ガーナ共和国
教育科学スポーツ省
ガーナ教育サービス

ガーナ共和国
現職教員研修政策実施支援計画
プロジェクト事業完了報告書

平成 20 年 11 月
（2008 年）

独立行政法人　国際協力機構
ガーナ事務所

委託先
株式会社　パデコ

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ガーナ共和国
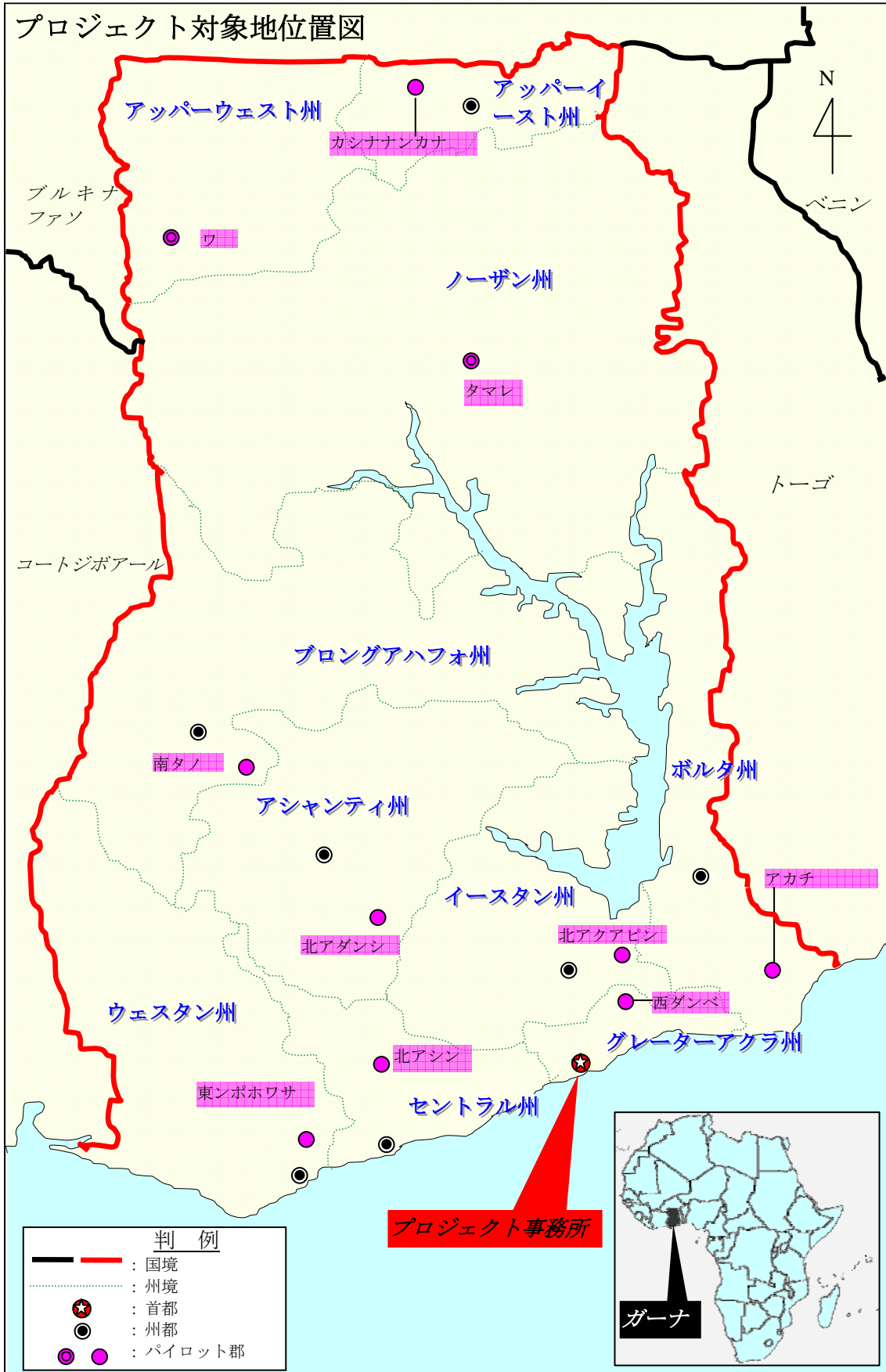# 現職教員研修政策実施支援計画
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プロジェクト対象地位置図

アッパーウェスト州

アッパーイースト州

カシナナンカナ

ブルキナファソ

ワ

ノーザン州

ベニン

タマレ

トーゴ

コートジボアール

ブロングアハフォ州

ボルタ州

南タノ

アシャンティ州

イースタン州

アカチ

北アダンシ

北アクアピシ

西ダンベ

ウェスタン州

グレーターアクラ州

北アシン

東ンポホワサ

セントラル州

プロジェクト事務所

ガーナ

判　例

—— ——	：国境
·········	：州境
⊛	：首都
◉	：州都
◉ ●	：パイロット郡

プロジェクト事務所（教師教育局）

国家 INSET ユニット (NIU) メンバー

合同調整委員会（2008 年 2 月）

TV 番組作成風景

成果普及ワークショップ

左から GES 総裁・州教育事務所長・TED 局長

ソースブック開発ワークショップ

郡担当者との調整会議

郡 INSET 担当者への PC 講習

ASEI/PDSI ワークショップ

情報交換セミナー（南タノ郡）

校内研修での議論

校内研修での実験

校長向けオリエンテーション

教務主任向けソースブック研修

DTST 向けオリエンテーション

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略　　　語

略語、正式名称、和訳の順に並べる。

略語	正式名称	和訳
ADEAP:	Annual District Education Action Plan	年次郡教育活動計画
ADEOP:	Annual District Education Operational Plan	年次郡教育運営計画
ADPR:	Annual District Performance Report	年次郡活動報告書
AIAP:	Annual INSET Action Plan	年次INSET活動計画
AIPR:	Annual INSET Progress Report	年次INSET進捗報告書
ASEI/PDSI:	Activity, Student, Experiment, Improvisation/Plan, Do, See, Improve	ASEI/PDSI（日本語訳なし）
BECE:	Basic Education Certificate Examination	基礎教育認定試験
BED:	Basic Education Division	基礎教育局
CBI:	Cluster-Based INSET	クラスター研修
CEMASTEA:	Centre for Mathematics, Science and Technology Education in Africa	アフリカ理数技術科教育センター
CL:	Curriculum Leader	教務主任
CRDD:	Curriculum Research and Development Division	カリキュラム研究開発局
CS:	Circuit Supervisor	指導主事
DDE:	District Director of Education	郡教育事務所長
DEO:	District Education Office	郡教育事務所
DESP:	District Education Strategic Plan	郡教育戦略計画
DIC:	District INSET Committee	郡INSET委員会
DIU:	District INSET Unit	郡INSETユニット
DTST:	District Teacher Support Team	郡教員支援チーム
ESP:	Education Strategic Plan	教育戦略計画
GES:	Ghana Education Service	ガーナ教育サービス
GIMPA:	Ghana Institute of Management and Public Administration	ガーナ経営・行政学研修機関
HT:	Head Teacher	校長
IGF:	Internally Generated Fund	内部調達資金
IMS:	Information Management System	情報マネジメントシステム
INSET:	In-Service Training	現職教員研修
JCC:	Joint Coordinating Committee	合同調整委員会

JICA:	Japan International Cooperation Agency	国際協力機構
M/M:	Minutes of Meeting	議事録
MOESS:	Ministry of Education, Science and Sports	（ガーナ）教育科学スポーツ省
MTEF:	Medium Term Expenditure Framework	中期支出枠組
NGO:	Non-Governmental Organization	非政府組織
NIC:	National INSET Committee	国家INSET委員会
NIU:	National INSET Unit	国家INSETユニット
NT:	National Trainer	ナショナルトレーナー
NTC:	National Teaching Council	国家教員評議会
PBME:	Planning, Budgeting, Monitoring and Evaluation Division	計画・予算・モニタリング・評価局
PDM:	Project Design Matrix	プロジェクト・デザイン・マトリックス
R/D:	Record of Discussion	討議議事録
RDE:	Regional Director of Education	州教育事務所長
REO:	Regional Education Office	州教育事務所
SBI:	School-Based INSET	校内研修
SMC:	School Management Committee	学校運営委員会
SPIP:	School Performance Improvement Plan	学校運営改善計画
STM Project:	Project of Improvement of Educational Achievement in Science, Technology and Mathematics in Basic Education	小中学校理数科教育改善計画プロジェクト
TED:	Teacher Education Division	教師教育局
TTC:	Teacher Training College	教員養成校
UCC:	University of Cape Coast	ケープコースト大学
UEW:	University of Education Winneba	ウィネバ教育大学
WSD:	Whole School Development	包括的学校開発

要　　　約

はじめに

　ガーナ（以下「ガ」）国政府は、教育を国家開発における重点分野と位置づけ、憲法において「基礎教育は国民の義務であり無償で提供される (Free Compulsory Universal Basic Education: FCUBE)」と定めている他、『教育戦略計画 (Education Strategic Plan: ESP) 2003-2015』等の政策・戦略により教育分野の強化に取り組んできた。これらの施策により教育へのアクセスは向上したが、質に関してはまだ課題が多く、ガーナ教育サービス (Ghana Education Service: GES) は特に教員の指導能力の改善を重視し、現職教員研修 (In-Service Training: INSET) の継続実施の重要性を認識してきた。校内研修 (School-Based INSET: SBI) は、学校や教員のニーズに応え、教員自らが課題を特定し、それに対応しながら持続的な指導力の向上が可能であることがこれまでの我が国の協力により認識されており、「ガ」国政府は国際協力機構 (Japan International Cooperation Agency: JICA) に対し INSET 制度化支援の技術協力を要請した。

　本プロジェクト (Project to Support Operationalization of the INSET Policy: INSET Project) は小学校教員向け INSET の制度化を上位目標とし、討議議事録 (R/D) 及び議事録 (M/M) に基づき、2005 年 12 月から 2008 年 11 月まで実施された。

1. プロジェクト概要

　本プロジェクトは 10 のパイロット郡[1]内の全公立小学校を対象とし、教科は理数科を対象とした。プロジェクト・デザイン・マトリックス (Project Design Matrix: PDM) に提示されている各目標は以下の通りである。

長期上位目標：2013 年度達成目標
　– 継続的な INSET（校内研修・クラスター内研修）を通して、小学校教員の指導力が向上する。

短期上位目標：2011 年度達成目標
　– ガーナ教育サービス本部やパイロット郡の INSET ユニット、パイロット郡内の郡教員支援チーム (District Teacher Support Team: DTST)、校長、指導主事 (Circuit Supervisor: CS) 及び教務主任 (Curriculum Leader : CL) の校内研修実施支援能力が向上する。
　– INSET モデル（現職教員研修システム）が全国で実施される。

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[1] 10 のパイロット郡は以下の通りである。Adansi North (Ashanti), Akatsi (Volta), Akuapem North (Eastern), Assin North (Central), Dangme West (Greater Accra), Kassena-Nankana (Upper East), Mpohor-Wassa East (Western), Tamale Metro (Northern), Tano South (Brong-Ahafo), and Wa Municipal (Upper West)。

プロジェクト目標：プロジェクト終了時達成目標

　10 のパイロット郡において、小学校教員を対象とする汎用性が高く体系的な INSET モデルが理数科において実施される。

2. 投入実績

　三年間のプロジェクト期間で、13 名の技術協力専門家が 85.3 人月現地作業をし、2.6 人月の国内作業を行った。「ガ」国政府は 4 人のカウンターパートをプロジェクトへ配属し、教師教育局 (Teacher Education Division: TED) に事務所を置いた。JICA と「ガ」国双方が現地業務費を拠出し、「ガ」国政府は 2006/07 年には見返り資金を郡レベルの研修やモニタリングの費用として GH¢235,183.30[2]拠出した。

3. プロジェクトの活動

　PDM 上の成果に基づき以下をはじめとする様々な活動を行った。
- パイロット 10 郡において INSET 実施体制を構築する（成果 1）ために、パイロット郡選定基準を策定し、パイロット郡を選定した。また INSET 実施体制の構築を目的として国家・郡ガイドラインを開発した。
- 現場ニーズに応じた INSET モジュールやソースブックの利用に係わるガイドラインの策定（成果 2）には、複数のワークショップを開き開発・改訂を重ねた。
- INSET 実施に係わる関係者の業務能力開発（成果 3）においては、関係者の初期業務能力をベースライン調査により測定し、その後、国家・郡・学校レベルでオリエンテーションや研修を実施した。
- 郡を実施主体とする INSET モデルのモニタリング評価システムを開発・運用する（成果 4）ために職能基準を開発し、関連情報を収集・管理するための情報マネジメントシステム (Information Management System: IMS) を確立した。
- INSET の参加と支援を促進し、INSET の制度化が円滑に進むよう「ガ」国政府の INSET 政策が改善する（成果 5）ことを目的とし、成果普及ワークショップの開催、ニュースレターの発行、TV 番組や DVD の作成を行った。加えて GES に対して INSET の制度化に係わる政策関連文書の改訂に関する助言をした。

4. プロジェクトの成果

　プロジェクトは全ての成果と目標を達成し、かつ、短期上位目標及び長期上位目標も達成され得る見込みである。以下に主な成果を記す。
- SBI/CBI を学期に 2 回以上実施したパイロット郡内の学校は 92.4％であり、プロジェクトでは汎用性の高い INSET モデルの構築に成功したといえる（2007 年度 3 学期のデータによる）。
- 全てのガイドライン及びモジュールが開発された（国家・郡 INSET ガイドライン、ソースブック・モジュール 1～6）。

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[2] 拠出時（2006 年 12 月）で 3,057 万円相当

- 教員のみでなく生徒にも好影響が及んでいる事が『インパクト評価報告書』によって確認された。
- 終了時評価団[3]は、開発援助委員会 (Development Assistance Committee: DAC) 評価 5 項目のうち、本プロジェクトは「妥当性」「有効性」「効率性」「インパクト」については「高い」、「自立発展性」については「比較的高い」と結論づけた。
- 2009 年から開始される INSET の全国展開の計画策定をプロジェクトにて支援した。INSET の全国実施は本プロジェクトの短期上位目標であり、重要な成果と言える。全国展開計画を付録 I に収録する。

5. 今後の対応に関する提言

本プロジェクトはパイロット郡において INSET を実施するという目標を達成したが、全国展開に向けて以下の二つの課題がある。
- INSET 関係者の意欲向上には GES が適切な動機付けをする必要がある。これには INSET の義務化、INSET と昇進・昇給との連動、SBI/CBI の質的向上、及び教員の職能達成度が社会的に認知される仕組みの創出が挙げられる。
- INSET のマネジメントの改善のためには、スコープ、スケジュール、時間、費用、質、人的資源、コミュニケーション、リスク等の考慮が不可欠である。また、GES 各局間の連携を強化し、情報管理と活用能力を向上させることによって INSET のマネジメントを強化する必要がある。

終わりに

本プロジェクトは 10 のパイロット郡で汎用性の高い INSET モデルが理数科において実施されるという目標を達成した。これらの成果を基に「ガ」国政府は INSET の全国展開を計画している（付録 I）。先述の本プロジェクトからの提言を取り込むことにより、INSET の全国展開を開始・持続可能にする体制が強化される。そして INSET の全国展開により、多数の教員が SBI/CBI を通して指導能力を強化する機会を得る事が期待される。このような教員の質的改善を通して、さらなる教育の質の向上が望まれる。

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[3] 終了時評価は 2008 年 6 月に実施された。

要約-4

ガーナ国　教育科学スポーツ省―国際協力機構／現職教員研修政策実施支援計画

はじめに

　「ガ」国政府は、教育を国家開発の枢要なアジェンダとして、憲法において「基礎教育は国民の義務であり無償で提供される (Free Compulsory Universal Basic Education: FCUBE)」と定めている他、『ガーナ貧困削減戦略 (GPRS I)』においても重点分野に位置付けている。教育スポーツ省 （Ministry of Education and Sports: MOES ＊現在の教育科学スポーツ省 (Ministry of Education, Science and Sports: MOESS)）も 2003 年に『教育戦略計画 (Education Strategic Plan: ESP) 2003-2015』を策定し、教育セクターの包括的な開発に取り組んでいるところである。また同省は 2004 年に発表した『教育白書』において、「現職教員研修 (In-Service Training: INSET) の継続実施」を掲げている。さらにガーナ教育サービス (Ghana Education Service: GES) は、基礎教育の現職教員の指導技術の向上、教育の質の向上の手段として、教員に対する INSET の制度化を標榜している。

