 (e.g. promotion procedures, ST training, etc.) and planned to be completed in the remaining period in time.
  - Database establishment is delayed.
  - The number of pilot cycle is increased from 2 to 3 times, and the first (2014/15) and second (2015/16) cycle are not sufficiently used to test pilot activities.
- Capacity Development:
  - NTC has become direct counterpart agency, but they are understaffed.
  - Delayed posting of 2017/18 teachers also delayed organization of NQTs' induction training as planned.
  - Capacity of pilot districts has been improved except for one district which is not so responsive due to frequent changes of Director and many others. Yet, improvement of data management capacity of DEOs is still not clear in all the pilot districts.

- Other factors
  - Teacher unions' concerns
  - Budget from MoE was not provided as agreed in the Record of Discussions (R/D) at initial occasion.
  - Areas of operation of the Project in PTPDM policy were not clearly defined (e.g. Licensing, Registration etc).



Source: Project

#### 4-4 IMPACT

*Impact of the Project is moderate according to the ripple effects (unintended effects) already observed.*

#### Positive effects

- With other DPs:
  - UNICEF: With funding from UNICEF, TOT and related trainings as well as monitoring have been implemented by NIU in 6 districts.
  - GPEG (Ghana Partnership for Education Grant): In 73 districts, TOT was conducted by GPEG funds.
- With other JICA's scheme

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- JICA Volunteers contribute to implementation of SBI and capacity development of DEO
- Experiences were shared with MoE of Madagascar by hosting its visit to Ghana and when TED's attending African Science and Mathematics Education Regional Meeting in Kenya during the 1st half of the Project.
- A neighbouring district (Ningo Prampram) to a pilot district (Shai-Osudoku) replicated PTPDM training activities, and conducted HT training and NQT induction training utilizing district budget and personnel.

#### Others

- No negative effects of the Project have been confirmed. Measures for non-professional teachers are also addressed in the Guideline. Measures for mitigating negative impact of decentralization including disparities among districts are to be further clarified in the Guideline and Rollout Plan.

#### **4-5 SUSTAINABILITY**

*Sustainability is currently moderate. Policy and institutional aspects are high. If challenges are addressed and recommendations are fulfilled, overall sustainability could become high.*

#### Policy and institutional aspects

- Relevant National policies in Ghana (e.g. Education Act -2008, Coming Education Bill -expected, ESP 2018-2030) & country assistance policy of Japan are favourable for the Roll-out plan of PTPDM.
- Minister of Education supports PTPDM policy and prepares the budget for the Roll-out plan of PTPDM. The high-level commitment by the Minister of MoE provides a firm foundation for policy implementation.

#### Organizational aspect including human resources

- NTC is understaffed, which could be a threat in organizational sustainability as a core institution in Roll-out of PTPDM policy.
- Primary responsible organization for the Roll-out plan of PTPDM is not identified.
- Since PTPDM policy implementation entails multiple institutions, departments and divisions from central to school, there should be a responsible coordinator for PTPDM policy Roll-out.

### Technical aspect

- NIU capacity is already developed to implement INSET independently and effectively
- Database operation and management at district/central level is yet to be implemented, and therefore, technical capacity in this regard remains as subject for further improvement.

### Financial aspect

- Positive aspect is that PTPDM Roll-out is prepared with budget proposal. Budget appropriation will be announced soon but actual disburse will need to be guaranteed.

### By components

- In Roll-out of the PTPDM policy, GoG's responsibilities in the Roll-out of the components supported by JICA are outlined in the draft matrix in Annex 11.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **5-1 CONCLUSIONS**

The Project has been effective to set out framework of PTPDM policy implementation in a good shape, developing key ideas that are captured in the documents produced despite the continuously changing situations surrounding the Project e.g., Licensing, Education Bill, organization reform involving GES and NTC, and union concern.

Key concepts in PTPDM policy implementation (e.g. standards for teacher in-service, career rank, and career path, etc.) have been formulated to gain consensus through a long process of discussion with a wide range of stakeholders. Also, training logs of SBI/CBI are counted in the appraisal and promotion, alongside with the teacher standards, so that only the teachers who attempt to learn and achieve more are considered in the promotion.

Yet there are key issues to be settled and achieved indispensable to the achievement of the Project Purpose. Followings are the recommendation for the Project and MOE, to finally accomplish the Project and to sustainably implement of the Rollout plan beyond Project termination scheduled in March 2018

## 5-2 RECOMMENDATIONS

### **Overall:**

#### **Before the last JCC meeting scheduled in February 2018**

- Refine all the outputs of the Project based on the in-depth analysis of End-line Survey, including the Roll-out Plan
- Gain consensus with teacher unions on career progression
- Revise the Project deliverables (Policy document, Guideline, and the Roll-out plan, etc.) reflecting following discussion during the remaining period of the project
  - Refine roles and responsibilities in (a) Coordination, of PTPDM policy implementation consist of the (currently) 11 measures, (b) regulation and (c) implementation function of each of the 11 measures, with detailed tasks accordingly.
  - Revise budget proposal of the Rollout Plan, reflecting above
  - Include remedial measures in the Roll-out plan to (i) minimize the numbers of teachers that cannot follow the new practice and (ii) to redress the gap among/within districts and schools anticipating situations after the decentralization

#### **Beyond project termination scheduled in March 2018**

- Revise PTPDM Policy, Guideline, the Roll-out plan, and other related documents referring to the decentralization stipulated in the Education Bill expected to be enacted in 2018.

### **For the Project, by the end of the Project**

#### **Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.**

- Clarify how training records are considered in the promotion procedures improved by the Project and confirm its feasibility in collaboration with GES-HRMD
- Clearly define an analytical framework on the CPD point system in connection to the “other optional training” as a part of the promotion criteria as per item “2)” below;

The criteria for promotion defined in the PTPDM project are:

- 1) Year of service
- 2) Mandatory (including SBI/CBI) and other optional training
- 3) Appraisal based on standards (competencies)

- GES (DEO/REO) in collaboration with NTC to introduce Appraisal Handbook for Teachers taking advantage of various workshops and other opportunities.
- Incorporate SBI/CBI into SPAM (School Performance Appraisal Meeting) and SPIP (School Performance Improvement Plan) so that teachers are ensured to be provided with such opportunities to gain expertise and eventually to be promoted.

**Output 2: A mechanism for data collection and management of teacher training record is developed.**

- Ensure that school training logbook is distributed and used to provide summary of training history of teachers, and to submit to DEOs
- Harmonize database of NTC and GES as integral part for licensing, recruitment and promotion of teachers
- Obtain biometrics data from Ministry of Finance to be incorporated to the NTC database by the end of December 2017 to avoid further delay
- Test licensing procedures using NTC portal for NQTs in the pilot districts who have successfully completed the 1-year induction program

**Output 3: Training materials for NQT/ST training courses are developed.**

- Finalize the Manual for Senior Teachers (ST) Training after piloting ST training
- Assist pilot districts in planning for NQT training 2017/18 in the annual training and budget plan.

**Output 4: Enabling environment for the implementation of PTPDM Policy is created.**

- Ensure consistency of the PTPDM Policy document (2017) to be revised and its Guideline, with the PTPDM policy document (2012)

**For MOE, before JCC meeting scheduled in February 2018, in consultation with the Project**

- Officially endorse PTPDM Policy (rev.) and other related documents
- Determine the primarily responsible organization and define roles and responsibilities among MOE, NTC, and GES in implementing the Roll-out Plan
- Accordingly, issue directives to mandate the primarily responsible organization to take over the functions of the Project, taking into account institutional memories, expertise associated with the Project, and the needs for effective implementation of Roll-out plan and nation-wide success of PTPDM policy
- Enhance capacity of implementing institutions to effectively implement PTPDM

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policy including filling vacancies of NTC

- Ensure to allocate and disburse the budgets already proposed for the Roll-out on time (FY18/19-22/23), including those for MoE/GES/Districts to finance mandatory training for teachers especially for NQTs

**For MOE, beyond the end of the Project**

- Revise PTPDM Policy, Guideline, the Roll-out plan, and other related documents referring to the decentralization stipulated in the Education Bill expected to be enacted in 2018.

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### Revised Project Design Matrix (draft)

**Project Title:** Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy  
**Implementing Agency:** GES (Ghana Education Service): TED (Teacher Education Division), NTC (National Teaching Council).

**Version 2**

**Dated 6, August, 2016**

**Target Group:** All pre-tertiary teachers in pilot districts

**Period of Project:** April 2014 - March 2018 (4 years)

**Project Site:** Shai-Osudoku district (Greater Accra region), Upper Manya Krobo district (Eastern region), Alomako / Enyan / Essian district (Central region), Savelugu-Nanton district (Northern region), Kassena Nankana East district (Upper West region)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
<p><b>Super Goal</b> Pre-tertiary teachers acquire competency by progressing in their career. (*1)</p>	<p>1. Teachers' self evaluation of their competency is enhanced. 2. The average of result of Basic Education Certificate Examination (BECE) is increased.</p>	<p>1. Sample survey 2. Basic Education Certificate Examination</p>			
<p><b>Overall Goal (to be achieved 3-5 years after the end of the project)</b> Career progression mechanism (**2) is enacted (**3) in non-pilot districts.</p>	<p>1. (3 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal. 2. (5 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal. 3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.</p>	<p>1. Sample survey 2. Sample survey 3. Sample survey</p>			
<p><b>Project Purpose (to be achieved by the end of the project)</b> Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</p>	<p>1. Roll out plan of PTPDM Policy of Ministry of Education is formulated. 2. The ratio of BTs who complete induction programme exceeds xx(*4) in the 3 pilot districts in the South and xx(*4) in the 2 pilot districts in the North. 3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.</p>	<p>1. Roll out plan 2. Database in pilot districts 3. Sample survey / monitoring records</p>	<p>1. GoG ensures the budget for PTPDM introduction and implementation. 2. The related policy and acts are not changed drastically.</p>		

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<p>4. The ratio of teachers who properly fills important parts (to be specified) of appraisal form increases 20% compared to the first cycle of monitoring in 2016.</p> <p>5. The ratio of schools which increase the number of SBI in 5 pilot districts is increased.</p> <p>6. The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.</p>	<p>4. Sample survey in the pilot districts</p> <p>5. AIPR</p> <p>6. AIPR</p>		
<p><b>Outputs</b></p> <p>Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.</p> <p>Output 2: A mechanism for data collection and management of teacher training record is developed.</p> <p>Output 3: Training materials for BT/ST(*5) training courses are developed.</p> <p>Output 4: Enabling environment for the implementation of PTPDM Policy is created.</p>	<p>1. Letter of MoE and approved Handbook and promotion forms</p> <p>1. Database in pilot districts</p> <p>2. Database in pilot districts</p> <p>1. Letter of MoE and approved curricula and materials</p> <p>1. Letter of MoE and approved Policy</p> <p>2. Letter of MoE and approved Guideline</p>	<p>1. NTC Council approves Teacher Competency Standard Framework.</p>	

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Activities	Inputs		Important Assumption
	The Japanese Side	The Ghanaian Side	
0-1 Conduct Baseline Survey. 0-2 Conduct a survey to collect good practice and to show effectiveness of PTPDM policy. 0-3 Conduct Endline Survey.	1. Personnel Experts Chief Advisor /INSET Policy Teacher Education/Human Resource Management Database Training design Local Consultants	1. Counterpart personnel Director General, GES (Programme Director) Director, TED (Programme Manager) Programme Coordinator (NIU) Assistant Programme Coordinator (NIU) NTs (NIU)	1. The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.
1-1 Define teacher ranks and develop Teacher Competency Standard Framework. 1-2 Prescribe mandatory trainings for each rank.	2. Training of counterpart personnel in Japan and the third countries (if necessary)	2. Administrative personnel Secretary Driver Other staff necessary for the implementation of the Project	
1-3 Stipulate criteria and procedure for teacher appraisal and promotion. 1-4 Develop teacher appraisal Handbook. 1-5 Support HRMD to revise promotion form.	3. Machinery and Equipment (As necessary)	3. Facilities and Equipment Office and equipment necessary for the Project (including the experts)	
1-6 Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting. 1-7 Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotion for pilot districts.		4. Other expenses (training/orientation/workshop/meeting, travel, printing, etc.)	
1-8 Monitor teacher appraisal and promotion in pilot districts. 1-9 Finalize Teacher Appraisal Handbook and promotion form based of the pilot.			
2-1 Analyze existing databases. 2-2 Consider how to collect and manage data appropriately.			
2-3 Define specification of the database. 2-4 Develop and pilot Database.			
2-5 Develop logbook. 2-6 Test data collection and management in pilot districts.			
2-7 Develop a brief on collecting and managing data on teacher training record. 2-8 Train GES/CT/NIU/NTC and DEOs in pilot districts on collecting and managing data.			
2-9 Sensitize central level on data utilization. 2-10 Conduct monitoring on data collection and management.			
2-11 Revise database and data collection and management based on piloting.			<b>Pre-Conditions</b>  <b>&lt;Issues and countermeasures&gt;</b>

<p>3-1 Identify training needs.          3-2 Collect information on existing INSET.          3-3 Develop programme and training material for Beginning Teachers (BT) and Senior Teachers (ST)*5).          3-4 Implement ToT on BT/ST training in pilot districts.          3-5 Provide technical support to pilot districts in implementing BT/ST training.          3-6 Revise BT/ST training programme and materials based on monitoring of BT/ST training.          4-1 Develop PTPDM Policy Framework Guideline.          4-2 Revise PTPDM Policy document.          4-3 Support NTC and pilot districts to identify BTs who have completed induction training and met other requirements for licensing.          4-4 Support NTC to test procedure for issuing license to those BTs who qualify to be licensed in the future.          4-5 Formulate PTPDM policy roll-out plan*6) including financial measures for the staged introduction of PTPDM          4-6 Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards).</p>	
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\*1 PTPDM policy aims to "provide the framework for developing standards, core values and ethics for the teaching profession in order to foster the development of a world-class teacher capable of contributing significantly to student learning and achievement".

\*2 Essential part of the "Career progression mechanism" is competency-based appraisal and promotion, which involve a range of areas such as teacher rank, database, mandatory training courses for Beginning Teachers and Head Teachers aspirants.

\*3 "enacted" means implemented/executed.

\*4 to be set based on the result of the monitoring in 2016.

\*5 BT: Beginning Teacher, ST: Senior Teacher (a rank below the Principal Teacher who is able to assume the position of Head Teacher of Basic School.

\*6 including roles and responsibilities

**Project Design Matrix (PDM)**

Project Title : Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Project Period : April 2014 – March 2018 (4 years)

Date : January 13, 2014

Target Area: 5 pilot districts

Version : No. 1

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>Super Goal</b></p> <p>Pre-tertiary teachers acquire competency, by progressing in their career.</p>	<p>1. xx% of teachers think that teachers' progress is done based on competency.</p>	<p>1. NIU Annual Report/AIPR, including interview results</p>	
<p><b>Overall Goal (to be achieved 3-5 years after the end of the project)</b></p> <p>Career progression mechanism is enacted in non-pilot districts.</p>	<p>1. Career progression mechanism is enacted in xx non-pilot districts.</p>	<p>1. NIU Annual Report/AIPR (using data from the database)</p>	<p>1. The rate to leave jobs of teachers and staff do not become worse of drastically.</p>
<p><b>Project Purpose (to be achieved in the end of the project)</b></p> <p>Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.</p>	<p>1. The career progression framework, database, and training courses are endorsed for nationwide implementation by NTC/GES.</p> <p>2. Career progression linked to training history and SBI/CBI practice in PTPDM policy is known by xx% of teachers in pilot districts.</p> <p>3. Mandatory trainings are included in all of district pilot education plans of pilot districts</p>	<p>1. NIU Annual Report/AIPR</p> <p>2. NIU Annual Report/AIPR, including interview results</p>	<p>1. Districts secure funds.</p> <p>2. GoG determines salary scale in accordance with new career levels of teachers.</p>
<p><b>Outputs</b></p> <p>1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.</p> <p>2. Existing database of teachers is reviewed and refined to administer career progression.</p> <p>3. Mandatory training courses are revised and developed.</p> <p>4. Above outputs are refined reflecting results of pilot.</p>	<p>1-1. The draft framework for piloting is designed by GES.</p> <p>1-2. Appraisal forms for promotion are modified.</p> <p>2-1. Comprehensive database is capable of generating necessary information for career progression.</p> <p>3-1. Mandatory training course curricula and materials are developed.</p> <p>4-1. xx% of teacher promotions is done, linking to training history and SBI/CBI practice in PTPDM policy in pilot districts.</p> <p>4-2. The framework is refined reflecting results of pilot.</p> <p>4-3. The database is refined reflecting results of pilot.</p> <p>4-4. Mandatory training course curricula and materials are refined reflecting results of pilot.</p>	<p>1-1. NIU Annual Report/AIPR (using data from the database of each district)</p> <p>2-1. NIU Annual report/AIPR (using questionnaire by the Project at the end of the training)</p> <p>3-1. NIU report/AIPR</p> <p>4-1. NIU report/AIPR (Interview to stakeholders)</p>	<p>1. The related policy and personnel system is not changed drastically.</p> <p>2. The situation of district management is not changed drastically.</p>
<p><b>Activities</b></p> <p>1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified</p>	<p><b>Inputs</b></p> <p>Japanese side</p>	<p>Ghanaian side</p>	<p>The budget and human resources necessary for the</p>

ANNEX 1-2

<p>for operationalisation.</p> <p>1-1. Clarify roles of key stakeholders (e.g. NTC, GES, TED, NIU, HRMD, PSC, REO/RIU, DEO/DIU)</p> <p>1-2. Collect information of existing INSET practices.</p> <p>1-3. Define requirements for promotion (mandatory, optional training, and conditions)</p> <p>1-4. Improve appraisal criteria and process of teacher career progression, reflecting 1-2 and 1-3</p> <p>1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDDes etc.) and general public about career progression in PTPDM policy.</p> <p>2. Existing database of teachers is reviewed and refined to administer career progression.</p> <p>2-1 Coordinate key stakeholders (SRIMPR, HRMD, IPPD etc.) to draw a plan to review and refine the existing database system.</p> <p>2-2 Identify requirement to refine database.</p> <p>2-3 Modify and test database accordingly.</p> <p>3. Mandatory training courses are revised and developed.</p> <p>3-1. Assess induction training needs</p> <p>3-2. Develop induction training courses and materials(beginning teacher and principal teacher II)</p> <p>3-3. Develop TOT courses and materials for district personnel.</p> <p>4. Above outputs are refined reflecting results of pilot</p> <p>4-1. Sensitize district personnel on career progression, including licensing.</p> <p>4-2. Train district personnel on mandatory training, teachers' performance appraisal and record keeping.</p> <p>4-3. Support districts to identify participants for mandatory training.</p> <p>4-4. Support districts to:          Implement training.          Issue certificates/license.          Monitor districts' monitoring of trainees.          Monitor districts to promote teachers (e.g. check database).          Budget INSET related activities in their plans.</p> <p>4-5. Analyse and report pilots' progress</p> <p>4-6. Improve outputs 1,2, and 3, in accordance with pilot results.</p>	<p>1. Personnel Experts          Chief Advisor /INSET Policy          Teacher Education/Human Resource Management Database          Training design          Local Consultants</p> <p>2. Training of counterpart personnel in Japan and the third countries (if necessary)</p> <p>3. Machinery and Equipment (As necessary)</p>	<p>1. Counterpart personnel          Director General, GES (Programme Director)          Director, TED (Programme Manager)          Programme Coordinator (NIU)          Assistant Programme Coordinator (NIU)          NTs (NIU)</p> <p>2. Administrative personnel          Secretary          Driver          Other staff necessary for the implementation of the Project</p> <p>3. Facilities and Equipment          - Office and equipment necessary for the Project (including the experts)</p> <p>4. Other expenses          (training/orientation/workshop/meeting, travel, printing, etc.)</p> <p><b>Pre-conditions</b></p>	<p>project/PTPDM policy are provided by the Government of Ghana.</p>
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Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy  
 Terminal Evaluation Schedule

			Mr. Tanaka (Leader)	Mr. Kakehashi (Planning Management)	Ms. Ogino (Evaluation Analysis)
11/18	Sat				22:00 Departure from Tokyo
11/19	Sun				11:35 Arrival at Accra 14:30 Meeting with PTPDM Project Experts
11/20	Mon	AM			10:00 Meeting at JICA Ghana Office
		PM			11:30 Interview to PBME, MoE (NESP coordinator)
11/21	Tue	AM			14:00 Interview to NTC (Ex. Secretary) 16:30 Interview to NIU
		PM			08:30 Flight to Tamale Move from Tamale to Kassena Nankana West
11/22	Wed	AM			Site Visit (Non Pilot District: Kassena Nankana West) DEO, Schools
		PM			Site Visit (Pilot District: Kassena Nankana) Schools
11/23	Thu	AM			DEO Move from Kassena Nankana to Tamale
		PM			Site Visit (Pilot District: Savelug Nanton) Schools
11/24	Fri	AM			DEO Flight to Accra
		PM			Site Visit (Pilot District: Shai-Osudoku) School, DEO Move to Accra
11/25	Sat				15:30 Discussion with PTPDM project team
11/26	Sun				Classifying Data
11/27	Mon	AM			Classifying Data
		PM			10:00 Interview to Teachers Union
11/28	Tue	AM			14:00 Interview to GES HRMD
		PM			09:00 Interview to MoE decentralization unit
11/29	Wed	AM			13:30 Interview to NTC (Licensing & Registration)
		PM			Discussion with PTPDM project team
11/30	Thu	AM			Discussion with PTPDM project team
		PM			Discussion with PTPDM project team
12/1	Fri	Holiday			10:00 Interview to T-TEL
12/2	Sat				Discussion with PTPDM project team 16:30 Mid report at JICA Ghana office
12/3	Sun				13:00 Discussion with PTPDM project team
12/4	Mon	AM			Drafting evaluation report
		PM			13:00 Discussion with PTPDM project team
12/5	Tue	AM			22:00 Departure from Tokyo
		PM			Drafting evaluation report
12/6	Wed	AM			11:35 Arrival at Accra Internal Meeting
		PM			Drafting evaluation report Internal Meeting
12/7	Thu	AM			Discussion on preliminary results of terminal evaluation (NTC)
		PM			12:00 Meeting with Vice Minister of Education (Secondary/TVET) Dinner meeting with Decentralized Education Advisor (Ms. Nakazawa)
12/8	Fri	AM			Discussion on M/M (NTC)
		PM			Discussion on M/M (NTC)
12/9	Sat	AM			Discussion on M/M (NTC)
		PM			Preparing for SC and documentation of M/M
12/10	Sun	AM			SC (agreement on M/M)
		PM			Meeting with PTPDM project team
12/11	Mon	AM			(Sign on M/M)
		PM			Interview with UNICEF (TBC) Report at JICA Office (CR, SR1, Mr. Fukuhara) Report at EoJ
12/12	Tue	AM			Drafting evaluation report
		PM			18:30 Departure from Accra
12/13	Wed				22:45 Arrival at Tokyo

Evaluation Grid

As of 16 November 2017

Implementation Process

Question Items		Necessary Information/Data	Sources	Data Collection Methods
Main	Sub			
Progress of activities	<ul style="list-style-type: none"> <li>Have project activities been carried out as planned?</li> <li>If not, what are such activities and why?</li> <li>What are the contributing/hampering factors?</li> </ul>	<ul style="list-style-type: none"> <li>PO</li> <li>Progress of Activities including whether the 3<sup>rd</sup> pilot of 2016/17 was implemented following proper PDSI cycle</li> <li>Improvement in the following identified as hampering factors in MTR                             <ul style="list-style-type: none"> <li>budget from MoE as stipulated in R/D for project activities including monitoring, organizational capacity of NTC/TED,</li> <li>initiative from MoE including appointment of PTPDM coordinator,</li> <li>clarifying responsibilities between the Project and GoG for nationwide expansion,</li> <li>project management based on the plan (PDM &amp; PO) including establishing common understanding about project scope and targets</li> </ul> </li> <li>Contributing/hampering factors and how they have been coped with</li> </ul>	PO, Project reports, Expert, C/Ps	Document review Questionnaire/interview
Capacity development	<ul style="list-style-type: none"> <li>Have the methods of capacity development been appropriate?</li> <li>How far has capacity development progressed?</li> </ul>	<ul style="list-style-type: none"> <li>Methods, contents, levels, adjustments of capacity development</li> <li>Progress of capacity development of C/P s (NTC/TED, GES-HR &amp; ICT, DEOs in the 5 Pilot Districts)</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
Project management	<ul style="list-style-type: none"> <li>Has the project management system been appropriately functioned?</li> </ul>	<ul style="list-style-type: none"> <li>Project management structure (e.g. JCC &amp; JC) and decision-making process (e.g. approving documents such as PTPDM policy, guidelines, standards, handbooks etc., modification of plans, staff/budget allocation etc.) consultations with diversified stakeholders including teacher unions and projects/development partners etc.</li> <li>Any changes reflecting organizational change of GES and NTC/TED merged</li> <li>Monitoring mechanism at both central (monitoring of districts) and district (monitoring of schools) levels</li> <li>Status of function as to whether monitoring has been properly implemented after MTR including improvement in budgeting and human resources as identified as constraints in MTR</li> <li>Management functions of JICA Country Office and HQs including</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
		<ul style="list-style-type: none"> <li>Communications among C/Ps and related organizations, Experts, JICA and relevant development partners (T-TEL/DfID, Learning/USAID, UNICEF, WB/GPEG etc.)</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview

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Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Main	Question Items		Necessary Information/Data	Sources	Data Collection Methods
		Sub			
Ownership		<ul style="list-style-type: none"> <li>Have C/Ps been assigned appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>Status of allocation of C/Ps (numbers, posts/responsibilities, timing of assignment) in NTC/TED, GES and MoE</li> <li>Assignment of PTPDM coordinator from MoE</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
		<ul style="list-style-type: none"> <li>Do C/P and related organizations and personnel have a good understanding and the sense of ownership about the Project?</li> </ul>	<ul style="list-style-type: none"> <li>Degree of initiative/participation, performing their responsibilities and sense of ownership of C/Ps and related organizations such as NTC/TED, GES and MoE</li> <li>meetings, events, activities, contents of discussions, etc.</li> <li>revising PTPDM Policy and preparing roll-out plan</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
		<ul style="list-style-type: none"> <li>Have necessary expenses stipulated in PDM been met by Ghana side?</li> </ul>	<ul style="list-style-type: none"> <li>Status of budget appropriation including any improvements of MoE's budget after MTR</li> <li>How project activities have been financed after MTR</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview

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**Evaluation based on the Five Evaluation Criteria**

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
<b>(1) Relevance</b>	Priority	Is the project consistent with the policies in Ghana?	Consistency with Education Act 778 (2008) Latest Education Bill to be approved by cabinet National Education Strategic Plan (NESP) 2016-2030	Policy documents, C/P, Experts	Document review, Questionnaire/Interview
		Is the Project consistent with the Japanese ODA policy?	Consistency with <ul style="list-style-type: none"> <li>the country assistance strategy for Ghana (April 2012)</li> </ul>	Country assistance strategy for Ghana (April 2012)	Document review
	Necessity	Is the Project in line with the needs of the target groups?	<ul style="list-style-type: none"> <li>Reconfirmation/any changes of the needs of introducing PTPDM for MoE, DEO, Pre-Tertiary Teachers as confirmed in MTR</li> <li>Information on beneficiaries (no. of children benefitted from the Project)</li> </ul>	Ex-ante evaluation and MTR reports, policy documents, C/P, Experts	Document review, Questionnaire/Interview
		Has the project strategy been appropriate?	Any issues on the Project approach as confirmed in MTR: <ul style="list-style-type: none"> <li>“Contributing to student learning by competent teachers through competency-based performance management”</li> <li>“Materializing policy implementation and institutionalization utilizing the outputs of the precedent INSET projects”</li> <li>Selection of pilot districts for nationwide roll out</li> </ul> Status of coordination, linkages and synergy effects with assistances from other development partners: <ul style="list-style-type: none"> <li><u>T-TEL/DfID</u> (consistency of pre &amp; in-service teacher standards, feasibility of inclusion of BT training elements in CoE etc.)</li> <li><u>Learning/USAID</u> (coordination with training in 165 districts by Learning, impact of Learning on NTC/TED, capacity development assistance to NTC by USAID, progress of decentralization supported by USAID etc.)</li> <li><u>UNICEF</u> (further coordination including finance after MTR etc.)</li> <li><u>GPEG/WB</u> (further funding possibility after MTR etc.)</li> </ul> Status of coordination, linkages and synergy effects with other Japanese assistances: <ul style="list-style-type: none"> <li>JICA expert in Decentralized Education Advisor</li> <li>JOCVs posted in pilot districts</li> </ul>	Ex-ante evaluation report, policy documents, C/P, Experts	Document review, Questionnaire/Interview
	Appropriateness as means	Does Japan have a technical advantage?	<ul style="list-style-type: none"> <li>Status of utilizing Japanese technical expertise for technical assistance</li> <li>Whether relevant experiences of the precedent projects have been effectively utilized</li> </ul> Information on any changes: <ul style="list-style-type: none"> <li>Presidential election in December 2016</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
Environmental change	Have there been any changes in the project?		Project reports, C/P, Experts	Document review, Questionnaire/Interview	

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Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
		environment since MTR was conducted?	<ul style="list-style-type: none"> <li>Education Bill 2015 approved in September 2017 by Cabinet</li> <li>GES and NTC/TED reorganization</li> <li>Progress and prospect of decentralization and expected impact</li> <li>Any other (policies, economy, social etc.)</li> </ul>		
<b>(2)</b>	Achievement of the Project Purpose (prospects)	Is the Project Purpose likely to be achieved?	<p>Actual and prospect of achieving Project Purpose</p> <p><b>Project Purpose:</b> Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</p> <ul style="list-style-type: none"> <li>Achievement of indicators</li> <li>Whether the pilot verifies 1) feasibility, 2) effectiveness and 3) sustainability of the PTPDM policy implementation for nationwide expansion.</li> <li>Whether the pilot verifies the above for all the three level of pre-tertiary education (the basic school, TVET - the second cycle level and special schools.</li> <li>Whether PTPDM policy (aiming at enhancing teachers' competency by introducing new licensing system and competency-based promotion and performance appraisal) has been verified as effective and worth spreading nationwide through pilot</li> <li>Whether PTPDM policy is ready for nationwide expansion by defining how to implement components including how many mandatory trainings will be there, who will conduct those trainings, who should bear the cost, how license will be rolled out, etc.</li> <li>Whether financially feasible training components are developed</li> <li>Progress of GoG's responsibility defined in MLS report</li> <li>Feasibility of roll-out plan</li> </ul>	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
			<p>(reference)</p> <p>MLS suggests that <b>important components</b> of PTPDM Policy seemed to be worth spreading nationwide.</p> <p>1) BT induction programme and licensing</p> <p>2) SBI</p> <ul style="list-style-type: none"> <li>its effectiveness on students' learning to be verified with larger samples and characteristics SBI contributing to teacher competencies impacting on students' learning to be identified by further investigation</li> </ul> <p>3) Performance appraisal</p> <p><b>MTR identified issues</b> as follows:</p> <p>1) Implementation mechanism of mandatory trainings for all ranks</p>		

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Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
			<p>2) Database</p> <p>3) Estimation of the budget and how it is ensured Budget for the launching period of PTPDM Policy</p> <p>Development of training contents</p> <p>Starting database</p> <p>Training and PR</p> <p>Budget for continuing operation of PTPDM Policy</p> <p>Conducting trainings every year</p> <p>Issuing and renewal of license</p> <p>Maintenance of database</p> <p>Printing and distributing teacher and school logbooks and appraisal forms</p> <p>Monitoring and evaluation</p>		
		<p>Are there any hampering factors in achieving the Project Purpose?</p> <p>Are there any promoting factors in achieving the Project Purpose</p>	<p>Positive or negative impact of the following:</p> <ul style="list-style-type: none"> <li>• Presidential election in December 2016</li> <li>• Education Bill 2015 approved in September 2017 by Cabinet</li> <li>• GES and NTC/TED reorganization</li> <li>• Progress and prospect of decentralization and expected impact</li> <li>• Capacity of NTC</li> <li>• Initiative and participation at MOE level</li> <li>• Fiscal restriction and tight budget (3 years from 2015)</li> <li>• Any other factors</li> </ul>	<p>Project reports, C/P, Experts,</p> <p>Project reports, C/P, Experts, DPs</p>	<p>Document review, Questionnaire/Interview</p> <p>Document review, Questionnaire/Interview</p>
	<p>Causal relationships (Contribution of Outputs to achieving Project Purpose)</p>	<p>Whether Project Purpose is to be achieved as a result of Outputs. (Whether the Outputs in the PDM are sufficient enough to achieve the Project Purpose.)</p> <p>Are the important assumptions set out in the PDM likely to be fulfilled?</p> <p>Have the Outputs been produced as planned?</p> <p>Have there been any hampering factors in producing the Outputs?</p>	<ul style="list-style-type: none"> <li>• Verification of logics between Project Purpose and Outputs</li> <li>• Actual and prospect of achievement of Project Purpose and Outputs</li> </ul>	<p>Project reports, C/P, Experts</p>	<p>Document review, Questionnaire/Interview</p>
(3) Efficiency	<p>Achievement level of Outputs</p>		<p>Information on any risks including the following: <b>Important Assumptions:</b></p> <p>1. NTC Council approves Teacher Competency Standard Framework.</p> <p>See Achievements of Outputs</p> <p>Information on hampering/contributing factors</p> <ul style="list-style-type: none"> <li>• See Implementation Process</li> <li>• Any other factors</li> </ul>	<p>Project reports, C/P, Experts</p> <p>Project reports, C/P, Experts</p> <p>Project reports, C/P, Experts</p>	<p>Document review, Questionnaire/Interview</p> <p>Document review, Questionnaire/Interview</p> <p>Document review, Questionnaire/Interview</p>