　このような政策・戦略により、「ガ」国の初等教育の総就学率は 75.7%（2002／03 年）より 83.3%（2004／05 年）に上昇した。一方で、未だ教育の質的改善に関しては課題も多い。基礎教育認定試験 (Basic Education Certificate Examination: BECE) の理科と算数試験に合格した生徒の比率は、2003 年においてそれぞれ 57.1%、59.6%に留まる。2000 年に実施された到達度テストでの公立小学校における英語と算数試験の合格率でもそれぞれ 9.6%、4.4%であった。

　このような公立小学校の生徒の学力の低さは、教員の指導力不足が主な原因とされる。特に理数科目においては教材不足が原因だと主張する教員もいるが、全ての公立学校に実験室を設置することはきわめて難しいため、教員には現地で入手可能な材料を用いて教材を作成するなどの技量が求められる。従って、小学校教員の指導力を向上させるための「ガ」国教育セクターの長期的な取り組みが肝要である。

　INSET は教員の指導力を継続的に向上させる最良の戦略だと言われている。そのため、これまでも複数のドナーの支援により INSET プログラムが実施されてきたが、その多くは「供給主導型」であり、汎用性が高く制度化された「ニーズベース・需要主導型」の INSET が必要とされていた。後者の代表的モデルである校内研修 (School-Based INSET: SBI) では、学校や教員のニーズに応え、教員自ら課題を特定し、それに対応しながら持続的な指導力の向上が可能である。

　国際協力機構 (Japan International Cooperation Agency: JICA) は、2000 年から 2005 年に亘って技術協力プロジェクト「ガーナ小中学校理数科教育改善計画 (Project of Improvement of Educational Achievement in Science, Technology and Mathematics in Basic Education: STM プロジェクト)」を実施した。STM プロジェクトでは、教員養成校 (Teacher Training College) TTC) において、初中等教育における理数科教育の質の向上を図るため、教員の指導力及び指導内容の向上を通じた児童・生徒の理数科学力の向上を目的とし、ニーズベースの SBI モデルのプロトタイプ（基本型）を開発した。それらの取り組みが「ガ」国政府に高く評価された結果、「ガ」国政府より日本国政府に対し、INSET 制度化支援の技術協力が要請された。

1

　これを受け JICA は、要請背景、実施体制の確認に関する事前調査を行い、プロジェクトの範囲、具体的な協力項目、さらにプロジェクトの詳細等について「ガ」国関係機関と協議した。事前調査の結果を踏まえ、プロジェクトの基本計画、実施体制、双方の責任分担等を討議議事録 (Record of Discussion: R/D) および議事録 (Minutes of Meeting: M/M) にとりまとめ、2005 年 8 月に署名・交換を行った。本プロジェクト (Project to Support the Operationalisation of the In-Service Training Policy: INSET Project) は、STM プロジェクトの成果を反映し、STM で育成された人材を活用する形で設計された。本プロジェクトの主な上位目標は INSET の制度化であり、これに向けた実施体制の確立や研修モジュールの開発、関係者の能力強化、モニタリングシステムの構築などが主な活動であった。

　R/D と M/M に基づき、JICA は専門家チームの派遣を 2005 年 12 月に開始した。その後 3 年間のプロジェクト期間にて、JICA 専門家チームは「ガ」国全郡で汎用性が高く体系的な INSET モデルの開発に取り組むとともに、同モデルに基づき GES が 2009 年開始する INSET 全国展開計画策定を支援した（付録 I を参照）。

　本プロジェクト事業完了報告書は、本文（2005 年 12 月から 2008 年 11 月までのプロジェクトの進捗・成果）、付録 I（INSET 全国展開計画）及び付録 II（参考資料）から構成される。

第1章 プロジェクト概要

　本章では、プロジェクト・デザイン・マトリックス (Project Design Matrix: PDM) における本プロジェクトの概略、成果、実施体制、実施方針、PDM に基づいた作業工程の計画・実績を示す。また、2008 年 2 月に行われた PDM の改訂についても詳述する。

1.1　　対象とプロジェクト期間

　PDM における本プロジェクトの対象は以下の通りである。
- 対象地域：　全国 10 州から 1 郡ずつ選定されたパイロット 10 郡
- 学校：　　　パイロット郡内の全ての公立小学校
- 教科：　　　理科及び算数

　対象地域は全 10 州から各州 1 郡ずつ選定された 10 郡とし、他郡でも汎用性のある体系的な現職教員研修 (INSET) モデルを開発することを目的とした。小学校教育の質が重点課題であるため対象は小学校としたが、小学校に限定したモデルとはせず中等教育他への適用も考慮したモデル開発を行った。また、パイロット教科は理数科とした。

　プロジェクト期間は 2005 年 12 月から 2008 年 11 月までの 36 ヶ月で、以下の通り 4 ヵ年に分けて設定され、予定通り実施された。
- 1 年次：　　2005 年 12 月～2006 年 3 月
- 2 年次：　　2006 年 4 月～2007 年 3 月
- 3 年次：　　2007 年 4 月～2008 年 3 月
- 4 年次：　　2008 年 4 月～2008 年 11 月

1.2　　プロジェクト目標、期待される成果

　PDM 上の長期・短期上位目標、プロジェクト目標、及びプロジェクトに期待される成果は次の通りである（PDM 全体については、付録 II A を参照のこと）。

長期上位目標：2013 年度達成目標
- 継続的な INSET（校内研修 (School-Based INSET: SBI)・クラスター研修 (Cluster-Based INSET: CBI)）を通して、小学校教員の指導力が向上する。

短期上位目標：2011 年度達成目標
- ガーナ教育サービスおよびパイロット郡において、INSET ユニット、郡教員支援チーム (District Teacher Support Team: DTST)、校長、指導主事 (Circuit Supervisor: CS) 及び教務主任 (Curriculum Leader: CL) の SBI 実施支援能力が向上する。
- INSET モデル（現職教員研修システム）が全国で実施される。

プロジェクト目標：プロジェクト終了時達成目標

　10 のパイロット郡において、小学校教員を対象とする汎用性が高く体系的な INSET モデルが理数科において実施される。

プロジェクトの期待される成果

1. パイロット郡 10 郡において INSET の実施体制が構築される。
2. ニーズベースの INSET モジュールやソースブック（モジュール集）の利用に係るガイドラインが策定される。
3. INSET 実施に係る主要関係者の業務能力が開発される。
4. 郡を実施主体とする INSET モデルのモニタリング評価システムが開発・運用される。
5. INSET の参加と支援が促進され、INSET の制度化が円滑に進むようにガーナ政府の INSET 政策が改善される。

1.3　　成果品

　本プロジェクトはその実施期間中に以下の成果品を開発した。

1. 『INSET 実施に係る国家ガイドライン』
2. 『ソースブック』
    – モジュール 1：INSET 実施に係る郡ガイドライン
    – モジュール 2：郡レベル INSET 実施マニュアル
    – モジュール 3：校内研修・クラスター研修マニュアル
    – モジュール 4：一般教授法
    – モジュール 5：授業案（算数）
    – モジュール 6：授業案（理科）
    （なお、『ソースブック』（モジュール集）の利用に係るガイドラインは、ユーザーガイドとして各モジュールに含めた。）
3. 『INSET モデル実施のための主要関係者職能基準』
4. 『職能基準に基づいたベースライン報告書』
5. 映像（ドキュメンタリー形式のドラマ『教務主任 (CL) の生活』及びドキュメンタリー『教員のための INSET』）

　『国家ガイドライン』と『ソースブック』（モジュール集）の構成は、次図の通りである。

国家レベル

郡レベル

INSET 実施に係る国家ガイ
ドライン

モジュール1：INSET実施に係る郡
ガイドライン
モジュール2：郡レベルINSET実施
マニュアル

モジュール 3：校内研修・クラスタ
ー研修マニュアル

モジュール 6：授業案（理科）

モジュール 5：授業案（算数）

モジュール 4：一般教授法

図 1.1　　『ガイドライン』及び『ソースブック』の構成

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1.4　　プロジェクトの実施体制

プロジェクト実施体制は、図 1.2 の通り 4 段階により構成された。
–　合同調整委員会 (Joint Coordinating Committee: JCC)
–　国家レベル
–　郡レベル
–　学校レベル

JCC はプロジェクトの最高意思決定機関である。JCC の議長はガーナ教育サービス（GES）の総裁で、委員会メンバーは GES 及び教育科学スポーツ省 (Ministry of Education, Science, and Sports: MOESS) の各関係局長、パイロット郡の郡教育事務所長 (District Director of Education: DDE) である。加えて、教師教育局 (Teacher Education Division: TED) 内の国家 INSET ユニット (National INSET Unit: NIU) が 2007 年より INSET 全国展開の計画を始め、州教育事務所 (Regional Education Office: REO) がその鍵となることから、第 3 回目の JCC より州教育事務所長 (Regional Director of Education: RDE) も参加するようになった。

TED 内の NIU は、本プロジェクトの中心的な実施機関であり、JICA 専門家チームは NIU と共に業務を実施した。NIU は、3 つの教員養成校 (TTC) をナショナルトレーナー (National Trainer: NT) の提供元として選定し、TED 局長は必要に応じて同 TTC の校長に NT の提供協力を要請し、パイロット郡における活動やモニタリングの支援にあたってもらった。また、NIU は JCC に適宜プロジェクトの進捗を報告することとした。

郡 INSET 委員会 (District INSET Committee: DIC) は郡教育事務所 (District Education Office: DEO) 内にあり、パイロット郡における INSET 実施主体である。DIC は各パイロット郡における全ての活動を管理・支援し、DTST や CS といった人材の監督も行ってきた。

学校レベルにおいては、校長と CL が、SBI/CBI の円滑な実施の責任を担った。CS と DTST は SBI/CBI のモニタリングをし、DIC に報告することと定めた。
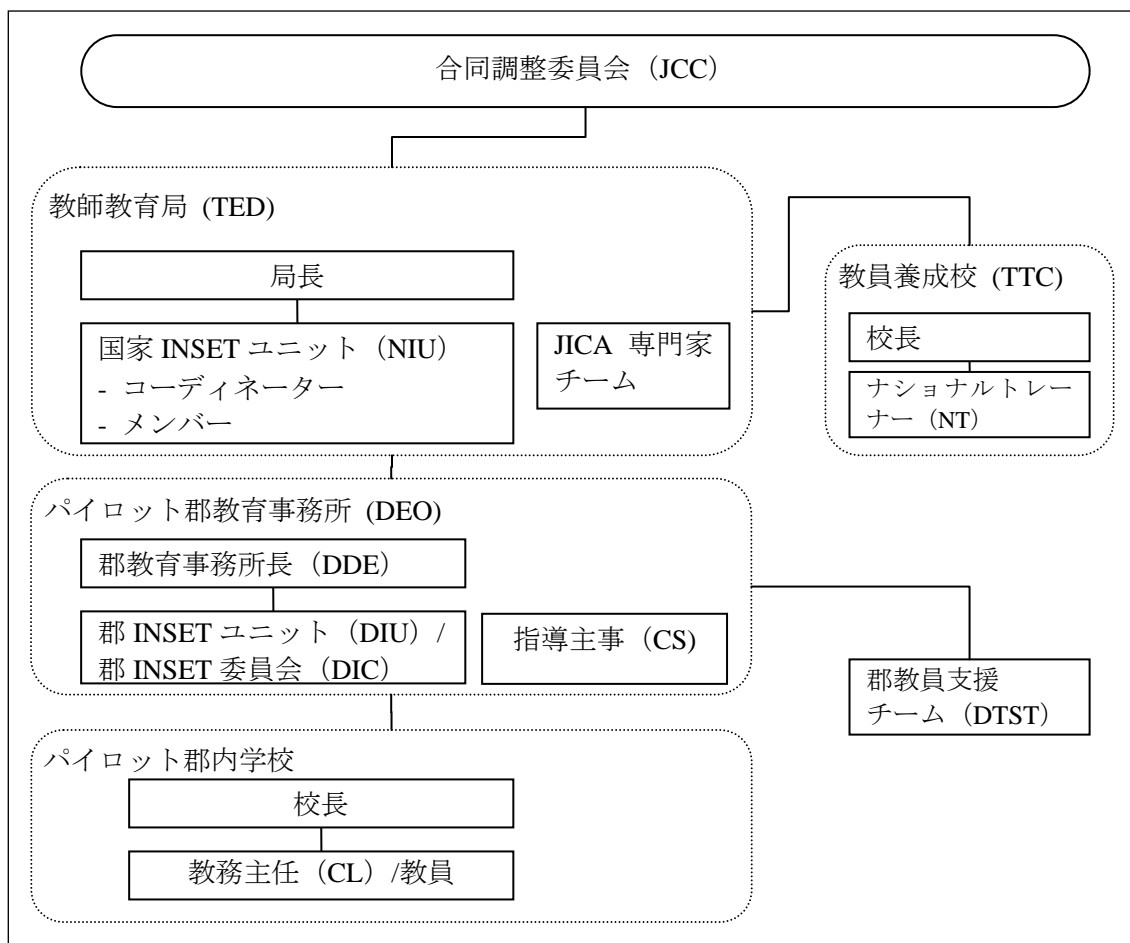
図 1.2　プロジェクトの実施体制

1.5　業務の基本方針

　JICA 専門家チームは以下の実施方針に基づき業務を行った。方針のいくつかは、プロジェクト開始後、状況の変化に応じて変更した。

実施方針 1 : 既実施案件である「ガーナ小中学校理数科教育改善計画プロジェクト（STM プロジェクト）」で実施された経験の蓄積・教訓を最大限に生かすような工夫を行う

　本プロジェクトは STM プロジェクトの成果を有効に活用した INSET モデルの構築を目的としており、本プロジェクトの実施にあたっては、STM プロジェクトの活動から得られた成果、課題、教訓、提言を有効に活用した。

実施方針 2 : INSET モデルの制度化に向けた汎用性の高い研修モデルやガイドライン・ソースブックの開発を行う

　INSET に 向 け た 総 合 的 戦 略 は 、複 数 の ド ナ ー や 非 政 府 組 織 (Non-Governmental Organization: NGO) によって調整不足の状況で実施されている INSET を一つの包括的な枠

組みの中に位置付ける試みであり、本プロジェクトは汎用性のある体系的な INSET モデル
を開発した。

実施方針 3：「ガ」国で進行している教育セクター改革や他プロジェクトと連携をとりなが
ら実施する

　効率的なプロジェクト実施のために、本プロジェクトは関係機関との情報共有、協議を
十分に行った。

実施方針 4：自立発展性に配慮する

　国家・郡レベルにおける INSET ユニットの能力向上を通じ、技術的に自立発展するよう
考慮した。また、財政面での自立性発展性を確実にするため、継続可能な予算額を設定し、
予算を確保した。

実施方針 5：「ガ」国の学校年度、研修スケジュールについて配慮する

　INSET の効果を上げるために、学校年度や研修スケジュールについて配慮した。特に追
加の日当・交通費などを発生させないため、研修は学期内の平日に実施することとした。

実施方針 6：JICA 関係者との調整・協議を実施する

　本プロジェクトは業務実施において「ガ」国教育科学スポーツ省派遣の JICA 専門家（教
育政策／援助アドバイザー）や JICA ガーナ事務所との十分な協議と情報共有に努めた。

実施方針 7：広報活動を重視し進捗状況について報告する

　本プロジェクトの意義、活動内容および成果に関して、関係者（日・「ガ」両国民）へ
幅広く周知させ、国民のプロジェクトの理解促進、および INSET 予算確保を図るため、幅
広い広報活動を実施した。具体的には、テレビ番組制作・放映、ウェブサイト作成、ニュ
ースレター発行、新聞広告の掲載などを実施した。

1.6　　PDM に基づいた作業工程表 (Plan of Operation)

　本プロジェクトの各活動の作業工程表における計画・実績を次図に示す。

		2005	2006	2007	2008
		11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11
1	INSET implementation structure is established in 10 pilot districts				
1.1	Develop guidelines for the selection of pilot districts				
1.2	Select 10 pilot districts				
1.3	Develop guidelines (National)				
1.4	Develop guidelines (District)				
1.5	Establish or strengthen district INSET Units in the pilot districts				
1.6	Support the district INSET Units to identify the members of DTST				
2	Needs-based INSET modules and guidelines for the use of the source book are developed				
2.1	Appoint Resource Persons				
2.2	Review the existing INSET documents				
2.3	Develop the modules of sourcebook in Science and Mathematics				
2.4	Develop the modules of sourcebook in English as a tool for supporting understanding of Science and Mathematics				
2.5	Develop guidelines for the use of sourcebook				
2.6	Print and distribute the sourcebooks to the pilot districts				
3	Capacity of the key actors to support the delivery of INSET is developed				
3.1	Conduct a base-line survey				
3.2	Identify National Trainers and provide them with orientation				
3.3	Provide necessary orientations				
	DEO				
	District INSET Unit				
	DTST				
	Headteachers and Circuit Supervisors				
3.4	Support the district INSET Units to develop the INSET Programme and the Action Plan				
3.5	Support the district INSET Units and DTST to identify CLs				
3.6	Support DTST to conduct the following INSET to CLs				
	Orientation (3 days)				
	INSET on the sourcebook (10 days)				
	Sharing and planning meeting (once per terms)				
3.7	Support HTs / CLs to conduct SBI/CBI				
3.8	Support DTST in programming the annual INSET for CLs				
3.9	Support the district INSET Units to revise the Action Plan				
4	Monitoring and evaluation systems for the district INSET model are developed and implemented				
4.1	Develop the performance standards				
4.2	Support DTST to develop and update a information management system				
4.3	Support the DTST to analyze the teachers' training needs				
4.4	Support the district INSET Units to evaluate the annual progress of the Action Plan				
4.5	Support GES INSET Unit and the resource persons to conduct the national evaluation of the INSET model and updates the sourcebook				
5	Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation				
5.1	Organize dissemination workshop of the project				
5.2	Support the district INSET Units to establish / strengthen a linkage between the INSET Programme and current appraisal system for teachers				
5.3	Support DEOs to conduct workshops to build productive linkages among the TTCs and others				
5.4	Support GES to make necessary review/amendment on the INSET Policy for the effective institutionalization of				
5.5	Support GES to make implementation guidelines for the effective institutionalization of INSET Policy.				
5.6	Issue Newsletter quarterly.				
5.7	Produce and broadcast TV programme about the effectiveness of INSET for teachers				

Legend: Planned (grey) / Actual (black)

図 1.3　各活動の実施スケジュールと実績

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1.7　PDM 改訂

PDM_0 の指標の一部が不明確もしくは現実にそぐわなかったため、次表の通り変更した。成果 5 の活動に関する些少な変更を含む PDM_1 は、第 3 回 JCC において「ガ」国・日本側双方において承認された。PDM_0 及び PDM_1 を付録 II A に収録する。

表 1.1　PDM「指標」の変更点

成果	指標		指標データ入手手段	
	PDM_0	PDM_1	PDM_0	PDM_1
4. 郡を実施主体とする INSET モデルのモニタリング評価システムが開発、運用される。	1. 職能基準が開発される。	（変更なし）	1. プロジェクト報告書 2. 校長、CS によるモニタリング報告書 3. 郡モニタリングレポート	（変更なし）
	2. CL のトラッキングシステムが運用される。	2. 全てのパイロット郡が年次進捗報告書を提出する。		
	3. 学校の 70%が学期の成果報告に規定のフォーマットを利用する。	（変更なし）		
5. INSET の参加と支援が促進され、INSET の制度化が円滑に進むようガーナ政府の INSET 政策が改善される。	1. TTC、郡議会、NGO、学校運営委員会、PTA などの郡レベル関係者間で、INSET プログラムに関する認知度が高まる。	1. パイロット郡関係者の 70%、及び国家レベル関係者の 80%が、INSET の認知度は向上したと述べる。	1. プロジェクト報告書 2. インタビュー 3. ニュースレター	1. プロジェクト報告書 2. インタビュー 3. MTEF[4] 4. ニュースレター
		2. GES が INSET 実施予算を確保する。		
	2. INSET ニュースレターが四半期毎に配布される。	3. （変更なし）		
	3. 成果普及のためのフォーラムが開催される。	4. （変更なし）		

これら変更の主な理由は以下の通りである。

成果 4. 郡を実施主体とする INSET モデルのモニタリング評価システムが開発、運用される。

- 教員のトラッキングシステムを構築することは、1) 教員の離職率が非常に高いこと、2) 既存の教員データベースが汎用性の低いコンピュータアプリケーションを利用していること、3) 同データベースの管理元が GES 外であることから、プロジェクト期間内で構築することは実現性が低いと判断せざるを得なかった。また、本成果の目的は、トラッキングシステムの構築ではなく、モニタリング評価システムが構築されたかどうかの確認である。その為、より簡便で現実的な指標として、年次進捗報告書の提出を評価指標として採用した。

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[4] 中期支出枠組 (Medium Term Expenditure Framework: MTEF).

成果 5. INSET の参加と支援が促進され、INSET の制度化が円滑に進むよう「ガ」国政府の INSET 政策が改善される。

- 指標であった「郡レベル関係者間の認知度」は定量的に図ることが難しい為、指標を定量的なものに変更し、また、予算に関する指標も追加した。

第2章 投入実績

　本章では、国際協力機構 (JICA) 及び「ガ」国政府から投入された各種リソースについて記述する。

2.1　　要員の投入

<u>日本側専門家</u>

　JICA 技術協力専門家は、三年間のプロジェクト期間において、延べ 2,560 人日（85.3 人月）の現地業務（旅程含）を行い、79 人日（2.6 人月）の国内業務を行った。各専門家の作業実績日数は次表の通りである。

表 2.1　専門家作業日数[5]

氏名	担当業務	業務内容	総現地作業日数	現地作業日数			
				1 年次	2 年次	3 年次	4 年次
倉並　千秋	総括	専門家、及びプロジェクトの総合管理	48 (20)	13 (5)	10 (4)	10 (10)	15 (1)
相馬　敬	副総括／研修管理 I	情報収集、ガーナ側との折衝、教材開発等	229 (24)	42 (4)	84 (3)	75 (7)	28 (10)
田中　研一	副総括／研修管理 II	情報収集、教材開発、ガーナ側との折衝等	86	0	0	28	58
南雲　達也	副総括／研修計画	教材開発、各種活動計画の策定等	802	105	271	264	162 (1)
木根　主税	算数教育／校内研修	ソースブック開発・改訂	343	0	168	135	40
Marion Young	算数教育 II	ソースブック、ガイドライン開発	42 (14)	28 (14)	14	0	0
松原　憲治	理科教育／校内研修	ソースブック開発・改訂	284	95	168	21	0
伊藤　隆	教材作成	ソースブック開発・改訂	96	0	75	21	0
谷川　亜矢子	モニタリング・評価	モニタリングシステムの開発、各種教材開発等	440	20	185	145	90
Albert Kwame Akyeampong	現職教員研修制度	ガーナ側への助言、折衝等	70 (21)	14	21 (14)	21 (5)	14 (2)
隈元　恵里子	業務調整	専門家のサポート、各種調整	28	0	0	28	0
坂本　寿太郎			62	0	0	32	30
塩田（鍋島）恵			30	0	0	0	30
合計	上段：旅程も含むガ国派遣日数 下段：ガ国外での業務日数		2560 (79)	317 (23)	996 (21)	780 (22)	467 (14)

出典　『GES/JICA INSET Project』

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[5] 表内の上段数字は旅程も含むガ国派遣日数であり、下段カッコ内数字はガ国外での業務日数を示す。

<u>ガーナ側要員</u>

教育科学スポーツ省 (MOESS) の主要カウンターパートを次表に記す。

表 2.2　教育科学スポーツ省カウンターパート

氏名	プロジェクトでの職位	職位・機関	開始	終了
Michael Kenneth Nsowah	プロジェクトディレクター	GES 総裁	2005 年 11 月	2007 年 1 月
Samuel Bannerman-Mensah	プロジェクトディレクター	GES 総裁	2007 年 1 月	現在
Margaret Benneh	プロジェクトマネージャー	TED 局長	2005 年 11 月	2007 年 5 月
Victor Kofi Mante	プロジェクトマネージャー	TED 局長	2007 年 4 月	現在
Stephen Adu	NIU／プログラムコーディネーター	TED 副局長	2005 年 11 月	2007 年 10 月
Seth Odame Baiden	NIU／プログラムコーディネーター	TED 職員	2008 年 4 月	現在
Francesca Haizel	NIU	TED 職員	2005 年 11 月	現在
Rosina Adobor	NIU	TED 職員	2005 年 11 月	現在
Jacob Molenaar	NIU	TED 職員	2005 年 11 月	現在
Gershon Dorfe	NIU	TED 職員	2007 年 5 月	現在

その他要員（ナショナルトレーナー (NT)、リソースパーソン、郡レベル要員）は付録 II C に記載する。

<u>現地要員の活用</u>

本プロジェクトでは現地要員の活用がプロジェクトの実施において不可欠であると考え、以下の人材をコンサルタントとして雇用した。

表 2.3　主要ローカル要員

氏名	職位	期間	備考
Michael Kenneth Nsowah	シニアコンサルタント (教育行政)	2007 年度～2008 年度	前 GES 総裁
Lydia Osei	シニアコンサルタント (教育行政)	2008 年度に 4 日間	前 GES 副総裁
Dr. Joseph Ghartey Ampiah	シニアコンサルタント (教育政策／教師教育)	2007 年度	ケープコースト大学 (University of Cape Coast: UCC) 教育研究所教授
Prof. Jophus Anamuah-Mensah	シニアコンサルタント (教育政策／教師教育)	2007 年度に 2 日間	前ウィネバ教育大学 (University of Education Winneba: UEW) 学長
Prof. A. Asabere-Ameyaw	シニアコンサルタント (教育政策／教師教育)	2007 年度に 2 日間	ウィネバ教育大学 (UEW) 学長

また、プロジェクトの円滑な実施のためにガーナ人秘書、日本人秘書、在外調査補助員、運転手、エディターを雇用した。

2.2 現地業務費

JICA 及び「ガ」国政府は、本プロジェクト実施に係り表 2.4 の通り費用を拠出した。尚、次表の費用は JICA 専門家チーム及び「ガ」国側カウンターパートの人件費と、2008 年のパイロット郡予算を含まない。パイロット各郡は、中央政府からの予算を用いて 2006／07 年度の活動を実施し、2007／08 年度は経常予算を用いた。JICA プロジェクト経費内訳を表 2.5 に示す。なお、2008 年度については概算である。

表 2.4　現地費用

年度	日本側		ガーナ側
	金額（円）	金額（セディ換算）	金額（セディ）
2005 年度	4,180,150	33,862	N/A
2006 年度	38,581,228	316,562	235,183
2007 年度	46,525,749	465,406	
2008 年度	13,841,748	161,488	N/A
合計	103,128,875	977,318	235,183

備考：1）円からセディへの換算は、各年度年度末の換算レートを用いた。2）2006 年度以前は旧セディが使用されていたが、便宜上単位を新セディに統一した。3)「ガ」国政府による費用は 2006 年 12 月から 2007 年 12 月に拠出された。

表 2.5　JICA プロジェクト経費内訳

費目	2005 年度	2006 年度	2007 年度	2008 年度
傭人費	282,329	1,484,652	6,395,892	2,179,418
機材保守・管理費	503,852	4,491,576	3,827,510	1,490,939
消耗品費	349,867	4,376,374	4,883,437	1,207,835
旅費・交通費	0	600,080	0	0
通信運搬費	55,655	2,647,695	1,110,838	370,330
資料等作成費	70,367	1,611,988	6,607,842	2,658,208
借料損料	38,112	270,954	708,999	751,573
GIMPA[6]での研修費	0	0	3,833,016	0
事務所維持管理費	30,550	19,175	634,748	59,707
現地研修費（ソースブック開発ワークショップ）	1,417,418	5,757,563	13,724,172	3,657,695
ソースブック印刷費	0	1,059,152	4,215,295	929,174
供与機材購入費（車・バイク）	0	9,942,469	0	0
供与機材輸送費（車・バイク）	0	355,550	0	0
供与機材（コンピューター等）	1,432,000	1,001,000	584,000	536,869
ベースライン調査ローカルコンサルタント契約	0	4,963,000	0	0
合計	4,180,150	38,581,228	46,525,749	13,841,748

（通貨：日本円）

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[6] ガーナ経営・行政学研修機関 (Ghana Institute of Management and Public Administration: GIMPA)

　　「ガ」国政府は、2006／07 年度の活動資金として、見返り資金[7]を利用した。各パイロット郡で執行された経費は次表 2.6 の通りである。各パイロット郡の支出詳細は付録 II F に収録する。

表 2.6　ガーナ国資金によるプロジェクト経費内訳

郡	経費				
	2006/12～ 2007/3	2007/4～ 2007/6	2007/7～ 2007/9	2007/10～ 2007/12	合計
北アシン	5,933.0	4,674.4	4,916.0	6,369.4	21,892.7
北アダンシ	4,969.4	3,630.8	4,087.5	6,112.5	18,800.1
南タノ	4,720.3	3,801.0	3,363.0	3,170.5	15,054.6
西ダンベ	5,729.3	4,921.8	6,566.5	6,092.8	23,310.3
タマレ	9,974.0	19,106.3	2,910.3	16,314.4	48,305.0
カシナナンカナ	3,591.5	3,769.5	6,199.5	6,957.3	20,517.8
ワ	4,786.7	3,513.0	2,819.1	3,892.5	15,011.3
アカチ	3,906.1	2,068.6	4,991.1	8,827.3	19,793.0
東ンポポワサ	4,692.9	3,449.9	9,705.8	6,846.1	24,694.7
北アクワピン	5,899.0	5,073.7	7,524.2	9,306.8	27,803.8
合計	54,202.20	54,009.00	53,083.00	73,889.60	235,183.30

（通貨：新ガーナセディ）

2.3　　機材供与

　　JICA はプロジェクト事務所のある教師教育局 (TED) 及び各パイロット郡に、プロジェクトの円滑な実施のために下記例のような機材を供与した。

- 車輌 2 台 (TED)
- バイク（パイロット郡の郡教育事務所 (DEO)）
- コンピュータ等の事務機器（TED 及びパイロット郡の DEO）

　　機材供与リストは付録 II D に収録する。

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[7] 見返り資金とは、資金協力によって供与された額に応じた現地通貨を開発途上国政府が積み立て、日本政府と合意の上で自国の社会経済開発のために使用するものである。

第3章 プロジェクトの活動

3.1　序文

　本章では、本プロジェクト期間中に実施された活動の経緯とその結果について述べる。表 3.1 は本プロジェクトの国家レベルによって実施された各活動をグループ化したものである。表内の各 ID 番号とグループ化の対比は以下の通りである。

- – N101〜N107：　　　ガイドライン・ソースブック開発に関する活動
- – N201〜N204：　　　国家レベルの調整及び情報共有に関する活動
- – N301〜N305：　　　プロジェクトが支援した能力開発に関する活動
- – N401〜N402：　　　ナショナルトレーナーの能力開発に関する活動
- – N501〜N512：　　　郡及び学校レベルの能力開発とモニタリングに関する活動
- – N601〜N606：　　　啓発活動

　郡レベルが実施した活動リストは付録 II E にまとめる。各郡の活動経費概要は表 2.6 に記載し、その内訳は付録 II F に収録する。

表 3.1　プロジェクト活動と実施時期

ID	活動名	2006 年				2007 年				2008 年			
		1	2	3	4	1	2	3	4	1	2	3	4
N101	ソースブック（第一版）開発ワークショップ				■								
N102	ソースブック 3〜6（第二版）改訂ワークショップ						■						
N103	INSET モデル評価ワークショップ								■				
N104	ソースブック 1〜2（第二版）改訂ワークショップ									■			
N105	国家ガイドライン（第二版）改訂ワークショップ										■		
N106	ソースブック 3（第三版）改訂ワークショップ											■	
N107	ベースライン調査		■	■									
N201	合同調整委員会 (JCC) 会議	■				■				■			
N202	事前合同調整委員会会議			■									
N203	DDE との情報共有会議			■			■						
N204	郡 INSET コーディネーターとの調整会合								■	■	■		
N301	本邦研修			■									
N302	本邦スタディツアー								■				
N303	GIMPA 実施の「人材管理コース」及び「予算担当者以外の会計コース」への派遣							■					
N304	アフリカ中等理数科教育における ASEI/PDSI[8] アプローチ研修 (SMASE-Kenya) 派遣			■									■
N305	JICA 長期研修（JICA 奨学プログラム）						支援				支援		
N401	ナショナルトレーナー向けオリエンテーション			■									
N402	ナショナルトレーナー向け情報マネジメント研修					■							
N501	郡 INSET 担当者向けオリエンテーション		■										
N502	DTST 向けオリエンテーション・教科研修				■								
N503	予算策定ワークショップ				■								
N504	DIU[9]、郡予算官、DTST 向け計画・予算管理研修				■								
N505	DIU 向け情報マネジメント研修				■								
N506	郡予算官向けオリエンテーション					■							
N507	ASEI/PDSI ワークショップ								■				
N508	DIC 新任メンバーへのオリエンテーション									■			
N509	校長、CS 向け 1 日間オリエンテーションのデモンストレーション				■								
N510	CL 向け 2 日間オリエンテーション及びソースブック 5 日間研修（第一回）のデモンストレーション					■							
N511	CL 向けソースブック研修（第二回）、及び CL・校長向け情報交換セミナーのデモンストレーション						■						
N512	郡活動、及び SBI/CBI モニタリング				■	■	■	■	■	■	■	■	
N601	プロジェクト紹介ワークショップ	■											
N602	ニュースレターの発行	■				■	■	■	■	■	■	■	
N603	INSET ドキュメンタリーの作成、TV 放映						■						
N604	TV 番組「トーキングポイント」の放映								■	■			
N605	「CL の生活」DVD の作成、配布										■		
N606	全 DDE への成果普及ワークショップ											■	

注：各年は四半期区分で示している。

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[8] Activity, Student, Experiment, Improvisation/Plan, Do, See, Improve (ASEI/PDSI).
[9] District INSET Unit (DIU).