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Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
(4) Impact (prospect)		Have there been any contributing factors in producing the Outputs?			
	Causal relationship	Have the activities been appropriate for producing the Outputs ? Do the important assumptions cause any influence?	<ul style="list-style-type: none"> <li>Verification of logic of PDM</li> <li>Actual achievements of inputs, activities, Outputs, and prospect of Project Purpose</li> </ul> <p>Information on any risks  <b>Important Assumption:</b> The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.</p> <ul style="list-style-type: none"> <li>See Implementation Process</li> <li>Any other risks</li> </ul>	PDM Project reports, C/P, Experts	Document review, Questionnaire/Interview Document review, Questionnaire/Interview
	Quantity, quality and timing of inputs	Have inputs from Japan and Ghana been appropriate in terms of quantity, quality and timing?	<p>Appropriateness in terms of quantity, quality and timing, and any problems and how to cope with them</p> <ul style="list-style-type: none"> <li>See Implementation Process</li> <li>Deployment of Experts including availing either Team Leader or Deputy Team Leader in Ghana</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Cost efficiency	Are there any measurements taken to enhance cost efficiency?	Any evidence to reduce the costs and increase efficiency of the Project (e.g. utilization of existing resources, cooperation with relevant support from other DPs etc.) after MTR	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Prospect of achieving Overall Goal	Is Overall Goal likely to be achieved and whether it can be assessed at ex-post evaluation?	<p><b>Overall Goal:</b> Career progression mechanism is enacted in non-pilot districts. (Enacted=implemented)</p> <ul style="list-style-type: none"> <li>Prospect of achieving Project Purpose (see Effectiveness) including preparation of implementable and financially feasible PTPDM components and roll-out plan, ownership and capacity of MoE, GES at central and regional/district levels, NTC/TED etc.</li> <li>Prospect of achieving indicators of Overall Goal</li> <li>Feasibility of conducting sample survey for data collection on indicators as part of monitoring and evaluation of PTPDM policy roll-out</li> </ul> <p>Information on hampering/contributing factors</p> <ul style="list-style-type: none"> <li>See Relevance, Effectiveness and Sustainability</li> <li>Budget for TOT in remaining 132 districts</li> <li>Any other factors</li> </ul>	Project reports, C/P, Experts Project reports, C/P, Experts	Document review, Questionnaire/Interview Document review, Questionnaire/Interview
	Causal relationship	Are there any hampering factors in achieving Overall Goal? Are there any contributing factors in achieving Overall Goal? Is Project Purpose contributing to the likely	<p>Verification of logic of PDM</p>	PDM	Document review, Questionnaire/Interview Document review, Questionnaire/Interview Document review, Questionnaire/Interview

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Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
(5) Sustainability (Prospect)		achievement of Overall Goal?			
		Are the important assumptions on the achievement of Overall Goal still valid, and are they likely to be fulfilled?	Prospect of the important assumption to be fulfilled. <b>Important Assumption:</b> 1. GoG ensures the budget for PTPDM introduction and implementation. 2. The related policy and acts are not changed drastically.	Project reports, C/P, Experts	Document review, Questionnaire/Interview
		Ripple effects Are there any ripple effects envisaged other than the Overall Goal, and any measures being taken for mitigating negative effects if they are?	Any positive unplanned effects <ul style="list-style-type: none"> <li>Sharing experiences and promoting regional cooperation among African countries</li> <li>Any other effects</li> </ul> Any negative unplanned effects <ul style="list-style-type: none"> <li>Measures for non-professional teachers</li> <li>Measures for mitigating negative impact of decentralization including disparities among districts</li> </ul>	Project reports, C/P, Experts, DP's	Document review, Questionnaire/Interview
		Are relevant national policies/institutional settings likely to continue favorably?	Information on <ul style="list-style-type: none"> <li>Relevant national policies (see Relevance)</li> <li>Approval of Education Bill at parliament</li> <li>Decentralization</li> <li>Progress of GoG's responsible components on PTPDM Policy</li> </ul>	Policy documents, project reports, C/P, Experts, DP's	Document review, Questionnaire/Interview
		Is C/Ps able to implement PTPDM policy nation-wide after the project completion?		Organizational capacity, mandate, rolls and responsibilities for PTPDM policy roll-out, human resources, budget etc. of the following: <ul style="list-style-type: none"> <li>NTC</li> <li>GES at central and regional/district levels</li> <li>MoE</li> </ul>	Project reports, C/P, Experts, DP's
	Can C/Ps be technically independent to roll-out PTPDM policy and implement nationwide after the Project?		Degree of capacity developed in C/Ps personnel in terms of the following: <ul style="list-style-type: none"> <li>MoE, GES and NTC in facilitating and materializing PTPDM Policy Implementation</li> <li>Conducting TOT</li> <li>Database operation and management at district and central levels</li> <li>DEO to implement induction training</li> <li>Any other aspects</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Have C/Ps organizations undertaken measures to secure sufficient funds for roll-out and implement.		Prospects for budget allocation and whether Ghanaian side can bear necessary expenses after the project <ul style="list-style-type: none"> <li>Budget for the launching period of PTPDM Policy</li> <li>Development of training contents</li> </ul>	Project reports, C/P, Experts, DP's	Document review, Questionnaire/Interview

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Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
		PTPDM Policy after the Project?	<ul style="list-style-type: none"> <li>Starting database</li> <li>Training and PR</li> <li>Budget for continuing operation of PTPDM Policy</li> <li>Conducting trainings every year</li> <li>Issuing and renewal of license</li> <li>Maintenance of database</li> <li>Printing and distributing teacher and school logbooks and appraisal forms</li> <li>Monitoring and evaluation</li> <li>Any other necessary financial requirements</li> </ul>		

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## Input by the Japanese Side

## 1. Assignment of Experts

## JICA Expert Team

	Name	Position	Days in each PFY*			Total MM
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup> (by end of Sep)	
1	Kenichi TANAKA	Team Leader / Human Development Management (1)	95 -	60 -	20 -	5.83 -
2	Kenji OHARA	Deputy Team Leader/ Human Development Management (2)	206 (4)**	220 -	202 -	20.93 (0.2)
3	Albert Kwame AKYEAMPONG	Teacher Training Policy/ Teacher Education	27 (22)	13 (20)	21 (10)	2.03 (2.60)
4	Yuji OZAKI	Database (Analysis and Design)	35 (25)	31 (24)	31 -	3.23 (2.45)
5	Kenichi JIBUTSU	Planning/Implementa tion of Training	110 (4)	165 -	130 -	13.50 (0.20)
6	Ryusuke YAMACHIKA	Project Coordinator/ Local Government	192 -	93 -	15 -	10.00 -
7	Megumi SHIOTA	Project Coordinator/ Local Government	- -	30 -	- -	1.0 -
8	Kyoko YOSHIKAWA	Project Coordinator/ Local Government	52 (2)	62 (4)	- -	3.80 (0.30)
		Training in Japan	- -	- (15)	- -	- (0.75)
		Monitoring (2)	- -	- -	15 -	0.50 -
9	Kaori TANAKA	Monitoring (1)	- -	- -	27 -	0.90 -
10	Hiromasa HATTORI	Monitoring (2)	- -	- -	26 -	0.87 -
11	Kana TAKAHASHI	Monitoring (3)	- -	- -	15 -	0.50 -
Total:			717 (57)	674 (63)	502 (10)	63.09 (6.5)

\* PFY: Project Fiscal Year

1st Fiscal Year: May 2014 – June 2015

2nd Fiscal Year: August 2015 – August 2016

3<sup>rd</sup> Fiscal Year: October 2016 – March 2018

\*\* ( ) Assignment days out of Ghana

Source: Project Report

## 2. Assignment of Local Consultants

	Name	Title	From	To	Tasks
1	Paul N. BUATSI	Senior Consultant (Education Policy)	May-2014	Jun-2015	Coordination and revision of PTPDM Policy Implementation Plan
			Aug-2015	Aug-2016	
			Oct-2016	Mar-2018	
2	Stephen Adu	Senior Consultant (Policy roll-out plan)	Nov-2016	Jan-2018	Revision of PTPDM Policy roll-out plan
3	George Kankam	Senior Consultant (Competency-based teacher standard)	Dec-2016	Mar-2017	Revision of competency-based teacher standard
4	Jonathan Fletcher	Senior Consultant (Competency-based teacher standard)	Apr-2017	May-2017	Revision of competency-based teacher standard

Source: Project Report

### 3. Training in Japan and Third Countries

#### (1) Japan

Year	Period	Course Title (City, Country)	Outline	Participants Name (Position, Organization at the moment)	No.
2016	Jun. 12- Jun. 24	Teacher Professional Development and Management System (Tokyo and Kochi, Japan)	Strengthening skills to revise PTPDM Policy	Mr. Enoch Cobbinah (Chief Director, Ministry of Education)	1
				Mr. Jacob AAworb-Nang Maabobr Kor (Director General, GES)	2
				Mr. Emmanuel Tawiah Aboagye (Deputy Executive Secretary, NTC)	3
				Ms Judith Esther Ofeibea Donkor (Director, Human Resource Division, MoE)	4
				Dr. Evelyn Owusu ODuro (Director, TED, GES)	5
				Mr. Yakubu Alhassan (District Director of Education, District Education Office, Sevelugu, Tamale)	6
				Ms. Grace Agyeman Duah (National Trainer [Science], TED, GES)	7

#### (2) Other training in Japan and in the third countries from 2014 to 2016

YEAR	DURATION	TYPE OF TRAINING	No.
2014	29 <sup>th</sup> Sept – 17 <sup>th</sup> Oct, 2014	27 <sup>th</sup> Third Country Training in CEMASTEА, Nairobi-Kenya	5
IFY 2014	19 <sup>th</sup> Nov – 20 <sup>th</sup> Dec, 2014	INSET Management in Africa (Anglophone Countries), Japan	2
2015	19 <sup>th</sup> Jan – 6 <sup>th</sup> Feb, 2015	TCTP Training Programme on Mathematics and Science Education (Group 27) in Japan	6
2015	1 <sup>st</sup> Jun – 31 <sup>st</sup> July, 2015	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa, Japan	1
2015	28 <sup>th</sup> Sep – 16 <sup>th</sup> Oct, 2015	30 <sup>th</sup> Third Country Training on Mathematics and Science Education, Nairobi	5
2015	3 <sup>rd</sup> Nov – 6 <sup>th</sup> Dec, 2015	Teacher Education for Basic Education of Africa, Japan	1
2016	11 <sup>th</sup> Jan – 6 <sup>th</sup> Feb, 2016	Strengthening of Local Education for SMASE-WECSA in Sub-Saharan Africa in Japan	1
2016	6 <sup>th</sup> Jun – 24 <sup>th</sup> June, 2016	Enhancing Teacher Professional Growth through the Practice of Lesson Study in Zambia	3
2016	10 <sup>th</sup> Aug – 30 <sup>th</sup> Aug, 2016	Primary Science and Mathematics Education Training for African Countries Enhancing Constructive based Pedagogy in Malaysia	4
2016	29 <sup>th</sup> Aug – 29 <sup>th</sup> Oct, 2016	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa in Japan	2
2016	19 <sup>th</sup> Sep – 30 <sup>th</sup> Sep, 2016	Improving the Quality of Science and Mathematics Education Through Inquiry Based Learning and Lesson Evaluation in CEMASTEА, Nairobi-Kenya	7
2016	18 <sup>th</sup> Nov – 17 <sup>th</sup> Dec, 2016	INSET Management in Africa (Anglophone Countries), Japan	1
2017	17 <sup>th</sup> Sep – 30 <sup>th</sup> Sep, 2017	Improving the Quality of Learning of Mathematics and Science through the use of 5E Instructional Model in Inquiry Based Learning in CEMASTEА, Nairobi-Kenya	6

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YEAR	DURATION	TYPE OF TRAINING	No.
2017	16 <sup>th</sup> Nov – 9 <sup>th</sup> Dec, 2017	Improvement of Quality Education through Lesson Study in Japan	1
2017	16 <sup>th</sup> Nov – 16 <sup>th</sup> Dec, 2017	INSET Management in Africa (Anglophone Countries)	1

Total Number of Participants of Training in Japan: 15

Total Number of Participants of Third Country training: 31

4. Provision of Machinery and Equipment

No.	Data of Registration D/M/Y	Item	Specification	Qty	Unit Price	Total Price	Unit Price (USD)	Total Price (USD)	Place to Keep	Condition	Usage
1	2014/12/17	4x4 Vehicle	Toyota Fortuner	1	-	-	USD 32,823.99	USD 32,823.99	TED	A	A
2	2014/10/30	Multipurpose Photocopier	KONICA MINOLTA C364	1	GHS 28,000.00	GHS 28,000.00	-	-	TED	A	A
3	2014/11/21	Laptop Computers	Processor i7, RAM8GB, HD1TB, WIN8	8	-	-	-	-	TED	A	A
4	2014/11/21	Laser Printer	Colour, A4-A3, Duplex unit, 25 ppm	1	-	GHS 55,580.00	-	-	TED	A	A
5	2014/11/21	Projector	ANSI Lumen 3000	1	-	-	-	-	TED	A	A
6	2014/11/21	Screen for Projector	-	1	-	-	-	-	TED	A	A
7	2014/11/21	Digital Camera	14.1 Mega pixels	2	-	-	-	-	TED	A	A
8	2014/6/3	Air Conditioner	CS-PC 18MKH	1	GHS 1950.00	GHS 1950.00	USD 649.67	USD 649.67	TED	A	A
9	2014/6/26	Desktop PC (Incl. Display)	DELL-OPT 7010-1531500	1	GHS 3865.17	GHS 3865.17	USD 1287.74	USD 1287.74	TED	A	A
10	2014/7/3	Video Cam	SONY HDR-PJ340 BJE3	1	JPY 6458.00	JPY 64580.00	USD 637.13	USD 637.13	TED	A	A
11	2015/3/2	Air Conditioner	Daikin Split 2.5HP	1	GHS 2400.00	GHS 2400.00	USD 688.42	USD 688.42	TED	A	A
12	2015/3/10	UPS	Vision Budget 1200 UPS	1	GHS 883.81	GHS 883.81	USD 253.51	USD 253.51	TED	A	A
13	2015/5/20	Ring Binding Machine	Combiner C250 Pro	1	GHS 1702.13	GHS 1702.13	USD 442.26	USD 442.26	TED	A	A
14	2015/5/28	Conference Table	RM2412	1	GHS 5617.02	GHS 5617.02	USD 1459.47	USD 1459.47	TED	A	A
15	2015/6/10	Generator	5.5KVA, Petrol engine	1	GHS 5974.00	GHS 5974.00	USD 1474.32	USD 1474.32	TED	A	A
16	2016/3/31	Laptop Computers	HP 8570W, Intel Core i7	1	GHS 5904.36	GHS 5904.36	USD 1484.31	USD 1484.31	GES	A	A
17	2016/4/29	Air Conditioner	Daikin 2.5 HP Air condition for project office	1	GHS 2912.34	GHS 2912.34	-	-	TED	A	A
18	2016/10/27	Laptop Computers	HP ProBook 450 G3, Intel Core i5 6200U	1	GHS 9719.55	GHS 9719.55	-	-	TED	A	A
19	2017/1/24	Scanner	Fujitsu Scanner 7140	1	GHS 3176.25	GHS 3176.25	-	-	TED	A	A
<b>Total</b>						<b>USD 41,200.82 + GHS 83,580</b>					

\*items 1-7 are procured by JICA Ghana Office

\*\*Exchange rate of this time of purchase

Category of Condition (Annual average)

A: Excellent B:Fair C:Poor D: Unable to Use

Source: Project Report

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5. Local Expenses

Unit: JPY

Category	Items	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year
		Disbmt		Disbmt (by end of Sep)
Assitance, Secretary	Salary, Allowance for Assistant, Secretary, etc.	382,169	680,900	3,510,365
Remuneration (except Assistant and Secretary)	Salary, Allowance for Local Consultant, etc.	7,222,631	11,026,514	9,072,281
Car related Expenses	Rental car, Fuel, Drivers' salary, etc.	2,428,340	1,801,605	2,774,736
Rental Fee	Conference Room, etc.	383,700	1,343,929	402,356
Facility and Equipment Maintenance	Maintenance of Copy machine, etc.	169,886	787,892	639,505
Consumables	Paper, Copy, Stationary, Ink for Printer, etc.	2,086,468	1,458,312	1,008,469
Travel	Accommodation, Per Diem, etc.	5,984,497	3,988,944	4,332,121
Communication	Internet fee, Recharge card, etc.	329,242	139,341	411,572
Photocopy, Printing and Binding	Printing materials, Advertisement, etc.	1,775,335	1,002,811	1,085,699
Others	Snacks for meeting, etc.	487,611	36,493	392,283
Sub Total		21,249,879	22,266,741	23,629,387
Total		67,146,007		

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## Input by the Ghanaian Side

### 1. Assignment of C/P Personnel

	Name	Title	Organisation	From	To
1	Charles Aheto Tsegah	Director General (Project Director)	GES	May-2014	Jan. 2015
2	Jacob A. Maabobr-Kor	Director General (Project Director)	GES	Jan. 2015	Apr. 2017
3	Prof. Kwasi Opoku-Amankwa	Director General (Project Director)	GES	Apr. 2017	Present
4	Samuel ANSAH	Director (Project Manager)	TED	May-2014	Dec-2014
5	Evelyn Owusu ODURO	Director (Project Manager)	TED	Jan-2015	Dec-2016
		Executive Secretary (Project Manager)	NTC	Jan-2017	Present
6	Gershon K. DORFE	NIU National Coordinator	TED	May-2014	Aug-2016
7	Gideon AHOHOLU	NIU Member	TED	May-2014	Aug-2016
		NIU National Coordinator	TED	Sep-2016	Present
8	Francesca HAIZEL	NIU Member	TED	May-2014	Aug-2016
		NIU Deputy Coordinator	TED	Sep-2016	Present
9	Nana Yaw Safo-Kantanka	NIU Member	TED	May-2014	Aug-2015
10	Grace Agyeman Duah	NIU Member	TED	May-2014	Present
11	Augustine Tawiah	Executive Secretary	NTC	May-2014	Dec-2016
12	Emmanuel T. Aboagye	Deputy Executive Secretary	NTC	May-2014	Jun- 2017
13	Hazel Konadu Sarpong	NIU Member	TED	Jul-2016	Present
14	Lawrence Sarpong	NIU Member	TED	Jul-2016	Present
15	Francis Kwesi Addai	NIU Member	TED	Jul-2016	Present
16	Faustina Ethel Ganaa	Standards and Enforcement Coordinator	NTC	Jan-2017	Present
17	Caroline Aggrey-Fynn	Research, Monitoring and Evaluation Coordinator	NTC	Jan-2017	Present
18	Mireku Dora Animwaa	Licensing and Registration Coordinator	NTC	Jan-2017	Present

Source: Project Report

### 2. Assignment of Administrative Personnel

	Name	Title	Organisation	From	To
1	Monica Effe TETTEY	Secretary	TED	May-2014	Present
2	Ebenezer Tetteh	Driver	TED	May-2014	Present

### 3. Facilities and Equipment

	Items	Location	From	To
1	Office Space (including cabinet, desk, chair, etc.)	TED	May-2014	Present
2	Generator	TED	May-2014	Present

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## List of PTPDM Training (as of November 2017)

## South: 3 pilot districts

Training	District	Implemented	Days	No. of participants	Source of Funds
ToT on Induction Training for Beginning Teachers	Upper Manya Krobo	17-21 November, 2014	5	15	JICA
	Ajumako / Enyan / Essiam			16	
	Shai-Osudoku			15	
ToT on Training for HT Aspirants	Upper Manya Krobo	27-30 April 2015	4	16	Participants from JICA and NIU from TED
	Ajumako / Enyan / Essiam			15	
	Shai-Osudoku			14	
Induction Training for Beginning Teachers 2015	Upper Manya Krobo	16-20 February, 2015	5	55	TED (IGF)
	Ajumako / Enyan / Essiam			45 (BTs: 45 + HT:33, Facilitators:15)	
	Shai-Osudoku			57 (BTs: 57 + HT: 20, CS: 7, Facilitators: 15)	
Induction Training for Beginning Teachers 2016	Upper Manya Krobo	1-4 March 2016	4	50	BT paid 30 GHS
	Ajumako / Enyan / Essiam	9-11 March 2016	3	40 (BTs:40 + Facilitators: 6)	BT paid 20GHS and DA support some
	Shai-Osudoku	14-18 March 2016	5	54 (BTs: 49 +HT: 13,CS: 1, Facilitators: 14)	BT Paid 50 GHS
Capacity Building Workshop for Non-Professional Teachers	Ajumako / Enyan / Essiam	14 September, 2017	1	191 (191 participated against 214 expected)	-
Briefing/Sensitization of the Implementation of the PTPDM Policy	Ajumako / Enyan / Essiam	23 June, 2017	1	5 (District Assembly Officers)	-
Induction Training for Beginning	Upper Manya Krobo	31 Oct- 4 <sup>th</sup> Nov, 2016	5	180	Levying of Participants
	Ajumako / Enyan / Essiam	11 – 14 July, 2017	4	68 (3 SHS, 65 Basic)	Participants (BTs)

Teachers 2016/17	Shai-Osudoku	12 – 16 June, 2017	5	68 (No SHS)	Self-Funding by BTs
	Upper Manya Krobo	25-29 May 2015	5	85 (HT: 55, Representatives for Assistant HT (SHS): 4, HODs (SHS): 19, Circuit Supervisor 7)	TED (IGF)
Training for HT 2015	Ajumako / Enyan / Essiam	HT Training for SHS 22-23 June, 2015	2	42 HT Training for SHS (HT: 3, Asst HT Academic: 4, Asst HT Domestic: 1, HODs: 38 +Facilitators: 4)	TED (IGF) + Capitation Grant
		HT Training for Basic Schools 24-25 June, 2015	2	103 HT Training for Basic (HT: 103 +Facilitators: 4)	TED (IGF) + Schools' budget
	Shai-Osudoku	1-5 June 2015	5	85 (Heads (Basic): 55, Asst Heads (SHS): 4, HODs (SHS): 19, CS: 7 +Facilitators: 15)	TED (IGF)
Training for HT Aspirants 2016	Shai-Osudoku	3 -5 May, 2016	3	147 (Basic Heads: 57, Asst Head Basic: 50, Aspirant Head: 30, Private School Heads: 10 +Facilitators: 7)	
3-day Headteacher Training for Newly Appointed Heads of Basic Schools	Ajumako / Enyan / Essiam	2 – 4 May, 2017	3	18	Participants
Review Workshop on Appraisal for Basic Heads	Ajumako / Enyan / Essiam	11 May, 2017	1	108 (as against the expected number of 104)	Participating Schools and Teachers

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**North: 2 pilot districts**

Training	District	Implemented	Days	No. of participants	Source of Funds
ToT on Induction Training for Beginning Teachers	Savelugu-Nanton Municipal	18-22 April 2016	5	15	JICA
	Kasena Nankana East Municipal			13	
	Savelugu-Nanton Municipal			15	
	Kasena Nankana East Municipal			13	
ToT on Training for HT Aspirants				28	
HT Training and Induction Training for Beginning Teachers	Savelugu-Nanton Municipal	18-22 July 2016	4	129 HTs (94 Primary, 35 JHS) 86 BT (in addition, 6 Vocational and 10 CS)-	GPEG
Induction Training for BTs 2016/17	Savelugu-Nanton Municipal	8 – 11 March, 2017	4	95 (No SHS)	BTs Contribution
	Kasena-Nankana Municipal	6 – 10 February, 2017	5	161 (No SHS)	GNAT Local, NAGRAT Local, ADB Bank, NTCCU, Stanbic Bank, Trainees.
HT Training and Induction Training for BT	Kasena Nankana East Municipal	6-10 <sup>th</sup> June, 2016	5	62	GPEG
Briefing of Assist. Heads of SHS on Performance Appraisal, PTPDM Policy and INSET	Kasena-Nankana Municipal	13 December, 2016		10	-

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Briefing of SHS staff on Appraisal	Kasena-Nankana Municipal	22 February, 2017 4 April, 2017	- -	60 (Navrongo SHS) 49 (St. John's SHTS)	- -
2-day Inspection of SHS on Appraisal forms and Lesson Notes	Kasena-Nankana Municipal	27 -28 March, 2017	-	6 SHS	-
Training of Heads of Public Basic Schools Performance Appraisal and INSET	Kasena-Nankana Municipal	23 – 24 May, 2017	-	96	-
End of Year Appraisal Orientation	Kasena-Nankana Municipal	27 July- 27 August, 2017	-	97 Basic Schools & 1 SHS	-
Training on Teacher Competencies/Performance	Kasena-Nankana Municipal	13 September, 2017	-	419 (Teachers, Heads of Basic Schools and 1 SHS)	-

**Non-pilot districts**

Training	District	Implemented	Days	No. of participants	Source of Funds
ToT on the PTPDM Policy Workshop	73 deprived districts	[Tamale]	5	365 in total 5 per each district (1 District Training Officer, 1 Human Resource Management Officer, 1 District Master Trainer, 1 Teacher from SHS in the district, 1 Deputy Director (Supervision))	GPEG
		1 <sup>st</sup> batch: 23-27 May 2016	5		
		2 <sup>nd</sup> batch: 30 May – 3 June, 2016	5		
		[Kumasi]	5		
		1 <sup>st</sup> batch: 20-24 June 2016	5		

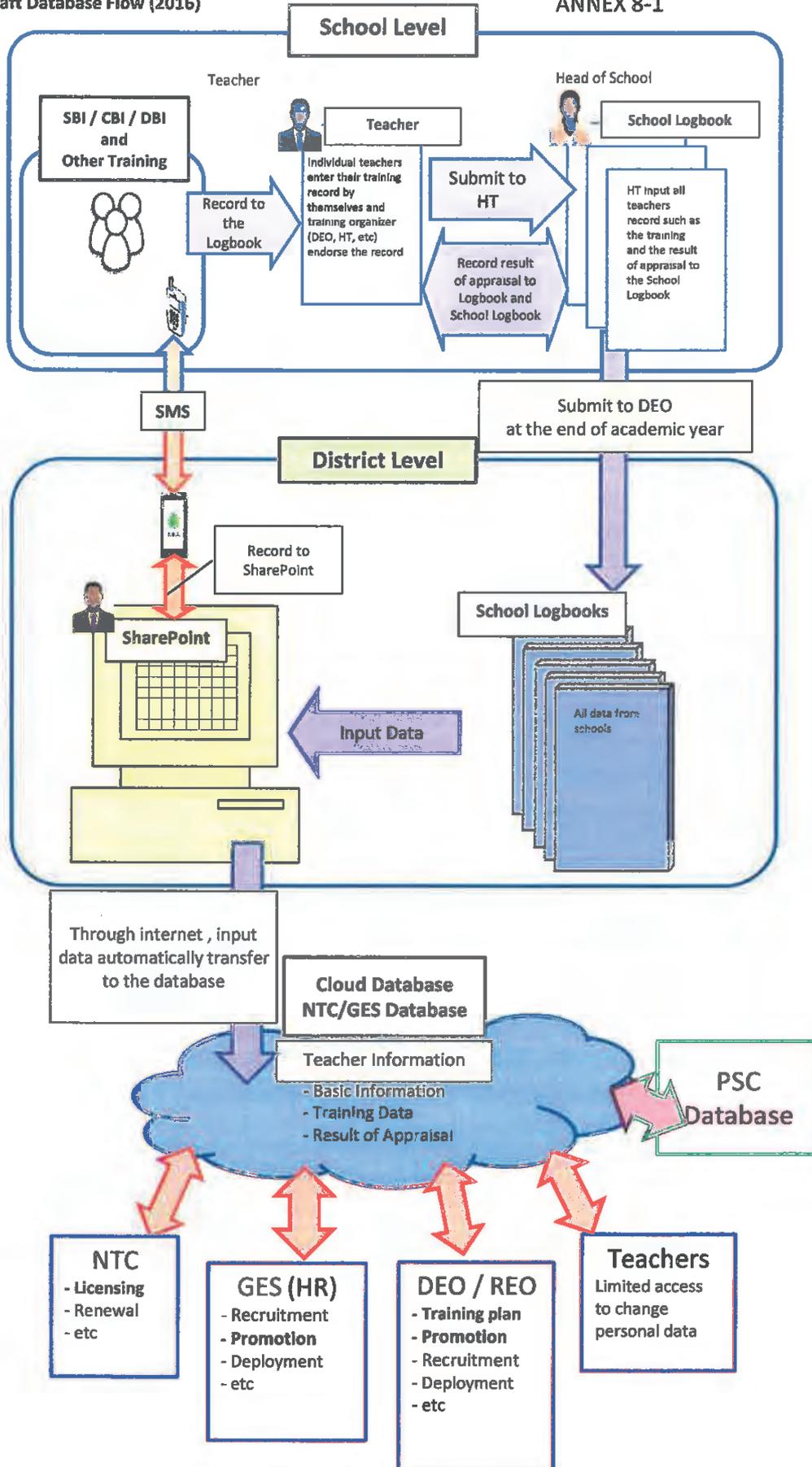
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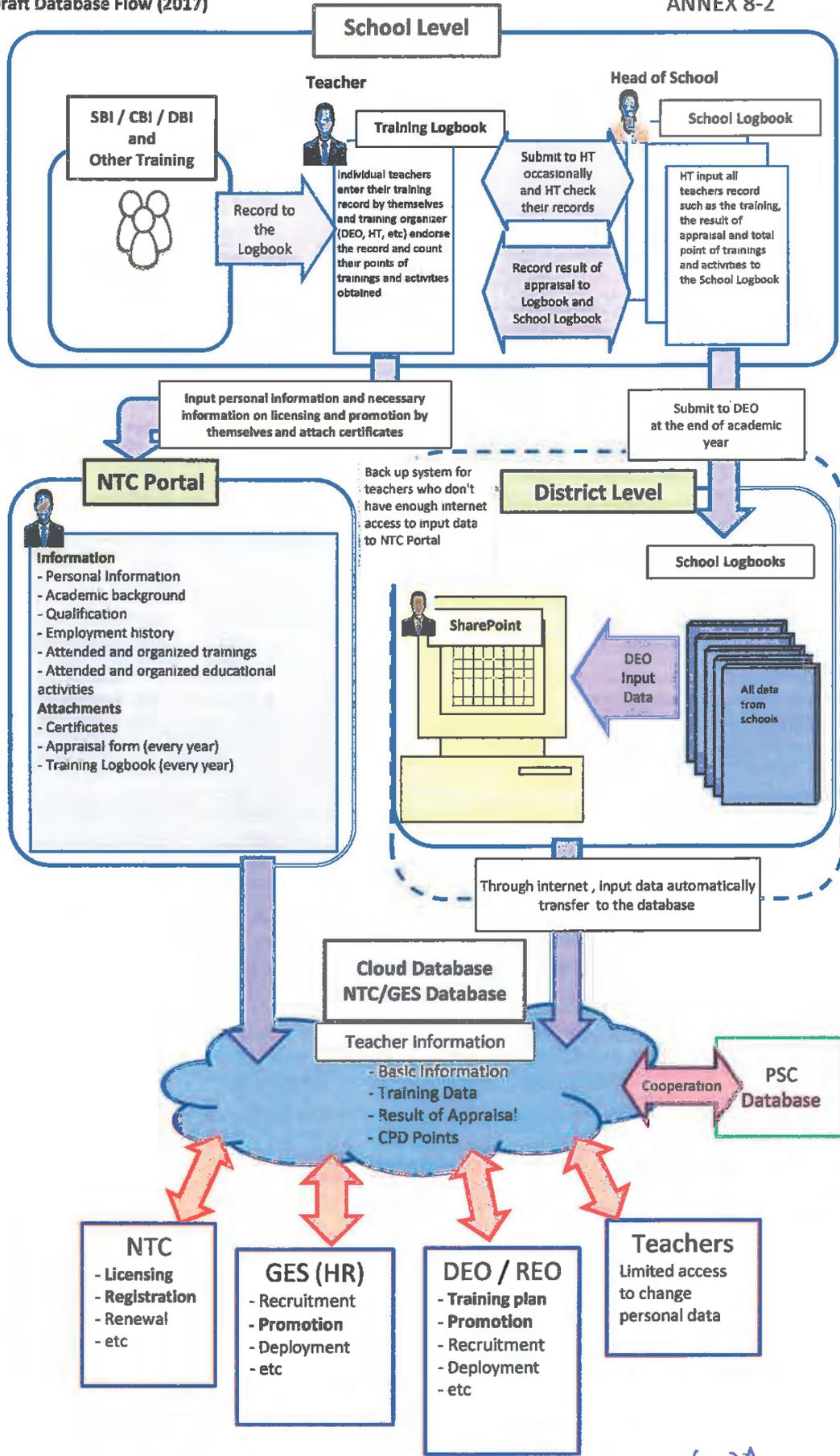
		2 <sup>nd</sup> batch: 27 June – 1 July 2016				
ToT on Leadership for Learning and PTPDM Policy	6 UNICEF pilot districts (Komenda-Edina-Eguafo- A, Upper Denkiya West, Esikuma Odoben Brakwa, Upper West Akim, North Dayi, Ga East)	6-10 June, 2016	5	66 in total 11 per each district (2 Circuit Supervisor, 2 District Master Trainer, 4 DIC members, 3 DTST members)	UNICEF	
BT training	6 UNICEF pilot districts	July 2016 (TBD)	?	BTs	UNICEF	
ToT on Leadership for Learning and PTPDM Policy	7 UNICEF pilot districts (Upper Manya, Kwahu Afram Plains South, Kwahu Afram Plains North, Krachi East, Wa West, Tolon, North Dayi)	28 – 31 August, 2017	4		UNICEF	

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DATA/INFORMATION COLLECTION FORM

<b>District Name:</b>	[Disr_name]	<b>District Code:</b>	0	<b>Circuit:</b>	[Circuit]
<b>School Name</b>	[School_name]	<b>EMIS School Code:</b>	[School_code]	<b>Date</b>	2017/02/27

Teacher Name	Teacher ID Code (if any)	Number of attended INSETs				*Assessment Decision (SECTION 8 of Appraisal form)
		SBI	CBI	DBI	Other	
[tname_01]	[tid_01]	0	[C_01]	[D_01]	[OT_01]	[AD_01]
[tname_02]	[tid_02]	[S_02]	[C_02]	[D_02]	[OT_02]	[AD_02]
[tname_03]	[tid_03]	[S_03]	[C_03]	[D_03]	[OT_03]	[AD_03]
[tname_04]	[tid_04]	[S_04]	[C_04]	[D_04]	[OT_04]	[AD_04]
[tname_05]	[tid_05]	[S_05]	[C_05]	[D_05]	[OT_05]	[AD_05]
[tname_06]	[tid_06]	[S_06]	[C_06]	[D_06]	[OT_06]	[AD_06]
[tname_07]	[tid_07]	[S_07]	[C_07]	[D_07]	[OT_07]	[AD_07]
[tname_08]	[tid_08]	[S_08]	[C_08]	[D_08]	[OT_08]	[AD_08]
[tname_09]	[tid_09]	[S_09]	[C_09]	[D_09]	[OT_09]	[AD_09]
[tname_10]	[tid_10]	[S_10]	[C_10]	[D_10]	[OT_10]	[AD_10]
[tname_11]	[tid_11]	[S_11]	[C_11]	[D_11]	[OT_11]	[AD_11]
[tname_12]	[tid_12]	[S_12]	[C_12]	[D_12]	[OT_12]	[AD_12]

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Note:

District Code and District Name

District Code	District Name	(Region Name)
53	Ajumako	Central
99	Savelugu-Nanton	Northern
111	Kassena-Nankana Municipal	Upper East
83	Shai Osudoku	Greater Accra
165	Upper Manya Krobo	Eastern

\*Codes of Appraisal Decision (form 8 of STAFF PERFORMANCE PLANNING, REVIEW AND APPRAISAL FORM)

Code	Assessment Decision
<b>A</b>	<b>Outstanding</b> - should be promoted as soon as possible (promotion out-of-turn, study visits, commendations, salary increments and etc.)
<b>B</b>	<b>Suitable for promotion</b> (encourage through mentoring, coaching, training, and etc.)
<b>C</b>	<b>Likely to be ready for promotion in 2 to 3 years</b> (encourage through mentoring, coaching, training and etc.)
<b>D</b>	<b>Not ready for promotion at least 3 years</b> (forfeit yearly increment, reassignment and etc.)
<b>E</b>	<b>Unlikely to be promoted further:</b> (apply sanctions: demotion, dismissal, removal and etc.)