　下節では、PDM の成果とその成果達成のための活動に沿ってプロジェクト活動及び経緯を述べる。ただし、活動によっては他の成果と密接な関係があるため、場合により当該成果の項に記述することもある。

3.2　　国家及び郡レベル構造の開発

PDM 成果 1：パイロット郡 10 郡において現職教員研修 (INSET) 実施体制が構築される
PDM 活動 1 ：
1.1 パイロット郡の選定基準の策定
1.2 パイロット 10 郡の選定
1.3 国家ガイドラインの開発
1.4 郡ガイドラインの開発
1.5 パイロット郡での郡 INSET ユニット (District INSET Unit: DIU) の体制構築・強化
1.6 郡 INSET ユニットによる郡教員支援チーム（DTST）メンバー選定に対する支援

　PDM 成果 1 はパイロット郡における INSET 実施体制の構築を目的として、国家・郡レベルで活用するガイドライン及びマニュアルの開発が含まれた。一方 PDM 成果 2 は学校レベルでの体制構築を目的とした。これら国家・郡・学校の 3 つのレベルは相関性が強く、これらを対象としたガイドラインやマニュアルの開発に係る活動はほぼ同時に実施されたため切り分けが難しい。よって、本節では PDM 成果 2 に関する幾つかの活動も含め詳述する。

3.2.1　　パイロット郡の選定

　パイロット郡選定の基準を教師教育局 (TED) 副局長と協議して Box 3.1 に示す通り策定し 2006 年 1 月にガーナ教育サービス (GES) 総裁に承認された。

Box 3.1　パイロット郡選定の基準
－　全 10 州から 1 郡ずつ選定すること。
－　有能な郡教育事務所長 (DDE) が在任していること。
－　DDE が定年まで最低 3 年以上の在任期間を残していること。
－　最低 1 郡は政府指定による貧困郡から選定すること。
－　STM プロジェクトのパイロット郡 3 郡を含めること。
また以下の条件も考慮された。
－　教員養成校 (TTC) との連携があること。特に理数科強化校との連携が望ましい。
－　郡教員支援チーム (DTST) が形成されていること。
－　財務管理記録が良好に行われていること。
－　学校記録が良好に行われていること。
－　教室のモニタリング・記録システムが良好に機能していること。
－　現職教員研修 (INSET) が優先事項として予算計上されていること。

本選定基準に従って選定したパイロット郡のリストは次表の通りである。

表 3.2　パイロット郡

州名	パイロット郡	特記事項
グレイターアクラ	西ダンベ	DDE が INSET 政策に精通している
イースタン	北アクアピン	STM プロジェクトのパイロット郡
セントラル	北アシン	貧困郡／理数科強化校である Fosu TTC の近隣
ウェスタン	東ンポホワサ	貧困郡
ボルタ	アカチ	理数科強化校である Akatsi TTC の近隣
アシャンティ	北アダンシ	STM プロジェクトのパイロット郡
ブロン - アハフォ	南タノ	理数科強化校である St. Joseph's TTC の近隣
ノーザン	タマレ	STM プロジェクトのパイロット郡
アッパーイースト	カシナナンカナ	理数科強化校である St. John Bosco's TTC の近隣
アッパーウェスト	ワ	地方都市

3.2.2　国家・郡ガイドラインの開発

本プロジェクトが開発した国家・郡・学校向けのガイドライン・ソースブックを次表に示す。

表 3.3　プロジェクトで開発したガイドライン・ソースブック一覧

PDM	レベル	正式名称	省略名
成果 1	国家	National Guidelines for Organisational Structure of INSET Implementation	国家ガイドライン
	郡	Sourcebook Module 1&2 (District Guidelines & Operational Manual for District Level INSET)	モジュール 1/郡ガイドライン モジュール 2/郡マニュアル
成果 2	学校	Sourcebook Module 3: School-Based and Cluster-Based INSET (SBI/CBI) Manual	モジュール 3
		Sourcebook Module 4: General Pedagogy	モジュール 4
		Sourcebook Module 5: Sample Lesson Plans in Maths	モジュール 5
		Sourcebook Module 6: Sample Lesson Plans in Science	モジュール 6

次図 3.1 のように、試用期間中に実際にガイドライン・ソースブックを利用したユーザーからのフィードバックを取り込み、全てのガイドライン・ソースブックをプロジェクト期間中少なくとも 1 回は改訂した。

年	2006				2007				2008		
四半期	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q
国家ガイドライン	D	試	試	試	試	試	試	試	試	1	
モジュール1	D	試	試	1	試	試	試	2			
モジュール2				1	試	試	試	2			
モジュール3				1	試	試	2	試	試	試	3
モジュール4-6				1	試	試	2				

D	ドラフト版	2	第二版	試	試用期間
1	第一版	3	第三版		

図 3.1 ガイドライン・ソースブック開発と試用の流れ

『国家ガイドライン』及び『ソースブック』各モジュールに関するフィードバックは以下のような方法を用いて収集した。

- 合同調整委員会会議 (N201)、DDE との情報共有会議 (N203)、郡 INSET コーディネーターとの調整会合 (N204) などの会議における関係者への聞き取り
- オリエンテーション及び研修における参加者からのフィードバック
- ガイドライン・ソースブック開発ワークショップにおける、リソースパーソンへの聞き取り
- 郡活動、及び SBI/CBI のモニタリング (N512)
- ベースライン調査 (N107)
- JICA 専門家チームによる国家・郡レベルの業務実施能力の観察

以下、ガイドライン・ソースブックの開発と試用のプロセスを述べる。

『ガイドライン』（ドラフト版）の作成（2006 年第 1 四半期）

JICA 専門家チームとカウンターパート（国家 INSET ユニット (NIU)）の協業で、『国家ガイドライン及び郡ガイドライン』（ドラフト版）を開発した（2006 年第 1 四半期）。両ガイドラインは、議事録 (M/M) に示されたモデルに沿って開発された。両ガイドラインの主な特徴は以下の通りである。

- 体制
  国家レベルに NIU とナショナルトレーナー (NT) を、また郡レベルに郡 INSET ユニット (DIU) と郡教員支援チーム (DTST) を実施主体として配置した。
- 役割と責任
  国家レベル INSET の責任部署である NIU は、INSET モデルの改善及び郡レベルの活動の調整を担当する。NT は、郡レベルの研修、及びモニタリングを担当する。

郡レベル INSET の責任部署である DIU は、学校レベルに対する INSET 活動に伴う計画・実施、及び学校レベルへのモニタリングを担当する。DTST は、学校レベルの研修・オリエンテーション、及び校内研修 (SBI) /クラスター研修 (CBI) のモニタリングを担当する。推奨される DIU 及び DTST の構成要員は郡ガイドラインに定めたが、適宜各郡の状況に応じて変更できることとした。

－　予算

郡ガイドライン（ドラフト版）では、INSET 資金源について特に記載をしなかった。

パイロット郡での体制構築（2006 年第 2，3 四半期）

NIU は、DIU の構成について全パイロット郡を指導した。DIU の選定後、NIU は DIU に対し DTST 選定について、教科の知識がある者を選ぶよう指導した。DIU・DTST の能力強化、及びベースライン調査 (N107) もこの時期に実施した。

『ソースブック』モジュール 1〜6（第一版）の開発（2006 年第 4 四半期〜2007 年第 1 四半期）

『ソースブック』各モジュール（第一版）は、NIU が 2006 年に選定したリソースパーソンとのワークショップ (N101) を通じて開発した。これらモジュールは、教員の指導力向上を目的とする実践的な内容とし、各モジュールは、郡レベル向けのオリエンテーション・研修用に開発し、以下の活動を通して関係者からの意見を取り入れつつワークショップ（N101）を通じて改訂を重ねた。

- N203　DDE との情報共有会議
- N501　郡 INSET 担当者向けオリエンテーション
- N502　DTST 向けオリエンテーション・教科研修
- N503　予算策定ワークショップ
- N504　DIU、郡予算官、DTST 向け計画・予算管理研修
- N505　DIU 向け情報マネジメント研修
- N107　ベースライン調査

表 3.4 は、関係者から得た主要コメントに対する、『ソースブック』開発時の対応である。

表 3.4　主要コメント、及び対応策（『ソースブック』モジュール 1～6 第一版）

コメント	対応策
INSET 用の予算は一定でないため、INSET 継続のためには予算の確保が必須である。	ソースブックモジュール 2 において、以下のような資金源について紹介した。 - ガーナ政府 - 郡議会共通資金 (District Assembly Common Fund: DACF) - ドナー資金 - NGO の援助 - 内部調達資金 (Internally Generated Funds: IGF) また、学校での活動に関しては、人頭補助金が紹介された（モジュール 3）。
ほとんどの教員は SBI の参加経験はあるが、CBI への参加経験がない。	CBI に単独の章を設けて記述した。
SBI において教員の参加、協力体制は比較的低い。また、教員は、自身の指導力について、実際に観察者が評価した点より高く評価していた。	SBI での教員間の協力体制、及び参加を推進するために、「同僚性」の概念を紹介した。
全ての郡で DTST が配置されていたが、機能していない郡もあった。また、SBI も CBI もモニタリングしたことのない DTST もいた。	DTST の役割と責任をモジュール 1、2 に明記した。
指導主事 (CS) は郡に報告書を提出せず、学校へのフィードバックは口頭で行われていた。	報告の雛形を含めるとともに、指導主事の役割と責任を明記した。

　改訂後、教務主任 (CL) 及び校長向けのオリエンテーション・研修用に、『ソースブック』（第一版）を印刷、郡教育事務所 (DEO) に配布した。

『ソースブック』モジュール 3～6 の改訂（第二版）（2007 年第 2、3 四半期）

　国家 INSET ユニット (NIU) が、2006 年に選定したリソースパーソンとのワークショップ (N102) を通じて『ソースブック』のモジュール 3～6（第二版）を改訂した。以下の活動を通して理数科教育に関する課題やフィードバックを収集し、NIU とリソースパーソンがソースブックの各部の改訂に活用した。

- – N203　DDE との情報共有会議
- – N204　郡 INSET コーディネーターとの調整会合
- – N509　校長、CS 向け 1 日間オリエンテーションのデモンストレーション
- – N510　CL 向け 2 日間オリエンテーション及びソースブック 5 日間研修（第一回）のデモンストレーション

- N511　CL 向けソースブック研修（第二回）、及び CL・校長向け情報交換セミナーのデモンストレーション
- N512　郡活動及び SBI/CBI のモニタリング

表 3.5 に、関係者から得られた主要コメント及びソースブック改訂時の対応を示す。

表 3.5　主要コメント、及び対応策（『ソースブック』モジュール 1～6 第二版）

コメント	対応策
当時導入された授業案の新しい雛形を使う必要がある。	新しい雛形を採用して、授業案を書き直した。
授業の質を上げるために授業案をより改良する必要がある。	全授業案を再度見直した。
教室での活動に対するアイディアがもっと必要。	指導が難しい単元についての新しいアイディアを記載した。

改訂後、CL 及び校長向けのオリエンテーション・研修用に『ソースブック』（第二版）を印刷し、DEO に配布した。

『ソースブック』モジュール 1～2 の改訂（第二版）（2007 年第 4 四半期）

教育改革および『教育基本法』の改訂が進行中であったことから、モジュール 3～6 改訂時にモジュール 1～2 は改訂しなかった。しかし、その後もこれらが遅延する模様であったため、本プロジェクトではモジュール 1～2 の改訂を行うことを決め、ワークショップ（N104：ソースブック 1～2（第二版）改訂ワークショップ）を開催し、郡レベルでの現状を反映させることとした。N104 以外では以下の機会を通じて意見を聴取した。

- N103　INSET モデル評価ワークショップ
- N204　郡 INSET コーディネーターとの調整会合
- N512　郡活動、及び SBI/CBI モニタリング

この改訂時に反映した主要な変更点は、以下の通りである。

- 財源の一本化（「ガ」国政府の中期支出枠組 (Medium Term Expenditure Framework: MTEF)）

  INSET モデルの目標は、汎用性があり尚且つ構造化・制度化された INSET であった。しかし、『ソースブック』1～2 第一版では DEO が利用する財源確保の方法が複数あり、INSET が一時的な活動であるような印象を与え兼ねなかったため、「制度化」をより強固なものとするために財源を「ガ」国政府の MTEF に一本化した。

- 政府による計画書・ハンドブック・マニュアルとの協調

  以下の行政資料を参照し、調和化を図った。

- – 郡教育戦略計画 (District Education Strategic Plan: DESP)
- – 年次郡教育運営計画 (Annual District Education Operational Plan: ADEOP)
- – 年次郡教育活動計画 (Annual District Education Action Plan: ADEAP)
- – Work Plan for Service and Investment
- – 年次郡活動報告書 (Annual District Performance Report: ADPR)
- – 学校運営改善計画 (School Performance Improvement Plan: SPIP)
- – 中期支出枠組 (MTEF)
- – 校長ハンドブック
- – 指導主事ハンドブック
- – 郡レベルの教育計画・予算・モニタリング・評価運営マニュアル
- – 郡／州教育関係者向け政策研究・モニタリング／評価・研修マニュアル

- 郡 INSET ユニット（DIU）の組織構成及び名称の変更

   DIU の業務実施能力には、パイロット郡の間で大きな差異があった。郡から収集した情報によると、この違いは DIU の組織構成が異なることに起因していることが判明した。例えば、DDE が含まれている DIU は、そうでない DIU と比べ、迅速で的確な意思決定が可能であった。そのため、第一版では DIU の構成は固定していなかったが、第二版では DIU に DEO 内の適切な関係者（学校指導課長、計画課長、予算官など）を含めるよう、構成メンバーを固定した。また、各 DEO 内に特定の執務室を持たないで召集するという委員会方式の特徴を反映させ、その名称を「郡 INSET ユニット (District INSET Unit: DIU)」から「郡 INSET 委員会 (District INSET Committee: DIC)」に変更した。

   終了時評価によると、この構成及び名称の変更により DEO の目的意識が高まり、郡レベルの意思決定プロセスは加速したとのことである。

- 郡教員支援チーム（DTST）の責任範囲の変更

   第一版では、DTST の責任範囲を学校レベルへのオリエンテーションと研修の実施としていた。しかし、活動の進捗に伴い、教科に特化しない内容であれば DIC メンバーがオリエンテーション・研修を行うことが可能であり、謝金などの費用がさらに削減できることから、DTST の責任範囲について教科知識を学校に提供することに限定した。

郡レベルの INSET 実施体制の変更（2008 年第 1 四半期）

   モジュール 1～2（第二版）に記載された通り、DEO はそれぞれ INSET 実施体制を変更し、名称を DIU から DIC に改めた。これに伴い、DIC の新メンバーに対し、オリエンテーションを実施した (N508)。終了時評価での調査によると、多くの DIC メンバーは郡ガイドラインが郡レベルの INSET 活動に役立っていると評価したことがわかる。

『国家ガイドライン』の修正（第二版）（2008 年第 2 四半期）

　他の全モジュールを改訂した一方、『国家ガイドライン』の改訂は『教育基本法』改訂の遅れに伴い 2007 年度末まで一度も実施しなかったが、2008 年にワークショップ（N105：国家ガイドライン（第二版）改訂ワークショップ）にて改訂し、GES 総裁、及び TED 局長により承認された。

　『国家ガイドライン』改訂の主な目的は全国展開に向けてモデルを見直すことであり、州教育事務所長 (RDE) の代表と議論のうえ、州教育事務所 (REO) の責任範囲を明確に記載した。また INSET の最高意思決定機関として国家 INSET 委員会 (National INSET Committee: NIC) を規定した。NIC はプロジェクト終了後合同調整委員会 (JCC) の役割を引き継ぐこととし、より意思決定プロセスを早めるため、NIC 構成員数を JCC より大幅に削減した。

『ソースブック』モジュール 3 の改訂（第三版）（2008 年第 3 四半期）

　現場で提出書類の多さが指摘されていたため、2009 年に開始される INSET の全国展開前に対応すべく、ワークショップ（N106：ソースブック 3（第三版）改訂ワークショップ）を実施して、モジュール 3 を改訂しより使い勝手の良い内容とした。改訂にあたって、記入様式（用紙）の数を減らし内容を一部変更した。

3.3　　学校レベルを対象としたニーズベースの INSET モジュール開発

PDM 成果 2：現場ニーズに応じた INSET モジュールやソースブックの利用に係るガイドラインが策定される
PDM 活動 2： 2.1　リソースパーソンの任命 2.2　既存 INSET 関連資料のレビュー 2.3　ソースブックのモジュール開発（理科、算数） 2.4　ソースブックのモジュール開発（理数科理解のための英語） 2.5　ソースブック利用に関するガイドラインの開発 2.6　ソースブックの印刷及びパイロット郡への配布

　PDM 成果 2 は学校レベルでの INSET 実施体制構築を目的とした。一方 PDM 成果 1 では主に郡レベルにおける INSET 実施体制の構築を目的とした。モジュール開発のプロセスは前節にて説明した通りである。

3.3.1　　リソースパーソン

　ケープコースト大学 (UCC)、ウィネバ教育大学 (UEW)、ガーナ数学協会 (Mathematics Association of Ghana: MAG)、ガーナ科学教員協会 (Ghana Association of Science Teachers: GAST) から選出した 6 名が、2006 年第 3 四半期の『ソースブック』モジュール 1〜6（第一版）開発ワークショップのリソースパーソンとして参加した。当メンバーはモジュール

3〜6 第二版の改訂作業にも参加した。『国家ガイドライン』及び『ソースブック』モジュール 1〜2 の改定時には、特に既存行政文書との整合性をより強化するため、ガーナ教育サービス (GES) 及び教育科学スポーツ省 (MOESS) 内の関係者をリソースパーソンとして招いた。

INSET モデル、ガイドライン、各モジュールの開発・改訂作業に参加したリソースパーソンのリストを付録 C に収録する。

3.3.2 学校用ソースブック（モジュール 3〜6）

『ソースブック』の各モジュールの開発・改訂を上記のリソースパーソンと行った。『ソースブック利用に関するガイドライン』は『ユーザーガイド』と名称を改め、『ソースブック』の各モジュールに収録した。

終了時評価では、複数の関係者から次のような意見を得た。1) 郡関係者は『ソースブック』（モジュール 4〜6）を実践的であると評価している、2) 郡教員支援チーム (DTST) は、モジュール 3 は INSET 実施に非常に役立つと感じている、3) 他ドナー関係者は「ソースブックは「ガ」国の事情に適している」と評価している。

3.4 INSET 関係者の業務能力開発

> **PDM 成果 3：INSET 実施に係る関係者の業務能力が開発される**
>
> **PDM 活動 3：**
> 3.1 職能基準 (4.1) に基づくベースライン調査の実施
> 3.2 ナショナルトレーナー (NT) の任命、及びオリエンテーションの実施
> 3.3 (1.4)で開発されたガイドラインを用いて郡教育事務所員、郡 INSET ユニット (DIU)、校長、指導主事 (CS) にオリエンテーションを実施
> 3.4 DIU による INSET プログラム及び実施計画策定支援
> 3.5 DIU と郡教員支援チーム (DTST) による、校長・CS との教務主任 (CL) 選定作業支援
> 3.6 DTST による CL に対する INSET 実施に対する支援
> 3.7 校長・CL による校内研修 (SBI)/クラスター研修 (CBI) 実施の支援
> 3.8 DTST による CL に対する年次 INSET プログラム策定の支援
> 3.9 DIU による郡モニタリング報告書 (4.4) に基づいた年間実施計画改訂の支援

PDM 成果 3 は郡レベルの INSET 関係者（DIC と DTST）及び学校レベルの INSET 関係者（校長と CL）の業務能力強化を目的とした。そのため、プロジェクト開始当初の INSET 主要関係者の業務能力をベースライン調査（3.4.1 節参照）により調査した。同結果を各モジュール開発の情報源として活用（3.2 節参照）する一方、開発したモジュールを関係者の業務能力開発に利用した（3.4.2 節参照）。本節では、このベースライン調査と業務能力開発について述べる。

3.4.1　ベースライン調査

　本プロジェクトで設定した職能基準に基づき、2006 年にベースライン調査 (N107) を実施した。同調査では、国家 INSET ユニット (NIU)、DIU、DTST、校長、CS、CL、教員を対象にインタビューを実施した。パイロット郡 10 郡に加えその他 5 郡でも実施され、INSET 関係者の指導・業務能力の基礎調査とした。この調査により、以下の点が明らかになった。

- ほとんどの教員（84.1%）は過去 3 年間に SBI に参加した経験があった。
- CBI に参加したことのある教員は、SBI に比べて少ない（38.9%）。
- SBI での教員間の協力や議論参加は多少低い。
- 教員の指導力に関する自己評価は、彼らの授業案や授業を見た外部者による評価よりも高い。
- 包括的学校開発 (Whole School Development: WSD) プログラム実施により、全ての郡において DTST が配置されていた。郡の INSET 活動に携わっている DTST もいたが、過去 2 年間全く INSET 活動に関わっていない DTST もいた。
- DTST で SBI のモニタリング経験があるものは 72%、CBI は 47% であった。
- CS は SBI において、自らがリソースパーソンとして模擬授業を行い、教材の作成と利用について教員を支援していると述べている。しかし、学校への指導は全て口頭で実施されており、INSET 活動に関して CS の関わりを示す記録が一切無かった。

　2006 年と 2007 年に郡ガイドラインの改訂時には、本調査結果を考慮して改訂した。

3.4.2　国家レベルの能力向上

国家 INSET ユニット (NIU)

　STM プロジェクトにおけるカウンターパートであった、プログラムコーディネーター1名および教師教育局 (TED) 職員 3 名が、2005 年度に NIU 配属となった。さらに 2007 年度には、WSD プロジェクトの州コーディネーターであった TED 職員が追加配置となった。その後、当初のプログラムコーディネーターの基礎教育局 (Basic Education Division: BED) 異動に伴い、2008 年 4 月に新任プログラムコーディネーターが配置された。

　配属された TED 職員 4 名には、実地訓練を通じた事務及び管理能力の強化を図り、本邦研修を実施した (N301)。

ナショナルトレーナー (NT)

　STM プロジェクトの経験を持つ 10 名が、2005 年度 NT として選出された（先述の NIU 構成員である 4 名も含む）。STM プロジェクトを通じて、NT としての能力強化は既に図られていたため、本プロジェクトではオリエンテーションを中心に下記活動を実施した（各活動の詳細は付録 II G を参照のこと）。

- N401　ナショナルトレーナー向けオリエンテーション
- N402　ナショナルトレーナー向け情報マネジメント研修

3.4.3 郡、及び学校レベルの能力向上

NIU は、NT とともにパイロット郡にオリエンテーションや研修を実施し、郡の能力向上を図った。また、NIU は研修やモニタリングの機会を通じて、郡から『ソースブック』に対する意見や提案の聞き取り調査を実施した。郡及び学校関係者に係る能力強化の活動を以下に詳述する。

郡 INSET ユニット (DIU)・郡 INSET 委員会 (DIC)

DIU は、郡での INSET 活動を監理・監督するために DEO 内に配置された組織である。2005 年、2006 年に開発された『郡ガイドライン』に記載された推奨される DIU 組織構成に基づき、NIU はパイロット郡に対してより効果的な構成となるよう指導した。DEO が DIU を組織するにあたり、以下のオリエンテーションを実施した。

- N501　郡 INSET 担当者向けオリエンテーション

さらに NIU は、DIU／DEO が INSET 活動を実施・監理・監督に関わる必要な能力強化を図るため、以下の研修を実施した。

- N303　GIMPA 実施の「人材管理コース」及び「予算担当者以外の会計コース」への派遣
- N503　予算策定ワークショップ
- N504　DIU、郡予算官、DTST 向け計画・予算管理研修
- N505　DIU 向け情報マネジメント研修
- N506　郡予算官向けオリエンテーション

その後、前章で記載の通り DIU は DIC に変更され、郡教育事務所長 (DDE) を長として固定のメンバーで構成されるようになった。NIU は新規に DIC となった職員に対しオリエンテーションを実施した。

- N508　DIC 新任メンバーへのオリエンテーション

上記研修・オリエンテーション等を通じて各郡が『年次 INSET 活動計画 (Annual INSET Action Plan: AIAP)』及び『年次 INSET 進捗報告書 (Annual INSET Progress Report: AIPR)』を策定できるよう指導し、また、DDE との情報共有会議 (N203) や郡 INSET コーディネーターとの調整会合 (N204) を通して、DIU/DIC が AIAP 及び AIPR を改善できるよう指導した。その成果が実り、2007 年には NIU の指導を受けた郡が INSET 活動計画を「ガ」国政府中期支出枠組 (MTEF) に含めることに成功した。

郡教員支援チーム (DTST)

『ソースブック』に DTST の推奨構成を記載し、NIU が DIU/DIC に対し、DTST の人選について技術指導を行った。また、DTST に対して NIU は下記の研修を行った。

- N502　DTST 向けオリエンテーション・教科研修
- N507　ASEI/PDSI ワークショップ

DIU/DIC/DTST による学校レベル INSET 活動支援への支援

　DIU/DIC/DTST は、付録 II E の通り INSET 活動を実施した。各郡が INSET 活動を円滑に実施できるよう、NIU は下記活動を通して適宜支援を行った。

- − N509　校長、CS 向け 1 日間オリエンテーションのデモンストレーション
- − N510　CL 向け 2 日間オリエンテーション及びソースブック 5 日間研修（第一回）のデモンストレーション
- − N511　CL 向けソースブック研修（第二回)、及び CL・校長向け情報交換セミナーのデモンストレーション
- − N512　郡活動及び SBI/CBI のモニタリング

　終了時評価によると、校長と CL は、DIC と DTST によるオリエンテーションと研修に概ね満足しているとのことであった。

　研修及びオリエンテーションを受講した DIU/DIC、DTST、CS、校長及び CL の人数は、次表の通りである。

表 3.6 研修及びオリエンテーションを受講した DIU/DIC、DTST、CS、校長及び CL の人数

ID	活動名	対象	北アシン	北アダンシ	南タノ	西ダンぐ	タマレ	カシナナンカナ	ワ	アカチ	東ンポホワサ	北アクワピン	合計
N303	GIMPA 実施の「人材管理コース」及び「予算担当者以外の会計コース」への派遣	DIU	4	3	3	3	3	3	4	4	3	4	34
N501	郡 INSET 担当者向けオリエンテーション	DIU	5	5	5	5	5	5	5	5	5	5	50
N502	DTST 向けオリエンテーション・教科研修	DTST	10	10	10	10	10	10	10	10	10	10	100
N503	予算策定ワークショップ	DIC/DIU	1	1	1	1	1	1	1	1	1	1	10
N504	DIU、郡予算官、DTST 向け計画・予算管理研修	DIU	6	6	6	6	6	6	6	6	6	6	60
		DTST	10	10	10	10	10	10	10	10	10	10	100
N505	DIU 向け情報マネジメント研修	DIU	5	5	5	5	5	5	5	5	5	5	50
N506	郡予算官向けオリエンテーション	DIU	2	2	2	2	2	2	2	2	2	2	20
N507	ASEI/PDSI ワークショップ	DIU	2	2	2	1	3	3	2	1	4	3	23
		DTST	5	6	6	4	7	5	1	6	6	6	52
		CS	2	1	2	2	1	4	2	1	2	4	21
		CL	7	7	6	9	5	4	11	8	4	3	64
N508	DIC 新任メンバーへのオリエンテーション	DIC	6	6	6	6	6	6	6	6	6	6	60
N/A	校長、CS 向け 1 日間オリエンテーション	校長、CS	102	140	65	89	251	88	69	95	58	86	1,043
N/A	CL 向け 2 日間オリエンテーション	CL	104	83	56	81	242	96	69	100	101	104	1,036
N/A	CL 向けソースブック 5 日間研修（第一回）	CL	161	90	63	82	256	97	68	101	104	161	1,183
N/A	CL 向けソースブック 5 日間研修（第二回）	CL	131	104	78	86	251	99	69	103	103	131	1,155
	合計		563	481	326	402	1,064	444	340	464	430	547	5,061

出典 『GES/JICA INSET Project』

2007/2008 学年度に SBI に参加した教員数（校長と CL 含む）を次表に示す[10]。精度の低い部分については、推定値として斜体で示す。

表 3.7　SBI に参加した教員数

	北アシン	北アダンシ	南タノ	西ダンぐ	タマレ	カシナナンカナ	ワ	アカチ	東ンポホワサ	北アクラピン	合計
2007/2008 年度 1 学期	987	767	1,015	977	4,523	1,362	1.558	790	458	901	11,782
2007/2008 年度 2 学期	826	1,485	1,377	1,144	*4,000*	1,703	*1,300*	1,223	648	2,293	15,999
2007/2008 年度 3 学期	952	2,294	1,311	1,162	4,638	1,069	*1,300*	905	511	1,743	15,885
合計	2,765	4,546	3,703	3,283	13,161	4,134	2,602	2,918	1,617	4,937	43,666

出所 パイロット郡からの SBI/CBI データシートを基に JICA 専門家チームが集計 (斜体数字は推定値)。

次表では、既存のデータをもとに推計した CBI に参加した教員数を示す。

表 3.8　CBI に参加した教員数

	北アシン	北アダンシ	南タノ	西ダンぐ	タマレ	カシナナンカナ	ワ	アカチ	東ンポホワサ	北アクラピン	合計
2007/2008 年度 1 学期	*143*	*691*	*130*	*167*	*387*	*8*	*463*	*135*	*183*	*103*	*2,410*
2007/2008 年度 2 学期	*215*	*263*	*260*	*108*	*300*	*99*	*400*	*217*	*165*	*1,059*	*3,086*
2007/2008 年度 3 学期	*98*	*462*	*224*	*134*	*272*	*255*	*400*	*145*	*125*	*1,042*	*3,157*
合計	*456*	*1,416*	*614*	*409*	*959*	*362*	*1,263*	*497*	*473*	*2,204*	*8,653*

出所 パイロット郡からの SBI/CBI データシートを基に JICA 専門家チームが集計。

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[10] ガーナの学年度は、9 月開始である。2006/2007 学年度のデータも収集したが、郡及び学校レベルの要員の業務実施能力が低くデータの精度が低い為不掲載としたが、データ収集能力向上に伴い、2007/2008 学年度のデータを集計のうえ掲載した。

3.5　モニタリング評価システムの開発

PDM 成果 4 : 郡を実施主体とする INSET モデルのモニタリング評価システムが開発、運用される

PDM 活動 4 :

4.1　INSET モデルの運用を支える関係者の職能基準の開発（ベースライン調査とプロジェクト終了後のモニタリング用）

4.2　郡教員支援チーム (DTST) による情報マネジメントシステム運用に関する支援

4.3　DTST による教員の研修ニーズ分析に対する支援

4.4　郡 INSET ユニット (DIU) による INSET プログラムの実施計画に係る年間進捗評価の支援（郡モニタリング報告書）

4.5　国家 INSET ユニット (NIU) とリソースパーソンによる国家 INSET モデルの評価（毎年）とソースブック改訂（5 年毎）に関する支援

　PDM 成果 4 は INSET のモニタリング評価システムの開発を目的とした。本プロジェクトにおけるモニタリング評価システムには、情報マネジメントシステム (Information Management System: IMS) という名称が付けられている。各郡の策定する年次 INSET 活動計画 (AIAP) は IMS への主要情報源であるが、AIAP を介したフィードバックはソースブック各モジュールの改訂に使われた（3.2 節）ことから本節では取り扱わない。同様に、成果 4 に係る INSET モデル評価及び他の幾つかの活動もソースブックモジュール改訂に活用されたため 3.2 節で記載し、本節では記載しない。従って本節では職能基準と IMS についてのみ記載する。

3.5.1　職能基準

　本プロジェクトは、2005 年に INSET モデルに係る全ての関係者の職能基準を開発し、職能基準表は、ソースブックモジュール 3 にて活用した。ベースライン調査では、当該職能基準に基づき INSET 実施者の初期能力を評価した。

3.5.2　情報マネジメントシステム (IMS)