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XXXXXX DISTRICT  
INFORMATION AND DATA COLLECTION FORM

Annex 10

DISTRICT NAME: XXXXXXXX    DISTRICT CODE: XXXX    CIRCUIT: XXXXXXXX  
SCHOOL NAME:    XXXXXXXX    EMIS SCHOOL CODE:    XXXXXXXX

S/N	NAME	STAFF ID. NO.	NUMBER OF ATTENDED INSETS				ASSESSMENT DECISION (SECTION 8 OF APPRASAL FORM)
			SBI	CBI	OTHERS	TOTAL	
1			4	2	5	11	A
2			4	2	5	11	B
3			4	2	5	11	C
4			4	2	3	9	B
5			4	2	2	8	C
6			4	2	5	11	B
7			4	2	5	11	A
8			4	2	5	11	B
9			4	2	3	9	B
10			4	2	3	9	C
11			4	2	5	11	C
12			4	2	5	11	B
13			4	2	4	10	B
14			4	2	4	10	A
15			4	2	4	10	C
16			4	2	4	10	B

DISTRICT NAME: XXXXXXXX    DISTRICT CODE: XXXX    CIRCUIT: XXXXXXXX  
SCHOOL NAME:    XXXXXXXX    EMIS SCHOOL CODE:    XXXXXXXX

S/N	NAME	STAFF ID. NO.	NUMBER OF ATTENDED INSETS				ASSESSMENT DECISION (SECTION 8 OF APPRASAL FORM)
			SBI	CBI	OTHERS	TOTAL	
1			4	1	3	8	B
2			4	1	3	8	B
3			4	1	3	8	B
4			4	1	3	8	B
5			4	1	3	8	B
6			4	1	3	8	B
7			4	1	3	8	B
8			4	1	3	8	B
9			4	1	3	8	B
10			4	1	4	9	B
11			4	1	3	8	B
12			4	1	4	9	B
13			4	1	4	9	B
14			4	1	3	8	B

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Draft Matrix on scope, progress and remaining tasks and risks on the selected PTFDM components supported by JICA

No	FTPDM Policy 9 components Before MTR	FTPDM Policy 11 components After MTR	Table of contents for Guideline	GoG's responsibilities		Risks
				1) GoG responsibility	2) Progress	
1	1. Teacher Standard Competencies	1. Teacher professional and Competencies	2. Teacher Rank and 4. Teacher Competency	During the Project Period Discussion and negotiation with related agencies (GES, NTC, Teacher Unions, etc.) Finalization Start processing to obtain official approval Dissemination to all stakeholders	Discussion has started with Teacher Unions (Meeting organized 22nd Nov. with Minister) and 4th Dec. 2 days workshop will be organized in Jan 2018) Validation and dissemination workshop organized in Oct. 2017	Nationwide implementation of PTFDM policy related Training Training on Appraisal for all Districts Approval of New Education Bill Approval of PTFDM Policy and related documents
2	1. Teacher Rank and 2. Competency	3. Code of practice and Professional Duties				NTC define and GES discuss with Teacher Unions
3	10. Career structure and path		3. Career Progression	After the end of the Project Obtain official approval from (Cabinet/ Parliament?)		GES has responsibility to discuss with Teacher Unions and finalize
4	2. Pre-service Teacher Education					
5	3. In-service Teacher Education	4. Pre-service and In-service of teacher education	5. INSET Programme	After the Project period Support all DEO to make training plan Development of training contents for other ranks than NQT and ST by NIU members in NTC Management of all training providers	ToT for 85 districts organized and DEO organized Inclusion training for NQT and HT Training in their districts	Organize ToT for all remaining districts Monitor training activities in districts Development of training contents for other ranks than NQT and ST Manage all INSET Providers and INSET under PTFDM Policy (licensing, approval of contents, quality control)
6	4. Licensing and Registration	6. Licensing and Registration	8. Licensing	During the Project period Development, dissemination and implementation of licensing system Organize necessary meetings and discussion with all stakeholders After the Project period Gradual introduction of licensing system	Basic concept of the system has been developed Explanation to the some part of stakeholders was organized	Agreement with Teacher Unions (Cost burden) Development of detail plan to issue license to all teachers Start to implement Registration and License
7	5. Recruitment, Retention, deployment and Transfer					
8	6. Additional Duties (position advancing (not mentioned in the Policy Doc)	8. Additional duties	9. Appointment to Position with Additional Duties	Revise through discussion with Teacher Unions if necessary		
9	7. Teacher Promotion	7. Teacher Promotion	6. Promotion	During the Project Period Start approval procedure of the new promotion system (criteria) Develop point system (draft development) After the Project period Approve, institutionalise and disseminate the new promotion system	Made attachment of Appraisal form compulsory Developed rough draft of the point system for renewal of the license	PTFDM Policy purpose especially competency based promotion will become implementable by attaching and evaluating Appraisal forms and Teacher Training Logbooks
10	8. Performance Appraisal	9. Performance Appraisal	7. Teacher Performance Appraisal	Conduct training for all districts to implement PSC appraisal system Appraisal monitoring Ensure collection of all appraisal forms / information by DEO	Organized ToT for 85 districts to fill and implement Appraisal Put information on Appraisal form and handbook to GES Posting Web Page	Ensure all teacher implement appraisal
11	9. Teacher database (Not mentioned in the Policy Document)	11. Teacher database	12. Teacher database	During the Project period Development of NTC database(NTC Portal) for Registration and Licensing Cooperation with GES After the Project period Develop unified teacher database	GES database has some problem on accuracy NTC has started to input teacher data from 2017-18 NQT	IF NTC database development is not progressing well, temporary use GES database and put information on School Training Logbook in the database
12	2. Teacher welfare and working conditions					

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**Revised Project Design Matrix (draft)**

**Version 2**  
**Dated 09, August, 2016**

**Project Title:** Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy  
**Implementing Agency:** GES (Ghana Education Service); TED (Teacher Education Division), NTC (National Teaching Council).

**Target Group:** All pre-tertiary teachers in pilot districts

**Period of Project:** April 2014 - March 2018 (4 years)

**Project Site:** Shai-Osudoku district (Greater Accra region), Upper Manya Krobo district (Eastern region), Alomako / Envan / Essian district (Central region), Savelugu-Nanton district (Northern region), Kassena Nankana East district (Upper West region)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
<p><b>Super Goal</b> Pre-tertiary teachers acquire competency, by progressing in their career. (*1)</p>	<p>1. Teachers' self evaluation of their competency is enhanced. 2. The average of result of Basic Education Certificate Examination (BECE) is increased.</p>	<p>1. Sample survey 2. Basic Education Certificate Examination</p>			
<p><b>Overall Goal (to be achieved 3-5 years after the end of the project)</b> Career progression mechanism (*2) is enacted (*3) in non-pilot districts.</p>	<p>1. (3 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal. 2. (5 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal. 3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.</p>	<p>1. Sample survey 2. Sample survey 3. Sample survey</p>			
<p><b>Project Purpose (to be achieved by the end of the project)</b> Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</p>	<p>1. Roll out plan of PTPDM Policy of Ministry of Education is formulated. 2. The ratio of BTs who complete induction programme exceeds xx(*4) in the 3 pilot districts in the South and xx(*4) in the 2 pilot districts in the North. 3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.</p>	<p>1. Roll out plan 2. Database in pilot districts 3. Sample survey / monitoring records</p>	<p>1. GoG ensures the budget for PTPDM introduction and implementation. 2. The related policy and acts are not changed drastically.</p>		

<p><b>Outputs</b></p> <p>Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.</p> <p>Output 2: A mechanism for data collection and management of teacher training record is developed.</p> <p>Output 3: Training materials for BT/ST(*5) training courses are developed.</p> <p>Output 4: Enabling environment for the implementation of PTPDM Policy is created.</p>	<p>4. The ratio of teachers who properly fills important parts (to be specified) of appraisal form increases 20% compared to the first cycle of monitoring in 2016.</p> <p>5. The ratio of schools which increase the number of SBI in 5 pilot districts is increased.</p> <p>6. The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.</p>	<p>4. Sample survey in the pilot districts</p> <p>5. AIPR</p> <p>6. AIPR</p>			
<p>1. The Appraisal Handbook and promotion forms are approved by MoE for nationwide expansion.</p> <p>1. xx%(~4) of beginning teachers in the pilot districts utilize the logbook.</p> <p>2. 5 pilot districts enter data on teacher training record of BTs in the Database.</p> <p>1. Materials for BT/ST training courses are approved by MoE for nationwide expansion.</p> <p>1. Revised PTPDM Policy document is approved by MoE</p> <p>2. PTPDM Policy Framework Guideline is approved by MoE.</p>	<p>1. Letter of MoE and approved Handbook and promotion forms</p> <p>1. Database in pilot districts</p> <p>2. Database in pilot districts</p> <p>1. Letter of MoE and approved curricula and materials</p> <p>1. Letter of MoE and approved Policy</p> <p>2. Letter of MoE and approved Guideline</p>	<p>1. NTC Council approves Teacher Competency Standard Framework.</p>			

Activities	Inputs		Important Assumption
	The Japanese Side	The Ghanaian Side	
0-1 Conduct Baseline Survey. 0-2 Conduct a survey to collect good practice and to show effectiveness of PTPDM policy. 0-3 Conduct Endline Survey.	1. Personnel Experts Chief Advisor /INSET Policy Teacher Education/Human Resource Management Database Training design Local Consultants	1. Counterpart personnel Director General, GES (Programme Director) Director, TED (Programme Manager) Programme Coordinator (NIU) Assistant Programme Coordinator (NIU) NTs (NIU)	1. The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.
1-1 Define teacher ranks and develop Teacher Competency Standard Framework. 1-2 Prescribe mandatory trainings for each rank.	2. Training of counterpart personnel in Japan and the third countries (if necessary)	2. Administrative personnel Secretary Driver Other staff necessary for the implementation of the Project	
1-3 Stipulate criteria and procedure for teacher appraisal and promotion. 1-4 Develop teacher appraisal Handbook. 1-5 Support HRMD to revise promotion form.	3. Machinery and Equipment (As necessary)	3. Facilities and Equipment Office and equipment necessary for the Project (including the experts)	
1-6 Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting. 1-7 Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotion for pilot districts.		4. Other expenses (training/orientation/workshop/meeting, travel, printing, etc.)	
1-8 Monitor teacher appraisal and promotion in pilot districts. 1-9 Finalize Teacher Appraisal Handbook and promotion form based of the pilot.			
2-1 Analyze existing databases. 2-2 Consider how to collect and manage data appropriately.			
2-3 Define specification of the database. 2-4 Develop and pilot Database. 2-5 Develop logbook.			
2-6 Test data collection and management in pilot districts. 2-7 Develop a brief on collecting and managing data on teacher training record.			
2-8 Train GES/ICT/NIU /NTC and DEOs in pilot districts on collecting and managing data. 2-9 Sensitize central level on data utilization.			
2-10 Conduct monitoring on data collection and management. 2-11 Revise database and data collection and management based on piloting.			<b>Pre-Conditions</b>  <b>&lt;Issues and countermeasures&gt;</b>

<p>3-1 Identify training needs.          3-2 Collect information on existing INSET.          3-3 Develop programme and training material for Beginning Teachers (BT) and Senior Teachers (ST)*5.          3-4 Implement ToT on BT/ST training in pilot districts.          3-5 Provide technical support to pilot districts in implementing BT/ST training.          3-6 Revise BT/ST training programme and materials based on monitoring of BT/ST training.          4-1 Develop PTPDM Policy Framework Guideline.          4-2 Revise PTPDM Policy document.          4-3 Support NTC and pilot districts to identify BTs who have completed induction training and met other requirements for licensing.          4-4 Support NTC to test procedure for issuing license to those BTs who qualify to be licensed in the future.          4-5 Formulate PTPDM policy roll-out plan*6 including financial measures for the staged introduction of PTPDM          4-6 Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards).</p>	
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\*1 PTPDM policy aims to "provide the framework for developing standards, core values and ethics for the teaching profession in order to foster the development of a world-class teacher capable of contributing significantly to student learning and achievement".

\*2 Essential part of the "Career progression mechanism" is competency-based appraisal and promotion, which involve a ranges of areas such as teacher rank, database, mandatory training courses for Beginning Teachers and Head Teachers aspirants.

\*3 "enacted" means implemented/excuted.

\*4 to be set based on the result of the monitoring in 2016.

\*5 BT: Beginning Teacher, ST: Senior Teacher (a rank below the Principal Teacher who is able to assume the position of Head Teacher of Basic School.

\*6 including roles and responsibilities

**Project Design Matrix (PDM)**

Project Title : Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Project Period : April 2014 – March 2018 (4 years)

Date : January 13, 2014

Target Area: 5 pilot districts

Version : No. 1

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>Super Goal</b></p> <p>Pre-tertiary teachers acquire competency, by progressing in their career.</p> <p><b>Overall Goal (to be achieved 3-5 years after the end of the project)</b></p> <p>Career progression mechanism is enacted in non-pilot districts.</p>	<p>1. xx% of teachers think that teachers' progress is done based on competency.</p> <p>1. Career progression mechanism is enacted in xx non-pilot districts.</p>	<p>1. NIU Annual Report/AIPR, including interview results</p> <p>1. NIU Annual Report/AIPR (using data from the database)</p>	<p>1. The rate to leave jobs of teachers and staff do not become worse of drastically.</p>
<p><b>Project Purpose (to be achieved in the end of the project)</b></p> <p>Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.</p>	<p>1. The career progression framework, database, and training courses are endorsed for nationwide implementation by NTC/GES.</p> <p>2. Career progression linked to training history and SBI/CBI practice in PTPDM policy is known by xx% of teachers in pilot districts.</p> <p>3. Mandatory trainings are included in all of district pilot education plans of pilot districts</p>	<p>1. NIU Annual Report/AIPR</p> <p>2. NIU Annual Report/AIPR, including interview results</p>	<p>1. Districts secure funds.</p> <p>2. GoG determines salary scale in accordance with new career levels of teachers.</p>
<p><b>Outputs</b></p> <p>1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.</p> <p>2. Existing database of teachers is reviewed and refined to administer career progression.</p> <p>3. Mandatory training courses are revised and developed.</p> <p>4. Above outputs are refined reflecting results of pilot.</p> <p><b>Inputs</b></p> <p>1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified</p>	<p>1-1. The draft framework for piloting is designed by GES.</p> <p>1-2. Appraisal forms for promotion are modified.</p> <p>2-1. Comprehensive database is capable of generating necessary information for career progression.</p> <p>3-1. Mandatory training course curricula and materials are developed.</p> <p>4-1. xx% of teacher promotions is done, linking to training history and SBI/CBI practice in PTPDM policy in pilot districts.</p> <p>4-2. The framework is refined reflecting results of pilot.</p> <p>4-3. The database is refined reflecting results of pilot.</p> <p>4-4. Mandatory training course curricula and materials are refined reflecting results of pilot.</p> <p>Japanese side</p>	<p>1-1. NIU Annual Report/AIPR (using data from the database of each district)</p> <p>2-1. NIU Annual report/AIPR (using questionnaire by the Project at the end of the training)</p> <p>3-1. NIU report/AIPR</p> <p>4-1. NIU report/AIPR (Interview to stakeholders)</p> <p>Ghanaian side</p>	<p>1. The related policy and personnel system is not changed drastically.</p> <p>2. The situation of district management is not changed drastically.</p> <p>The budget and human resources necessary for the</p>

ANNEX 1-2

<p>for operationalisation.</p> <p>1-1. Clarify roles of key stakeholders (e.g. NTC, GES, TED, NIU, HRMD, PSC, REO/RIU, DEO/DIU)</p> <p>1-2. Collect information of existing INSET practices.</p> <p>1-3. Define requirements for promotion (mandatory, optional training, and conditions)</p> <p>1-4. Improve appraisal criteria and process of teacher career progression, reflecting 1-2 and 1-3</p> <p>1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDEs etc.) and general public about career progression in PTPDM policy.</p> <p>2. Existing database of teachers is reviewed and refined to administer career progression.</p> <p>2-1 Coordinate key stakeholders (SRIMPR, HRMD, IPPD etc.) to draw a plan to review and refine the existing database system.</p> <p>2-2 Identify requirement to refine database.</p> <p>2-3 Modify and test database accordingly.</p> <p>3. Mandatory training courses are revised and developed.</p> <p>3-1. Assess induction training needs</p> <p>3-2. Develop induction training courses and materials(beginning teacher and principal teacher II)</p> <p>3-3. Develop TOT courses and materials for district personnel.</p> <p>4. Above outputs are refined reflecting results of pilot.</p> <p>4-1. Sensitize district personnel on career progression, including licensing.</p> <p>4-2. Train district personnel on mandatory training, teachers' performance appraisal and record keeping.</p> <p>4-3. Support districts to identify participants for mandatory training.</p> <p>4-4. Support districts to: Implement training. Issue certificates/license. Monitor districts' monitoring of trainees. Monitor districts to promote teachers (e.g. check database). Budget INSET related activities in their plans.</p> <p>4-5. Analyse and report pilots' progress</p> <p>4-6. Improve outputs 1,2, and 3, in accordance with pilot results.</p>	<p>1. Personnel Experts Chief Advisor /INSET Policy Teacher Education/Human Resource Management Database Training design Local Consultants</p> <p>2. Training of counterpart personnel in Japan and the third countries (if necessary)</p> <p>3. Machinery and Equipment (As necessary)</p>	<p>1. Counterpart personnel Director General, GES (Programme Director) Director, TED (Programme Manager) Programme Coordinator (NIU) Assistant Programme Coordinator (NIU) NTs (NIU)</p> <p>2. Administrative personnel Secretary Driver Other staff necessary for the implementation of the Project</p> <p>3. Facilities and Equipment - Office and equipment necessary for the Project (including the experts)</p> <p>4. Other expenses (training/orientation/workshop/meeting, travel, printing, etc.)</p>	<p>project/PTPDM policy are provided by the Government of Ghana.</p>
<p><b>Pre-conditions</b></p>			



Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy  
Terminal Evaluation Schedule

			Mr. Tanaka (Leader)	Mr. Kakehashi (Planning Management)	Ms. Ogino (Evaluation Analysis)
11/18	Sat				22:00 Departure from Tokyo
11/19	Sun				11:35 Arrival at Accra 14:30 Meeting with PTPDM Project Experts
11/20	Mon	AM			10:00 Meeting at JICA Ghana Office
					11:30 Interview to PBME, MoE (NESP coordinator)
		PM			14:00 Interview to NTC (Ex. Secretary) 16:30 Interview to NIU
11/21	Tue	AM			06:30 Flight to Tamale Move from Tamale to Kassena Nankana West
		PM			Site Visit (Non Pilot District: Kassena Nankana West) DEO, Schools
11/22	Wed	AM			Site Visit (Pilot District: Kassena Nankana) Schools
		PM			DEO Move from Kassena Nankana to Tamale
11/23	Thu	AM			Site Visit (Pilot District: Savelug Nanton) Schools
		PM			DEO Flight to Accra
11/24	Fri	AM			Site Visit (Pilot District: Shal-Osudoku) School, DEO
		PM			Move to Accra 15:30 Discussion with PTPDM project team
11/25	Sat				Classifying Data
11/26	Sun				Classifying Data
11/27	Mon	AM			10:00 Interview to Teachers Union
		PM			14:00 Interview to GES HRMD
11/28	Tue	AM			09:00 Interview to MoE decentralization unit
		PM			13:30 Interview to NTC (Licensing & Registration) Discussion with PTPDM project team
11/29	Wed	AM			Discussion with PTPDM project team
		PM			Discussion with PTPDM project team
11/30	Thu	AM			10:00 interview to T-TEL
		PM			Discussion with PTPDM project team 16:30 Mid report at JICA Ghana office
12/1	Fri	Holiday			Drafting evaluation report 13:00 Discussion with PTPDM project team
12/2	Sat			22:00 Departure from Tokyo	Drafting evaluation report
12/3	Sun			11:35 Arrival at Accra Internal Meeting	Drafting evaluation report Internal Meeting
12/4	Mon	AM	Discussion on preliminary results of terminal evaluation (NTC)		
		PM	12:00 Meeting with Vice Minister of Education (Secondary/TVET) Dinner meeting with Decentralized Education Advisor (Ms. Nakazawa)		
12/5	Tue	AM	Discussion on M/M (NTC)		
		PM			
12/6	Wed	AM	Discussion on M/M (NTC)		
		PM	Preparing for SC and documentation of M/M		
12/7	Thu	AM	SC (agreement on M/M)		
		PM	Meeting with PTPDM project team		
12/8	Fri	AM	(Sign on M/M)		
		PM	Interview with UNICEF (TBC) Report at JICA Office (CR, SR1, Mr. Fukuhara) Report at EoJ		
12/9	Sat	AM			Drafting evaluation report
		PM			18:30 Departure from Accra
12/10	Sun				22:45 Arrival at Tokyo

**Evaluation Grid**

As of 16 November 2017

**Implementation Process**

Question Items		Necessary Information/Data	Sources	Data Collection Methods
Main	Sub			
Progress of activities	<ul style="list-style-type: none"> <li>Have project activities been carried out as planned?</li> <li>If not, what are such activities and why?</li> <li>What are the contributing/hampering factors?</li> </ul>	<ul style="list-style-type: none"> <li>PO</li> <li>Progress of Activities including whether the 3<sup>rd</sup> pilot of 2016/17 was implemented following proper PDSI cycle</li> <li>Improvement in the following identified as hampering factors in MTR                             <ul style="list-style-type: none"> <li>budget from MoE as stipulated in R/D for project activities including monitoring, organizational capacity of NTC/TED,</li> <li>initiative from MoE including appointment of PTPDM coordinator,</li> <li>clarifying responsibilities between the Project and GoG for nationwide expansion,</li> <li>project management based on the plan (PDM &amp; PO) including establishing common understanding about project scope and targets</li> <li>Contributing/hampering factors and how they have been coped with</li> </ul> </li> </ul>	PO, Project reports, Expert, C/Ps	Document review Questionnaire/interview
Capacity development	<ul style="list-style-type: none"> <li>Have the methods of capacity development been appropriate?</li> <li>How far has capacity development progressed?</li> </ul>	<ul style="list-style-type: none"> <li>Methods, contents, levels, adjustments of capacity development</li> <li>Progress of capacity development of C/P s (NTC/TED, GES-HR &amp; ICT, DEOs in the 5 Pilot Districts)</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
Project management	<ul style="list-style-type: none"> <li>Has the project management system been appropriately functioned?</li> </ul>	<ul style="list-style-type: none"> <li>Project management structure (e.g. JCC &amp; JC) and decision-making process (e.g. approving documents such as PTPDM policy, guidelines, standards, handbooks etc., modification of plans, staff/budget allocation etc.) consultations with diversified stakeholders including teacher unions and projects/development partners etc.</li> <li>Any changes reflecting organizational change of GES and NTC/TED merged</li> <li>Monitoring mechanism at both central (monitoring of districts) and district (monitoring of schools) levels</li> <li>Status of function as to whether monitoring has been properly implemented after MTR including improvement in budgeting and human resources as identified as constraints in MTR</li> <li>Management functions of JICA Country Office and HQs including</li> <li>Communications among C/Ps and related organizations, Experts, JICA and relevant development partners (T-TEL/DfID, Learning/USAID, UNICEF, WB/GPEG etc.)</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview

Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Main	Question Items		Necessary Information/Data	Sources	Data Collection Methods		
		Sub					
Ownership		<ul style="list-style-type: none"> <li>Have C/Ps been assigned appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>Status of allocation of C/Ps (numbers, posts/responsibilities, timing of assignment) in NTC/TED, GES and MoE</li> <li>Assignment of PTPDM coordinator from MoE</li> <li>Degree of initiative/participation, performing their responsibilities and sense of ownership of C/Ps and related organizations such as NTC/TED, GES and MoE                             <ul style="list-style-type: none"> <li>meetings, events, activities, contents of discussions, etc.</li> <li>revising PTPDM Policy and preparing roll-out plan</li> </ul> </li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview		
		<ul style="list-style-type: none"> <li>Do C/P and related organizations and personnel have a good understanding and the sense of ownership about the Project?</li> </ul>				Project reports, Expert, C/Ps	Document review Questionnaire/interview
		<ul style="list-style-type: none"> <li>Have necessary expenses stipulated in PDM been met by Ghana side?</li> </ul>					

**Evaluation based on the Five Evaluation Criteria**

Criteria	Main Question	Sub-Question	Necessary Information/Data	Source	Data Collection Method
<b>(1) Relevance</b>	Priority	Is the project consistent with the policies in Ghana?	Consistency with Education Act 778 (2008) Latest Education Bill to be approved by cabinet National Education Strategic Plan (NESP) 2016-2030	Policy documents, C/P, Experts	Document review, Questionnaire/Interview
		Is the Project consistent with the Japanese ODA policy?	Consistency with <ul style="list-style-type: none"> <li>the country assistance strategy for Ghana (April 2012)</li> </ul>	Country assistance strategy for Ghana (April 2012)	Document review
		Is the Project in line with the needs of the target groups?	<ul style="list-style-type: none"> <li>Reconfirmation/any changes of the needs of introducing PTPDM for MoE, DEO, Pre-Tertiary Teachers as confirmed in MTR</li> <li>Information on beneficiaries (no. of children benefitted from the Project)</li> </ul>	Ex-ante evaluation and MTR reports, policy documents, C/P, Experts	Document review, Questionnaire/Interview
		Has the project strategy been appropriate?	<p>Any issues on the Project approach as confirmed in MTR:</p> <ul style="list-style-type: none"> <li>“Contributing to student learning by competent teachers through competency-based performance management”</li> <li>“Materializing policy implementation and institutionalization utilizing the outputs of the precedent INSET projects”</li> <li>Selection of pilot districts for nationwide roll out</li> </ul> <p>Status of coordination, linkages and synergy effects with assistances from other development partners:</p> <ul style="list-style-type: none"> <li>T-TEL/DfID (consistency of pre &amp; in-service teacher standards, feasibility of inclusion of BT training elements in CoE etc.)</li> <li>Learning/USAID (coordination with training in 165 districts by Learning, impact of Learning on NTC/TEd, capacity development assistance to NTC by USAID, progress of decentralization supported by USAID etc.)</li> <li>UNICEF (further coordination including finance after MTR etc.)</li> <li>GPEG/WB (further funding possibility after MTR etc.)</li> </ul> <p>Status of coordination, linkages and synergy effects with other Japanese assistances:</p> <ul style="list-style-type: none"> <li>JICA expert in Decentralized Education Advisor</li> <li>JOCVs posted in pilot districts</li> </ul>	Ex-ante evaluation report, policy documents, C/P, Experts	Document review, Questionnaire/Interview
		Does Japan have a technical advantage?	<ul style="list-style-type: none"> <li>Status of utilizing Japanese technical expertise for technical assistance</li> <li>Whether relevant experiences of the precedent projects have been effectively utilized</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Environmental change	Have there been any changes in the project	Information on any changes: <ul style="list-style-type: none"> <li>Presidential election in December 2016</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview

Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
<b>(2)</b> <b>Effectiveness</b>		environment since MTR was conducted?	<ul style="list-style-type: none"> <li>Education Bill 2015 approved in September 2017 by Cabinet</li> <li>GES and NTC/TED reorganization</li> <li>Progress and prospect of decentralization and expected impact</li> <li>Any other (policies, economy, social etc.)</li> </ul>	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
	Achievement of the Project Purpose (prospects)	Is the Project Purpose likely to be achieved?	<p>Actual and prospect of achieving Project Purpose</p> <p><b>Project Purpose:</b> Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</p> <ul style="list-style-type: none"> <li>Achievement of indicators</li> <li>Whether the pilot verifies 1) feasibility, 2) effectiveness and 3) sustainability of the PTPDM policy implementation for nationwide expansion.</li> <li>Whether the pilot verifies the above for all the three level of pre-tertiary education (the basic school, TVET - the second cycle level and special schools.</li> <li>Whether PTPDM policy (aiming at enhancing teachers' competency by introducing new licensing system and competency-based promotion and performance appraisal) has been verified as effective and worth spreading nationwide through pilot</li> <li>Whether PTPDM policy is ready for nationwide expansion by defining how to implement components including how many mandatory trainings will be there, who will conduct those trainings, who should bear the cost, how license will be rolled out, etc.</li> <li>Whether financially feasible training components are developed</li> <li>Progress of GoG's responsibility defined in MLS report</li> <li>Feasibility of roll-out plan</li> </ul> <p>(reference) MLS suggests that <b>important components</b> of PTPDM Policy seemed to be worth spreading nationwide. 1) BT induction programme and licensing 2) SBI</p> <ul style="list-style-type: none"> <li>its effectiveness on students' learning to be verified with larger samples and characteristics SBI contributing to teacher competencies impacting on students' learning to be identified by further investigation</li> </ul> <p>3) Performance appraisal</p> <p>MTR identified issues as follows: 1) Implementation mechanism of mandatory trainings for all ranks</p>		

Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
			<p>2) Database</p> <p>3) Estimation of the budget and how it is ensured Budget for the launching period of PTPDM Policy Development of training contents Starting database Training and PR Budget for continuing operation of PTPDM Policy Conducting trainings every year Issuing and renewal of license Maintenance of database Printing and distributing teacher and school logbooks and appraisal forms Monitoring and evaluation</p>		
		Are there any hampering factors in achieving the Project Purpose?	<p>Positive or negative impact of the following:</p> <ul style="list-style-type: none"> <li>• Presidential election in December 2016</li> <li>• Education Bill 2015 approved in September 2017 by Cabinet</li> <li>• GES and NTC/TED reorganization</li> <li>• Progress and prospect of decentralization and expected impact</li> <li>• Capacity of NTC</li> <li>• Initiative and participation at MOE level</li> <li>• Fiscal restriction and tight budget (3 years from 2015)</li> <li>• Any other factors</li> </ul>	Project reports, C/P, Experts,	Document review, Questionnaire/Interview
		Are there any promoting factors in achieving the Project Purpose?		<ul style="list-style-type: none"> <li>• Verification of logics between Project Purpose and Outputs</li> <li>• Actual and prospect of achievement of Project Purpose and Outputs</li> </ul>	Project reports, C/P, Experts, DPs
<b>(3)</b> <b>Efficiency</b>	Causal relationships (Contribution of Outputs to achieving Project Purpose)	<p>Whether Project Purpose is to be achieved as a result of Outputs. (Whether the Outputs in the PDM are sufficient enough to achieve the Project Purpose.)</p> <p>Are the important assumptions set out in the PDM likely to be fulfilled?</p>	<p>Information on any risks including the following: <b>Important Assumptions:</b> 1. NTC Council approves Teacher Competency Standard Framework. See Achievements of Outputs</p>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Achievement level of Outputs	Have the Outputs been produced as planned?		Project reports, C/P, Experts	Document review, Questionnaire/Interview
		Have there been any hampering factors in producing the Outputs?	<p>Information on hampering/contributing factors</p> <ul style="list-style-type: none"> <li>• See Implementation Process</li> <li>• Any other factors</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview

Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
(4) Impact (prospect)		Have there been any contributing factors in producing the Outputs?			
	Causal relationship	Have the activities been appropriate for producing the Outputs ? Do the important assumptions cause any influence?	<ul style="list-style-type: none"> <li>Verification of logic of PDM</li> <li>Actual achievements of inputs, activities, Outputs, and prospect of Project Purpose</li> </ul> Information on any risks <b>Important Assumption:</b> The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana. <ul style="list-style-type: none"> <li>See Implementation Process</li> <li>Any other risks</li> </ul>	PDM Project reports, C/P, Experts	Document review, Questionnaire/Interview Document review, Questionnaire/Interview
	Quantity, quality and timing of inputs	Have inputs from Japan and Ghana been appropriate in terms of quantity, quality and timing?	Appropriateness in terms of quantity, quality and timing, and any problems and how to cope with them <ul style="list-style-type: none"> <li>See Implementation Process</li> <li>Deployment of Experts including availing either Team Leader or Deputy Team Leader in Ghana</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Cost efficiency	Are there any measurements taken to enhance cost efficiency?	Any evidence to reduce the costs and increase efficiency of the Project (e.g. DP's etc.) after MTR	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Prospect of achieving Overall Goal	Is Overall Goal likely to be achieved and whether it can be assessed at ex-post evaluation?	<b>Overall Goal:</b> Career progression mechanism is enacted in non-pilot districts. (Enacted=implemented) <ul style="list-style-type: none"> <li>Prospect of achieving Project Purpose (see Effectiveness) including preparation of implementable and financially feasible PTPDM components and roll-out plan, ownership and capacity of MoE, GES at central and regional/district levels, NTC/TED etc.</li> <li>Prospect of achieving indicators of Overall Goal</li> <li>Feasibility of conducting sample survey for data collection on indicators as part of monitoring and evaluation of PTPDM policy roll-out</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
		Are there any hampering factors in achieving Overall Goal?	Information on hampering/contributing factors <ul style="list-style-type: none"> <li>See Relevance, Effectiveness and Sustainability</li> <li>Budget for TOT in remaining 132 districts</li> <li>Any other factors</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview
		Are there any contributing factors in achieving Overall Goal?		Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Causal relationship	Is Project Purpose contributing to the likely	Verification of logic of PDM	PDM	Document review, Questionnaire/Interview

Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
(5) Sustainability (Prospect)		achievement of Overall Goal?			
		Are the important assumptions on the achievement of Overall Goal still valid, and are they likely to be fulfilled?	Prospect of the important assumption to be fulfilled. <b>Important Assumption:</b> 1. GoG ensures the budget for PTPDM introduction and implementation. 2. The related policy and acts are not changed drastically.	Project reports, C/P, Experts	Document review, Questionnaire/Interview
		Ripple effects Are there any ripple effects envisaged other than the Overall Goal, and any measures being taken for mitigating negative effects if they are?	Any positive unplanned effects • Sharing experiences and promoting regional cooperation among African countries • Any other effects Any negative unplanned effects • Measures for non-professional teachers • Measures for mitigating negative impact of decentralization including disparities among districts	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
		Policy and institutional aspect Are relevant national policies/institutional settings likely to continue favorably?	Information on • Relevant national policies (see Relevance) • Approval of Education Bill at parliament • Decentralization • Progress of GoG's responsible components on PTPDM Policy	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
		Organizational aspect Is C/Ps able to implement PTPDM policy nationwide after the project completion?	Organizational capacity, mandate, rolls and responsibilities for PTPDM policy roll-out, human resources, budget etc. of the following: • NTC • GES at central and regional/district levels • MoE	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
	Technical aspect Can C/Ps be technically independent to roll-out PTPDM policy and implement nationwide after the Project?	Degree of capacity developed in C/Ps personnel in terms of the following: • MoE, GES and NTC in facilitating and materializing PTPDM Policy Implementation • Conducting TOT • Database operation and management at district and central levels • DEO to implement induction training • Any other aspects	Project reports, C/P, Experts	Document review, Questionnaire/Interview	
	financial aspects Have C/Ps organizations undertaken measures to secure sufficient funds for roll-out and implement	Prospects for budget allocation and whether Ghanaian side can bear necessary expenses after the project • Budget for the launching period of PTPDM Policy • Development of training contents	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview	

Evaluation Grid: Terminal Evaluation on The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
		PTPDM Policy after the Project?	<ul style="list-style-type: none"> <li>Starting database</li> <li>Training and PR</li> <li>Budget for continuing operation of PTPDM Policy</li> <li>Conducting trainings every year</li> <li>Issuing and renewal of license</li> <li>Maintenance of database</li> <li>Printing and distributing teacher and school logbooks and appraisal forms</li> <li>Monitoring and evaluation</li> <li>Any other necessary financial requirements</li> </ul>		

## Input by the Japanese Side

## 1. Assignment of Experts

## JICA Expert Team

	Name	Position	Days in each PFY*			Total MM
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup> (by end of Sep)	
1	Kenichi TANAKA	Team Leader / Human Development Management (1)	95 -	60 -	20 -	5.83 -
2	Kenji OHARA	Deputy Team Leader/ Human Development Management (2)	206 (4)**	220 -	202 -	20.93 (0.2)
3	Albert Kwame AKYEAMPONG	Teacher Training Policy/ Teacher Education	27 (22)	13 (20)	21 (10)	2.03 (2.60)
4	Yuji OZAKI	Database (Analysis and Design)	35 (25)	31 (24)	31 -	3.23 (2.45)
5	Kenichi JIBUTSU	Planning/Implementa tion of Training	110 (4)	165 -	130 -	13.50 (0.20)
6	Ryusuke YAMACHIKA	Project Coordinator/ Local Government	192 -	93 -	15 -	10.00 -
7	Megumi SHIOTA	Project Coordinator/ Local Government	- -	30 -	- -	1.0 -
8	Kyoko YOSHIKAWA	Project Coordinator/ Local Government	52 (2)	62 (4)	- -	3.80 (0.30)
		Training in Japan	- -	- (15)	- -	- (0.75)
		Monitoring (2)	- -	- -	15 -	0.50 -
9	Kaori TANAKA	Monitoring (1)	- -	- -	27 -	0.90 -
10	Hiromasa HATTORI	Monitoring (2)	- -	- -	26 -	0.87 -
11	Kana TAKAHASHI	Monitoring (3)	- -	- -	15 -	0.50 -
Total:			717 (57)	674 (63)	502 (10)	63.09 (6.5)

\* PFY: Project Fiscal Year

1st Fiscal Year: May 2014 – June 2015

2nd Fiscal Year: August 2015 – August 2016

3<sup>rd</sup> Fiscal Year: October 2016 – March 2018

\*\* ( ) Assignment days out of Ghana

Source: Project Report

## 2. Assignment of Local Consultants

	Name	Title	From	To	Tasks
1	Paul N. BUATSI	Senior Consultant (Education Policy)	May-2014	Jun-2015	Coordination and revision of PTPDM Policy Implementation Plan
			Aug-2015	Aug-2016	
			Oct-2016	Mar-2018	
2	Stephen Adu	Senior Consultant (Policy roll-out plan)	Nov-2016	Jan-2018	Revision of PTPDM Policy roll-out plan
3	George Kankam	Senior Consultant (Competency-based teacher standard)	Dec-2016	Mar-2017	Revision of competency-based teacher standard
4	Jonathan Fletcher	Senior Consultant (Competency-based teacher standard)	Apr-2017	May-2017	Revision of competency-based teacher standard

Source: Project Report

### 3. Training in Japan and Third Countries

#### (1) Japan

Year	Period	Course Title (City, Country)	Outline	Participants Name (Position, Organization at the moment)	No.
2016	Jun. 12- Jun. 24	Teacher Professional Development and Management System (Tokyo and Kochi, Japan)	Strengthening skills to revise PTPDM Policy	Mr. Enoch Cobbinah (Chief Director, Ministry of Education)	1
				Mr. Jacob AAwor-Nang Maabobr Kor (Director General, GES)	2
				Mr. Emmanuel Tawiah Aboagye (Deputy Executive Secretary, NTC)	3
				Ms Judith Esther Ofeibea Donkor (Director, Human Resource Division, MoE)	4
				Dr. Evelyn Owusu ODuro (Director, TED, GES)	5
				Mr. Yakubu Alhassan (District Director of Education, District Education Office, Sevelugu, Tamale)	6
				Ms. Grace Agyeman Duah (National Trainer [Science], TED, GES)	7

#### (2) Other training in Japan and in the third countries from 2014 to 2016

YEAR	DURATION	TYPE OF TRAINING	No.
2014	29 <sup>th</sup> Sept – 17 <sup>th</sup> Oct, 2014	27 <sup>th</sup> Third Country Training in CEMASTEА, Nairobi-Kenya	5
JFY 2014	19 <sup>th</sup> Nov – 20 <sup>th</sup> Dec, 2014	INSET Management in Africa (Anglophone Countries), Japan	2
2015	19 <sup>th</sup> Jan – 6 <sup>th</sup> Feb, 2015	TCTP Training Programme on Mathematics and Science Education (Group 27) in Japan	6
2015	1 <sup>st</sup> Jun – 31 <sup>st</sup> July, 2015	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa, Japan	1
2015	28 <sup>th</sup> Sep – 16 <sup>th</sup> Oct, 2015	30 <sup>th</sup> Third Country Training on Mathematics and Science Education, Nairobi	5
2015	3 <sup>rd</sup> Nov – 6 <sup>th</sup> Dec, 2015	Teacher Education for Basic Education of Africa, Japan	1
2016	11 <sup>th</sup> Jan – 6 <sup>th</sup> Feb, 2016	Strengthening of Local Education for SMASE-WECSA in Sub-Saharan Africa in Japan	1
2016	6 <sup>th</sup> Jun – 24 <sup>th</sup> June, 2016	Enhancing Teacher Professional Growth through the Practice of Lesson Study in Zambia	3
2016	10 <sup>th</sup> Aug – 30 <sup>th</sup> Aug, 2016	Primary Science and Mathematics Education Training for African Countries Enhancing Constructive based Pedagogy in Malaysia	4
2016	29 <sup>th</sup> Aug – 29 <sup>th</sup> Oct, 2016	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa in Japan	2
2016	19 <sup>th</sup> Sep – 30 <sup>th</sup> Sep, 2016	Improving the Quality of Science and Mathematics Education Through Inquiry Based Learning and Lesson Evaluation in CEMASTEА, Nairobi-Kenya	7
2016	18 <sup>th</sup> Nov – 17 <sup>th</sup> Dec, 2016	INSET Management in Africa (Anglophone Countries), Japan	1
2017	17 <sup>th</sup> Sep – 30 <sup>th</sup> Sep, 2017	Improving the Quality of Learning of Mathematics and Science through the use of 5E Instructional Model in Inquiry Based Learning in CEMASTEА, Nairobi-Kenya	6

YEAR	DURATION	TYPE OF TRAINING	No.
2017	16 <sup>th</sup> Nov – 9 <sup>th</sup> Dec, 2017	Improvement of Quality Education through Lesson Study in Japan	1
2017	16 <sup>th</sup> Nov – 16 <sup>th</sup> Dec, 2017	INSET Management in Africa (Anglophone Countries)	1

Total Number of Participants of Training in Japan: **15**

Total Number of Participants of Third Country training:**31**

#### 4. Provision of Machinery and Equipment

No.	Data of Registration D/M/Y	Item	Specification	Qty	Unit Price	Total Price	Unit Price (USD)	Total Price (USD)	Place to Keep	Condition	Usage	
1	2014/12/17	4x4 Vehicle	Toyota Fortuner	1	-	-	USD 32,823.99	USD 32,823.99	TED	A	A	
2	2014/10/30	Multipurpose Photocopier	KONICA MINOLTA C364	1	GHS 28,000.00	GHS 28,000.00	-	-	TED	A	A	
3	2014/11/21	Laptop Computers	Processor i7, RAM8GB, HD1TB, WIN8	8	-	-	-	-	TED	A	A	
4	2014/11/21	Laser Printer	Colour, A4-A3, Duplex unit, 25 ppm	1	-	GHS 55,580.00	-	-	TED	A	A	
5	2014/11/21	Projector	ANSI Lumen 3000	1	-	-	-	-	TED	A	A	
6	2014/11/21	Screen for Projector	-	1	-	-	-	-	TED	A	A	
7	2014/11/21	Digital Camera	14.1 Mega pixels	2	-	-	-	-	TED	A	A	
8	2014/6/3	Air Conditioner	CS-PC 18MKH	1	GHS 1950.00	GHS 1950.00	USD 649.67	USD 649.67	TED	A	A	
9	2014/6/26	Desktop PC (Incl. Display)	DELL-OPT 7010-1531500	1	GHS 3865.17	GHS 3865.17	USD 1287.74	USD 1287.74	TED	A	A	
10	2014/7/8	Video Cam	SONY HDR-FJ340 BJE3	1	JPY 6458.00	JPY 6458.00	USD 637.13	USD 637.13	TED	A	A	
11	2015/3/2	Air Conditioner	Daikin Split 2.5HP	1	GHS 2400.00	GHS 2400.00	USD 688.42	USD 688.42	TED	A	A	
12	2015/3/10	UPS	Vision Budget 1200 UPS	1	GHS 883.81	GHS 883.81	USD 253.51	USD 253.51	TED	A	A	
13	2015/5/20	Ring Binding Machine	Combinder C250 Pro	1	GHS 1702.13	GHS 1702.13	USD 442.26	USD 442.26	TED	A	A	
14	2015/5/28	Conference Table	FM2412	1	GHS 5617.02	GHS 5617.02	USD 1459.47	USD 1459.47	TED	A	A	
15	2015/6/10	Generator	5.5KVA, Petrol engine	1	GHS 5974.00	GHS 5974.00	USD 1474.32	USD 1474.32	TED	A	A	
16	2016/3/31	Laptop Computers	HP 8570W, Intel Corei7	1	GHS 5904.36	GHS 5904.36	USD 1484.31	USD 1484.31	GES	A	A	
17	2016/4/29	Air Conditioner	Daikin 2.5 HP Air condition for project office	1	GHS 2912.34	GHS 2912.34	-	-	TED	A	A	
18	2016/10/27	Laptop Computers	HP ProBook 450 G3, Intel Core i5 6200U	1	GHS 9719.55	GHS 9719.55	-	-	TED	A	A	
19	2017/1/24	Scanner	Fujitsu Scanner 7140	1	GHS 3176.25	GHS 3176.25	-	-	TED	A	A	
					<b>Total</b>	<b>USD 41,200.82 + GHS 83,580</b>						

\*Items 1-7 are procured by JICA Ghana Office

\*\*Exchange rate of this time of purchase

Category of Condition (Annual average)

A: Excellent B:Fair C:Poor D: Unable to Use

Source: Project Report

5. Local Expenses

Unit: JPY

Category	Items	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year
		Disbmt		Disbmt (by end of Sep)
Assitance, Secretary	Salary, Allowance for Assistant, Secretary, etc.	382,169	680,900	3,510,365
Remuneration (except Assistant and Secretary)	Salary, Allowance for Local Consultant, etc.	7,222,631	11,026,514	9,072,281
Car related Expenses	Rental car, Fuel, Drivers' salary, etc.	2,428,340	1,801,605	2,774,736
Rental Fee	Conference Room, etc.	383,700	1,343,929	402,356
Facility and Equipment Maintenance	Maintenance of Copy machine, etc.	169,886	787,892	639,505
Consumables	Paper, Copy, Stationary, Ink for Printer, etc.	2,086,468	1,458,312	1,008,469
Travel	Accommodation, Per Diem, etc.	5,984,497	3,988,944	4,332,121
Communication	Internet fee, Recharge card, etc.	329,242	139,341	411,572
Photocopy, Printing and Binding	Printing materials, Advertisement, etc.	1,775,335	1,002,811	1,085,699
Others	Snacks for meeting, etc.	487,611	36,493	392,283
Sub Total		21,249,879	22,266,741	23,629,387
Total		<b>67,146,007</b>		

## Input by the Ghanaian Side

### 1. Assignment of C/P Personnel

	Name	Title	Organisation	From	To
1	Charles Aheto Tsegah	Director General (Project Director)	GES	May-2014	Jan. 2015
2	Jacob A. Maabobr-Kor	Director General (Project Director)	GES	Jan. 2015	Apr. 2017
3	Prof. Kwasi Opoku-Amankwa	Director General (Project Director)	GES	Apr. 2017	Present
4	Samuel ANSAH	Director (Project Manager)	TED	May-2014	Dec-2014
5	Evelyn Owusu ODURO	Director (Project Manager)	TED	Jan-2015	Dec-2016
		Executive Secretary (Project Manager)	NTC	Jan-2017	Present
6	Gershon K. DORFE	NIU National Coordinator	TED	May-2014	Aug-2016
7	Gideon AHOHOLU	NIU Member	TED	May-2014	Aug-2016
		NIU National Coordinator	TED	Sep-2016	Present
8	Francesca HAIZEL	NIU Member	TED	May-2014	Aug-2016
		NIU Deputy Coordinator	TED	Sep-2016	Present
9	Nana Yaw Safo-Kantanka	NIU Member	TED	May-2014	Aug-2015
10	Grace Agyeman Duah	NIU Member	TED	May-2014	Present
11	Augustine Tawiah	Executive Secretary	NTC	May-2014	Dec-2016
12	Emmanuel T. Aboagye	Deputy Executive Secretary	NTC	May-2014	Jun- 2017
13	Hazel Konadu Sarpong	NIU Member	TED	Jul-2016	Present
14	Lawrence Sarpong	NIU Member	TED	Jul-2016	Present
15	Francis Kwesi Addai	NIU Member	TED	Jul-2016	Present
16	Faustina Ethel Ganaa	Standards and Enforcement Coordinator	NTC	Jan-2017	Present
17	Caroline Aggrey-Fynn	Research, Monitoring and Evaluation Coordinator	NTC	Jan-2017	Present
18	Mireku Dora Animwaa	Licensing and Registration Coordinator	NTC	Jan-2017	Present

Source: Project Report

### 2. Assignment of Administrative Personnel

	Name	Title	Organisation	From	To
1	Monica Effe TETTEY	Secretary	TED	May-2014	Present
2	Ebenezer Tetteh	Driver	TED	May-2014	Present

### 3. Facilities and Equipment

	Items	Location	From	To
1	Office Space (including cabinet, desk, chair, etc.)	TED	May-2014	Present
2	Generator	TED	May-2014	Present

## List of PTPDM Training (as of November 2017)

## South: 3 pilot districts

Training	District	Implemented	Days	No. of participants		Source of Funds
ToT on Induction Training for Beginning Teachers	Upper Manya Krobo	17-21 November, 2014	5	15	46	JICA
	Ajumako / Enyan / Essiam			16		
	Shai-Osudoku			15		
ToT on Training for HT Aspirants	Upper Manya Krobo	27-30 April 2015	4	16	45	Participants from JICA and NIU from TED
	Ajumako / Enyan / Essiam			15		
	Shai-Osudoku			14		
Induction Training for Beginning Teachers 2015	Upper Manya Krobo	16-20 February, 2015	5	55	TED (IGF)	
	Ajumako / Enyan / Essiam			45 (BTs: 45 + HT:33, Facilitators:15)		
	Shai-Osudoku			57 (BTs: 57 + HT: 20, CS: 7, Facilitators: 15)		
Induction Training for Beginning Teachers 2016	Upper Manya Krobo	1-4 March 2016	4	50	BT paid 30 GHS	
	Ajumako / Enyan / Essiam	9-11 March 2016	3	40 (BTs:40 + Facilitators: 6)	BT paid 20GHS and DA support some	
	Shai-Osudoku	14-18 March 2016	5	54 (BTs: 49 +HT: 13,CS: 1, Facilitators: 14)	BT Paid 50 GHS	
Capacity Building Workshop for Non-Professional Teachers	Ajumako / Enyan / Essiam	14 September, 2017	1	191 (191 participated against 214 expected)	-	
Briefing/Sensitization of the Implementation of the PTPDM Policy	Ajumako / Enyan / Essiam	23 June, 2017	1	5 (District Assembly Officers)	-	
Induction Training for Beginning	Upper Manya Krobo	31 Oct-4 <sup>th</sup> Nov, 2016	5	180	Levying of Participants	
	Ajumako / Enyan / Essiam	11 – 14 July, 2017	4	68 (3 SHS, 65 Basic)	Participants (BTs)	

Teachers 2016/17	Shai-Osudoku	12 – 16 June, 2017	5	<b>68</b> (No SHS)	Self-Funding by BTs
Training for HT 2015	Upper Manya Krobo	25-29 May 2015	5	<b>85</b> (HT: 55, Representatives for Assistant HT (SHS): 4, HODs (SHS): 19, Circuit Supervisor 7)	TED (IGF)
	Ajumako / Enyan / Essiam	HT Training for SHS 22-23 June, 2015	2	<b>42</b> HT Training for SHS (HT: 3, Asst HT Academic: 4, Asst HT Domestic: 1, HODs: 38 +Facilitators: 4)	TED (IGF) + Capitation Grant
		HT Training for Basic Schools 24-25 June, 2015	2	<b>103</b> HT Training for Basic (HT: 103 +Facilitators: 4)	TED (IGF) + Schools' budget
	Shai-Osudoku	1-5 June 2015	5	<b>85</b> (Heads (Basic): 55, Asst Heads (SHS): 4, HODs (SHS): 19, CS: 7 +Facilitators: 15)	TED (IGF)
	Shai-Osudoku	3 -5 May, 2016	3	<b>147</b> (Basic Heads: 57, Asst Head Basic: 50, Aspirant Head: 30, Private School Heads: 10 +Facilitators: 7)	
3-day Headteacher Training for Newly Appointed Heads of Basic Schools	Ajumako / Enyan / Essiam	2 – 4 May, 2017	3	<b>18</b>	Participants
Review Workshop on Appraisal for Basic Heads	Ajumako / Enyan / Essiam	11 May, 2017	1	<b>108</b> (as against the expected number of 104)	Participating Schools and Teachers

**North: 2 pilot districts**

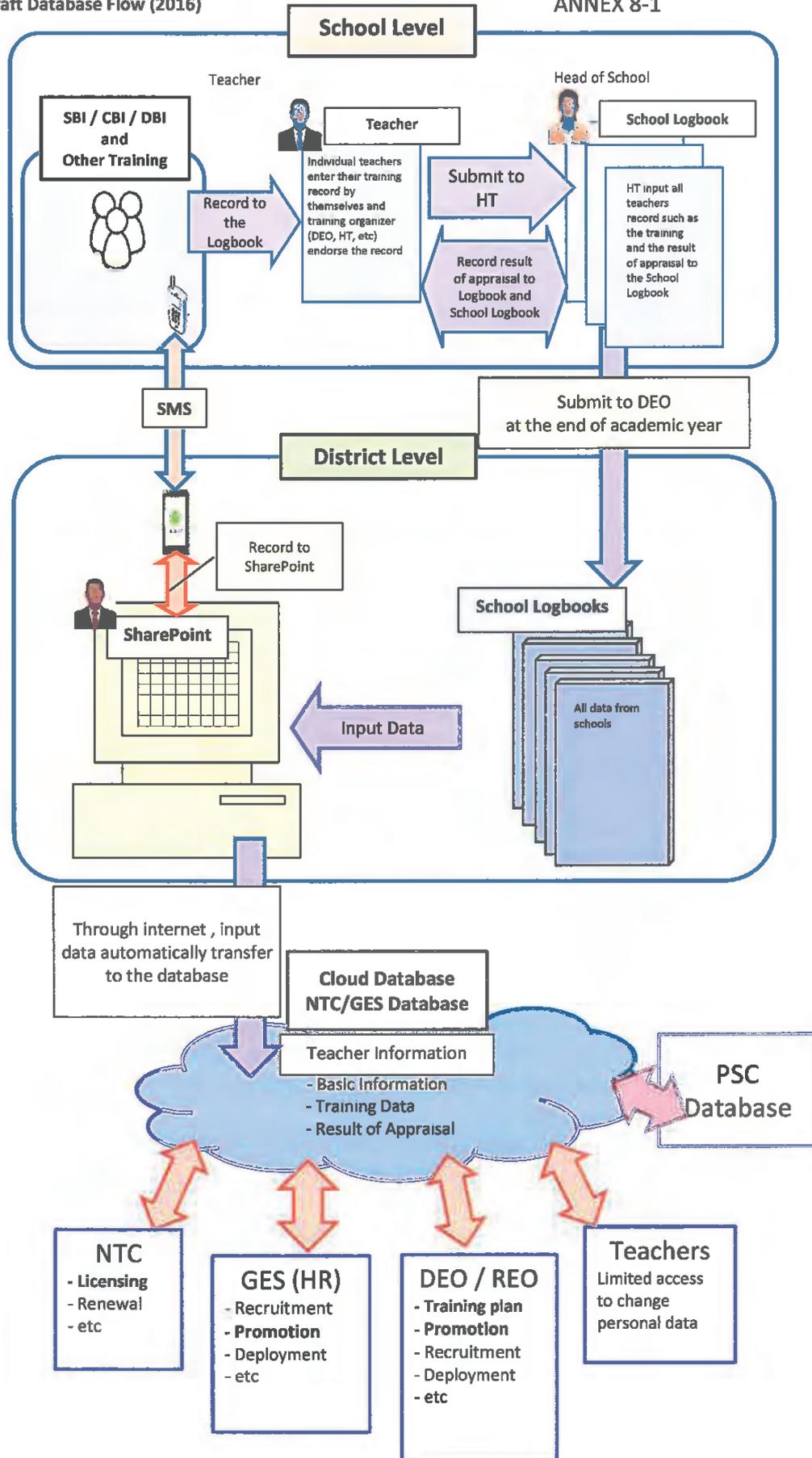
<b>Training</b>	<b>District</b>	<b>Implemented</b>	<b>Days</b>	<b>No. of participants</b>	<b>Source of Funds</b>
ToT on Induction Training for Beginning Teachers	Savelugu-Nanton Municipal	18-22 April 2016	5	15	JICA
	Kasena Nankana East Municipal			13	
ToT on Training for HT Aspirants	Savelugu-Nanton Municipal	18-22 April 2016	5	15	JICA
	Kasena Nankana East Municipal			13	
HT Training and Induction Training for Beginning Teachers	Savelugu-Nanton Municipal	18-22 July 2016	4	129 HTs (94 Primary, 35 JHS)	GPEG
	Savelugu-Nanton Municipal			86 BT (in addition, 6 Vocational and 10 CS)-	
Induction Training for BTs 2016/17	Savelugu-Nanton Municipal	8 – 11 March, 2017	4	95 (No SHS)	BTs Contribution
	Kasena-Nankana Municipal	6 – 10 February, 2017	5	161 (No SHS)	GNAT Local, NAGRAT Local, ADB Bank, NTCCU, Stanbic Bank, Trainees.
HT Training and Induction Training for BT	Kasena Nankana East Municipal	6-10 <sup>th</sup> June, 2016	5	62	GPEG
Briefing of Assist. Heads of SHS on Performance Appraisal, PTPDM Policy and INSET	Kasena-Nankana Municipal	13 December, 2016		10	

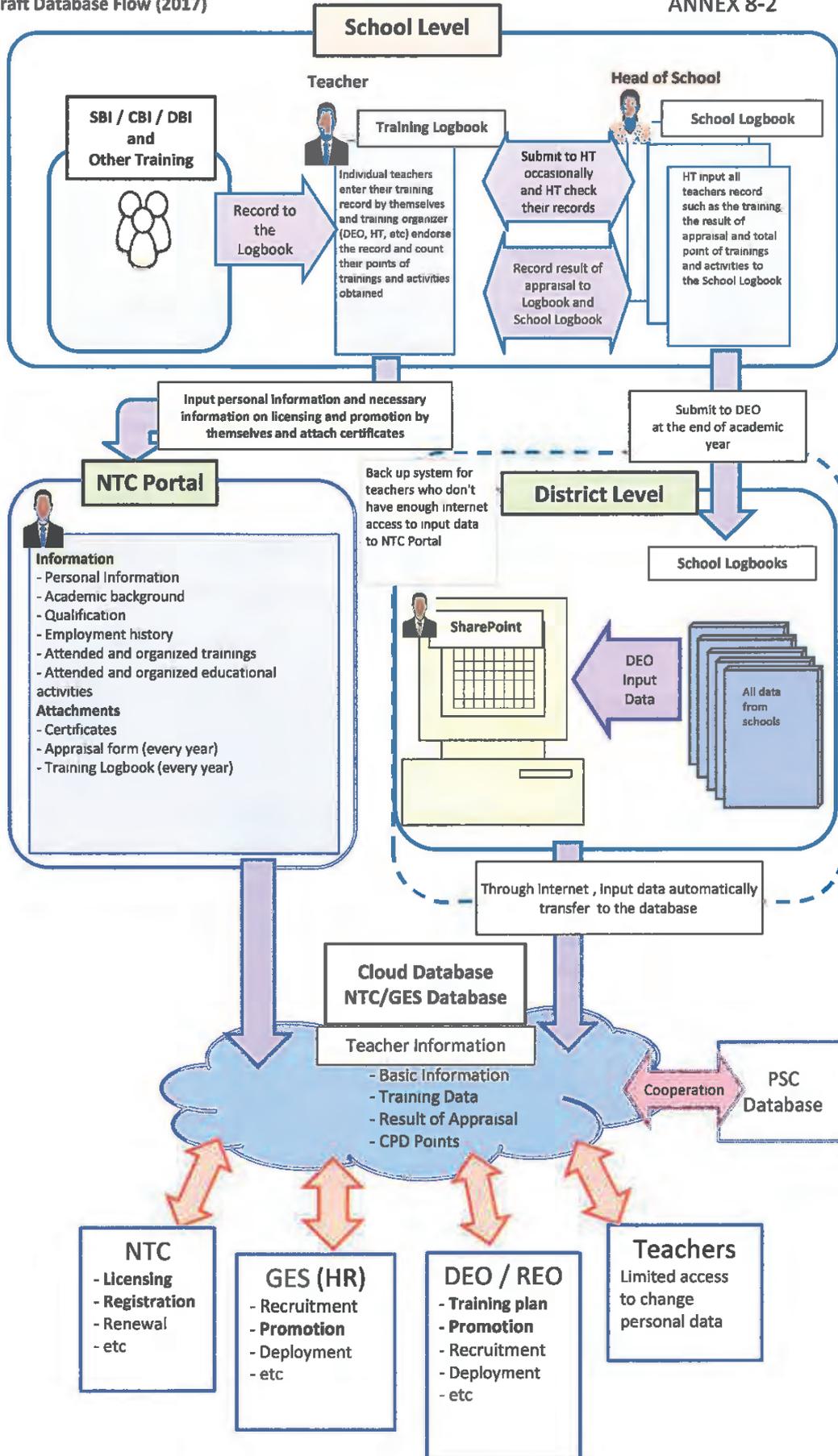
Briefing of SHS staff on Appraisal	Kasena-Nankana Municipal	22 February, 2017 4 April, 2017	- -	60 (Navrongo SHS) 49 (St. John's SHS)	- -
2-day Inspection of SHS on Appraisal forms and Lesson Notes	Kasena-Nankana Municipal	27-28 March, 2017	-	6 SHS	-
Training of Heads of Public Basic Schools Performance Appraisal and INSET	Kasena-Nankana Municipal	23 – 24 May, 2017	-	96	-
End of Year Appraisal Orientation	Kasena-Nankana Municipal	27 July- 27 August, 2017	-	97 Basic Schools & 1 SHS	-
Training on Teacher Competencies/Performance	Kasena-Nankana Municipal	13 September, 2017	-	419 (Teachers, Heads of Basic Schools and 1 SHS)	-

#### Non-pilot districts

Training	District	Implemented	Days	No. of participants	Source of Funds
ToT on the PTPDM Policy Workshop	73 deprived districts	[Tamale]	5	365 in total 5 per each district (1 District Training Officer, 1 Human Resource Management Officer, 1 District Master Trainer, 1 Teacher from SHS in the district, 1 Deputy Director (Supervision))	GPEG
		1 <sup>st</sup> batch: 23-27 May 2016	5		
		2 <sup>nd</sup> batch: 30 May – 3 June, 2016			
		1 <sup>st</sup> batch: 20-24 June 2016	5		

			2 <sup>nd</sup> batch: 27 June – 1 July 2016			
ToT on Leadership for Learning and PTPDM Policy	6 UNICEF pilot districts (Komenda-Edina-Eguafo-A, Upper Denkiya West, Esikuma Odoben Brakwa, Upper West Akim, North Dayi, Ga East)	6-10 June, 2016	5	66 in total 11 per each district (2 Circuit Supervisor, 2 District Master Trainer, 4 DIC members, 3 DTST members)	UNICEF	
BT training	6 UNICEF pilot districts	July 2016 (TBD)	?	BTs	UNICEF	
ToT on Leadership for Learning and PTPDM Policy	7 UNICEF pilot districts (Upper Manya, Kwahu Afram Plains South, Kwahu Afram Plains North, Krachi East, Wa West, Tolon, North Dayi)	28 – 31 August, 2017	4		UNICEF	





DATA/INFORMATION COLLECTION FORM

<b>District Name:</b>	[Disr_name]	<b>District Code:</b>	0	<b>Circuit:</b>	[Circuit]
<b>School Name</b>	[School_name]	<b>EMIS School Code:</b>	[School_code]	<b>Date</b>	2017/02/27

Teacher Name	Teacher ID Code (If any)	Number of attended INSETs				*Assessment Decision (SECTION 8 of Appraisal form)
		SBI	CBI	DBI	Other	
[tname_01]	[tid_01]	0	[C_01]	[D_01]	[OT_01]	[AD_01]
[tname_02]	[tid_02]	[S_02]	[C_02]	[D_02]	[OT_02]	[AD_02]
[tname_03]	[tid_03]	[S_03]	[C_03]	[D_03]	[OT_03]	[AD_03]
[tname_04]	[tid_04]	[S_04]	[C_04]	[D_04]	[OT_04]	[AD_04]
[tname_05]	[tid_05]	[S_05]	[C_05]	[D_05]	[OT_05]	[AD_05]
[tname_06]	[tid_06]	[S_06]	[C_06]	[D_06]	[OT_06]	[AD_06]
[tname_07]	[tid_07]	[S_07]	[C_07]	[D_07]	[OT_07]	[AD_07]
[tname_08]	[tid_08]	[S_08]	[C_08]	[D_08]	[OT_08]	[AD_08]
[tname_09]	[tid_09]	[S_09]	[C_09]	[D_09]	[OT_09]	[AD_09]
[tname_10]	[tid_10]	[S_10]	[C_10]	[D_10]	[OT_10]	[AD_10]
[tname_11]	[tid_11]	[S_11]	[C_11]	[D_11]	[OT_11]	[AD_11]
[tname_12]	[tid_12]	[S_12]	[C_12]	[D_12]	[OT_12]	[AD_12]

Note:

District Code and District Name

District Code	District Name	(Region Name)
53	Ajumako	Central
99	Savelugu-Nanton	Northern
111	Kassena-Nankana Municipal	Upper East
83	Shai Osudoku	Greater Accra
165	Upper Manya Krobo	Eastern

\*Codes of Appraisal Decision (form 8 of STAFF PERFORMANCE PLANNING, REVIEW AND APPRAISAL FORM)

Code	Assessment Decision
<b>A</b>	<b>Outstanding</b> - should be promoted as soon as possible (promotion out-of-turn, study visits, commendations, salary increments and etc.)
<b>B</b>	<b>Suitable for promotion</b> (encourage through mentoring, coaching, training, and etc.)
<b>C</b>	<b>Likely to be ready for promotion in 2 to 3 years</b> (encourage through mentoring, coaching, training and etc.)
<b>D</b>	<b>Not ready for promotion at least 3 years</b> (forfeit yearly increment, reassignment and etc.)
<b>E</b>	<b>Unlikely to be promoted further:</b> (apply sanctions: demotion, dismissal, removal and etc.)