　IMS とは関連情報を収集・管理する仕組みである。この IMS を『ソースブック』に反映し、各パイロット郡で情報収集の仕組みが構築されるよう図った（詳細は 4.2 節参照）。IMS 構築に伴い、NIU は各郡に以下の研修を実施した。

　　－　N505　　DIU 向け情報マネジメント研修

　また、NIU はナショナルトレーナー（NT）に以下の研修を通して IMS 管理方法を指導し、NT が各郡を訪問する際に同システムについても進捗をモニタリングできるようにした。

　　－　N402　　ナショナルトレーナー向け情報マネジメント研修

　さらに郡 INSET 委員会 (DIC) はプロジェクトで開発した記録用紙を用いて SBI/CBI 実施記録を提出するように各学校に指導した。

　終了時評価での DIC・DTST へのインタビューにより、モニタリングシステムは十分に機能していること、またその結果は INSET システムを向上させるために利用されていることが確認された。

3.6　啓発活動と INSET の制度化

PDM 成果 5：INSET の参加と支援が促進され、INSET の制度化が円滑に進むようガーナ政府の INSET 政策が改善される

PDM 活動 5：

5.1 プロジェクト成果普及ワークショップの実施

5.2 郡 INSET ユニット (DIU) による INSET プログラムと現在の教員評価制度との連動促進に対する支援

5.3 郡教育事務所 (DEO) による下記の連携強化のための各種ワークショップ実施に対する支援

　　　- DEO と郡レベル関係者、教員養成校 (TTC)

　　　- DEO と郡議会

　　　- DEO と NGO 及びコミュニティ（PTAs、学校運営委員会）

5.4 ガーナ教育サービス (GES) による INSET 政策の効果的な制度化を計るための INSET 政策レビュー・改訂作業に対する支援

5.5 GES による INSET 政策の効果的な制度化を計るための実施ガイドラインの作成支援

5.6 ニュースレターの発行（四半期毎）

5.7 教員を対象とした INSET 効果についての TV 番組作成及び放映

　他の PDM 成果が INSET モデルの開発自体を目的としたのに対して、PDM 成果 5 は INSET 制度化支援を目的とした。

3.6.1　啓発活動

　INSET に対する認知度向上が制度化実施の一助になることを踏まえ、以下のような活動を実施した（各活動の詳細は、付録 II G 参照）。

- N601　プロジェクト紹介ワークショップ
- N602　ニュースレターの発行
- N603　INSET ドキュメンタリーの作成、TV 放映
- N604　TV 番組『トーキングポイント』の放映
- N605　『CL の生活』DVD の作成、配布
- N606　全 DDE への成果普及ワークショップ

3.6.2 DEO による、教員養成校・郡議会との連携強化のためのワークショップ実施に対する支援

本プロジェクトは、DEO が教員養成校 (TTC) や郡議会などとの連携を強める活動を適宜支援した。しかし、当初の想定より地方分権化のプロセスが遅く、郡 INSET 活動に伴う財源を教育科学スポーツ省 (MOESS) からの資金に求めることにしたため、郡議会との連携強化の優先度は低くなり、他方 TTC との協力体制強化を重視して支援した。

3.6.3 INSET プログラムと教員評価システムとの連動

本プロジェクトは、DIU/DIC に INSET と教員評価システムとの連動促進を助言するだけでなく、GES が昇格システムを導入する具体的なステップについて提言した（詳細は 5.2 節参照のこと）。

3.6.4 政策評価と INSET 制度化に係る GES への支援

本プロジェクトの活動は、主に国家レベルと郡レベルに分けられる。当初、プロジェクトは INSET 政策文書に記載してある既存の INSET モデルを郡レベルで実施支援することを目的としていたため、国家レベルの活動には重点を置いていなかった。しかし、INSET 政策文書の最終承認がなされていなかった事実から、本プロジェクトでは当初の実施案を遅らせることとした。以下にプロジェクトの実施プロセスを 3 期に分けて示す。

- 第一期（2005 年 12 月～2006 年 12 月）
  校内研修 (SBI) /クラスター研修 (CBI) に係る INSET 政策の確固とした枠組みがなかったため、プロジェクトは事前合同調整委員会 (N202) にて INSET 政策策定の枠組み作りを行う作業部会を立ち上げた。

- 第二期（2006 年 12 月～2007 年 7 月）
  進行中の教育改革の結果によっては策定すべき政策内容に大きな変更が生じる可能性があったため、作業部会は休止とし、郡レベルの INSET モデル開発を行い活動を継続した。

- 第三期（2007 年 7 月～プロジェクト終了時）
  INSET 制度化に関して以下の進捗があった。
  - 全てのパイロット郡は中期支出枠組 (MTEF) を通じて 2008 年の INSET 予算を確保した（合計 67,989 新セディ）。
  - GES 総裁は、2009 年より INSET 全国展開の開始を承認した。これを受け、教師教育局 (TED) は INSET 全国展開予算を計上した。
  - 2008 年より、MTEF の活動費目に INSET が加わり、全 DEO は INSET を予算に含めることが出来るようになった。
  - 財務室は、全 DEO に対し 2009 年度予算に INSET 分を計上する旨指導した。

　このようなプロジェクトによる様々な取り組みが功を奏して、「ガ」国政府は INSET の全国展開開始に同意した。以下にその成功要因の一例を記す。

- 「ガ」国教育科学スポーツ省 (MOESS) に強い影響力のあるガーナ人団員や GES 前総裁のンソワ氏（シニアコンサルタント）の活用により、省内の高官を啓発した。
- ソースブック開発ワークショップ等に、計画・予算・モニタリング・評価局 (Planning, Budgeting, Monitoring, and Evaluation Division: PBME）や財務室といった重要な関係者を参加させ、認知度向上に努めた。

第4章 プロジェクトの成果

4.1　序文

　本章では、本プロジェクトの成果を述べる。まず、本プロジェクトで確立した現職教員研修 (INSET) モデルを整理し、次に PDM 上のプロジェクト目標、上位目標に対する達成状況を分析する。さらに、パイロット各郡から提出された『インパクト評価報告書』を基にプロジェクトが現場に与えたインパクトを示し、最後に終了時評価団の評価結果を付記する。

　また、本章では詳述を避けるが、2009 年からガーナ教育サービス (GES)・教師教育局 (TED) が主導して INSET の全国展開を予定し、プロジェクトがこの計画策定に多大な支援をしてきたことは特筆に価する。INSET 全国展開はプロジェクトの上位目標（短期）であることからもこの支援活動の意義は大きい。INSET 全国展開計画については、詳細を付録 I に収録する。

4.2　INSET モデル

　3 年間のプロジェクト期間を通じて、本プロジェクトは INSET モデルを確立した。同モデルは円滑な校内教員研修 (SBI) /クラスター研修 (CBI) の実施を目的とし、GES 内のシステムに組み込んだ。同モデルの要点は次の 3 点である。
- 関係者の役割分担と責任範囲
- 研修・オリエンテーション実施体制
- 情報マネジメントシステム

　以下、それぞれについて説明する。

関係者の役割分担と責任範囲
　国家、郡、学校レベルにおける INSET プログラム実施関係者は次図の通りである。
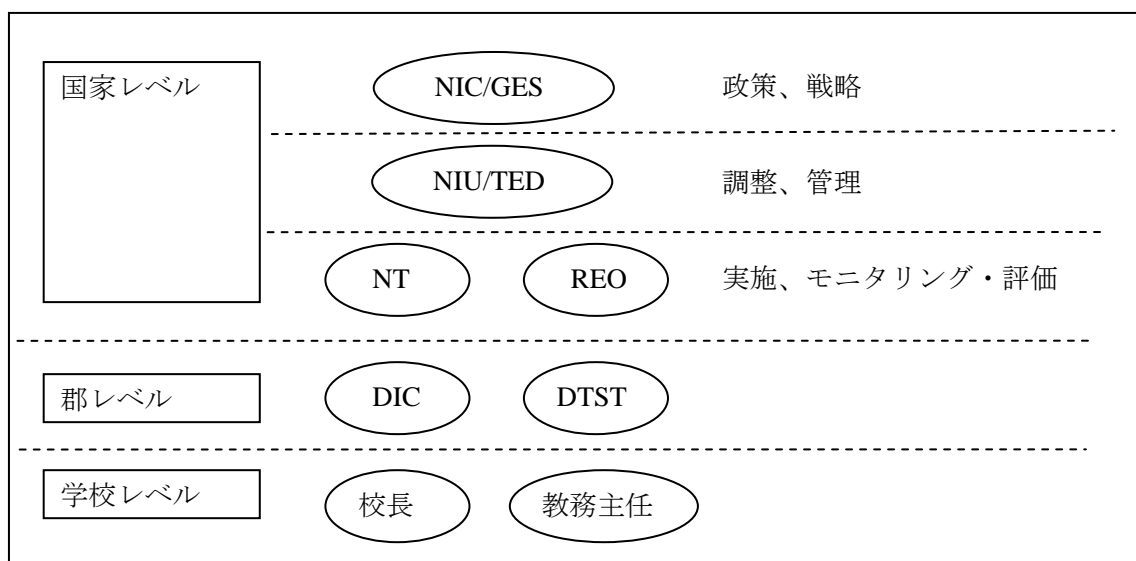
図 4.1　関係者の機能

国家レベル：　　国家 INSET 委員会 (NIC)、国家 INSET ユニット (NIU)、ナショナルトレーナー (NT)、州教育事務所 (REO)
郡レベル：　　　郡 INSET 委員会 (DIC)、郡教員支援チーム (DTST)
学校レベル：　　校長、教務主任 (CL)

　上記グループの基本的な機能・役割を以下に記述する。

1)　国家 INSET 委員会 (NIC)

　NIC は INSET 運営委員会であり、GES 総裁が TED 局長と協議のうえ、年に 2 回開催する。概要は以下の通りである。

構成
- GES 総裁（開催者）
- GES 副総裁（質・アクセス担当）
- 財務官 (GES)
- TED 局長 (GES)
- 基礎教育局長 (GES)
- 視学局長 (GES)
- カリキュラム研究開発局長 (GES)
- ウィネバ教育大学 (WEU) 学長
- ケープコースト大学 (UCC) 学長
- NIU コーディネーター（書記)

責任範囲

- 国家レベルの INSET に関する課題を GES 評議会に提出
- INSET と昇格システムの連動に関する提言を、GES 総裁を通じて GES 評議会に提案
- NIU からの報告書をレビューし、適宜必要な対応を実施
- 教員養成研修 (Pre-Service Training: PRESET) と INSET の認証と連動
- NIU に INSET に関する事柄について助言
- NIU 要員への任命を承認

2) 国家 INSET ユニット (NIU)

　NIU は、TED 内に設置される INSET プログラムの実施・調整機関である。NIU メンバーは、INSET プログラムの計画、予算化、実施、モニタリング評価、質確保の全てを主導する。TED 局長は GES 総裁と協議の上、NIU メンバーを任命する。

責任範囲

- 全郡が INSET 活動を円滑に実施するよう調整・支援
- INSET モデルの継続改訂
- 必要に応じ NIC 会合の開催
- 国家レベルの人材（NT 及びリソースパーソン）管理
- 国家レベルの INSET に関する事柄（政策・戦略）と活動について調整

3) ナショナルトレーナー (NT)

　NT は、郡レベルの研修を NIU や REO が実施する際に、教科指導を担当する。また、NIU もしくは REO の指示により郡のモニタリングを支援する。NT は NIU/REO が選出し、REO が任命する。

責任範囲

- 郡レベルの研修、オリエンテーションを実施
- 研修における教科に対する指導
- 研修において研修参加者の交流を促し、必要な支援を実施
- 研修を通じて、参加者がその長所・短所を発見できるような機会を醸成
- 研修に参加するよう促進
- ガイドライン・マニュアル・教材をレビューし、NIU にフィードバック

4) 州教育事務所 (REO)

　REO は、諮問機関として、州視学官の意見を基に教員養成校 (TTC) や高校から NT を任命する。また、郡をモニタリングし、必要に応じて支援を行う。

5)　郡 INSET 委員会 (DIC)

　DIC は、郡教育事務所 (DEO) 内に配置され、郡レベルの INSET 活動を実施する運営委員会として重要な役割を果たす。DIC の業務には、郡における INSET プログラムの計画、予算化、実施、モニタリング・評価、DTST の選出が挙げられる。

構成
- – 郡教育事務所長 (DDE)
- – 学校指導課長
- – 人事管理課長
- – 計画課長
- – 訓練官
- – 予算官

6)　郡教員支援チーム (DTST)

　DTST メンバーは専門性を活かし、必要に応じて DIC による研修やモニタリングの実施を支援する。

7)　校長、教務主任 (CL)

　CL は校長より任命され、SBI/CBI を円滑に進める役割とする。CL は、校長の指示に従いながら同僚教員を促し、効果的な SBI/CBI を実施する。

研修・オリエンテーション実施体制

　次図に、INSET プログラムの研修・オリエンテーション実施の流れを示す。例えば、NT は DIC、DTST、指導主事 (CS) に研修を行い、CL と校長は DIC と DTST よりオリエンテーション・研修を受ける。
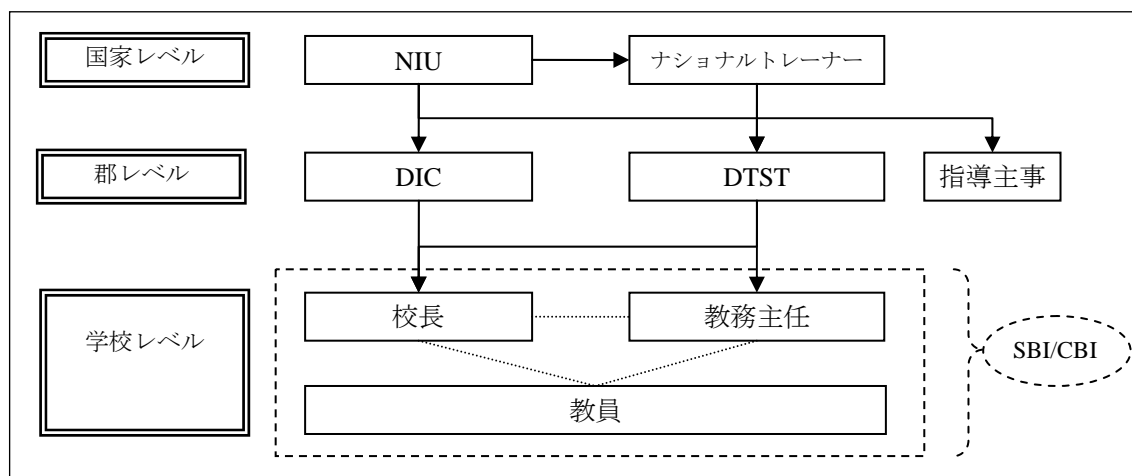
図 4.2　研修・オリエンテーション実施の流れ

　図中の矢印は、研修・オリエンテーションの流れを示す。上部組織から下部組織への流れもあるが、SBI/CBI は、同僚間での学びあいに主眼を置いている。

　DIC は『年次 INSET 活動計画』 (AIAP) を策定・予算化する役割を担う。策定した AIAP に従い、「ガ」国予算を利用して、DIC と DTST が校長及び CL に対して研修を実施する。

　校長は、CL とともに、年間 SBI/CBI 計画を策定する。これには、人頭補助金[11]を用いた『学校運営改善計画』 (SPIP) による予算も含む。同計画は、DDE により承認され、校長は計画に基づいて SBI/CBI 実施に必要な教材などの購入資金を執行する。CS は、学期に 2 回 SBI/CBI のために担当校を訪問し、DIC に報告書を提出する。また、校長は SBI/CBI 実施概要を毎学期 DIC に提出する。

　この体制の下で教員は各学校にて SBI/CBI を実施し、指導法に関するニーズや問題点などを解決する。SBI/CBI には、主に 1) 模擬授業 2) ピア・ティーティング（教授法勉強会） 3) 教材開発手法勉強会の三つの活動がある（詳細はソースブックモジュール 3 参照）。

INSET モニタリングシステム（情報マネジメントシステム）

　INSET プログラムを改善していくためには、関係者間からプログラムに関する情報を継続的に収集、記録、共有、分析、利用することが必要となる。情報を効率的に管理し、関係者間で共有することで、次の計画に繋げることができる。収集する項目と手順を統一することにより、全ての関係者が、誰が、どの情報を、どのように情報収集しているか理解することができる。

　情報マネジメントシステム (IMS) とは、関連情報を収集・管理する仕組みである。図4.3 の通り、情報の流れには 3 種類ある。

　第一の情報の流れ（図 4.3 の破線部）は学校、郡、国家の各組織における自己改善に活用される情報の流れを示す。「自己改善」とは、研修やオリエンテーションの結果を分析し、自分の組織内において教訓を取りまとめるプロセスである。例えば、郡においては DEO 内で取りまとめられた過去の研修プログラムに関する情報を分析し、予算を制限するのに用いたりする。

　第二の情報の流れ（同図の太字部）は、INSET の実施状況を上部組織に報告する流れを示す。本情報をもとに、上部組織は下部組織に対して、プログラムの改善方法を指導する。本情報は、国家ガイドラインや INSET ソースブックの改訂・追補にも活用できる。

　第三の情報の流れは、上記 2 番目の情報を用いて改訂した各種ガイドラインやソースブック、研修内容の変更を通して間接的にフィードバックする流れである。
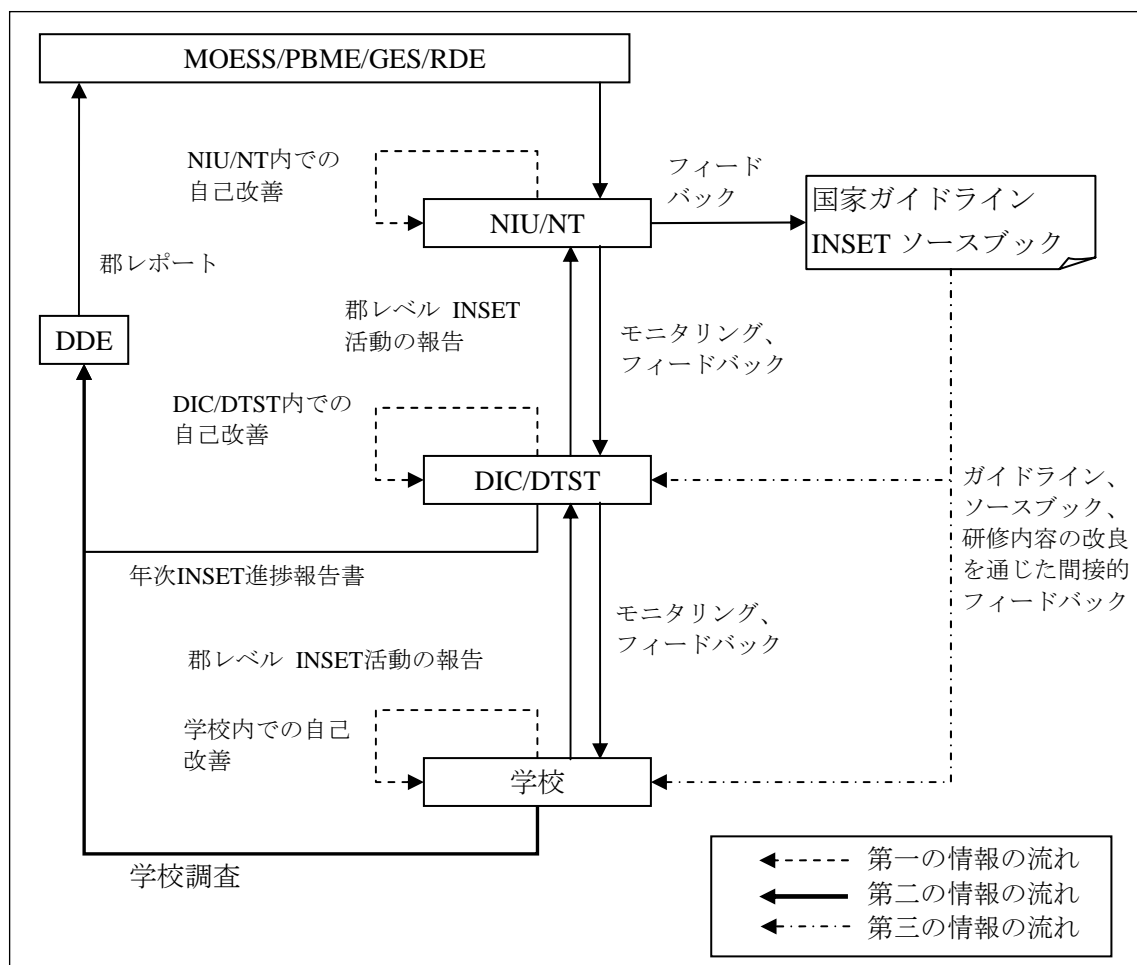
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[11] 児童数に応じて配賦される補助金

図 4.3　情報マネジメントシステム

4.3　　プロジェクト目標と上位目標の達成状況

　他方、プロジェクト目標と上位目標についても、2008 年 6 月 22 日から 7 月 10 日にかけて実施された終了時評価で、「適切な成果を上げ、汎用的な INSET モデル構築というプロジェクト目標を達成しており、かつ上位目標の達成への道筋も示している」と評価された。以下に各目標の達成状況を概観する。

<u>プロジェクト目標</u>

10 のパイロット郡において小学校教員を対象とする汎用性が高く制度化された INSET モデルが理数科において実施されている。

<u>指標</u>
- 全ての郡で INSET プログラムの活動計画が作成され、毎年改訂された。
- 校長、指導主事 (CS)、教務主任 (CL) に対する郡レベル研修・オリエンテーションが 100％実施された。
- パイロット郡内の 80％の小学校が理数科に係る SBI/CBI を学期に 2 回実施した。
- INSET 政策の効果的な利用に関するガイドラインが開発された。

　プロジェクト目標は全般的に達成された。郡レベルの研修・オリエンテーション（校長、CS、CL 向け）が実施され、各種ガイドラインが開発されたのは、3.2 節及び 3.3 節で述べた通りである。また、全郡が INSET プログラムの活動計画を策定し、毎年改訂した。SBI/CBI を学期に 2 回以上実施した郡内の学校は、次表の通りである。

表 4.1　SBI/CBI を 2 回以上実施した学校の割合（パイロット郡内）

2007/2008 学年度第 1 学期	2007/2008 学年度第 2 学期	2007/2008 学年度第 3 学期
84.9%	93.6%	92.4%

　1 学年度を通じて、プロジェクト目標である「80%」以上の数値を達成したことからも、SBI/CBI はパイロット郡に根付いてきたと言えるであろう。

短期上位目標 1（2011 年度目標）

パイロット郡内の INSET ユニット、郡教員支援チーム (DTST)、校長、指導主事 (CS) 及び教務主任 (CL) の校内研修実施支援能力が向上する。

指標

パイロット郡内の INSET ユニット、DTST、校長、CS 及び CL の校内研修実施支援能力が、職能基準に照らして向上する。

　3.4 節で述べた通り、国家・郡・学校において、INSET 制度化に必要な能力強化活動を実施した。これにより、プロジェクト開始時と比べて全レベルの関係者の能力が高まったと JICA 専門家チームは認識しており、終了時評価団も同様の見解を示した。

短期上位目標 2（2011 年度目標）

INSET モデル（現職教員研修システム）が全国で実施される。

指標

パイロット郡において、80%以上の学校で少なくとも 1 学期に 2 回 SBI/CBI が実施される。

　プロジェクト期間中、パイロット郡では「80%以上の学校で SBI/CBI を実施する」という指標を達成した。SBI/CBI の実施予算面では、郡レベルでは中期支出枠組 (MTEF) 資金を、学校では人頭補助金を申請・活用することが教育行政文書に明記され実際に活用されていることから、SBI/CBI の継続性は高いと JICA 専門家チームでは考えている。終了時評価団は、全国展開に向けて、詳細な国家運営計画策定及び、国家 INSET ユニット (NIU)・NT の増員が必要であるとした。

長期上位目標（2013 年度目標）

継続的な INSET を通して、小学校教員の指導力が向上する。

指標

職能基準に照らした教員の技能が、ベースライン調査と比べて向上する。

　終了時評価団は、下記 2 点の視察結果を通じて、長期上位目標が 2013 年までに達成される可能性が高いとし、また同時に、以後は特に授業の質を高めることに注力する必要があるとした。

- 2008 年 6 月に各パイロット郡が NIU に提出した『インパクト調査報告書』によると、教員の指導力が向上した。
- 評価団の視察では、教員は教材を利用し、より子ども中心の授業となるよう工夫を重ねていた。しかし、一部の教員は教材を適切に活用しておらず、更なる SBI/CBI の質的改善が必要である。

4.4　SBI/CBI を通じた学校現場における成果

　各パイロット郡は、2008 年 3 月から 5 月にかけて質問表およびインタビューによる調査を実施し、各学校における INSET 活動のインパクトを測り、調査結果を『インパクト評価報告書』として NIU に提出した。同報告書によると、INSET 活動が、教員だけでなく生徒にも好影響を与えていることが明らかとなった。

　まず、校長は各種活動を通じて SBI/CBI に対してより協力的になり、SBI/CBI に関する予算対応、SBI/CBI の実施・モニタリング、DEO への報告といった業務をこなした。これが、SBI/CBI に対する協力的な態度を醸成し、指導者としての能力を高めたといえる。

　同様に、CL も SBI/CBI 実施を通じてリーダーとしての能力を向上させた。デモンストレーターとしての能力が高まったのみならず、他の同僚教員が模擬授業を行う際に準備を助けるといった変化も見られた。また、CL や教員には、以下のような良い影響が見られた。

指導力の向上

- 効果的な教材の作成や黒板の使い方
- 「児童中心の授業」に対する理解度の向上
- 授業案の向上
- 質問能力の向上

態度変容

- 授業の準備（授業案や教材の事前作成）をきちんと行うようになり、授業に対しての自信が深まった。
- 「継続的な指導能力の向上」の重要性が認知されるようになった。

– SBI/CBI に、より積極的に参加するようになった。
– 同僚教員との協力・情報交換をより積極的に行うようになった。

SBI/CBI での教員同士の協議・グループワークが上記のような好結果を生んだ要因であり、教員の意欲・自信の向上に繋がったと考える。

SBI/CBI は生徒の態度や理解度向上にも良い影響を与えている。教室は実習・グループワーク中心になり、生徒の授業や学校に対する興味も高まった。以下に例を記す。
– 教室に健全な競争意識と学びの雰囲気が生まれた。
– 理数科に対する生徒の興味が高まった。
– 教員の問いかけに対する理解が高まり、より早く答えられるようになった。

興味と理解が高まったことで、生徒の出席率が高くなり、一部の学校では試験結果の向上も見られた。

SBI/CBI は教員間、教員と生徒、生徒間での対話と情報共有を生み出し、その結果教員、生徒両方に様々な好影響を与えたといえる。しかしながら、SBI/CBI 実施にはまだ課題が残る。次表は、実施に係る問題点、及び現場からの解決策の提案である。

表 4.2 INSET 活動（学校レベル）の問題点と現場が提案する解決策

種類	問題点	現場よりの解決策
教員の態度	- SBI/CBI により余計な仕事が増えたと考え、出席を拒否する教員がいる。 - やる気の低い教員がいる。 - 一部の CL には、準備に時間がかかることに対する不満がみられる。	- 緊急の場合を除き SBI/CBI 実施日には休暇を承認しない。 - 教員のニーズに応じた SBI/CBI とする。 - DIC と DTST が定期的にモニタリングする。 - 教員が自ら進んで準備に時間をかけるようなインセンティブの創出。
CL・同僚教員の能力	- 一部の CL は SBI/CBI を取りまとめる能力がない。 - 一部の教員は教科に対する知識が不足している。	- CL 向け研修を定期的に行う。 - SBI/CBI による、教員間の教え合いを促進する。 - 学区において校長、CL の意見交換会を実施する。 - DTST が定期的にモニタリングを行う。
予算	- 予算の拠出が遅い。 - 十分な予算がない。 - 教材が不足している。	- SBI/CBI の費用を SPIP に含める。 - 国が早く執行する。
INSET 制度	- 一部の教員は授業終了後すぐに帰宅する。	- 勤務時間中に SBI/CBI を行えるようにする。
	- 書類仕事が多い。	- 記入する書類の数を減らす。
	- CL の離職率が高く、新任 CL の研修が必要である。	- 定期的に CL 研修を実施する。
	- 一部の地域では学校が離れており、CBI を開くのが難しい。	- 交通費を提供する。 - SBI を代わりに実施する。

プロジェクトでは現場の声を重視し、以下のような対応を取った。
- – GES に働きかけ、国の政策や戦略に現場からの提案を取り込ませた。
- – ソースブックの改訂時に、提案を反映させた。
- – 郡レベルで対応できる提案については、指導・支援を行い、郡に対応させた。
- – 5 章「提言」として、現実的な計画に落とし込んだ。

4.5　評価団による評価結果

これまで述べてきたように、本プロジェクトでは INSET モデルを開発し、プロジェクト終了時までに PDM のプロジェクト目標が達成されたうえ、上位目標達成のための道筋も示した。調査団が実施した、評価 5 項目によるプロジェクト評価結果は下記の通りである。

表 4.3　終了時評価結果（2008 年）

評価結果	内容説明
妥当性： 高い	評価団は、以下の事柄より妥当性は高いと結論付けた。 - ガーナ政府の高官は INSET の重要性を理解しており、INSET 活動は 2008 年の ESP 評価に含められた。 - 郡レベルで実施したインタビューによると、INSET に対するニーズは高い。 - ガーナに適切で最小限の費用で郡レベルの強化をする汎用可能な INSET を確立した。 - SBI/CBI は費用対効果が高く、持続性の高いアプローチである。さらに、教員が現場レベルで考えや知識を共有することが出来る。
有効性： 高い	評価団は、以下の事柄より有効性は高いと結論付けた。 - SBI/CBI の観察や成果普及セミナー、関係者へのインタビューにより、NIU と DIC の実務能力は強化されたと考える。また、ナショナルトレーナー (NT) と DTST（DIC メンバー、指導主事の一部を含む）は INSET 実施に重要な役割を担えている。 - 利用者のコメントを反映させた各種教材や資料は適切な物である。 - 関係者は、プロジェクトで開発した書類を活用して適切に手続きを進め、INSET を十分に実施できている。 - プロジェクトは新規の作業を導入したが、郡レベル関係者は INSET の重要性を理解した上でガイドラインに従って業務を実施している。 - モニタリングのための燃料代や学校からの情報提出の遅延の課題が残るものの、モニタリング方法は機能しており、郡レベルからの報告はなされている。
効率性： 高い	評価団は、以下の事柄より効率性は高いと結論付けた。 - INSET モデルでは最小限の費用での実施が念頭に置かれており、持続発展性のための最小限のコストでデザインされている。 - 現地の専門家の活用は非常に効率的である。

評価結果	内容説明
	- STM プロジェクトで開発された教材が利用されている。また STM で強化された CP が NT や DTST として郡レベルや国家レベルでプロジェクト活動に貢献している。 - プロジェクトは、他ドナー (DFID) のプロジェクト包括的学校開発（WSD）により開発された DTST を活性化して活用している。 - C/P は JICA 専門家から日々の活動において支援されている。 - 2 郡での視察ではプロジェクトによって供与された機材の使用状況は良い。しかし終了時評価団は、他の 8 郡での情報は入手できなかった。
インパクト： 高い	評価団は、以下の事柄よりインパクトは高いと結論付けた。 - GES は全国展開へ向けて予算を確保し、すでに活動を始めている。 - INSET は計画通りに機能しており INSET サイクルが継続されている。その結果、ベースラインの結果と比較し、職能基準による教員の技能は改善されるであろう。 - 自らの予算により INSET を開始した郡が 1 郡ある。 - 全国普及セミナーにおいて非パイロット郡が自郡での INSET 実施に強い興味を示した。 - 児童は教材を使用した活動中心型の授業に興味を持っている。児童の将来の学業の向上を目指して、SBI/CBI の質がより強化される必要がある。
自立発展性： 比較的高い	評価団は、以下より自立発展性は比較的高いと結論付けた。 - ESP の改訂に向けて JICA INSET プロジェクトのためにプロジェクトコーディネーターが既に調整中である。 - 次期 3 年間の予算は計画されているが、承認は各年度毎になされる。 - 学校は SBI/CBI の実施で人頭補助金を活用できるが、十分ではない。 - GES は DFID の資金を郡レベルへ配賦している。 この資金は教員能力強化のためであり、INSET はこの資金を活用ができる。しかしこの資金の活用には DDE のリーダーシップが必要である。 - INSET を自己資金で実施した郡が 1 郡出現している。 - 終了時評価団が視察したパイロット郡は、全国展開での中心的な役割を果たすことを自覚している。 - 学校レベルで教員同士が知識や経験を共有できるので、郡や学校レベルの関係者は SBI/CBI の実施に積極的である。しかし一部の SBI/CBI では、教員は活発でなく、交換されるコメントは授業の質改善へ繋がっていない。 - 授業改善に必要な教育学的側面からの追加支援が継続されるか不明である。