XXXXXX DISTRICT  
INFORMATION AND DATA COLLECTION FORM

Annex 10

DISTRICT NAME: XXXXXXXX    DISTRICT CODE: XXXX    CIRCUIT: XXXXXXXX  
SCHOOL NAME:    XXXXXXXX    EMIS SCHOOL CODE:    XXXXXXXX

S/N	NAME	STAFF ID. NO.	NUMBER OF ATTENDED INSETS				ASSESSMENT DECISION (SECTION 8 OF APPRAISAL FORM)
			SBI	CBI	OTHERS	TOTAL	
1			4	2	5	11	A
2			4	2	5	11	B
3			4	2	5	11	C
4			4	2	3	9	B
5			4	2	2	8	C
6			4	2	5	11	B
7			4	2	5	11	A
8			4	2	5	11	B
9			4	2	3	9	B
10			4	2	3	9	C
11			4	2	5	11	C
12			4	2	5	11	B
13			4	2	4	10	B
14			4	2	4	10	A
15			4	2	4	10	C
16			4	2	4	10	B

DISTRICT NAME: XXXXXXXX    DISTRICT CODE: XXXX    CIRCUIT: XXXXXXXX  
SCHOOL NAME:    XXXXXXXX    EMIS SCHOOL CODE:    XXXXXXXX

S/N	NAME	STAFF ID. NO.	NUMBER OF ATTENDED INSETS				ASSESSMENT DECISION (SECTION 8 OF APPRAISAL FORM)
			SBI	CBI	OTHERS	TOTAL	
1			4	1	3	8	B
2			4	1	3	8	B
3			4	1	3	8	B
4			4	1	3	8	B
5			4	1	3	8	B
6			4	1	3	8	B
7			4	1	3	8	B
8			4	1	3	8	B
9			4	1	3	8	B
10			4	1	4	9	B
11			4	1	3	8	B
12			4	1	4	9	B
13			4	1	4	9	B
14			4	1	3	8	B

No	PTPDM Policy 9 components Before MTR	PTPDM Policy 11 components After MTR	Table of contents for Guideline	GoG's responsibilities			Risks
				1) GoG responsibility	2) Progress	3) Remaining tasks	
1	1. Teacher Standard Competencies	1. Teacher professional and Competencies	2. Teacher Rank and 4. Teacher Competency	During the Project Period Discussion and negotiation with related agencies (GES, NTC, Teacher Unions, etc.) Finalization Start processing to obtain official approval Dissemination to all stakeholders	Discussion has started with Teacher Unions (Meeting organized 22nd Nov. (with Minister) and 4th Dec. 2 days workshop will be organized in Jan. 2018) Validation and dissemination workshop organized in Oct. 2017	Nationwide implementation of PTPDM policy related Training Training on Appraisal for all Districts Approval of New Education Bill and related documents	NTC define and GES discuss with Teacher Unions
2	1. Teacher Rank and Competency	3. Code of practice and Professional Duties					
3	10. Career structure and path	10. Career structure and path	3. Career Progression	After the end of the Project Obtain official approval from (Cabinet? Parliament?)			GES has responsibility to discuss with Teacher Unions and finalize
4	2. Pre-service Teacher Education						
5	3. In-service Teacher Education	4. Pre-service and In-service of teacher education	5. INSET Programme	After the Project period Support all DEO to make training plan Development of training contents for other ranks than NQT and ST by NTU members in NTC Management of all training providers	TOF for 85 districts organized and DEO organized Induction training for NQT and ST HT Training in their districts	Organize ToT for all remaining districts Monitor training activities in districts Development of training contents for other ranks than NQT and ST Manage all INSET Providers and INSET under PTPDM Policy (Licensing, approval of contents, quality control)	Cost burden and timeline toward agreement will be decided through discussion among GES, NTC and Teacher Unions
6	4. Licensing and Registration	6. Licensing and Registration	8. Licensing	During the Project period Development, dissemination and implementation of licensing system Organize necessary meetings and discussion with all stakeholders After the Project period Gradual introduction of licensing system	Basic concept of the system has been developed Explanation to the some part of stakeholders was organised	Agreement with Teacher Unions (Cost burden) Development of detail plan to issue license to Star to implement Registration and License	
7	5. Recruitment, Retention, deployment and Transfer	5. Recruitment, Retention, deployment and Transfer					
8	6. Additional Duties /position advancing (not mentioned in the Policy Doc)	8. Additional duties	9. Appointment to Position with Additional Duties	Revise through discussion with Teacher Unions if necessary			
9	7. Teacher Promotion	7. Teacher Promotion	6. Promotion	During the Project Period Start approval procedure of the new promotion system (criteria) Develop point system (draft development) After the Project period Approve, institutionalise and disseminate the new promotion system	Made attachment of Appraisal form compulsory Developed rough draft of the point system for renewal of the license	Approve, institutionalise and disseminate new promotion system	PTPDM Policy purpose especially competency based promotion will become implementable by attaching and evaluating Appraisal forms and Teacher Training Logbooks
	8. Performance Appraisal	9. Performance Appraisal	7. Teacher Performance Appraisal	Conduct training for all districts to implement PSC appraisal system Appraisal monitoring Ensure collection of all appraisal forms / information by DEO	Organized ToT for 85 districts to fill and implement Appraisal Put information on Appraisal form and handbook to GES Posting Web Page	Ensure all teacher implement appraisal	
	9. Teacher database (Not mentioned in the Policy Document)	11. Teacher database	12. Teacher database	During the Project period Development of NTC database(NTC Portal) for Registration and Licensing Cooperation with GES After the Project period Develop unified teacher database	GES database has some problem on accuracy NTC has started to input teacher data from 2017-18 NQT	Build consensus between GES and NTC how to develop and maintain the teacher database	IFNTC database development is not progressing well, temporary use GES database and put information on School Training Logbook in to the database
	2. Teacher welfare and working conditions						

# **GUIDELINES FOR NATIONAL PRE-TERTIARY TEACHERS' STANDARDS FOR GHANA**

**Ministry of Education**

**2017**

## Acronyms

CPD	Continuing Professional Development
EMIS	Educational Management Information Systems
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
JICA	Japanese International Cooperation Agency
MoE	Ministry of Education
NAB	National Accreditation Board
NAGRAT	Ghana National Association of Graduate Teachers
NCCA	National Council for Curriculum and Assessment
NIB	National Inspectorate Board
NTC	National Teaching Council
NCTE	National Council for Tertiary Education
PTPDM	Pre-Tertiary Teacher Professional Development and Management
TED	Teacher Education Division
UCC	University of Cape Coast
UDS	University of Development Studies
UEW	University of Education, Winneba
UG	University of Ghana
VVU	Valley View University

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### **What are the Standards for?**

Teachers are pivotal in any educational system. Therefore, their training, preparation and development require the highest possible standards in knowledge, conduct and practice in their workplace to make them effective and reflective practitioners and to have a high sense of lifelong learning. These career progression standards are concise, written statements of what teachers are expected to know, and be able to do as teachers to ensure their Continuing Professional Development (CPD) in the teaching profession in Ghana.

- The national career progression standards for teachers set out the minimum levels of practice that all teachers must reach at induction and for their CPD
- These career progression Standards also inform teachers' development while on their first year as teachers on their induction course in schools prior to licensing as professional teachers by the National Teaching Council (NTC). They also provide the framework for future professional and career development for all teachers.
- The Standards should be seen as one common core set of standards that apply to all teachers at the various levels. The professional competences and the training needs that accompany the Standards give specific examples of the Standards in action and provide what should be considered for the training of teachers as they progress from one level to the other.

### **Who are the Standards for?**

The Standards apply to:

- All teachers who undertake practicum on teacher training programmes
- All Teachers on their Induction Year in schools
- All practising teachers in schools.
- The National Teaching Council (NTC) for the licensing of teachers after induction
- The NTC for the renewal of teachers' license
- The National Accreditation Board (NAB) as bench marks for teacher preparation and development
- All tertiary level institutions involved in the training and development of teachers
- Teacher Unions, Regional and District Education Directorates as a common point of reference for all teachers
- Teacher educators who will use it as a guide in the preparation of curricula, programmes and courses for beginning teachers and to support their professional development
- Regional Directors of Education, District Directors, Circuit Supervisors, Teacher Unions, Head Teachers and Mentors in schools who will use them as a guide to inform their regional, district, cluster and school –based INSET programmes for the continuing professional development of teachers and their work.

### **How were the Standards developed?**

The standards were developed with support from JICA. The development of the standards arose from the need to consolidate the different approaches being used by various institutions offering teacher education programmes for teachers. This consolidation led to a national

standards framework to ensure that teachers' development is guided by the same set of standards for all levels. The standards were developed from a number of sources including:

- Assessment tools used by the University of Cape Coast (UCC) and University of Education, Winneba (UEW) for assessing teachers during teaching practice and internship especially their Sandwich programmes
- Handbook for Principal Teacher Aspirants by the Ghana Education Service
- Manual for developing cluster/school-based INSET
- Handbook on Mentorship and the Trainee Teacher Competence Matrix
- Pre-Tertiary Teacher Professional Development and Management Policy Document
- Survey of national teaching standards in eight countries
- Leadership for learning for head teachers and circuit supervisors by Teacher Education Division, 2014.
- Leadership for Change for GES Management Staff, by Teacher Education Division, 2014.
- Manuals for Tutor Professional Development, Themes 1 – 5, by T-TEL, 2015/16.

There was also active involvement of practitioners across all sectors and other key stakeholders including the National Teaching Council (NTC), National Accreditation Board (NAB), Ghana Education Service (GES), National Council for Curriculum and Assessment (NCCA), National Inspectorate Board (NIB), Principals of Colleges of Education (PRINCOFF), Teacher Unions (GNAT, NAGRAT) and Teacher Education Universities.(UCC, UDS, UEW, and UG). A pilot study was also conducted in five districts to obtain evidence- based data as to how the career progression standards will help in promoting CPD of teachers.

### **What is the legal status of the Standards?**

The 2008 Education Act established the National Teaching Council (NTC), responsible for establishing frameworks around teachers' employment, continuing professional development and periodic review of professional practice and ethical standards. NTC has overall responsibility to license teachers by law. These Standards define the minimum levels of practice expected of teachers to be licensed after induction and for the renewal of their license. It must be noted that during the period of induction, the standards continue to define the levels of practice at which all qualified teachers are expected to perform, the competences they should exhibit and the process of their assessment or evaluation.

Universities must ensure that the design and content of all their programmes emphasise the importance of continuing professional development of teachers. In particular, it is expected that the school practicum components must provide extended and guided periods of teaching in classrooms.

Teachers on induction as well as other un-licensed teachers must be realistically and fairly assessed against the Standards in accordance with what is expected of them. Teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach.

### **What Philosophy underpins the Standards?**

Teacher education in Ghana aims at producing teachers imbued with professional skills, attitudes and values as well as the spirit of inquiry, innovation and creativity that will enable them to adapt to changing conditions, use inclusive strategies and engage in lifelong learning. The teachers are required to have a passion for teaching and leadership, engage with members not only in the school community but also in the wider community, and act as potential agents of change.

Over the years, Ghana has reformed and restructured its teacher education system in response to demands of new vision and mission for education to meet the demands of a knowledge society. What has been missing in this entire process is a set of professional standards for teachers and their professional development. This void is catered for by the development of Teachers' career progression Standards to codify what a 'good teacher' is expected to look like for Ghana, and his/her continuing professional development, recognising the urgent need to improve the quality of teaching and learning in Ghanaian schools and learning outcomes for all learners, and to raise the status of teachers to ensure corporate learning among teachers in their community of practice. The career progression Standards also reflect Sustainable Development Goals (SDG) Goal 4, to 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all teachers'.

The development of the Standards was also informed by a review of international teaching standards from twelve countries

### **Domains of the standards**

The standards are divided into three main domains each with its own sub-divisions:

#### **Professional Values and Attitudes**

Professional Development  
Community of Practice

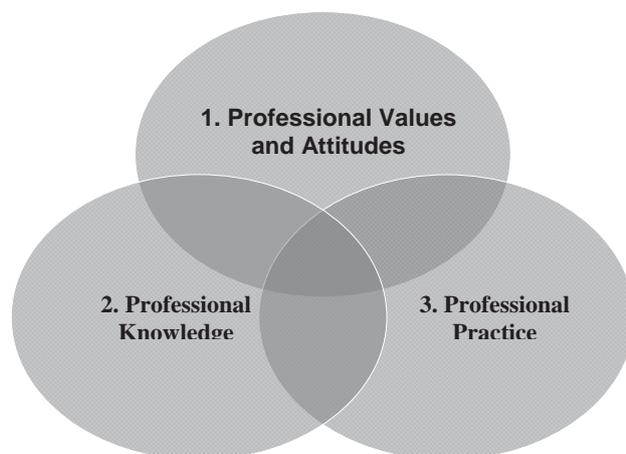
#### **Professional Knowledge**

Knowledge of Educational Frameworks and Curriculum  
Knowledge of Learners

#### **Professional Practice**

Managing the Learning Environment  
Teaching and Learning  
Assessment

These three domains and aspects encompass what teachers should value, know and do, at the various levels of their career development and intersect with one another to develop a teacher competent enough to teach at the various levels as illustrated in the Venn diagram where the synthesis of the three domains represents the competences expected of teachers.



### **How are the Standards to be used?**

The Standards provide clear expectations of skills/competences that beginning teachers at induction should be able to demonstrate and for teachers' professional development at the various career levels. They are expected to be a reference for all aspects of training teachers in Ghana. They may be used by Teacher Associations (GNAT, NAGRAT), National, Regional and District Directorates of Education (MOE/GES) Universities (UCC & UEW) for teacher training and development.

The National Teaching Council (NTC) will use the standards for licensing and renewal of teachers' licence in Ghana.

### **Evidence Criteria**

Evidence that a teacher has met or can meet all of the Standards at the appropriate level must be in the form of a professional portfolio organised to meet the demands of the three domains. Evidence from university learning and in-school learning in the form of CPD will be in the form of assignments, examination results, lecture notes, lesson plans, study notes, assessment records, learner exercise books, photographs, lesson evaluation from headteachers, mentors, circuit supervisors, testimonials, and any notes from CPD courses, attended by the teacher over time. As a critical reflective practitioner, the professional portfolio should provide the starting point for the continuing professional development of teachers on their Induction year and for subsequent professional development at the various levels. Further sources of evidence are memoranda, reports, publications and any other

source that may be determined by the NTC for the purpose of assessing a teacher's performance.

Additionally, it should address one or more of the following:

- A reference document acting as a basis for supporting the professional development of teachers;
- Self-monitoring of professional development for teachers' upgrading
- An accreditation of individual teacher portfolios as evidence of professional achievement
- Basis for teacher recruitment and promotion in the Ghana Education Service
- Course design for addressing teacher in-service education and training needs
- Course accreditation link between in- service education and training and pre-service teacher training in tertiary institutions
- A means of raising the profile of the teaching profession among other professionals.

### **What is the role of Universities?**

It will be important for teacher education universities (i.e. UCC, UDS, UEW, UG and VVU) to come to a shared understanding of what each Standard means for teachers as a community of education professionals and partner with head teachers, mentors and experienced teachers in schools to ensure the professional development of teachers at all levels.

Universities should ensure that the design and delivery of their programmes especially their sandwich programmes support teachers in developing and reaching the Standards. Links with early-learning centres and schools on the university campus or partnership schools should be strengthened to ensure continuing professional development of early-childhood teachers to lay a solid foundation for their professional development.

Faculty in the universities which focus on teacher education will also need professional development to understand the Standards and to redesign their teaching to support this, in both the content and the pedagogy they use. In particular they will need to support teachers to reflect on their teaching and assessment.

### **What is the role of School heads and managers?**

School heads and managers will also need to work in partnership with universities and other school managers to ensure that teachers fully understand what it means to be a teacher imbued with a sense of lifelong learning particularly in order to meet the demands imposed by the domains of the standards – i.e. Professional values and attitudes, professional knowledge and professional practice.

Mentors and circuit supervisors also need to work with the teachers they manage, carrying out joint planning INSET activities /sessions with them and allowing teachers to own the Standards and ensure their continuing professional development needs are met.

Domain	Sub-domain	Category	Standard	Explanatory Note	How teachers develop competency as progressing their career	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
A Professional Values and Attitude	Community of practise	ethics and compliance	1 Meet professional ethics and comply with legislative, administrative and organizational requirements as a teacher.	All teachers should respect GES code of conduct and any other legal arrangement that regulate their work. They should also strive to achieve the policies and priorities set out by MOE/GES, districts and school.	They should first understand those requirements, then guide other teachers on requirements, and ensure enforcement of such requirements to teachers under their supervision.	Understand and comply with ethical, legislative, administrative and organizational requirements as a teacher.	Understand and comply with ethical, legislative, administrative and organizational requirements as a teacher. Guide teachers under their supervision on ethical, legislative, administrative and organizational requirements as a teacher.	Understand and comply with ethical, legislative, administrative and organizational requirements as a teacher.		Understand and comply with ethical, legislative, administrative and organizational requirements as a teacher. Make effort to ensure all teachers comply with ethical, legislative, administrative and organizational requirements as a teacher in their school, district, region and country.	
		collaboration	2 Collaborate with colleagues and stakeholders of the school to contribute to the improvement of education.	Teachers are encouraged to collaborate with colleagues to improve their teaching as well as with parents to ensure learning-friendly environment both at home and at school. Contribution to the community and country through improvement of education is also expected.	Teachers are expected to gradually widen the scope of collaboration from colleagues/parents, stakeholders of school, stakeholders outside the school, and then with other ministries or DPs. Teachers in the higher ranks are expected to support collaboration among and within schools too.	Collaborate with colleagues and parents to contribute to the improvement of teaching and learning of their class.	Collaborate with stakeholders of their school (e.g. colleagues, HT, SMC/PTA) to contribute to the improvement of education in their school.	Collaborate with internal and external stakeholders (e.g. TTC, District Assembly, NGO, private sector) to improve the education in their school/circuit/district/region/country and support/encourage collaboration among and within school.	Collaborate with internal and external stakeholders (e.g. teacher unions, Development Partners, NGOs, other ministries, universities) to advance education in their district/region/country.		
		expected attitude as a teacher	3 Demonstrate commitment and enthusiasm to the work and show respect for students and stakeholders.	Expected attitudes as a teacher are: committed and enthusiastic to their job, show respect and impartiality for all students and be a good role model for them, contribute to establish positive identity of teachers in the society and reflect their practice for continuous improvement	All teachers should follow expected attitudes, though they are gradually encouraged to guide other teachers on their attitudes and model exemplary attitude by themselves and contribute to develop positive teacher identity in the society.	Demonstrate commitment and enthusiasm to the work and show respect for the students and stakeholders.	Demonstrate commitment and enthusiasm to the work and show respect for students and stakeholders. Guide teachers under their supervision to demonstrate attitudes expected of teachers and model such exemplary attitude by themselves.	Demonstrate commitment and enthusiasm to the work and show respect for students and stakeholders.		Demonstrate commitment and enthusiasm to the work and show respect for students and stakeholders. Take measures to promote attitudes expected of teachers to develop a positive teacher identity in the society.	
	Professional Development	CPD	4 Engage in their own professional development throughout their career	Teachers are expected not only to engage in mandatory trainings required for promotion, but also SBI, CBI, DBI, mentoring/coaching and self-learning.	First they are expected to reflect on their own practice and participate in professional development activities. They are gradually expected to contribute to the needs analysis, facilitation and quality assurance of professional development activities in the school, circuit or district.	Reflect their own practice and engage in individual and group professional development activities.	Critically and collectively reflects on their own practices and their colleagues in the school and facilitate professional development activities with their colleagues.	Know a variety ways of professional development activities and identify the one that addresses their challenges and those of their colleagues.	Support and facilitate implementation and quality assurance/improvement of CPD for other teachers in their school, circuit or district.	Take measures to make sure teachers under their supervision engage in quality CPD activities which contribute to improvement of education in the school/district/country.	
B Professional Knowledge	Knowledge of Learners	psychology	5 Understand how children develop and learn.	Teachers should join the service with minimum basic knowledge of physical, social and intellectual development of the children and youth. They should take different characteristics and learning needs of students into account.	All teachers should know the basic theories of child development and learning. Those who pursue the expert track are expected to update their knowledge on those topics and identify the ones that are useful for Ghanaian teachers.	Demonstrate understanding of basic theories of child development and learning				(For teachers in specialist track) Demonstrate understanding of traditional and contemporary theories of child development and learning which are relevant to the Ghanaian context.	
	Knowledge of Educational framework and curriculum	Curriculum	6 Know and understand structure, contents and expected learning outcomes as described in the curriculum	Teachers should possess accurate understanding on all the components (structure, contents and expected outcomes) of curriculum of the grade(s) and subject(s) they teach.	As they progress in their career, teachers are expected to expand their knowledge to other grade(s) and subject(s) which are relevant to what they currently teach so that they can teach, taking curriculum sequence into account. In the upper ranks, those in the expert track are expected to identify challenges in the current curriculum and to constantly update to reflect international and regional trends related to the curriculum	Demonstrate understanding of the curriculum framework and structure, contents and expected outcomes of the curriculum of the grade(s) and subject(s) they teach.	Demonstrate understanding of the structure, contents and expected outcomes of the curriculum of grade(s) and subject(s) closely related to the ones they teach.	Demonstrate comprehensive and in-depth understanding of the national curriculum for pre-tertiary education.		(For teachers in specialist track) Critically analyze the challenges around current curriculum and contribute to the improvement in its implementation.	(For teachers in specialist track) Demonstrate understanding of international and regional trend of curriculum studies which are relevant and useful to the Ghanaian context.
		Subject contents	7 Know and understand the contents of the subject(s) they teach.	Knowledge of subject matter is a prerequisite for effective classroom instruction. A teacher's understanding of subject facts, concepts, principles, methodology, and important generalizations determines his/her pedagogical thinking and decision-making. On top of what is in the curriculum, teachers are expected to continuously deepen their Subject Matter Knowledge (SMK) throughout their career.	Teachers start with basic yet accurate Subject Matter Knowledge. As they progress their career, they are expected to deepen their knowledge and research into international trend to know its possible application to Ghanaian context.	Demonstrate basic and accurate Subject Matter Knowledge of the subject(s) and grade(s) they teach.	Demonstrate in-depth Subject Matter Knowledge of the subject(s) and grade(s) closely related to the ones they teach	Demonstrate comprehensive and in-depth Subject Matter Knowledge of all grade(s) of the subject of their expertise (for JHS and SHS teachers).		(For teachers in specialist track) Demonstrate understanding of up-to-date international trend of the subject(s) of their expertise and its application to Ghanaian context.	
		methodology	8 Know various instructional strategies to improve students learning.	Teachers are expected to keep updating their knowledge on instructional strategies (e.g. lecture, discussion, debate, group work, role-play, singing, exercise, field work, and more) and their characteristics so that they can apply the one that best fits the class/subject they teach. They should also deepen their Pedagogical Content Knowledge to understand effective ways to teach particular subject contents.	They are expected to widen the repertoire of instructional strategies to be able to use the one which fits the class and topic/subject they teach.	Demonstrate understanding on basic/minimal instructional strategies to facilitate students' learning.	Constantly explore different instructional strategies to improve teaching and learning.	Demonstrate deep understanding on a variety of instructional strategies and circumstances where they can effectively be applied		(For teachers in specialist track) Demonstrate deep and up-to-date understanding on a variety of instructional strategies that can facilitate learning in Ghanaian classroom context.	
		education system	9 Demonstrate familiarity with the education system and key policies guiding it.	In order to properly fulfill the responsibilities and contribute to the improvement, all teachers should know roles and responsibilities of stakeholders (not only inside the system e.g. HT, HoD, CS, officers at DEO, but also outside supporters e.g. DPs, teacher unions etc) and institutional framework (including budgetary system).	As they go up the career ladder, they are expected to expand their knowledge on the different stakeholders who influence the education policy and practice in Ghana.	Demonstrate understanding of roles and responsibilities of the stakeholders of their school (e.g. HoD, HT, CS, PTA.SMC, DEO) and key policies in the education sector.	Demonstrate working knowledge on budgeting and planning cycle in Ghana and roles and responsibilities of stakeholders in such cycle.		Demonstrate understanding of roles and responsibilities of wider stakeholders that influence the education policies and how policies are formulated and implemented.		

C. Professional Practice	Managing Teaching and Learning	lesson planning	10	Plan lessons that lead to purposeful learning and achievement	Teachers should plan lessons, i.e. set objectives and core points, come up with activities that help students understand the core points and achieve the objectives and prepare teaching and learning materials (including the use of ICT) where appropriate. They should compile these in Lesson Plan. It will be assessed using the Lesson Observation Sheet.	Teachers will enhance their lesson planning skills as they progress their career and gradually be expected to support other teachers in improving lesson planning skills.	Develop lesson plan which meets requirements of Level 3 (Satisfactory) for all observation items in Category I (Instructional planning skills) of Lesson Observation Sheet by GES.	Develop lesson plan which meets requirements of Level 4 (Good) for all observation items in the Category I (Instructional planning skills) of Lesson Observation Sheet by GES and guide other teachers in their school to improve lesson planning skills.	Develop lesson plan which meets requirements of Level 5 (Excellent) for all observation items in the Category I (Instructional planning skills) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson planning skills.	Collectively analyze the challenges on lesson planning in their district / region / country and take measures to address such challenges (e.g. training, revision of lesson plan format)	
		lesson implementation	11	Deliver effective lessons, employing a variety of strategies to encourage understanding of learners with different characteristics.	"Effective lesson" is the one in which all students in the class attain learning objective. Lesson should be varied according to the topic they are learning, and sometimes challenging, showing a clear grasp of the intended outcomes. In doing so, teacher should employ instructional strategies that encourage participation and understanding of all students in the class, which may be multigrade, multilingual or multi-age. They should always explain the concept clearly and are encouraged to use examples familiar to students. It will be assessed using the Lesson Observation Sheet.	Teachers will improve their lesson delivery skills as they progress their career and gradually be expected to support other teachers in improving lesson delivery skills.	Deliver lessons which meet requirements of Level 3 (Satisfactory) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES.	Deliver lessons which meet requirements of Level 4 (Good) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their school to improve lesson delivery skills.	Deliver lessons which meet requirements of Level 5 (Excellent) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson delivery skills.	Collectively analyze the challenges on lesson delivery in their district / region / country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of training materials)	
		Mentoring and supervision	12	Provides supportive supervision and mentoring	Teachers are expected to help each other to enhance their professional capabilities inside and outside the school.	As progressing their career, they are expected to critically and collectively analyze the challenges of department, school or circuit and provide solutions to address these challenges utilizing platforms such as SBI, CBI and DBI.	Seek and apply feedback and advise from supervisors and colleagues to improve teaching and learning.	Provide constructive and useful feedback to their colleagues to improve their teaching and learning.	Create an environment which encourages peer learning among teachers in the department, school or circuit.		
		classroom environment	13	Create a safe, encouraging learning environment and manages students' behaviour in the class.	Teachers should create a safe and encouraging learning environment where all students with diverse background can effectively learn. They should address students' disciplinary issues promptly and respectfully in accordance with children's rights.	Teachers will improve their classroom management skills as they progress their career and gradually be expected to support other teachers in improving classroom management.	Organize and manage classroom which fulfills requirements of Level 3 (Satisfactory) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES.	Organize and manage classroom which fulfills requirements of Level 4 (Good) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES and guide other teachers in their school to improve classroom management.	Organize and manage classroom which fulfills requirements of Level 5 (Excellent) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve classroom management.	Collectively analyze the challenges on classroom management in their district / region / country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of guideline for classroom management)	
		equity	14	Cater for learners' diverse background and different characteristics.	Students come to the class with different cultural, linguistic, socio-economic and educational background. Teachers are expected to pay attention to all learners, especially girls and learners with Special Education Needs, ensuring everyone's progress.	In principle, all the teachers should pay attention to the different needs of all students but the ways to promote every students' understanding may be different according to the needs or characteristics of the students in a class. Those in upper ranks are expected to seek for better ways to involve all students and general good practice to be shared with others.	Attend to the needs of all students with different characteristics and background.	Promote respectful, supportive and inclusive environment to accommodate different learning needs of all students in the class and seek for better ways to do so with other teachers.	Generate and/or collect good practices to make sure all students with diverse background attain learning objectives and share them with other teachers		
		assessment	15	Properly monitor and assess students' learning, provide useful feedback to help them make progress and report the assessment results to stakeholders.	Teachers should know various assessment strategies, select the most appropriate one(s), integrate them in their teaching and learning to diagnose students' prior knowledge or evaluate their understanding during and after the lesson. The assessment results should be properly recorded and give feedback to students and/or report it to relevant stakeholder, such as parents, HT etc. They are expected to modify the lesson based on the assessment results.	Teachers are expected to be able to develop, select and use appropriate assessment strategies and record and report by the time they are in Rank 2. Teachers in Rank 3 should be able to use assessment results both from internal and external sources to modify lesson of provide feedback. In the upper ranks, they are expected to support other teachers so that they can expand their repertoire and use assessment results.	Demonstrate understanding on various assessment strategies and how to interpret assessment results.	Develop, select and use appropriate assessment strategy to diagnose and evaluate students' learning. Keep record of accurate assessment results and report them as appropriate.	Develop, select and use appropriate assessment strategies and use the assessment results both from internal and external sources to modify lesson and/or give feedback students for better understanding.	Support other teachers in enhancing their repertoire to properly assess students' learning and in using assessment data to diagnose learning needs.	Support other teachers to enhance their assessment technique and to use assessment data for evaluating students' understanding and modifying practice.
		Mentoring and supervision	16	Provides supportive supervision and mentoring	Teachers are expected to help each other to enhance their professional capabilities inside and outside the school.	As progressing their career, they are expected to critically and collectively analyze the challenges of department, school or circuit and provide solutions to address these challenges utilizing platforms such as SBI, CBI and DBI.	Seek and apply feedback and advise from supervisors and colleagues to improve teaching and learning.	Provide constructive and useful feedback to their colleagues to improve their teaching and learning.	Create an environment which encourages peer learning among teachers in the department, school or circuit.		
		School management and administration	17	Plan, implement and monitor school improvement plans.	Develop a plan, implement and monitor it in line with PDCA cycle. Plan should set out priorities for school/circuit/district for certain period of time and its feasibility should be ensured with accompanying budget. It should be based on challenges that are objectively analyzed and in accordance with national/district priorities. Teachers are encouraged to develop such plan in collaboration with stakeholders.	Those in managerial positions should be able to develop, implement and monitor plans. Those who are not in managerial positions are expected to collaborate in the development, implementation and monitoring of the plans.	Contribute to development, implementation and monitoring of school work plan so the goals and objectives set out in the plan are successfully achieved.		(For teachers in managerial positions) Develop, implement and monitor effective and feasible school/district work plans which lead to improvement of education in collaboration with stakeholders		
			18	Manages resources efficiently and effectively.	Teachers in managerial positions (HTs, officers in district/GES) plan, mobilize and allocate resources to fund policies and plans. They should ensure the allocated resources are utilized in accountable and transparent manner.	Managers are gradually expected not only to manage resources but allocate and mobilize resources.	NA	(For teachers in managerial positions) Manage school financial resources in accountable, responsible and transparent manner.	(For teachers in managerial positions) Make efforts to secure resources to support teaching and learning at school.	(For teachers in managerial positions) Plan, mobilize and allocate necessary resources to implement education plan for school, district, region or country	
			19	Manage teachers/staff under their supervision	Teachers in managerial positions are expected to handle a variety of HR management tasks to ensure all students learn from good performing teachers.	Though HR tasks that they assume may differ among positions (e.g. HTs, CS, DEO), as they go up the career ladder, they are expected to contribute to make institutional change in order to attract, deploy, develop and retain good performing teachers.	NA		(For teachers in managerial positions) Assign teachers to the grade(s), subject(s) and position(s) effectively, appraise teachers fairly, address teachers' misconduct and underperformance properly, delegate school management duties to teachers where appropriate.	(For teachers in managerial positions) Make effort to attract best candidate to teaching profession, deploy teachers where they are most needed and retain good performing teachers by providing adequate incentives.	
		20	Record, report and utilizes data for the betterment of education	All teachers should record accurate information as required by their supervisors and report timely.	Teachers in supervisory positions are encouraged to utilize recorded information to understand trend and challenges to inform actions to be taken.	Keep accurate record of important activities such as lessons, students performance, self reflection and CPD activities		(For teachers in managerial positions) Obtain accurate data from schools/teachers/staff under their supervision, utilize it to improve education in school, circuit and district and submit it in timely manner.			
	Assessment	assessment	21	Properly monitor and assess students' learning, provide useful feedback to help them make progress and report the assessment results to stakeholders.	Teachers should know various assessment strategies, select the most appropriate one(s), integrate them in their teaching and learning to diagnose students' prior knowledge or evaluate their understanding during and after the lesson. The assessment results should be properly recorded and give feedback to students and/or report it to relevant stakeholder, such as parents, HT etc. They are expected to modify the lesson based on the assessment results.	Teachers are expected to be able to develop, select and use appropriate assessment strategies and record and report by the time they are in Rank 2. Teachers in Rank 3 should be able to use assessment results both from internal and external sources to modify lesson of provide feedback. In the upper ranks, they are expected to support other teachers so that they can expand their repertoire and use assessment results.	Demonstrate understanding on various assessment strategies and how to interpret assessment results.	Develop, select and use appropriate assessment strategy to diagnose and evaluate students' learning. Keep record of accurate assessment results and report them as appropriate.	Develop, select and use appropriate assessment strategies and use the assessment results both from internal and external sources to modify lesson and/or give feedback students for better understanding.	Support other teachers in enhancing their repertoire to properly assess students' learning and in using assessment data to diagnose learning needs.	Support other teachers to enhance their assessment technique and to use assessment data for evaluating students' understanding and modifying practice.

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## APPENDIX 1

### TRAINING NEEDS FOR NATIONAL CAREER STANDARDS FOR PRE-TERTIARY TEACHERS

Training involves the transfer of new knowledge, skills, behaviours and attitudes to perform assigned roles at the workplace. Therefore, every training programme must define its participants and the subject matter/content. Training needs when defined means that there is a gap between the current career level of a teacher and the next career level that he/she aspires to move onto. Therefore, every training need defined for teachers at a career level must update their professional knowledge, skills/practice and attributes (values and attitudes) in order to perform better in their specific roles and duties.

The table below presents the training needs for teachers at each career level in the career standards framework. **It must be noted that training needs are not training contents** and that it is up to any organization to formulate training contents as part of the teacher continuing professional development from identified training needs. **(Training should be preceded by needs assessment to identify and prioritise the training needs)**

CAREER LEVEL	TEACHER RANK	TRAINING NEEDS	EXPECTED CREDIT HOURS/ YEAR
1	Rank 1	<ul style="list-style-type: none"> <li>• Portfolio writing /Development</li> <li>• Action research in classroom teaching and learning.</li> <li>• Facilitation and communication skills. *Skills for equity and inclusion in school work</li> <li>• Gender responsive scoreboard for teacher assessment.</li> <li>• Use of assessment data to improve learning</li> <li>• Journal writing</li> <li>• Use of reflective logs in teaching</li> <li>• Motivation for self-directed study and needs assessment for professional planning and</li> </ul>	20

CAREER LEVEL	TEACHER RANK	TRAINING NEEDS	EXPECTED CREDIT HOURS/ YEAR
		<p>growth</p> <ul style="list-style-type: none"> <li>• Pedagogical skills in classroom teaching, Assessment and management</li> <li>• ICT for teaching</li> </ul>	
2	Rank 2	<ul style="list-style-type: none"> <li>• Mentoring and coaching</li> <li>• Leadership for learning skills.</li> <li>• School improvement plans and budgeting.</li> <li>• Guidance and counselling for students</li> <li>• Report writing</li> <li>• ICT for teaching</li> </ul>	20
3	Rank 3	<ul style="list-style-type: none"> <li>• Examination item writing and management.</li> <li>• School curriculum policy: development and reviews.</li> <li>• Building partnership in community learning</li> <li>• Teaching and learning strategies - creative approaches, group work, questioning, talk for learning.</li> <li>• Use of learning resources - technologies and networking.</li> <li>• Collaborative learning for professional development</li> <li>• Team building for school improvement.</li> <li>• School leadership qualities and skills.</li> <li>• Preparation and use of reflective logs and journals in teaching and learning.</li> </ul>	20
4	Rank 4	<ul style="list-style-type: none"> <li>• ICT and other technologies in school administration and governance.</li> <li>• Leadership for learning.</li> </ul>	20

CAREER LEVEL	TEACHER RANK	TRAINING NEEDS	EXPECTED CREDIT HOURS/ YEAR
		<ul style="list-style-type: none"> <li>• Conflict: causes and resolution at district and school levels.</li> <li>• Proposal writing for school support from partners.</li> <li>• Use of technologies for teaching and learning.</li> <li>• Clinical supervision at school.</li> <li>• Teacher motivation for improved quality education.</li> <li>• Basic principles in planning, data collection and management.</li> <li>• Roles of Local government policies in education.</li> <li>• Conflict in school governance: causes and resolution.</li> </ul>	
5	Rank 5	<ul style="list-style-type: none"> <li>• Procurement laws.</li> <li>• GES and MOE organogrammes and working principles.</li> <li>• EMIS data interpretation and implications for school improvement.</li> <li>• Policy development and reviews at school, district, regional and national levels.</li> <li>• Change management (Leadership for Change). Team Building.</li> </ul>	15
6	Rank 6	<ul style="list-style-type: none"> <li>• Strategic planning and management in education</li> <li>• .Communication skills (oral and written) and cabinet memorandum.</li> <li>• Time management</li> <li>• Conflict management.</li> <li>• Stakeholder partnership</li> </ul>	15

CAREER LEVEL	TEACHER RANK	TRAINING NEEDS	EXPECTED CREDIT HOURS/ YEAR
		<p>relationships (principles and practice)</p> <ul style="list-style-type: none"> <li>• Labour laws and trade unions.</li> <li>• Financial regulations and controls.</li> <li>• Mentoring and coaching (principles and practice)</li> <li>• Public policy formulation and reviews</li> <li>• Teacher self- motivation and workplace motivation.</li> <li>• Social accountability in education sector.</li> <li>• .Action Research/ Research in education</li> <li>• Principles of dialogue and negotiation.</li> <li>• Education project and programme management</li> <li>• Time and stress management (balancing work and pleasure)</li> <li>• leadership skills and types</li> <li>• Leadership for learning</li> <li>• . Leadership for change (principles and practice)</li> <li>• Planning, monitoring and evaluation in sustainable development in education.</li> <li>• .Public policy formulation and reviews.</li> <li>• Stakeholder analysis and roles development.</li> <li>• Quality Assurance and Accreditation systems in education.</li> </ul>	

バリデーシオンワークショップ日程及び参加者リスト  
**STAKEHOLDERS MEETING TO VALIDATE PTPDM POLICY MATERIALS,  
 LARTEH  
 OCT 9-10, 2017  
 TIME TABLE**

Day 1	Time	Facilitator
<b>Opening and Registration</b> 1. Registration 2. Opening Ceremony: - Opening Prayer - Self Introduction - Welcome/Opening Address 3. Participants Expectations 4. Objectives of the Meeting 5. Administrative Briefing	8:00 - 09:30	
Explanation on PTPDM Policy and related materials and How to validate materials	09:30 - 11:00	Prof. Buatsi
Grouping	11:00 - 11:05	Ahoholu
<b>Break</b>	11:05 - 11:20	
1. Checking Materials Group 1: PTPDM Policy Framework Guideline (Chapter 2-5), National Teacher Standard for Ghana Group 2: PTPDM Policy Framework Guideline (Chapter 6-9), Appraisal Handbook and Registration and Licensing	11:20 - 13:00	Group 1: Laurence Group 2: Ahoholu
<b>Lunch</b>	13:00 - 14:00	
2. Checking Materials Group 1: PTPDM Policy Framework Guideline (Chapter 2-5), National Teacher Standard for Ghana Group 2: PTPDM Policy Framework Guideline (Chapter 6-9), Appraisal Handbook and Registration and Licensing	14:00 - 17:00	Group 1: Laurence Group 2: Ahoholu
<b>Day 2</b>		
Recap of day one (1) activities	8:00 - 8:30	
3. Checking Materials Group 1: Relating part of the Policy Document (PTPDM Policy Framework Guideline (Chapter 2-5), National Teacher Standard for Ghana) Group 2: Relating part of the Policy Document (PTPDM Policy Framework Guideline (Chapter 6-9), Appraisal Handbook and Registration and Licensing)	8:30 - 10:00	Group 1: Laurence Group 2: Ahoholu
4. Presentation from Each Group	10:00 - 13:00	

Group 1: PTPDM Policy Framework Guideline (Chapter 2-5), National Teacher Standard for Ghana		
Group 2: PTPDM Policy Framework Guideline (Chapter 6-9), Appraisal Handbook and Registration and Licensing		
<b>Lunch</b>	13:00 - 14:00	
5. Finalization PTPDM Policy	14:00 - 16:00	Ahoholu
6. Summary	16:00 - 17:00	Sarpong

<b>List of Participants 参加者リスト</b>			
<b>SN</b>	<b>NAME</b>	<b>POSITION</b>	<b>ORGANISATION</b>
1.	Akwasi Addae-Boahene	Chief Technical Advisor	T-TEL
2.	Prof. Eric M. Wilmot	Provost, College of Education Studies	UCC
3.	Charles Odoom	HR	GES – Shai Osudoku
4.	Michael Rockson	DTO – Ajumako Enyan Essiam	DEO –Ajumako
5.	Paul Buatsi	Consultant	PTPDM
6.	Richard Adjei	-	Private Consultancy
7.	Rosetta Addison Sackey	Director	GES
8.	Kenji Ohara	Deputy Team Leader	PTPDM
9.	Grace Agyeman Duah		NTC
10.	Francis K. Addai		NTC
11.	Hazel Konadu Sarpong		NTC
12.	Francesca Haizel	Deputy INSET Coordinator	NTC
13.	Gideon Ahoholu	NIU Coordinator	NTC
14.	Lawrence Sarpong		NTC
15.	Afia Animwaa Mireku		NTC
16.	Gloria Clerk	Director	GES
17.	Issah Baffoe	B.ED (LED. DIR.)	GES
18.	Dr. (Mrs.) Evelyn Owusu Oduro	Ag. Executive Secretary	NTC
19.	Michael Nsowah	GES Council Chairman	GES
20.	Emmanuel K. Boateng	COHBS	GES

21.	Monica Effe Tettey	Administrator	NTC
22.	Colette Hukpati	HOP. Accreditation Department	NAB
23.	Prof. Kwasi Opoku-Amankwa	Ag. Director General	GES
24.	Prof. Eric Nyarko-Sampson	Chairman, NTC	NTC
25.	Prof. E. K. Davis	Dean, School of Edu. Dev & Outreach	UCC
26.	Augustine Ayirezang	Director – TVED	GES
27.	Prof. Douglas D. Agyei	For: VC (UCC) – Mathematics Department	UCC
28.	Sheila Naah Boamah	Executive Secretary	NABPTEX
29.	Veronica Odom	NaCCA	NaCCA
30.	Prof. Jonathan Flecher		University of Ghana
31.	Dr. Alexander Edwards	Snr Research Fellow	UEW, Winneba
32.	Wisdom Abotsikumah	National Lead Inspector	NIB

Dissemination ワークショップ参加者リスト及び議事録MINISTRY OF EDUCATION- JAPAN INTERNATIONAL COOPERATION AGENCY  
PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND  
MANAGEMENT (PTPDM) PROJECT IMPLEMENTATION.MINUTES OF THE DISSEMINATION OF PTPDM POLICY MATERIALS HELD AT M-  
PLAZA HOTEL, ACCRA ON 11<sup>TH</sup> OCTOBER, 2017.MEMBERS PRESENT

SN	NAME	POSITION	ORGANISATION
1.	Prof. Paul Buatsi	Consultant	PTPDM Project
2.	Michael Rockson	District Training Officer	DEO- Ajumako
3.	Sophia Awartey	Teacher	Bisease Presby Basic School
4.	Michael Bonney Tetteh	Head teacher	Bisease Presby Basic School
5.	James Kojo Adama	GAR COHBS PRO Head teacher	Mataheko D/A Basic 'A' School
6.	Nicholas K. Addo	GAR COHBS CHAIRMAN Head teacher	Ash SDA Basic School
7.	Josephine Asamoah Baah	Teacher	Achlhebanks School Complex
8.	Evans Tawiah Quaye	GNAPS Proprietor	Psalm School of Hope
9.	Philip Kwesi Incoom	Director of Education	Ajumako-Enyan-Essiam district
10.	Prof. Douglas D. Agyei	For: VC, UCC	UCC
11.	Michael Anguah-Mante	COHBS Chairman Head teacher	La- Nkwantanang
12.	Joyce Osei-Brenya	COHBS Financial Sec. Head teacher	Abbey D/A Basic Ningo Prampram
13.	Deborah Babatunde	Director of Education	Upper Manya Krobo district
14.	Cynthia E. Annan	Headmistress	Accra Wesley Girls'
15.	Boadi Birikorang	ICT Coordinator	Accra Wesley Girls'
16.	Salomey Amponsah Amoah	Home Econs teacher	Accra Wesley Girls'
17.	Prof. Eric Magnus Wilmot	PROVOST, College of Education Studies	UCC
18.	Emmanuel K. Boateng	National President- COHBS	GES
19.	Ibrahim Mumuni	Secretary, Greater Accra COHBS	GES
20.	Prof. Eric Nyarko-Sampson	Council Chairperson	NTC
21.	Adu Nash Banfi	Teacher	Kaneshie SHTS
22.	Pearl Bruce	Headmistress	Kaneshie SHTS
23.	Joyce Appiah Thompson	Assist. Headmistress	Kaneshie SHTS
24.	Lawrence Sarpong	Staff	NTC

25.	Gyatsen John	Vice Chairperson- Greater Accra COHBS	GES
26.	Rev. Dorothy Bulley	Coordinator- Greater Accra COHBS	GES
27.	Mrs. Gloria Clarke	Director	GES
28.	Grace Agyeman Duah	NIU	NTC
29.	Gideon Ahoholu	NIU Coordinator	NTC
30.	William D. Adjaye	Headmaster	HOTCASS
31.	Rev. Sr. Faustina Ethel Ganaa	Staff	NTC
32.	Joseph Yao	Chairperson-Accra Metro COHBS	GES
33.	Masato Fukuhara	Representative	JICA
34.	Kenji Ohara	Deputy Team Leader	JICA PTPDM
35.	Minna Oye Reimmer	Tutor	HOTCASS
36.	Jemima Ntim	Tutor	HOTCASS
37.	Sarah Crites	Deputy Education Director	USAID
38.	Nicholas Buabeng	Staff	NTC
39.	Francis Kwasi Addai	NIU	NTC
40.	Elizabeth Awoonor-Williams	DDE	Shai Osudoku
41.	Prof. George Kankam	Consultant	UEW
42.	Hazel Konadu Sarpong	Staff	NTC
43.	Eric Opoku Bamfo	Headteacher	Dodowa Newtown
44.	Charles Odoom	DD HRM	Shai Osudoku
45.	Barbara B. Norteye	Headmistress	Presec, Osu
46.	Rosemond A. Adjei	G&C Coordinator	Presec, Osu
47.	Kye-eebo Anne Estella	MDE	Kasena Nankana Municipal, GES
48.	Daniel N.A. Ofori	Teacher	Kinbu Sec Tech
49.	Margaret Okai	Director	Basic Education Division
50.	Alfred Nyarko-Dokyi	Head teacher	Private School Rep.
51.	Assoti A bide B	Beginning Teacher	Shai Doku
52.	Neils Lutterodt	ICT Coordinator	Presec-Osu
53.	Philip Issahaku Ziblim	MDE	Savelugu-Nanton Municipal, GES
54.	Akwasi Addae-Boahene	Chief Technical Advisor	T-Tel
55.	Gloria Adukonis	Headmistress	KINBU Sec Tech
56.	Salumah Carol Kafui	ICT Coordinator	Presec-Osu
57.	Irene Out-Boateng	Head of Home Econs	Action Basic School
58.	Caroline Aggrey-Fynn	RM&E Coordinator	NTC
59.	Munamuzunga Sikaulu	Education Specialist	UNICEF
60.	Dr. (Mrs.) Evelyn Owusu Oduro	Ag. Exe. Sec.	NTC
61.	Eunice Akwerh	Snr. Educ. Spec.	World Bank
62.	Godwin R.K Mensah	Acting Head PPS	GES-HQTRS
63.	Aarti Saihtee	Chief- Education	UNICEF
64.	Augustine G. Ayirezang	Director- TVED	GES
65.	Edward Obeng	AD II	GES-HRMD
66.	Alex Offei Dankwa	AD	GES-HRMD
67.	Dr. (Mrs.) Angela Tena Mensah	Ag. Director, Secondary Educ. Div	GES-HQTRS
68.	Prosper Nyavor	Education Specialist	UNESCO
69.	Joseph Mawufasi-Winston	Vice- Chairman	Ghana Association of Private Schools -Zone 9

70.	Catherine A. Appiah-Pinkrah	Director- Pre-tertiary	MOE
71.	Dr. Prince Armah	Consultant	MOE
72.	Nicholas Quartey	Consultant	MOE
73.	Jacob W. Molenaar	Director	GESDI-Saltpond
74.	Dr. Alex Edwards	Research Fellow	UEW
75.	Rosetta Addison Sackey	Director	GES-HQTRS
76.	Yuko Ishizawa	Senior Representative	JICA
77.	Johnson Odharo	Deputy Chief of Party	USAID-Learning
78.	George Kofi Botchway	Head teacher	Ga South-GES

## OPENING

The meeting started at exactly 9.40a.m with an opening prayer by Rev. Sr. Faustina Ethel Ganaa. The Chairperson as well as other important dignitaries were introduced. Participants did self-introduction.

## WELCOME ADDRESS

In her opening address, Dr. (Mrs.) Evelyn Owusu Oduro, the acting Executive Secretary for NTC, welcomed members to the meeting which had brought all stakeholders together to be informed and to endorse the PTPDM Policy implementation documents and support materials. She gave a little background to the Policy which was developed to take care of the ad-hoc nature of professional development- where very few teachers could access in-service training. Now, INSET structures have been established in all 216 districts. She indicated that the Project, in collaboration with NTC and GES had achieved a lot and noteworthy were the materials for the dissemination.

## OPENING ADDRESS

Prof. Eric Nyarko-Sampson, the Council Chairperson for NTC, gave the opening address. In his speech, he welcomed all members present and indicated that the PTPDM Policy is to nurture teachers in the Pre-tertiary level in Ghana to enable them function effectively as reflective and proficient practitioners capable of providing quality education for all Ghanaian children. He stated that NTC in collaboration with JICA had developed materials to support the implementation of the Policy and the materials, which were to be shared, had been piloted in five districts in five regions. He then encouraged members to participate fully in the activity by sharing their thoughts on the materials.

## ADDRESS BY JICA DEPUTY RESIDENT REPRESENTATIVE

Miss Yuko Ishazawa, a Senior Representative of JICA, Ghana, welcomed members to the dissemination meeting. She commended the commitment of the Ministry of Education, National Teaching Council and the Ghana Education Service for their hard work and courage to make tough decisions and see to the achievement of the objectives of the project. She said that since

2000, the Ministry of Education and JICA had worked closely for the professional development of teachers Ghana. She expressed optimism that JICA's contribution in the development of the PTPDM would contribute to the effective implementation of the Policy. She wished members a fruitful discussion and admonished all to commit fully to the deliberations to build a great future for the children of Ghana.

## PRESENTATIONS

### PTPDM POLICY AND PROGRESS

Prof. Paul Buatsi gave a presentation on the PTPDM Policy and Progress. He talked about the outline of the PTPDM Policy, the vision, core values, general philosophy goals and aims of the Policy. He indicated that the PTPDM framework adopts a Competency and Evidence-based approach in the development and management of teachers. This requires that all teachers in Ghana be assessed based on defined competencies and evidence of professional proficiency. Thus, teacher licensing, performance appraisal and promotion shall be based on defined competences and evidence of teacher proficiency.

He said that the intention of the PTPDM Policy is to ensure that every teacher in Ghana possess the requisite qualifications and professional training to meet high standards of teacher professionalism. The application of Competency and Evidence based Approaches shall ensure the production of effective teachers capable of delivering quality education in Ghana.

Prof. Buatsi stated the target of the Policy to primarily focus on:

- Sector
- Schools and institutions
- Professional Classroom Teachers(PCT) and Professional Teachers in Administration(PTAd)

Furthermore, he listed the components of the PTPDM Policy as:

- Teacher Professional Standards and competencies
- Teachers' Welfare and Working Conditions
- Code of Practice and Professional Duties
- Pre-service and In-service Teacher Education
- Recruitment, Retention, Deployment and Transfer
- Licensing and Registration
- Teacher Promotion
- Performance Appraisal
- Career Structure and Path
- Teacher Database

He also enumerated the achievements of the Project as:

- PTPDM Policy Document
- PTPDM Policy Framework Guidelines
- National Teacher Standards for Ghana
- Appraisal Handbook
- Teacher Registration and Licensing Guidelines
- INSET Manual Module 1 to 3
- Teacher Training Logbook

Prof. Buatsi indicated that the Policy has been piloted in five districts in five regions. They are:

- Greater Accra: Shai-Osudoku
- Central: Ajumako/Enyan/Essiam
- Eastern: Upper Manya Krobo
- Northern: Savelugu-Nanton
- Upper East: Kasena Nankana

In these districts, all PTPDM deliverables have been checked and revised, ToTs, induction trainings and review workshops have also been organized. A mid-line survey was conducted to collect necessary data to improve and measure the project's activities in Oct. to Nov. 2016 and an end-line survey was organized in Sept. 2017 to evaluate the Project activities. Monitoring have been implemented to support pilot activity.

Some of the challenges of the Project are:

1. Inadequate human capacity and human resource to implement the PTPDM Policy including Teacher licensing at the national and regional level.
2. The office of the current NTC is constrained by inadequate establishment supply.
3. Inadequate vehicles.
4. Funding to implement nationwide roll-out plan.
5. Proper implementation of PSC Appraisal (all teachers and officers have to be appraised every year).

Among the implementation strategy, according to Prof. Buatsi is a roll out to 40 COE's and other teacher training institutions, online registration, assessment of classroom practices and portfolio of individual teachers in the pilot districts and a complete registration and license by December, 2018.

## NATIONAL TEACHERS' STANDARDS FOR GHANA

Ms. Afia Animwaa Mireku gave a presentation on the national teachers' standards for Ghana. She talked about what standards are, what they are for, who they are for, the legal status of the

teachers' standards and the organization of the standards. She also talked about the domains of the standards which are:

- a. Professional values and attitudes
  - i. Professional development
  - ii. Community of practice
- b. Professional knowledge
  - i. Knowledge of learners
  - ii. Knowledge of educational frameworks and curriculum
- c. Professional practice
  - i. Managing teaching and learning
  - ii. Managing the learning environment
  - iii. Assessment

She discussed each domain under the following:

- Standards statement
- Explanatory notes
- How teachers develop competency as progressing their career
- Categorization
- Training needs

## REGISTRATION AND LICENSING

Mr. Sarpong presented on registration and licensing. In his presentation, he explained what a license is and the licensing and registration process. He indicated that teachers who are currently in the service, those who will be graduating from teacher training institutions and individuals without teaching certificate who will be employed by GES based upon conditions stated in the Act 778 will be licensed.

He stated that the NTC as one of its mandate is to register teachers after they have satisfied the appropriate conditions for initial licensing and issue the appropriate license. He said that the dental and medical council and the nurses' and mid-wifery council had been consulted in the process. Principals, deans and faculty heads at UCC, all 2016/17 final year students of COEs, Conference of Directors of Education and all SHS heads at CHASS conference had been sensitized. He ended with an explanation with the licensing and registration process.

## PTPDM POLICY IMPLEMENTATION IN THE PILOT DISTRICT.

Mr. Michael Rockson shared experiences from Ajumako-Enyan-Essiam district on the implementation of the PTPDM Policy. He indicated that the district started piloting in 2014 and has embarked on series of activities for the three batches of Beginning Teachers (BT), Serving teachers and the District Assembly to advance its implementation. They have among others:

- Sensitized teachers in the district and management of the district assembly on the Policy.
- Organized orientation and 5-day induction for the three batches of BTs.
- Organized Senior Teacher training for all heads of basic schools, heads of departments, bursars, assistant headmasters (academic) and headmasters at the second cycle level.
- Appraised teachers in all pre-tertiary institutions in the district (2015/16 and 2016/17) using the PSC appraisal form.
- Organized and monitored school-based, cluster-based and department based INSET in all basic and Senior High schools.
- Built teacher training portfolio for all teachers using the teacher training logbook.

The positive effects of the PTPDM Policy as he enumerated were:

- Continuous Professional Development.
- Improvement in number of SBI/CBI/DBI organized per school and attendance.
- Helping teachers to become reflective practitioners through the use of the lesson observation sheet for assessment of lessons and preparation of lesson notes.
- Results from teacher confirmation exercise and monitoring show good performance of BTs over serving teachers.
- The teacher performance appraisal system has helped in reducing teacher absenteeism thereby enhancing productivity.
- There is improvement in punctuality and regularity among teachers.
- There is improvement in teacher commitment to work.
- Teachers have become conscious of and focused on carrying out their key duties.
- There is improvement in pupils' performance and learning outcomes.

Mr. Rockson also talked about some of the challenges the district is facing. Among them are:

- Funds to organize orientation, induction training and other trainings and to support DIC/CS and DTST to monitor SBI/CBI/DBI and the teacher appraisal system.
- Getting head teachers, HODs and teachers to follow the timelines for organizing INSET and completing the appraisal process.
- Inadequate computers for data entry.
- Inadequate and appropriate equipment for storing INSET and appraisal documents.
- Completing some sections of the PSC appraisal form is challenging to some appraisers.

However, the district had put in certain plans and measures to solve the challenges. Among them were:

Soliciting for funds from NGOs, District assembly and other organizations to carry out PTPDM activities in the district.

Regular reminder and sensitization of head teachers and teachers on the need to follow timelines governing PTPDM activities.

Capacity building for DIC/CS and DTST members on teacher appraisal system and other relevant areas of the PTPDM Policy.

#### OPEN FORUM

Mr. Akwasi Addae-Boahene led the group in a discussion and the following were some of the suggestions, questions and answers given.

S/N	NAME	QUESTION(S) / SUGGESTION(S)	RESPONSE(S)
1.	Prosper Nyavor	(Q) Is the state ready to take over as JICA faces out?	The ministry is prepared to fund. It will build a complex block for NTC and see to the passing of the education bill.  ( Dr. Evelyn Oduro)
2.	Eric Opoku Bamfo	(Q) What are the cost elements of licensing?	This has not been discussed but nurses pay 450.00 to register and write the licensure exams.  (Prof. Wilmot)
3.	Evans Tawiah Quaye	(Q) Why are the teacher unions absent?	They have a meeting with the GES council. NTC will engage them latter.

			( Mr. Addae-Boahene)
		(Q) Will teachers in both private and public schools be licensed?	All teachers will be licensed. It will start with qualified teachers. Unqualified teachers will be given a provisional license and will be given three years to have a certificate. A meeting will be held with the heads of private schools and they will be given the criteria for recruiting teachers. All teachers will need the license before entering any classroom.  ( Dr. Evelyn Oduro)
4.	Sophia Awartey	(Q) When will the 2014 BTs be licensed?	They will be given a special license by the mid of October, 2017.  ( Dr. Evelyn Oduro)
5.	COHBS	(Q) How will the serving teachers be licensed?	Those with certificates in education will be migrated and given a full license.  ( Dr. Evelyn Oduro)
		(Q) Why will the renewal of the license be four years and not ten years?	Promotion will be once every four years and the license is tied to the promotion. A lot of professions renew every four years.

			(Prof. Wilmot)
6.	Jacob Molenaar	(Q) Can there be a system where there will be tracking of teachers?	There is a pin to the portal and once you travel you can use the same pin.
		(Q) What is the relationship between the ranking and the licensing?	The license can aid your promotion. There will be a text message to notify you to renew your license.  (Prof. Wilmot)
7.	Alfred Nyarko-Dokyi	(Q) At what point will private schools be engaged in the policy?	They will be engaged soon.
8.	Dr. Prince Armah	(S) There should be standards for leadership and management.	
		(S) There should be standards for career-long professional learning.	
		(S) There should a distinction between standards for provisional registration and full registration.	
		(S) NTC could go beyond the context of NMC and MDC to other teaching regulatory bodies.	
		(S) There should be standards on determining fitness to teach (Disciplinary procedures).	
		(S) Qualified teachers outside Ghana entry procedures/requirements.	
		(S) Teacher educators need to be licensed.	

#### MESSAGE FROM PRIVATE SCHOOL REP.

The process will bring teachers to the fore front.

#### MESSAGE FROM COHBS

It is the dream of all teachers to be professionals and therefore they are backing NTC to bring this to pass.

#### CLOSING REMARKS

In her closing remarks, Dr. Evelyn Oduro excitedly thanked all members present for their patience and their contributions towards the discussions. She urged all present to try and sensitize others in their own small way.

#### CLOSING

The meeting came to a close at 1.00p.m with a prayer by Dr. Alex Edwards.

#### RECORDED BY:

Hazel Konadu Sarpong (Mrs.)

NATIONAL TEACHING COUNCIL



*STANDARDS, QUALITY  
AND COMMITMENT*

*CONTINUOUS PROFESSIONAL  
DEVELOPMENT (CPD)*  
**PROGRAMME FOR CLASSROOM TEACHERS AND TEACHERS IN  
MANAGEMENT POSITION**

**2017 VERSION**

## **Mandate**

One of the mandates of National Teaching Council is to protect the integrity of teachers through Continuous Professional Development programmes such as INSET.

As a result, the Council has documented sufficient number of identified professional activities in this document to guide the organisation of CPD programmes for Ghanaian teachers.

## **Meaning**

### **Continuing Professional Development (CPD)**

refers to the process of monitoring and recording the skills, knowledge and experience acquire by employee through either or both formally or and informally training after any initial training. Continuing professional development (CPD) is accepted as an integral part of teacher education because only a continuing learning and training assures a high level of expertise and enables the teachers to keep their professional skills and knowledge up-to-date. CPD therefore should be seen as an integral part of a teacher's career development and not regarded only as an obligatory activity just to meet the required hours.

Continuing Professional Development is an important part of teaching, it is recognized as one of the most important factors in determining student outcomes.

## **Purpose**

CPD programmes have been emphasised to ensure that teachers and mangers of schools abreast themselves with up to date knowledge, skills and attitude in respect to changes in teaching profession through training, mentoring, coaching and practise.

## **Obligations**

It is required that registered teachers meet a certain number of credit points for annual renewal of license. The credit points should be obtained from a minimum of four different levels of activities.

It is expected that any classroom teacher or teacher in educational management position registered with the

NTC obtain minimum CPD credit points as follows:

<b>NO.</b>	<b>Levels</b>	<b>REQUIRED CPD POINTS</b>
1	1 and 2	Ten (10)
2	3 and 4	Fifteen (15)
3	5	Twenty (20)
4	6 and 7	Twenty-five (25)

### **Area of Coverage for Credit points**

The onus of selecting and attending relevant CPD activities that will help personal and professional growth lies on the practitioner (Teacher in the classroom or management position). CPD activities selected by teachers in each level of the career progression should be relevant to current level of the teacher and in consonance with current dynamics of teaching profession.

Any CPD programme that is not listed in this document should be referred to the NTC for approval.

### **Mandatory Trainings and Activities**

#### **Documentation and Certification**

The teacher who attends CPD programmes must ensure that his/her Head of institution keep proper and accurate records of such training in teacher's logbook. The logbook and any relevant document necessary for verification will be critically scrutinised and verified by the Council before acceptance as basis for renewal of License.

All CPD programmes must be verified by the employer, INSET Provider, Teacher Education Consultant or Education official in the management position. The verification should indicate the name of the verifying the programme, designation and signature. If there is no designated person who can verify

the CPD, a means of Verification must be produced.

Where a formal CPD programme has been undertaken, a certified copy of the certificate must be produced.

#### Acquiescence

Compliance will be enforced according to Part Three section 29 of Act 778

#### Penalty

It is illegal to practice without a valid license. Section 29, sub-section 4, 5, 6 and section 35 sub-section 5 of Act 2013 (Act 778) shall apply as penalty for Practicing without a valid license.

#### Appeals

A classroom teacher or a teacher in the management position whose license has not been renewed for failure to attain the required CPD points may appeal the decision in accordance with the provisions of the Council's Regulations.

#### Exemption

Practitioners who are on extended leave, sick leave or maternity leave may apply in writing for exemption from some CPD credit points. However, the number of credit points as exemptions will be determined by the licensing committee of NTC.

<b>PROGRESSION LEVELS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>ONE POINT ACTIVITIES</b>	Participation in In-service training sessions or skill development of a minimum of three (3) hour duration						
	Participating in subject association meeting (e.g. MAG, GAST, etc.)						
	Participation in commemoration or special events relevant to designated level						
	Reading an educational journal, an article or a book relating to designated level and making a summary of lessons learnt indicating how it will be applied						
	<b>Participating in one SBI / CBI / DBI (4 times SBI and 2 times CBI)</b>						
	<b>Properly organize Appraisal activities throughout the year (Appraiser and Appraisee)</b>						
<b>TWO POINTS ACTIVITIES</b>	<b>Organising or facilitating one SBI / CBI/ DBI</b>						
	Making one presentation at conference on education in Ghana						
	Attending International Conference on Education						
			Support Head of School to prepare School Performance Improvement Plan (SPIP)		Support DDE to prepare Annual District Education Operation Plan (ADEOP)		
			Support Head of School to prepare School Performance Appraisal Meeting (SPAM) report.		Support DDE to prepare Annual District Performance Report (ADPR)		

<b>PROGRESSION LEVELS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>THREE POINTS ACTIVITIES</b>	Making one presentation at International Conference on Education						
	Join action research on education in your organization as a one of the members of the researchers						
		Supervise Teacher Trainee and NQT as a mentor		Head of School prepares School Performance Improvement Plan (SPIP)		DDE prepares Annual District Education Operation Plan (ADEOP)	
<b>FOUR POINTS ACTIVITIES</b>				Head of School prepares School Performance Appraisal Meeting (SPAM) report.		DDE prepares Annual District Performance Report (ADPR)	
	<b>Participating in mandatory training course for each rank.</b>						
	<b>Organize and facilitating an education training in DEO / REO / National</b>						
<b>FIVE POINTS ACTIVITIES</b>	Writing one paper to educational journal in Ghana with referee reading						
	Writing a part of education-related book						
	Writing one paper to international educational journal with referee reading						
<b>FIVE POINTS ACTIVITIES</b>	Writing an education-related book as a main writer						
	Conduct action research on education with colleague as the main researcher						
	Completed education programme with a qualification (e.g. Masters or Doctorate)						
						Writing or contributing to development of education policy	



# Continuing Professional Development (CPD)

PROGRAMMES FOR NURSE ASSISTANTS,  
NURSES AND MIDWIVES

FEBRUARY 2016

## Mandate

Section 55 (f) of Part III of the Health Professions Regulatory Bodies Act, 2013 (Act 857) mandates the Council to among others, “determine & implement post-registration, continuing education & continuing professional development programmes for practitioners”. The Council has therefore identified the professional activities in this document as its CPD programmes.

## Definition

Continuing Professional Development (CPD) refers to the process by which members of a profession maintain and improve their knowledge and skills to remain competent in their chosen profession for the benefit of themselves, their clients or patients and the wider profession.

A CPD programme represents a commitment to continuous personal and professional development in order to provide quality care and promote professional integrity for the benefit of the individual, clients or patients and the profession.

## Aim

The aim of introducing these CPD programmes is to ensure that Nurse Assistants, Nurses and Midwives remain up to date in knowledge in respect of changes in health patterns, standards of professional education and practice, health sector reforms and technological advances.

## Requirements

It is mandatory to have evidence of required CPD credit points to renew one’s License every year. The CPD points should be obtained from at least three (3) different levels of activities.

All Nurse Assistants, Nurses and Midwives registered with the N&MC are required to obtain minimum CPD credit points as follows:

No.	Category	Required CPD Points
1	Nurse Assistants: CHN, EN, NAC & NAP	Ten (10)
2	Staff Nurses/Staff Midwives up to Nursing/Midwifery Officers	Fifteen (15)
3	Senior Nursing/Midwifery Officer/ Health Tutor/Assistant Lecturers and above	Twenty (20)

## Scope

It is the responsibility of the individual Nurse Assistant, Nurse or Midwife to identify, select and attend relevant CPD activities that will help them in their personal and professional learning goals. CPD activities chosen should be relevant to current or future practice of the Nurse Assistant, Nurse or Midwife.

Any CPD programme that is not listed in this document should be referred to the Council for approval.

## Documentation

It is the responsibility of the Nurse Assistant, Nurse or Midwife to maintain a continuous, up to date and accurate record of their CPD programmes. This will be verified by the Council before acceptance as basis for renewal of License.

The record of each CPD programme must be in accordance with existing means of documentation /verification.

All CPD programmes must be verified by the employer, manager or nurse educator or designated person and include their name, designation and signature. If there is no designated person who can verify the CPD, a means of verification must be produced.

Where a formal CPD programme has been undertaken, a certified copy of the certificate must be produced.

## Compliance

Compliance will be enforced according to Part Three of Act 2013 (Act 857).

## Penalty

It is illegal to practice without a valid license. Section 73 (d) of Act 2013 (Act 857) shall apply as penalty for Practicing without a valid license.

## Appeals

A Nurse Assistant, Nurse or Midwife whose license has not been renewed for failure to attain the required CPD points may appeal the decision in accordance with the provisions of the Council’s Regulations.

## Exemption

Nurse Assistants, Nurses or Midwives who are on extended leave in excess of six months may apply in writing for exemption from CPD requirements.

## ACCREDITED ACTIVITIES FOR CPD POINTS

1 Point		
Participation in in-service sessions or skill development programmes of a minimum of three (3) hours duration	Participation in a journal club meeting	Participation in commemoration or special events relevant to work role (1 point per event)
Working with a mentor to improve practice	Active membership of professional body(ies) (e.g. attending and contributing at meetings and adding value as a member)  NB: Proof of active membership should be presented in the form of a letter of attestation.	Participation in a ward conference, ward, tutorial staff or academic meetings.
Reading professional journals and books and making a summary of lessons learnt and how it will be applied to practice which is verified by supervisor (1 point per article)		
2 Points		
Keeping a monitored practice journal or reflective diary.	Participation in research/ clinical research as a team member	Participation in project work as a team member (2 points per project).
Facilitating a journal club meeting (2 points per meeting)	Participation in professional or scientific conferences, lectures, seminars workshops or professional meetings outside workplace (2 points per attendance)	Participation in disciplinary hearings (2 points per hearing).
	Fully Participating in all Ward-in-Charges meetings throughout the year.	Keeping an audit trail of activities.
3 Points		
Presenting at conferences, ward conferences or departmental meetings in-service sessions, lectures, seminars, workshops, health talks including OPD, school, church/mosque others or professional meetings (3 points per presentation).	Acting as a preceptor, mentor, coach or supervising staff or students at Clinical Sites. (At least 1 month duration).	Active participation in clinical audits, case reviews, focus groups discussions, community disease surveillance, or critical incident monitoring and evaluation (3 points per meeting).
Active participation in workplace committees, for example accreditation, clinical audit, quality improvement/ assurance, infection prevention and control, or occupational health, safety and wellness committees. (3 points per committee).	Participation in short courses, completion of a module-classroom based, distance or online with a minimum of 3 hours of active learning each week (3 points per week).	Providing counselling for colleagues/students
Participation in a health screening/ medical outreach programmes. (3 points per programme).	Award for Monthly Best Departmental Nurse/Midwife based on exceptional display of clinical knowledge, skills and attitude.	Participating in effective referral system in the CHPS compound /health facilities with evidence of documentation (a minimum of 3 referrals)
Providing psychosocial interventions, e.g psychotherapy, recreational therapy, cognitive behavioral therapy	Using partograph throughout in monitoring labour	Using the nursing process throughout patient care

## ACCREDITED ACTIVITIES FOR CPD POINTS

### 4 Points

	Attending short courses classroom, distance or online with a minimum of 15 hours of active learning each week. (4 points per week)	Investigating disciplinary cases or being an expert witness. (4 point per case)
Being an Internal /External examiner or Assessor. (4 points per week).	Planning, running or facilitating a seminar, workshop in-service session or on-job training, lecture, or professional meeting. (4 points per event)	Organizing or coordinating commemorations or special events relevant to work role. (4 points per event)
Managing a project or a special assignment in addition to regular duties. (4 points per project)	Active membership of professional body as a member of the executive committees	Chairing clinical standards development or review meetings. (4 point per document)
Managing a project or a special assignment in addition to regular duties. (4 points per project)	Coordinator for preceptorship, mentorship, coaching or supervision program for staff or students in addition to regular duties. (4 points per program)	Participation in a commission of inquiry. (4 point per case).

### 5 Points

Faculty-Clinical practice. (5 points per session)	Participation in research/ clinical research as a team member	Planning, running or facilitating an international conference. (5 points per conference).
Planning, running or facilitating a short course - classroom based, distance or online. (5 points per programme).	Participation in community based (e.g community survey) services or voluntary work relevant to practice.	Assuming a leadership role in developing policies, protocols or guidelines. (5 points per session)
Supervision of Patients-family care study and project work. (5 points per examination session)	Serving as a resource person on Radio or Television discussion programme on health issues.	

### 10 Points

Published educational material, article. (10 points per material and article).	Reviewing Clinical Standards/ Protocol practice for publication. (10 points per publication).	Award of Annual Best Facility Nurse/ Midwife based on exceptional display of clinical knowledge, skills and attitude.
Presenting at international conferences, ward conferences. (10 points per conference).	Conduct of assessment for promotion at the University level.	Reviewing educational materials, journal articles, books. (10 points per article/book).
Conducting research or project work as a principal investigator or supervisor.	Being an internal or external examiner for Masters or Doctoral thesis.	Identifying health issue in a specialized area of practice and strategizing to curb it.
Identifying a prevailing/potential health issue in a community and strategize to curb it.	Identifying prevailing/potential mental health related issue in the community and strategize to curb it.	Organising a health screening/medical outreach programme. (10 points per programme).

### 20 Points

Published journal article, book chapter  Published book.	Education programme leading to a qualification (e.g. diploma or degree)  Completed education programme with a qualification (e.g. diploma or degree)	Innovation in Nursing / Midwifery Care
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■ The NMC encourages all Practitioners to use the various charts relevant to their scope of practice e.g ICU Chart, suicide Caution Chart, Beck's depression inventory, Partograph, Child Health Record Chart, TPR chart, Stillbirth, Intake and Output chart etc.

**For Further Information, Contact:**

**The Registrar**

**Nursing and Midwifery Council of Ghana**

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## List of PTPDM Training (2017年12月)

南部：パイロット3郡

## (1) TOT

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds
2014/15	ToT on Induction Training for Beginning Teachers	Upper Manya Krobo Ajumako / Enyan / Essiam Shai-Osudoku	17-21 November, 2014	5	15	JICA
					16	
					15	
					16	
2014/15	ToT on Training for HT Aspirants	Upper Manya Krobo Ajumako / Enyan / Essiam Shai-Osudoku	27-30 April 2015	4	15	Participants from JICA and NIU from TED
					14	
					45	

## (2) Induction training for BTs/NQTs

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds
2014/15	Induction Training for Beginning Teachers 2015	Upper Manya Krobo Ajumako / Enyan / Essiam Shai-Osudoku	16-20 February, 2015	5	55	TED (IGF)
					45 (BTs: 45 + HT:33, Facilitators:15)	
					57 (BTs: 57 + HT: 20, CS: 7, Facilitators: 15)	
2015/16	Induction Training for Beginning Teachers 2016	Upper Manya Krobo Ajumako / Enyan / Essiam Shai-Osudoku	1-4 March 2016	4	50	BT paid 30 GHS BT paid 20GHS and DA support some
					40 (BTs:40 + Facilitators: 6)	
					54 (BTs: 49 +HT: 13,CS: 1, Facilitators: 14)	
2016/17	Induction Training for Beginning Teachers 2017	Upper Manya Krobo Ajumako / Enyan / Essiam	31 Oct- 4 <sup>th</sup> Nov, 2016	5	180	Levying of Participants
					68 (3 SHS, 65 Basic)	

	Shai-Osudoku	12 – 16 June, 2017	5	<b>68</b> (No SHS)	Self-Funding by BTs
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**(3) Training for HTs/HT Aspirants**

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds
2014/15	Training for HT 2015	Upper Manya Krobo	25-29 May 2015	5	<b>85</b> (HT: 55, Representatives for Assistant HT (SHS): 4, HODs (SHS): 19, Circuit Supervisor 7)	TED (IGF)
		Ajumako / Enyan / Essiam	HT Training for SHS 22-23 June, 2015	2	<b>42</b> <b>HT Training for SHS</b> (HT: 3, Asst HT Academic: 4, Asst HT Domestic: 1, HODs: 38 +Facilitators: 4)	TED (IGF) + Capitation Grant
		Shai-Osudoku	HT Training for Basic Schools 24-25 June, 2015	2	<b>103</b> <b>HT Training for Basic</b> (HT: 103 +Facilitators: 4)	TED (IGF) + Schools' budget
2015/16	Training for HT/HT Aspirants 2016	Shai-Osudoku	1-5 June 2015	5	<b>85</b> (Heads (Basic): 55, Asst Heads (SHS): 4, HODs (SHS): 19, CS: 7 +Facilitators: 15)	TED (IGF)
		Shai-Osudoku	3 -5 May, 2016	3	<b>147</b> (Basic Heads: 57, Asst Head Basic: 50, Aspirant Head: 30, Private School Heads: 10 +Facilitators: 7)	HT Paid
		Upper Manya Krobo	Not implemented		前年までの校長研修でほぼカバー済みのため未実施	
		Ajumako / Enyan / Essiam	Not implemented		同上	

2016/17	3-day Headteacher Training for Newly Appointed Heads of Basic Schools 2016/17	Ajumako / Enyan / Essiam	2 - 4 May, 2017	3	18	Participants
	Review Workshop on Appraisal for Basic Heads 2016/17	Ajumako / Enyan / Essiam	11 May, 2017	1	108 (as against the expected number of 104)	Participating Schools and Teachers
	HT training	Upper Manya Krobo	Not implemented		前年までの校長研修でほぼカバー済みのため未実施	
	HT training	Shai-Osudoku	Not implemented		同上	

**(4) Others**

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds
2017/18	Capacity Building Workshop for Non-Professional Teachers	Ajumako / Enyan / Essiam	14 September, 2017	1	191 (191 participated against 214 expected)	Participant paid
2016/17	Briefing/Sensitization of the Implementation of the PTPDM Policy	Ajumako / Enyan / Essiam	23 June, 2017	1	5 (District Assembly Officers)	No money involved

北部：パイロット2郡

(1) TOT

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds
2015/16	ToT on Induction Training for Beginning Teachers	Savelugu-Nanton Municipal Kasena Nankana East Municipal	18-22 April 2016	5	15	JICA
	ToT on Training for HT Aspirants	Savelugu-Nanton Municipal Kasena Nankana East Municipal			13	
					15	
					13	

(2) Induction Training for BTs/NQTs

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds
2015/16	HT Training and Induction Training for Beginning Teachers (BT 研修と校長研修合同)	Savelugu-Nanton Municipal	18-22 July 2016	4	129 HTs (94 Primary, 35 JHS) 86 BT (in addition, 6 Vocational and 10 CS)-	GPEG
	HT Training and Induction Training for BT (BT 研修と校長研修合同)	Kasena Nankana East Municipal	6-10 <sup>th</sup> June, 2016	5	62	GPEG
2016/17	Induction Training for BTs 2016/17	Savelugu-Nanton Municipal	8 – 11 March, 2017	4	95 (No SHS)	BTs Contribution
		Kasena-Nankana Municipal	6 – 10 February, 2017	5	161 (No SHS)	GNAT Local, NAGRAT Local, ADB Bank, NTCCU, Stanbic Bank, Trainees.

(3) HT training & others

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds
2015/16	HT Training and Induction Training for Beginning Teachers (BT 研修と校長研修合同)	Savelugu-Nanton Municipal	18-22 July 2016	4	129 HTs (94 Primary, 35 JHS) 86 BT (in addition, 6 Vocational and 10 CS)-	GPEG
	HT Training and Induction Training for BT (BT 研修と校長研修合同)	Kasena Nankana East Municipal	6-10 <sup>th</sup> June, 2016	5	62	GPEG
2016/17	Briefing of Assist. Heads of SHS on Performance Appraisal, PTPDM Policy and INSET	Kasena-Nankana Municipal	13 December, 2016		10	No money involved
	Briefing of SHS staff on Appraisal	Kasena-Nankana Municipal	22 February, 2017	-	60 (Navrongo SHS)	No money involved
	2-day Inspection of SHS on Appraisal forms and Lesson Notes	Kasena-Nankana Municipal	4 April, 2017	-	49 (St. John's SHTS)	Municipal assembly
	Training of Heads of Public Basic Schools Performance Appraisal and INSET	Kasena-Nankana Municipal	23 - 24 May, 2017	-	96	Teacher Cooperative Credit Union
	End of Year Appraisal Orientation	Kasena-Nankana Municipal	27 July- 27 August, 2017	-	97 Basic Schools & 1 SHS	Gold coast security company
	HT training	Savelugu-Nanton Municipal	Not implemented		前年までの校長研修ではほぼカバー済みのため未実施	
2017/18	Training on Teacher Competencies/Performance	Kasena-Nankana Municipal	13 September, 2017	-	419 (Teachers, Heads of Basic Schools and 1 SHS)	No money involved

非パイロット郡 (GPEG, UNICEF 支援郡)

Academic Year	Training	District	Implemented	Days	No. of participants	Source of Funds	
2015/16	ToT on the PTPDM Policy Workshop	73 deprived districts	[Tamale] 1 <sup>st</sup> batch: 23-27 May 2016 2 <sup>nd</sup> batch: 30 May – 3 June, 2016	5	365 in total 5 per each district (1 District Training Officer, 1 Human Resource Management Officer, 1 District Master Trainer, 1 Teacher from SHS in the district, 1 Deputy Director (Supervision))	GPEG	
			[Kumasi] 1 <sup>st</sup> batch: 20-24 June 2016 2 <sup>nd</sup> batch: 27 June – 1 July 2016	5			
			6-10 June, 2016	5			66 in total 11 per each district (2 Circuit Supervisor, 2 District Master Trainer, 4 DIC members, 3 DTST members)
			July 2016	5			
2016/17	ToT on Leadership for Learning and PTPDM Policy	6 UNICEF pilot districts (Komenda-Edina-Eguafo- A, Upper Denkiya West, Esikuma Odoben Brakwa, Upper West Akim, North Dayi, Ga East)	July 2016	5	42 in total (6 people x 7 districts)	UNICEF	
			July 2016	5			505 HTs and CSS
			28 – 31 August, 2017	4			

6. スコープ、進捗、リスクのマトリックス案 (2017年12月1日版)

付属資料6 スコープ、進捗、リスクのマトリックス

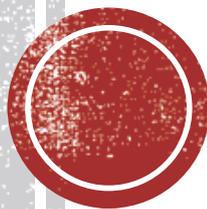
No	PTPDM Policy 9 components Before MTR	PTPDM Policy 11 components After MTR	ガイドラインの目次	1) Project intervention/Scope of the Project intervention				GoG's responsibilities			総論	
				Scope of Project intervention	MLS時点	MLS -2017/11	3) 未達成事項 (at Nov 2017)	4) プロジェクト終了までの計画・方針	1) GoG responsibility	2) Progress		3) 未達成事項
1	1. Teacher Rank and Competency	1. Teacher professional Standard and Competencies	2. Teacher Rank 4. Teacher Competency	活動の枠組み(当初から変更なし) ・ランク変更及び整理 ・ランク名の変更 ・各ランクの必要年数の変更 ・ランクに必要なcompetencyの明確化及び確定	(Teacher Rank and Competencyで一括対応) Professional DutiesはHT(ST)研修項目で明文化	PTPDM Policy、新昇進制、Appraisal新フォーム等について、配付用引書の作成及び全国の学校に配付	2017年版として、Policy(改訂版)、Guideline,Roll outの最終ドラフト作成中。新教育法の閣議通過を待ち、これらのドキュメントを閣議に通せるように準備する。	政策のコンセプトの示し方等、修正したうえで2月のJCCに提出予定。	プロジェクト期間中関係機関との協議・調整及び最終決定承認プロセスの開始 全関係者への周知	大臣のイニシアチブで教員組合との協議を開始。 11/30に教員組合との協議を実施 10月に関係者とのWSを行い、Policy (revised)、ガイドライン等の改訂版について協議を行った。	全国でのPTPDMの研修等の実施 全国に対するAppraisal研修等の実施 教育法(2008)の改訂閣議承認(3月に承認されるみこみ。) PTPDM Policyの閣議承認は教育法(改訂版)の承認後になる見込み。	左記の3)リスクのまとめとリスク回避方法の提案などをまとめて書くことも一案です。
2		3. Code of practice and Professional Duties		Code of Practiceはプロジェクト活動対象外(NTCの役割) Professional Dutiesについてもガイドラインの、promotionの項目で一部記載。(Policy documentの項目で一部記載。)	INSET managementについてはCurriculum Leaderの項で明文化 Professional Dutiesについてもガイドラインの、promotionの項目で一部記載 (Policy documentのコンテンツとは齟齬あり)。	Standardのドラフト最終化 9月にスタンダードの正式発表実施。	教員組合の反対で、ランクの名前が決まっていない状況であり、NTCとGESで教員組合と最終化が必要がある。最悪、最終化できない状況。その場合、従来の名前を使用し、閣議を通してしまふことで対応可能。	DFIDの開発している教員候補生のスタンダード改訂との整合性を図る。	プロジェクト終了後承認プロセスの実施			NTCが定めGESが組合と協議と整理
3		10. Career structure and path	3. Career Progression	・教師職(技術職)の高ランクの設定と昇進制の明確化								
4	2. Pre-service Teacher Education			プロジェクト活動対象外 T-TELが実施 教員養成大学支援(PTPDM政策周知及び協力)にかかるとの活動を実施。								
5	3. In-service Teacher Education	4. Pre-service and In-service of teacher education	5. INSET Programme	(計画当初から変更なし) ST(校長昇進予定者)とBT(新卒教員)用の研修プログラムの開発とパイロット郡での実施	パイロット郡におけるST(現校長)研修及びBTに対する研修の実施	パイロット郡における、BT研修の実施状況の確認及び資金調達状況の確認。 ELSで、BTの研修期間の差による理解度の差を確認。 BT及びST研修以外のランク向けの研修コンテンツのニーズの把握と整理	BT研修に関し、ELSの結果を受け、日数(3日)が適切か、研修プログラムなどの見直し。 パイロット郡内でのST研修(校長になれるランクを指す)の実施 自己負担を基本とするが、給料遅延の問題などとの折り合いを付けて行くか。	パイロット郡に対して、2017年のBT研修の実施計画策定と、年間計画への組み込み支援。 ST研修実施支援と実施状況の確認(対象者選別プロセス、実施プロセス、受講者実績)。	プロジェクト期間中 プロジェクト終了後 全部での研修計画の策定支援 NTU中心にプロジェクトでカバーしていないランクの教員に対する研修内容の作成 研修プロバイダーの管理	85郡でToTを実施し、初任者へのInduction Trainingや校長への研修を実施	85郡以外の全部での実施 各郡での活動のモニタリング体制 他のランクでの研修内容の策定 全研修プロバイダーのPTPDM政策の下での管理(許認可制、研修内容・質の管理)	費用負担については、GES、NTC、教員組合が協議して決定するとし、具体的な合意までの予定を三者間で合意させる
6	4. Licensing and Registration	6. Licensing and Registration	8. Licensing	制度構築はプロジェクトの活動範囲外	ガイドライン内に、発行条件、プロセス、登録システムなどを整理して記載。	NTCのデータベースとGESのmy pageシステムを使用した免許発行システム及び活動計画の策定支援を実施した。	既存の教師に対するライセンス発行のプロセスの試行をしないまま、歩留まりなどを予想したroll out planが作成できるかが懸案事項。(教員組合の合意が難航中)。	2017年12月から2018年1月にかけて、パイロット郡内のBTに対してライセンス発行プロセスの試行を実施予定。	プロジェクト期間中 ライセンス制度の構築・周知・実施 ライセンス制度構築、導入に関する関係機関(TU等)との協議・調整 プロジェクト終了後 ライセンス制度の段階的導入	制度についての基本コンセプトは作成 一部CoEに対して説明実施	教員組合との合意(発行費用負担) 全教員に対する発行作業の詳細計画策定 Registration及びLicenseの発行作業の開始	発行費用の問題を大臣主導で解決?
7	5. Recruitment, Retention, deployment and Transfer	5. Recruitment, Retention, deployment and Transfer		(プロジェクト活動対象外)								
8	6. Additional Duties (position advancing (Policy Doc)に記載なし)	8. Additional duties	9. Appointment to Position with Additional Duties	(プロジェクト活動対象外)	ガイドブック内に、簡易な説明とリンクとの関係の説明	MLSから特に進捗なし	なし	なし				必要に応じて教員組合と協議し変更
9	7. Teacher Promotion	7. Teacher Promotion	6. Promotion	MTRの助言により、昇進フォームの改定を活動に組み込み	GESを支援し、昇進フォームを改訂しGESのWeb Pageに掲載 昇進制度を改定し、ガイドブックに記載(Career progression)。	昇進フォームへのポイント制の追加の検討。	新フォームに基づくプロモーション試行が未実施。 教員組合との兼ね合いで、プロモーションのパイロットの実施は困難と考える。ただし、パイロットを実施しなくても、フォームの変更という観点からは特に問題ないと思われる(すでに実施しているとのこと) ポイント制の検討	新フォームの使用状況、新システムの適用状況 WEB申請の実施状況等への情報収集と現状分析及び提案の作成(HRの情報待ち)。 ポイント制導入にかかるリスクなどの分析資料の作成(Pro-conなど) 面接官に対する、確認項目などに関するオリエンテーション資料の作成。	プロジェクト期間中 新制度の承認作業開始 ポイント制の検討(制度のドラフト作成)	Appraisal Form添付を義務づけポイント制(免許更新用)の大まかなドラフト作成	新昇進制度の承認、制度化、新制度実施関係者の周知・徹底	Appraisal及びTraining Logbookの確実な添付でPTPDM政策のめざすコンピテンシー(資質)を基にした昇進がある程度実施可能
8	8. Performance Appraisal (Policy doc)では活動要素)	9. Performance Appraisal	7. Teacher Performance Appraisal	Appraisalフォームの開発と昇進制度への導入 Public Service Commissionの新Appraisal Formを適用することに変更。Appraisalの実施が毎年に変更。	新フォーム記入用のハンドブックの作成 郡におけるAppraisalフォームの記入に関する研修の実施支援	新フォームの実施状況を確認し、再度、新フォームによる全員での実施をパイロット郡内に徹底。 ELSで記入状況の確認	ガイドラインの改訂、最終化 教員のレベルごとの記入方法等の検討 毎年のAppraisalフォームの添付だけで各教師のcompetencyの習得に十分なかの検証。	重要項目の具体的な指摘と、その記載方法について追記。	全部での新Appraisalについての研修の実施 Appraisal実施のモニタリング DEOによるAppraisalデータ回収の徹底	プロジェクトのパイロットを含む85郡に対してAppraisal実施方法のToTをPTPDMのToTと合わせて実施 Appraisal Form及びハンドブックのGES Postingページへの掲載 Appraisalの毎年実施の義務づけに関する文書を各郡に対して発行	毎年、全教員が実施するよう徹底	
9	9. Teacher database (Policy Doc)に記載なし)	11. Teacher database	12. Teacher database	GES内に教師のデータベースの構築 2017年にNTCが教師のデータベース構築	ログブックの開発、データベースの基礎開発。	NTCによるデータベース構築開始に伴いプロジェクトが検討していたデータベースを合体させる方向に実施方針を転換。 BTによるログブック実施状況の確認。 新BT (AC2017-18) のデータ入力開始(GES)。	財務省からの教師基本データの未取得。 NTCによるデータベースの構築がプロジェクト期間中(2018年1月まで)にできなかった際の具体的なプロジェクトの終了方法を要検討	NTCのデータベースによる(財務省からのデータが入手できなかった場合にGESのデータを基に、小規模実装の試行を検討中)	プロジェクト期間中 NTC(教員の登録・免許)データベースの構築 GESとの合意形成 プロジェクト終了後 統一されたデータベースの構築	GESが不備はあるものの教員データベースを保持 NTCはフレームを構築し、データを入れている段階	GES及びNTC間での合意形成	NTCのデータベース化作業が進まない場合、GESのデータベースにSchool Training Logbookのデータを入れることによりNTCのデータ構築及び合意形成まで当面の対応とする
		2. Teacher welfare and working conditions		(プロジェクト活動対象外)								
	Policy 全体の共通事項・留意事項等				1. 2012年版の政策ドキュメントに即し(あるいはどの項目が新版でどこに位置するかをわかるように参照するなど)、新政策案(2017年度版)、ガイドライン、ロールアウトプランを再編集する。プロジェクトがかわっていない部分については、既存のドキュメントや他の組織が作成中のものなどを参照するようにする。 2. 2018年3月に通過が見込まれている教育法改訂版に基づき、修正・加筆する必要があるため、プロジェクト終了後に実施すべき作業及び作業の責任者等をMOE内に置いて明確しておく(タスクフォースの設置依頼を大臣にする予定)。 3. JICAプロジェクトがPTPDM政策のどの部分を支援していたかを整理し、未着手分野などを明らかにし、ガバナ政府が他の支援を受けやすいような準備をしておく							

\* 全体的に、何を確認するために試行するかの検討が十分でない。終了時調査団に言われたからとりあえずやるというのはいわゆる止めた方がいい。  
\* 分権化に伴う、体制の変更等に関する分析は十分な。このまま分権化されても、新昇進制、ライセンス、研修は滞りなく実施されるのかについての根拠に基づく説明準備が必要。





# **NATIONAL TEACHING COUNCIL (NTC) BUDGET PRESENTATION**



**October, 2017**

**Dr. Evelyn Oduro  
Ag. Executive Secretary  
National Teaching Council**

# THE MANDATE OF NTC

The National Teaching Council is an autonomous institution. Act 778 of 2008 mandates the NTC to:

- **Advice the Minister on matters related to professional standing and status of teachers**
- **Regulate teacher education including facilities for training**
- **Set and review periodically, professional standards of teachers**
- **Regulate CPD Programmes**
- **Register and License Teachers**



# **VISION**

**“To develop and regulate teachers to enable them function effectively as world class professionals in Ghana”**

# **MISSION**

**“To promote excellence and professionalism among teachers and managers of schools by ensuring standards at all levels of education system through licensing of teachers, monitoring and supervision of teacher education programmes; promotion of continuing professional development; maintenance of discipline and leading the overall process of transforming education delivery” .**



# CORE VALUES OF NTC

We strive to:

1. Promote quality teaching and learning in Ghanaian Pre-tertiary schools and teacher training institutions.
2. Protect the integrity of teachers through Continuous Professional Development programmes.
3. Maintain and regulate world class teachers.



# EDUCATION POLICY OBJECTIVE

**The key policy objectives are derived from the Education Strategic Plan (ESP) 2010 – 2020.**

- 1 Increasing access to and participation in quality education at all levels.
- 2 Improving quality of teaching and learning
- 3 Improving management of education service delivery.
- 4 Ensuring inclusive and equitable quality education and promote life-long learning opportunities for all.



# PROGRAMMES

*Under the Education Programme Based Budgeting (PBB) framework, the activities of NTC fall under Programme 1 (Management and Administration): Sub-Programme 1.5 (Specialized Education Support Services). The Sub-Programme objective is to provide managerial support to enhance the delivery of education.*

## **Activities:**

- Develop teacher deployment plan (conduct research on teacher rationalization)
- Conduct Tracer Study on NQTs with T-TEL
- Improve teacher quality through Continuous Professional Development (CPD) standards and guidelines (PTPDM Policy)



# **PROGRAMMES (CONTD.)**

- **Develop Teacher Standards**
- **License and Register Teachers**
- **Coordinate CPD Service Providers**
- **Regulate Teacher Education Programmes**
- **Establish Teacher Data-Base system**
- **Develop CPD framework for Teachers**
- **Develop Work Plan for implementing PTPDM Policy**





# ACHIEVEMENTS IN 2017

1. Scheme of service is 65% developed
2. Sensitisation organised for 40 Colleges of Educations (CoEs) with student's population not less than 12,000, 45 Principals of CoEs, 230 Directors of Education and 990 SHS Heads,
3. 3 stakeholder consultations organised with Teacher Unions, GES Management, Education Universities and Development Partners
4. Newly Qualified Teacher(NQTs) Hand Book, Training Guidelines, Hand Book for Senior Teacher with Guidelines, Performance Appraisal Handbook and Teacher Training Logbook, have been Reviewed
5. NTC website designed



# **ACHIEVEMENTS IN 2017 (CONTD.)**

6. Guidelines for Licensing Teachers Developed
7. Guidelines for Award of CPD Credit Points Developed
8. In-Service Teacher Standards Developed
9. Pre-Service Teacher Standards Disseminated to CoEs,
10. Review meeting organised with 5 pilots
11. KC INSET framework Developed
12. Inclusive Education (IE) INSET Manual Developed
13. ToT on Induction Training and PTPDM Policy Roll Out Organized for 7 districts



# BUDGET PERFORMANCE AS AT AUGUST, 2017

FUNDING SOURCES	APPROVED BUDGET (GHC)	EXPENDITURE (GHC)	VARIANCE	EXP. AS % of BUDGET
Central GoG	411,400.00	100,000.00	311,400.00	24.3%
IGF	1,500,000.00	556,929.00	943,071.00	37.1%
UNICEF	1,068,341.00	1,068,341.00	0.00	100.0%
JICA	624,681.00	624,681.00	0.00	100.0%
<b>GRAND TOTAL</b>	<b>3,604,422.00</b>	<b>2,349,951.00</b>	<b>1,254,471.00</b>	<b>65.2%</b>



# GOG BUDGET VRS ACTUAL EXPENDITURE AS AT SEPTEMBER 2017

EXPENDITURE ITEM	2017 BUDGET ALLOCATION	ACTUAL EXPENDITURE (GHC)	VARIANCE	% ACTUAL
COMPENSATION	261,400.00	0.00	261,400.00	0.0%
GOODS & SERVICE	150,000.00	100,000.00	50,000.00	66.7%
<b>GRAND TOTAL</b>	<b>411,400.00</b>	<b>100,000.00</b>	<b>311,400.00</b>	<b>24.3%</b>



# OUTLOOK FOR 2018

- Finalise teacher licensing system and try the system in 5 pilot districts by providing the special initial license
- Construct data base of all teachers starting with 14,000 NQTs graduated in 2017/18
- Print and disseminate the national teacher standards, PTPDM Policy implementation guideline and all other documents to implement PTPDM policy by Jan., 2018
- Organise stakeholder consultation on licensing and registration with Teacher Unions and other stakeholders
- Train of DICs on Induction training for NQTs in 132 districts
- Organize Induction Training for All Newly Qualified Teachers by Feb. 2018
- Monitor 80% of HTs Training and Training of NQTs in 216 districts



# ENHANCE TEACHER PROFESSIONALISM

OUTPUT INDICATORS	PAST YEARS		PROJECTIONS			
	2016	2017	BUDGET YEAR 2018	BUDGET YEAR 2019	BUDGET YEAR 2020	BUDGET YEAR 2021
No. (%) of Initial/Provisional license issued	-	14,500 (100%)	(15,489 (100%))	16,218 (100%)	17,500 (100%)	17,500 (100%)
No. (%) of Initial/provisional license holders issued with full license	-	-	14,500 (100%)	15,489 (100%)	16,218 (100%)	17,500 (100%)
No. (%) of In-Service Teachers licensed	-	-	-	70,000 (25%)	94,500 (45%)	115,500 (100%)
No. (%) of Private School Teachers Licensed	-	-	-	20%	30%	50%

# IMPROVE SERVICES OF TEACHER EDUCATION

OUTPUT INDICATORS	PAST YEARS		PROJECTIONS			
	2016	2017	BUDGET YEAR 2018	BUDGET YEAR 2019	BUDGET YEAR 2020	BUDGET YEAR 2021
	% of Teacher Education Providers registered	-	-	100%	100%	100%
% of CPD activities of Teacher Education Providers monitored	-	-	60%	70%	90%	90%
% of Registered Teacher Education Providers that attend Annual Review Meeting	-	-	100%	100%	100%	100%



# IMPROVE TEACHER EDUCATION DELIVERY

OUTPUT INDICATORS	PAST YEARS		PROJECTIONS			
	2016	2017	BUDGET YEAR 2018	BUDGET YEAR 2019	BUDGET YEAR 2020	BUDGET YEAR 2021
No. of sensitisation on Teacher Standards, PTPDM policy guidelines and related materials organised	3	4	3	4,000 for SHS 6,000 for Basic Sch.	10,000 For Basic	10,000 For Basic
No. of meetings organised for Teacher Unions, GES Management and Managers of TTI)	4	5	2	2	2	2
No. of School Heads Sensitised on Teacher Standards and Policy Guidelines	-	990 SHS Heads	45,000 Heads of basic schools including private schools	-	-	-



# IMPROVE TEACHER QUALITY

OUTPUT INDICATORS	PAST YEARS		PROJECTIONS			
	2016	2017	BUDGET YEAR 2018	BUDGET YEAR 2019	BUDGET YEAR 2020	BUDGET YEAR 2021
	% of teachers trained on the new teachers standard framework	-	5%	100%	100%	-
% of teachers that benefit from the mandatory training organised in districts (Induction and other Ranks)	39%	42%	100%	100%	100%	100%



# RESOURCE MOBILISATION

OUTPUT INDICATORS	ESTIMATE/PROJECTIONS					
	PAST YEARS		BUDGET YEAR			
	2016	2017	BUDGET YEAR 2018	BUDGET YEAR 2019	BUDGET YEAR 2020	BUDGET YEAR 2021
No. of consultative meetings organized for potential development partners	4	6	4	4	4	4



# MANAGEMENT EFFICIENCY

OUTPUT INDICATORS	PAST YEARS		PROJECTIONS			
	2016	2017	BUDGET YEAR 2018	BUDGET YEAR 2019	BUDGET YEAR 2020	BUDGET YEAR 2021
No. of teachers captured on the Data Base	500 teachers (5 Pilot districts)	14,500 teachers	29, 989 teachers	101,707 teachers	213, 707 teachers	300,000 Teachers (100%)
No. of capacity building trainings organised for NTC staff	4	5	5	5	5	5
No. of Board meetings organised	1	2	5	5	5	5
No. of Research Conducted	-	-	4	4	4	4
No. of Monitoring and Evaluation undertaken	4	5	6	6	6	6



# 2018 BUDGET PROJECTIONS

S/N	MAIN PROGRAMME	TOTAL AMOUNT (GHC)
1	ENHANCE TEACHER PROFESSIONALISM	787,452.86
2	IMPROVE TEACHER EDUCATION SERVICES	3,042,160.00
3	IMPROVE TEACHER QUALITY	6,406,425.00
4	RESOURCE MOBILISATION PROGRAMMES	76,752.00
5	IMPROVE MANAGEMENT EFFICIENCY	844,550.00
	<b>GRAND TOTAL</b>	<b>11,157,339.86</b>



# WAY FORWARD FOR 2017-2018

1. To organize Induction Training for All Newly Qualified Teachers by Feb. 2018
2. To Print out PTPDM Policy related materials by January, 2018.
3. To develop Data Base for all Teachers towards licensing and registration
4. To issue provisional license to all 2017/18 NQTs and NQTs in the Pilot Districts
5. To disseminate 150,000 teacher standards to Education offices and 5000 schools , starting with 29,800 copies to 216 districts and 10 regional Directorates
6. To finalise NTC's Organizational Structure with PSC



# CHALLENGES

- Funding to implement Roll Out Plan of PTPDM Policy including Licensing
- Teacher Unions Reaction to the Licensing and Registration Process
- Obtaining efficient and effective security system to protect NTC data and Licensing Process from hacking
- Lack of Qualified Permanent Staffing
- Lack of road worthy vehicles (2 out of 10 available vehicles)



**THANK YOU FOR YOUR KIND ATTENTION**





## **MINISTRY OF EDUCATION**

# **PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT (PTPDM) POLICY ROLL-OUT PLAN**

**2018-2022**

## **INTRODUCTION**

The primary purpose of public schooling is to promote student learning. Research has shown that student learning is enhanced when teachers have access to effective continuous professional development. To focus on enhancing professional practice and leadership, the Ministry of Education of the Republic of Ghana has an ambitious vision for enhancing the capacity of pre-tertiary teachers to enable them improve student learning. The Ministry of Education in collaboration with JICA has developed the Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy to support the process of providing the enabling environment at the pre-tertiary level of education to ensure efficient delivery of quality teaching and learning. This Policy draws on the 2008 Education Act (Act 778) as amended in 2012, that enjoins the Ministry of Education to high professional standards and code of practice for all teachers at the pre-tertiary level of education. This ROLL-OUT PLAN is part of the support of JICA to assist the Ministry of Education in the realization of the PTPDM Policy.

## **BACKGROUND OF THE PTPDM POLICY**

The importance of education to the development of every nation cannot be overemphasized. It is in view of this, that governments all over the world have made frantic efforts to ensure that the system of education they operate suits their developmental agenda. In Ghana, several attempts have been made in the pre-and post- independence eras to adopt a system of education that would lead to the improvement in the quality of life of the citizens, raise their living standards and support in the socio-economic development of the country. The philosophy underlining Ghana's education system is "to produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for the total development and the democratic advancement of the nation" (Anamuah-Mensah, 2008). To achieve this, the role of the teacher, hence, quality of education delivery to enable pupils/students receive the best education possible cannot be overemphasized. It is in this regard that the quality of teacher education and training in the country remains paramount.

To ensure continuous improvement of the competencies of teachers, Ghana has over the years reformed and restructured its teacher education system in response to changing demands for quality education in the country. These reforms are based on the premise that the quality of initial training that teachers receive and the systematic support for their professional growth and development are what would ensure that education systems reap the full potential of teachers' contribution to quality education delivery in the country. In Ghana, the initial teacher training of teachers referred to as 'pre-service training' the basic levels of education is provided by Universities and Colleges of Education. As at the 2016/17 academic year the

University of Cape Coast and University of Education, Winneba train teachers for Bachelor of Education Degree (B.Ed.) and Post Graduate Diploma in Education (PGDE) while the Colleges of Education train teachers for Diploma in Basic Education (DBE). Recent development in teacher education and training has also seen some other Universities and Colleges of Education training teachers for B.Ed. and Diploma in Education. These pre-service programmes have been going on for many years now dating back to 1848 when the first teacher training college was established by the Basel Mission in Akropong Akwapim. Since then many teacher training programmes have been rolled out for teachers and this account for the various teacher qualifications and experiences of pre-tertiary teachers, hence the need for continuous in-service training to strengthen pre-service education and training and to ensure that Ghanaian children receive the best education as possible.

However, the in-service teacher education and training (INSET) programmes meant to enhance the professional competence of teachers had been ad-hoc in nature over the years thereby affecting the continuous professional development and growth of the teacher. Teachers access INSET at various institutions and organizations without any regulatory mechanisms. These INSET programmes as mentioned have been without policies of quality assurance and sustainability. Furthermore, teacher appraisal, promotions and career progression are based mostly on years of experience in the service without clear-cut policies of competence connectivity.

The support of JICA over the years in assisting the Ministry of Education and the Ghana Education Service to improve the continuous in-service teacher education and training in the country has yielded positive results leading to the approval of the Pre-tertiary Teacher Development and Management (PTPDM) Policy by the Ministry of Education. This Policy is intended to provide the principles and standards for effective initial and continuous teacher education and training of all pre-tertiary teachers to improve quality education delivery in the country. The PTPDM Policy focuses on issues that relate to the continuous professional development and management of pre-tertiary teachers and seeks to raise the quality of education in Ghana through the enhancement of teacher competencies and motivation.

The PTPDM Policy is aimed at enhancing the development of a competent and knowledgeable teacher who can contribute significantly to pupil/student learning and achievement. It is to support, develop and nurture teachers in the basic and second cycle schools in Ghana to enable them function effectively as reflective and proficient practitioners capable of providing quality education for all children in Ghanaian schools. The Policy envisages the production of a teacher who is committed to his/her own professional growth and development and competent to provide quality teaching and learning in Ghanaian schools. The policy outlines attractive career progression for teachers that are determined by the competencies acquired through mandatory and well thought-through training programmes. To realize these laudable interventions for improvement in the teaching profession in Ghana, a strategic plan has been developed to direct the implementation of the PTPDM Policy.

## **THE PTPDM POLICY ROLL-OUT PLAN**

The PTPDM Policy ROLL-OUT PLAN is intended to translate the principles of the PTPDM Policy into activities and actions that can be implemented to achieve the objectives of the Policy. This ROLL-OUT PLAN provides an overview of the expected deliverables over the first five-year period beginning 2018 to 2023. The detailed costing for year one implementation is attached to the narratives.

The PTPDM Policy ROLL-OUT PLAN comprises: the goals, strategies, objectively verifiable indicators, means of verification, activities/actions, responsible agencies or persons, input requirements, estimated cost, and timelines. The plan is structured on the key components of the Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy.

- Policy Framework (vision, values, philosophy, goals, concept and focus)
- Teacher Ranking System
- Teacher Career Progression
- Teacher Competency
- Teacher Mandatory Training Courses and INSET programme
- Teacher Promotion System
- Teacher Performance Appraisal System
- Teacher Licensing

## **OVERALL GOAL OF THE PTPDM POLICY ROLL-OUT PLAN**

The overall goal of the ROLL-OUT PLAN within the four-year period (2018 – 2022) is to ensure that individual Ghanaian Pre-Tertiary Teachers have the requisite competencies acquired through well-defined continuous professional development scheme that will enable them function effectively as professional practitioners.

## **EXPECTED RESULTS AND STRATEGIES**

### **RESULT 1: Teacher Registration and Licensing and Renewal System are established to produce quality teachers in order to improve performance**

Teacher registration and licensing is a key element in the PTPDM Policy, which guides the implementation of licensing of teachers at the Pre-tertiary education level. It is to produce quality teacher in order to improve performance within the education sector in Ghana. Every teacher under the policy shall be issued with a license as an authorization for teaching.

All professional teachers shall be issued with a provisional teaching license by the NTC upon graduating from an accredited teacher education institution, College of Education or Teacher Education University (2008 Education Act) for having pursued approved programme of instruction. Teachers with provisional license shall be classified as a Newly Qualified Teacher (NQT)'. All NQTs shall write licensure examination, undergo Induction and attend required Initial INSET programmes within the first year of their teaching career. NQTs shall be eligible for Full Licensed Teacher (FLT) status after passing the licensure examination, completion of the Induction and required Initial INSET programmes. Qualified Candidates shall be provided with Full License by NTC upon submission of a certified teaching portfolio which shows evidence of achieving standards expected after undergoing Induction and required INSET programmes. The District INSET Committees (DIC) shall collect the information on achievement of these standards and submit them to the NTC. Full licensed teachers would have the opportunity to renew their license.

To achieve this result, the PTPDM Policy ROLL-OUT PLAN under Result 1 outlines four key strategies for implementation.

1. Ensure that all necessary regulation and procedure of teacher registration and licensing are structured and institutionalised for smooth and robust implementation
2. Ensure that NTC and all other relating institutions are trained and empowered to implement all necessary activities for teacher registration and licensing
3. Ensure that all Newly Qualified Teacher from accredited teacher education and training institutions are provided initial license and full license after meeting the requirement
4. Ensure that all teachers in service receive and renew teacher license when they meet the requirement of teacher licensing and renewal.

**RESULT 2: Performance Appraisal and Promotion of all classroom teachers and teachers in management positions are established on competency-based system**

Promotion of classroom teachers, specialists and teachers in management positions of the Ghana Education Service on the career progression scheme is established on a competency-based system. This is to ensure that the classroom teacher or teacher in management position demonstrates adequate competencies before promotion on the career progression scheme. The defined new competency-based appraisal system teachersreplaces promotion based on ill-defined competencies of the teachers and the recommendations from supervisors which, in most cases, are not substantiated. In this regard it becomes difficult to relate the promotions of the said teachers to any substantiated competencies.

The PTPDM Policy advocates for performance appraisal and promotions that are based on practice where teachers demonstrate competence with evidence from attending and participating actively in prescribed mandatory INSET programmes in addition to output of work in the classroom or management positions. The PTPDM Policy requires that teachers attain minimum years of experience in the service, have satisfactory work output, regularly attend and participate in mandatory in-service trainings and attend promotion interview where necessary. These interventions as mentioned should form the basis for all appraisals and subsequent promotions if the teacher satisfies all the conditions set.

To achieve this result, the PTPDM Policy ROLL-OUT PLAN under Result 2 outlines three key strategies for implementation.

1. Ensure that heads of basic and second cycle schools and Directors of Education are trained on the use of the new appraisal and promotion system for teachers
2. Ensure that all Newly Qualified Teachers complete prescribed trainings before they are licensed
3. Ensure that all licensed teachers attend mandatory in-service trainings before they are promoted on the career progression scheme

**RESULT 3: Database of teachers is established nationwide, used to manage the teacher licensing and registration system and improve teacher management and training at all levels.**

Teacher management poses a serious challenge to teacher development in Ghana due to lack of a database on teachers that can easily be accessed, managed and updated. There are bits and pieces of information about teachers scattered all over the country at different offices and levels of progression. It has therefore been very difficult to locate an accurate database of teachers to determine their developmental progression. In the context of teacher development, managers find it difficult to follow up on teachers' needs and are unable to prescribe any meaningful follow-up training for teachers that will help them to develop professionally to improve education delivery. Teachers themselves are not sure of what competencies they have acquired through the adhoc and uncoordinated in-service trainings they have attended throughout their career. The professional development of teachers will require the availability of a national teacher database that will make it easier for GES Management to support teachers to be more efficient and proficient practitioners to improve quality education in the country.

The PTPDM Policy advocates for a well-structured database system that will be readily available to enable the GES Management design and develop appropriate and tailor-made training programmes to enhance the professional competence of pre-tertiary teachers and to improve quality education in the country.

To achieve this result, the PTPDM Policy ROLL-OUT PLAN under Result 3 outlines three key strategies for implementation.

1. Ensure that district and regional directorates of education and the NTC are provided the needed resources (computers & accessories, internet connectivity, etc.) to collect, input, process, manage, report and update teacher information/ data.
2. Ensure that all technical personnel involved in the collection, inputting, processing, management, reporting and updating of teacher information/ data are trained at all levels to enable them function effectively and efficiently.
3. Ensure that teacher information/ data on appraisals, promotions, and mandatory INSETs are readily available and used to manage teacher professional and career development including teacher licensing and renewal

**RESULT 4: Prescribed and mandatory INSET programmes based on approved standards and competencies are provided continuously nationwide for all pre-tertiary teachers**

In-service training for teachers can be defined as the variety of trainings, activities and practices that pre-tertiary teachers are exposed to and which are meant to enrich their knowledge, skills and attitudes to enable them to be more efficient and effective on the job. These trainings are currently organized by the various entities – Ghana Education Service, Universities, Colleges of Education, Development Partners, and Non-Governmental Organizations. These trainings are organized at national, regional, district and school levels and they are accessed by individual teachers or group of teachers at a cost or no cost to the beneficiary teachers. Most of the in-service trainings organized by the Universities as top-up programmes and approved by the Ghana Education Service are considered ‘up-grading’ and therefore attract promotions or salary adjustments, for example, Post-Diploma in Basic Education. The major challenges posed when teachers attend and participate in the adhoc trainings include:

- Teachers abandon their classes at the expense of the pupils/student time to attend such programmes when schools are in session
- The GES have no idea about these trainings and are unable to monitor how beneficial these trainings are to enhance the teachers' competencies and the quality of education in the country.
- Teachers sometimes are confused with the many methodologies and approaches used by these training providers thereby affecting their professional development.
- There are no accurate records on teachers who attend such programmes and GES finds it difficult to credit teachers in these trainings for promotion.
- The trainings might have very little or no relevance to the professional development of teachers who attend such trainings.

The GES finds these challenges worrying as it affects her effort at securing the professional development of Ghanaian in-service teachers to enable them to excel in their teaching career.

In view of these challenges, the PTPDM Policy advocate for new teacher professional development programmes that:

- are competency-based
- reflect commitment, attitudes, ethical, and morality that should promote quality education for all children in Ghanaian schools
- reflect the training needs of teachers taking into consideration Newly Qualified Teachers, classroom licensed teachers, and senior teachers
- adequately prepare teachers through clear and explicit standards, core values, and ethics of the teaching profession
- foster the notion of teaching as a life-long career
- reflect teaching and learning approaches meant to enhance quality of lesson delivery at all levels
- could count for promotion on the teacher career and promotion system

To achieve this result, the PTPDM Policy ROLL-OUT PLAN under Result 4 outlines three key strategies for implementation:

1. Ensure that prescribed mandatory courses and materials for teachers of all categories are developed and reviewed regularly.

2. Ensure that Newly Qualified Teachers acquire minimum competencies to enable those who satisfy the conditions receive license.
3. Ensure that licensed classroom teachers, specialists and those in management positions undertake mandatory trainings as prescribed.

**RESULT 5: Support system for teacher professional and career development to provide the enabling environment for the implementation of PTPDM Policy is created and functioning**

For the successful implementation of the PTPDM Policy and in order to sustain it,, there should be structures in place to provide the needed framework to support implementation. It has been adequately established that Ghana has experienced many education interventions to improve delivery, however, most of these have not been sustained and mainstreamed into the education system. The problem with sustainability has been attributed to the lack of support system to sustain the mainstreaming of such interventions.. The enthusiasm to sustain the interventions is waned with time as the resources to support the interventions disappear. The GES is challenged to ensure that interventions are sustained over the project period.

The PTPDM Policy seeks to establish a support system and an institutional framework that will ensure that the good practices of the PTPDM policy are sustained and mainstreamed improve continuous teacher education and training for teachers in the GES.

To achieve result 4, the PTPDM Policy ROLL-OUT PLAN under Result 5 outlines seven key strategies for implementation:

1. Ensure a buy-in of the PTPDM Policy and roll-out plan by major stakeholders, especially, teachers, teacher educators and education managers
2. Ensure that there are structures established and supported to oversee the implementation of the PTPDM Policy.
3. Ensure that all teacher training providers are oriented in the new teacher standards and guidelines for training of teachers in the country.
4. Ensure that teacher training providers comply with the standards and guidelines for the training and re-training of pre-tertiary teachers.

5. Ensure that GES improves teachers' welfare and working condition for the fulfilment of PTPDM Policy implementation
6. Ensure that NTC defines standard code of professional practice for teachers and support GES to regulate and manage the professional conduct of teachers.
7. Ensure that GES is guided by the policy in the recruitment, retention, deployment and transfer of teachers in the country.

**Activity Matrix for the PTPDM Policy ROLL-OUT PLAN (2-YEAR PLAN: 2018 – 2022)**

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)			
						2018/19	2019/20	2020/21	2021/22
Ensure that all necessary regulation and procedure of teacher registration and licensing are structured and institutionalised for smooth and robust implementation	Finalise the teacher registration and licensing guidelines and procedures	No. of copies of the teacher registration and licensing guidelines and procedures printed	List of stakeholders that receive copies of the guidelines and procedures	April, 2018	NTC	167,500	-	-	-
	Print copies of the guidelines and procedures for teacher registration and licensing.	No. of participants and organizations received the guidelines and procedures	List of stakeholders received the guidelines and procedures	May, 2018	NTC	155,000	-	-	-
Ensure that NTC and all other relating institutions are trained and empowered to implement all	Distribute copies of the teacher registration and licensing guidelines and procedures to major stakeholders	No. of participants	List of attendance of participants		MoE, NTC	31,500	31,500	31,500	31,500
	Organize training for NTC Staff	No. of participants	List of attendance of participants		NTC, GES				
	Training for other	No. of	List of						

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)				
						2018/19	2019/20	2020/21	2021/22	
necessary activities for teacher registration and licensing	stakeholders (organize as a part of other trainings stated below)	participants	attendance of participants							
Ensure that all Newly Qualified Teacher from teacher training institutions are provided initial license and full license after meeting the requirement	Compile data on all final year teacher trainees in the accredited training institutions Provide provisional license for all qualified applicants	No. of NQTs registered (indexed)	List of registered teachers		NTC, Teacher Training Institution	4,750	4,750	4,750	4,750	4,750
	Provide provisional license for all qualified applicants	No. of teachers received the provisional license	List of teachers received the provisional license		NTC	465,000	465,000	465,000	465,000	465,000
	Provide license for all qualified teachers	No. of teachers received the full license	List of teachers received the full license		NTC	1,053,750	1,053,750	1,053,750	1,053,750	1,053,750
Ensure that all teachers in in-service receive and renew teacher license when they meet the requirement of teacher licensing and renewal	Provide license for all qualified in-service teachers	No. of teachers received the full license	List of teachers received the full license	-2021	NTC	4,900,000	6,615,000	9,085,000	-	-
	Provide license for all qualified in-service teachers in private school	No. of teachers received the full license	List of teachers received the full license	-2023	NTC	-	-	-	-	-

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)			
						2018/19	2019/20	2020/21	2021/22
Ensure that Heads of Basic and Second Cycle Schools and Directors of Education are trained on the use of the new teacher appraisal and promotion system and the teacher INSET management and reporting system	Maintain teacher database and portal	No. of teachers on the Teacher database	Teacher database system		NTC, GES	81,000	81,000	81,000	81,000
	Add Biometric Teachers' data to complete the database for all in-service teachers	No. of teachers that have the biometric Teacher database	Teacher Biometric database system	-2018	NTC, GES	2,450	-	-	-
	Organize additional training workshop for DEO have trained by GPEG and UNICEF on PTPDM Policy including Licensing and Registration	No. of districts and participants trained	List of attendance of districts and participants	April, 2018	NTC	221,185	-	-	-
	Organize training for heads of basic and second cycle schools on: <ul style="list-style-type: none"> <li>how to use the framework of the new appraisal and promotion system</li> <li>how to manage and report on teacher INSET teacher information using the Teacher</li> </ul>	No. of heads of basic and second cycle school trained	Attendance of participants at the training Training Report District Database	August, 2018	NTC GES Regional Directors	2,078,150	-	-	-

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)				
						2018/19	2019/20	2020/21	2021/22	
	<p>Logbook</p> <ul style="list-style-type: none"> <li>how to prepare and utilise SPIP and SPAM to improve school performance</li> </ul>									
	<p>Organize a team to monitor on a bi-annually basis the following activities:</p> <ul style="list-style-type: none"> <li>Database of Newly Qualified Teachers who complete their trainings and receive their licenses.</li> <li>Supply of inputs (computers &amp; accessories, internet connectivity, and other resources) and how they are being used for collating, inputting, processing, managing, reporting and updating teacher</li> </ul>	<p>No. of Newly Qualified Teachers that complete training and receive license.</p> <p>No. of districts, and regions that receive the approved quantity of supply of equipment and other facilities</p> <p>No. of districts, and regions that use the facilities</p> <p>No. of schools, districts, regions that keep up to</p>	<p>Monitoring Report</p> <p>Database of Newly Qualified Teachers</p> <p>Inventory of supplies at Districts, Regional and NTC</p>		NTC GES	225,250	225,250	225,250	225,250	

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)				
						2018/19	2019/20	2020/21	2021/22	
	<p>information / data on teacher development programmes</p> <ul style="list-style-type: none"> <li>• Training of Newly Qualified and Licensed Teachers</li> <li>• Completion of the Teacher Logbook on mandatory INSET programmes</li> <li>• Compliance of the teacher training standards by INSET Providers</li> </ul>	date records of teacher information / data								
Ensure that, district and regional education directorates and NTC are provided the needed resources (computers & accessories, internet, etc.) to enable them collect, input,	<p>Procure computers and accessories for districts, regions and NTC to facilitate the inputting, processing, management, reporting and updating of teacher information and data</p>	<p>No. of districts and regions with adequate and appropriate facilities for data management</p> <p>No. of sets of computers and accessories supplied to the districts, regions</p>	<p>List of facilities for beneficiary schools</p> <p>Inventory of Districts, Regions and NTC</p>	Sep. 2018	NTC GES	-	-	-	-	

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)				
						2018/19	2019/20	2020/21	2021/22	
process, manage, report and update teacher information/ data		and NTC								
Ensure that all technical personnel involved in the collection, inputting, processing, management, reporting and updating of teacher information/ data are trained to enable them function effectively and efficiently	Organize training for technical staff at the District and Regional Education Directorates and NTC in the collation, inputting, processing, updating and reporting of teacher information /data	No. of Technical Staff trained in data management	Attendance of participants at the training  Training Report	Sep. 2018	NTC  GES	-				
Ensure that the prescribed mandatory training courses and corresponding materials are	Organize a workshop for Experts to review the prescribed mandatory training courses developed for the pilot programme and develop	No. of Course reviewed and approved by NTC  Names of course materials	Approved handbook containing detailed training and course materials required	Oct. 2018	Executive Secretary, NTC  Director-General, GES	29,300	-			

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)			
						2018/19	2019/20	2020/21	2021/22
reviewed annually to satisfy the education and teacher demand	mandatory training courses and contents for ranks other than NQT and Rank2	reviewed	Writing Workshop Report						
Ensure that NQT acquire minimum competencies as Professional Teachers	Organize prescribed school-based orientations for NQT	# of Beginning Teachers that undertake school-based orientation	Attendance list of participants Teacher Logbook School database	Sep. 2018	NTC GES	-	-		
	Organize Induction Training for all Beginning Teachers	No. of NQT that undergo induction training	Attendance list of participants Teacher logbook National Teacher Database		NTC GES Regional Directors	2,020,320	2,020,320	2,020,320	2,020,320
Ensure that all pre-tertiary teachers including classroom teachers and teachers in	Organize prescribed competency-based training for licensed teachers	No. of licensed m teachers that receive prescribed competency-based training	Teacher logbook District database National		NTC GES	1,832,220	1,832,220	1,832,220	1,832,220

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)				
						2018/19	2019/20	2020/21	2021/22	
management positions receive prescribed competency-based training and regular INSETs			Teacher Database							
Ensure that all major stakeholders and the public have access to information in the implementation of the PTPDM policy	Hold radio and TV discussions on the PTPDM Policy and roll-out plan	No. of radio and TV discussions held Names of radio and TV stations that hosted the programmes	Recorded programmes		NTC GES Regional Directors	6,000	2,000	2,000	2,000	
	Upload the PTPDM Policy and roll-out plan onto the GES and MOE Website	Names of websites Date the policy was hosted	Information from the websites	Sep. 2018	NTC GES	-	-	-	-	
	Printing Materials (Standard, Guideline and other materials)	No. of printed and distributed materials	Distribution List	Mar.- Apr. 2018	NTC GES	27,800	-	-	-	
Ensure that there are structures within the NTC and GES to oversee the	Organize a Steering Committee to oversee the implementation of the PTPDM roll-out plan	No. of Steering Committee meetings organized	List of Members of Steering Committee Minutes of SC		NTC GES	750	750	750	750	

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)			
						2018/19	2019/20	2020/21	2021/22
implementation of the PTPDM Policy		No. of SC members attending each meeting	meetings						
	Establish a technical working committee to develop strategies for the implementation of the PTPDM roll-out plan	No. of technical working group meetings held  No. of TC members attending each meeting	List of technical committee members  Minutes of TC meetings		NTC GES	2,000	2,000	2,000	2,000
	Assign a desk officer at the schools, districts, region and NTC to facilitate the conduct of the mandatory training courses	No. of districts with assigned desk officer for the roll-out plan	List of assigned staff  Copies of letters of designation and tasks	Sep. 2018	NTC GES Regional Directors	-	-	-	-
	Conduct Operational Research	No. of research conducted	Report and paper written based on the research		NTC GES	42,050	42,050	42,050	42,050
Ensure that all Teacher Training Providers understand and comply with the	Organize orientation workshop for Teacher Training Providers on developed teacher standards	No. of teacher training providers oriented on the teacher training	List of oriented teacher training providers  Training Report	Dec. 2018	NTC GES	900	-	-	-

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)			
						2018/19	2019/20	2020/21	2021/22
standards for providing professional teacher training for pre-tertiary teachers	Meeting with CPD providers to develop partnership strategies (License and Register CPD Providers) Organize Stakeholder consultation with Teacher Union, GES Management, Management Teacher Training Institutions and Association of Private School Managers	No. of CPD Providers registered No. of stakeholder attended	List of CPD Providers List of stakeholders			31,200 24,960			
Ensure that GES improve teachers' welfare and working condition according to implementation and improvement of PTPDM Policy implementation	Organize internal meeting to study and make strategy how to improve teachers' welfare and working condition Meeting with Teacher Unions and other stakeholders to finalise strategy to improve teachers' welfare and working condition	No. of meetings organized, and department attended No. of meetings organized, and Teacher Unions attended	Report of the meetings Report of the meetings and final strategy		GES GES	- 2,000	- 2,000	- -	- -

STRATEGY	ACTIVITIES/ ACTIONS	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	TIME FRAME	RESPONSIBLE AGENCY	ESTIMATED COST(GHC)				
						2018/19	2019/20	2020/21	2021/22	
Ensure that NTC define code of practice and professional duties for teachers and GES make regulation and manage teachers by following the regulation										
Ensure that GES improve system for the recruitment, retention, deployment and transfer in collaboration with NTC										
<b>TOTAL</b>						<b>14,095,035</b>	<b>12,377,590</b>	<b>14,845,590</b>	<b>5,760,590</b>	

9. POのフローチャート版

別添資料5