出典　『M/M of Terminal Evaluation of the INSET Project, 2008』を JICA 専門家チームが翻訳

　　終了時評価の結果は全般的に良好であり、GES が INSET を全国展開するための行動を開始していることにも留意している（付録 I に全国展開計画を収録）。しかしながら、INSET プログラム全般においてはまだ改善すべき余地がある。次章では今後の課題について述べ提言を加える。

第5章 今後の対応に関する提言

5.1　序文

　既述のように、本プロジェクトはプロジェクト目標を達成し、「ガ」国政府は 2009 年より現職教員研修 (INSET) の全国展開を開始することを決定した（全国展開計画については、付録 I 参照）。10 のパイロット郡で INSET が実施されるというプロジェクト目標は達成されたものの、今後全国展開するに際してガーナ教育サービス (GES) が解決すべき課題はまだ残る。本章では、INSET の継続に最も重要な次の点について述べる。

- 関係者の意欲向上
- マネジメント能力の向上

5.2　関係者の意欲向上

　マクレガーの動機付け理論などによると、動機付けには次図のような段階があると考えられる。

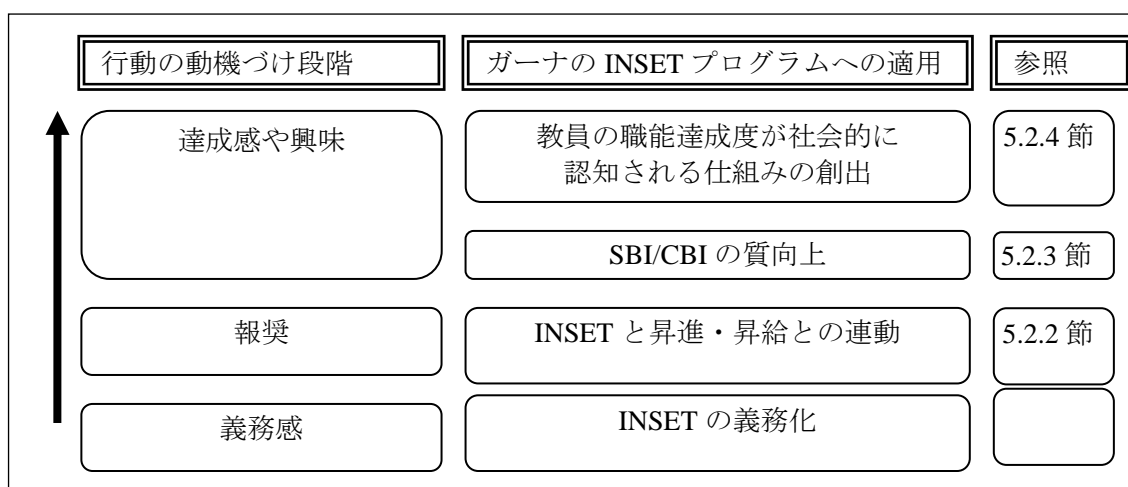| 行動の動機づけ段階	ガーナの INSET プログラムへの適用	参照
達成感や興味	教員の職能達成度が社会的に認知される仕組みの創出	5.2.4 節
	SBI/CBI の質向上	5.2.3 節
報奨	INSET と昇進・昇給との連動	5.2.2 節
義務感	INSET の義務化	

図 5.1　動機付けと必要な活動について

　第一段階では、INSET を教育制度の中で義務として確立し、関係者を INSET 実施に駆り立てる。これにより、関係者の意思の有無に関わらず INSET を開始することが出来る。しかしこの段階だけでは自己改善は期待出来ず、いずれは次の段階が必要となる。

　第二段階は、INSET と報奨制度の連動である。昇格・給料・手当といった報奨との連動は、関係者が INSET を積極的に実施するための仕組みとして考えられる。

　第三段階で、関係者の関わりは最大になる。社会的に認知される仕組みを設定することで、関係者の達成感を刺激し、内容を充実させることで興味を刺激し、INSET に興味を持

つようになる。関係者はより興味・目的意識を持ってプログラムに参加し、責任ある仕事も進んで引き受ける。

　INSET を全国展開するに当たっては、関係者の意欲向上について十分検討する必要がある。本節では、関係者の意欲向上について記述する。

5.2.1　INSET の義務化

　第一段階として、関連する教育行政文書やマニュアルに INSET を組み込み、INSET 参加を教員の義務とすることが重要である。本事項については、国家レベルから学校レベルに亘り実施する必要がある。

国家レベル
現状

　終了時評価団は、INSET モデルが全国展開される可能性は高いが、そのためには GES が予算拠出を通じて責務を果たす必要があると述べている。これに対して本プロジェクトは GES に対して、INSET を教育戦略計画 (ESP) に含めるよう提案した。この提案は教育科学スポーツ省 (MOESS) の計画・予算・モニタリング・評価局 (PBME) が担当する教育戦略計画改訂時に取り込まれる予定である。

プロジェクト終了後の提言

　ESP に INSET が取り込まれるよう、国家 INSET ユニット (NIU)／教師教育局 (TED) は PBME と連携して進捗をモニタリングすることが必要である。

郡レベル
現状

　ESP に関連する郡レベルの様式、マニュアル類に INSET の記述がされていない。以下に例を挙げる。
- 郡教育戦略計画 (District Education Strategic Plan: DESP)
- 年次郡教育運営計画 (Annual District Education Operational Plan: ADEOP)
- 年次郡教育活動計画 (Annual District Education Action Plan: ADEAP)
- 年次郡活動報告書 (Annual District Performance Report: ADPR)
- 関連マニュアル

　上記の様式・マニュアルは PBME の管轄であるが、これらに INSET を取り込むことにより、郡における INSET 活動が正当なものとなる。なお、本課題については『プロジェクト事業進捗報告書（第三号)』でも記述した。

プロジェクト終了後の提言

　今後 ESP 改訂後、上記文書・マニュアルが改訂されると予見されるが、その時に INSET が記載されるよう、NIU/TED が進捗をモニタリングすることが必要である。

<u>学校レベル</u>
現状
以下の関連ハンドブックに INSET についての記述がある。
- 校長ハンドブック
- 指導主事ハンドブック
- 学校運営委員会ハンドブック
- 人頭補助金ハンドブック

学校関係者は必ずしも INSET を優先的に取り扱うとは限らないので、ハンドブック中に
INSET の役割が引き続き記載されることが必要である。

プロジェクト終了後の提言
NIU は、引き続き INSET が優先的に取り扱われるよう、働きかけていく必要がある。基
礎教育局（BED）は、NIU とともに校長ハンドブック、及び学校運営委員会ハンドブック
の改訂を計画している。各教員の INSET 参加を促進するには、NIU はこれまでの取り組み
を強化・継続する必要がある。以下に一例を示す。
- 国家教員評議会 (National Teaching Council: NTC) が教員の標準的な職能規準を規
  定する予定であるので、同規準に INSET の参加を含めるよう、NTC に働きかけ
  る必要がある。
- 現在の教員養成校 (TTC) カリキュラムに INSET についての記述がない。学生が
  卒業後教員として INSET に参加する心構えができるよう、INSET についての記
  述が TTC の教科書やシラバスに含まれる必要がある。

5.2.2 INSET と昇進・昇給との連動

第二段階として INSET を教員昇進制度に連動させることは、「ガ」国における教員の専
門性向上のために重要なステップである。『プロジェクト事業進捗報告書（第三号）』にて、
この目的を達成するためのプロセスを以下のように示した。

<u>試行段階</u>
- GES が、全国的に統一された証明書（GES 総裁、もしくは州教育事務所長
  (RDE) の署名入り）を発行する。同証明書は各教員が INSET に意欲的に参加し
  たこと証明し、昇進・昇給に十分値すると、公式に認定するものとする。また同
  証明書は校長・教務主任 (CL) 研修を修了した校長・CL に対して NIU が発行で
  きるものとする。
- 郡レベルで証明書を発行するために、ガイドラインの開発が必要である。具体的
  には、証明書を発行するにあたって、当該教員が得るべき知識・技術やその検定
  方法をガイドラインに明記する。こうした措置により、単に INSET に参加すれ
  ば証明書が付与される状況を回避する。
- 年度末に、通年で全ての校内研修 (SBI) /クラスター研修 (CBI) に参加した教員
  に証明書を発行し、教員が INSET を通じて知識を得たことを示す。

– 各郡に、INSET 証明書の取得を、基礎教育に従事する教員に対する昇進基準の重要要件として推奨する。

政策支援段階

– INSET 証明書が広く利用され、信用度が上がった段階で、GES は次段階に進む。即ち、教員組合と協議の上、INSET 証明書を教員の昇進制度の根幹とする。

拡大段階

– 基礎教育以外の教員も含めた全教員を対象にする為に実現可能性の調査を十分積む。それを踏まえて、GES は INSET と昇進の連動を全国一律の政策とする段階に進む。これは、今後教員の専門性規定に責任を持つ予定であり、現在その機能にいついての議論が行われている国家教員評議会 (NTC) に対する支援ともなる。

5.2.3　SBI/CBI の質の向上

　第三段階として、まず INSET を継続するには INSET が関係者（ナショナルトレーナー (NT)、郡レベル関係者、教員、学校運営委員会）にとって興味の対象であり続ける必要がある。この点に関し終了時評価では、下記の通り質の向上について提案があった。

> 「INSET の質の向上は不可欠である。INSET の政策や仕組みがあったとしても、SBI/CBI が興味深く、教室のニーズや課題に即したものでない限り、参加者は次第に減るだろう。よって、SBI/CBI の質を継続的に高め、参加者が毎回新しい学びを得られるような内容にしなければならない。」
>
> 『M/M of Terminal Evaluation of the INSET Project (2008)』をプロジェクトが翻訳

　具体的には以下のような取り組みが求められると考える。

ナショナルトレーナー (NT) の能力強化

　終了時評価団より、NT の人数を増やし、NT のための研修システムを確立することが提案された。

　プロジェクトでは、INSET の全国展開を見据えた郡レベルの能力強化に最適なモデルを開発した。また NIU は、2009 年より始まる INSET 全国展開を計画し、その中で、NT の増加とその研修を含めた（付録 I 参照）。NIU は、同計画を確実に実施する必要がある。

郡教員支援チーム (DTST) の能力向上の仕組み

　SBI/CBI での「研修後の議論」における、教科の専門性を活かした DTST のコメントの質は、教員の指導力を向上させる上で非常に重要であり、SBI/CBI の質を決定付ける鍵となる。そのため、終了時評価においては以下の提案が挙げられた。

– DTST はできるだけ SBI/CBI をモニタリングする。

    – DTST が継続的に知識・能力を向上できるようなシステムを確立させ、SBI/CBI のモニタリング中に役立つコメントを出せるような能力を高める。

国家ガイドラインにおいては、上記の提案に対応し、問題のある郡を発見して適切な支援を行う方法を盛り込んだ。これが、INSET プログラム全体を向上させる鍵となると考えられる。

ソースブックの改良

SBI の質を向上させる方法の一つに、既存のソースブックの改訂や新たな科目の追加が検討できる。例を以下に示す。

モジュール5（算数）、6（理科）

内容の改良、新しい内容の追加、現場から上がってきた好事例 (Good Practice) を含める。

モジュール4（教授法）

授業における指導力を改善するには、教員は各科目の指導内容や指導計画に習熟するだけでなく、教材の使用法や児童の学ぶ力を引き出す方法、児童の間違いの分析等、多角的視点を持つ為の一般教授法の知識の習得が不可欠である。これに対する終了時評価団による改善提案は以下の通りである。

    – 児童の間違いに対する教員の対応に問題がある。こうした間違いを活用して指導することは、指導をより効果的にし得るため、間違い分析は教員が習熟すべき大事な技術の一つである。従って、間違いに対するネガティブな考えを改め、生徒の間違いを前向きに分析し、理解の向上に利用する必要がある。

    – 教員によっては、教材の利用が授業の主目的になってしまっている例が散見された。教材の利用は確かに重要ではあるが、こうした教員は教材の利用法を間違っており、生徒の混乱の元となっており、教材の適切な利用法についての知識習熟が必要である。これに対応する為、DTST もまた、同様の知識・技術の習熟が必要である。

（『M/M of Terminal Evaluation of the INSET Project (2008)』を JICA 専門家チームが翻訳）

新しいモジュール（他教科）

本プロジェクトでは理科・算数のモジュールの開発をしたが、INSET モデルは、二教科に限定するものではない。英語など、理数科以外の教科に関するモジュールを作成することによって、関係者の興味を惹きつけ続けることが肝要である。

2009 年は INSET 全国展開の初年度であり、啓発活動や関係者の能力強化といった活動が中心となる。よって、本プロジェクトでは、2010 年以降に NIU が上記のような施策を実行するよう提言する。

5.2.4　教員の職能達成度が社会的に認知される仕組みの創出

　第三段階として、さらに INSET における教員の職能達成度を認知する仕組みが出来れば、関係者の意欲を高めるためのインセンティブとして利用することが出来る。以下に例を示す。

- 　既存の「ベストティーチャー賞」の選定基準に、INSET への出席や成果を含める。
- 　「ベスト CL」や「ベスト DTST」といった賞を作る。
- 　報告書やモニタリングを通じて優れた事例を見つけ出し、ニュースレター等の発行物に名前や郡を掲載する。

5.3　マネジメント能力の向上

　関係者の意欲向上とともにマネジメント能力の向上も不可欠である。「マネジメント」とは、目標を達成する方向に人々を動かしていくことである。マネジメントには、スコープ、スケジュール、時間、費用、質、人的資源、コミュニケーション、リスクが挙げられる。以下に例を記す。

コミュニケーション管理能力の強化

　INSET モデルの展開範囲が 10 郡から全 138 郡に広がるので、NIU がコミュニケーション管理を効果的に行うことが重要となる。以下は、INSET の全国展開に向けたコミュニケーション管理に関する事例である。

- 　NT は各州の TTC や高校より選出されるので、州教育事務所 (REO) は主要な役割を果たすこととなる。よって、INSET 活動における州の関与を高める必要がある。REO 間の情報共有セミナーも一例である。
- 　国家、州、郡、学校間におけるインターネット、FAX、電話等の活用は、効果的なコミュニケーションのために強化が必要である。

GES 各局間における連携の強化

　現在、GES 内の複数の部局が異なる目的でそれぞれ INSET を実施しているが、そのうちのいくつかはスケジュールや対象者が重複している。例えば、校長が同じ週に GES 各局が開催する複数の INSET に参加しなくてはならないなどの問題が生じ、経費増や資源の浪費に繋がる可能性がある。このような重複を最小限にするよう INSET を調整することにより、国家・州・郡・学校レベルで時間や資源の無駄を省くことができる。

　NIU が調整役である INSET モデルは、あらゆる種類の INSET 実施の基盤として利用できる。NIU が、INSET の実施を調整すれば、現場の混乱を防ぎ、各レベルにおいて効果的に管理することが出来る。

　また、現場レベルから研修の要請があったとして、NIU を通じて国家レベルに伝えられることは重要である。これによりニーズベースの INSET が実践され、将来 NIU が組織の下からと上からの双方から INSET を調整する機関としての役割を果たすことが可能になる。

　INSET 制度は、INSET の調整業務を初め国家・州・郡の人材配置、予算の確保、教科のモジュールの開発といった多岐にわたる活動を網羅する。このため、INSET を管轄する部

署は、GES 内の様々な局と効果的に調整を図る必要がある。この観点より、国家 INSET 委員会 (NIC) は INSET 政策に関係して、全体の管理に責任を持つ最高意思決定機関となる必要があり、NIC は、事務局である NIU とともに、INSET 制度を管理していくことが求められる。

<u>情報管理と能力活用</u>

　NIU は、パイロット郡全てに対し、INSET 実施上問題があるときには必要な支援を行ってきた。しかし、対象郡が多くなると、NIU は問題のある郡を見つけ出す調査能力を高める必要がある。このための情報収集・管理のステップと、それぞれの課題を次表に示す。

表 5.1　情報管理ステップとその課題

番号	ステップ	課題
1	モニタリング、報告等を通じたデータ収集	データの収集、及び以下の情報源から上がってくる報告書受領システムを確立させる必要がある。 - 州 - 郡 - 郡をモニタリングする NT - データ提供を依頼した他部局
2	データの保存（入力）	入力担当者の人数不足
3	データの抽出	技術・能力不足
4	データの分析	技術・能力不足

　NIU が情報収集を行い、意思決定者に情報を提供する方法として、以下の 3 つの案がある。

1) NIU によるデータ収集と分析
2) データ収集と分析の外部委託
3) 1) と 2) の折衷

　これらの案の長所と短所を分析し、NIU の取るべき案を決定する必要がある。次表に、組織内、及び外部委託（PBME、カリキュラム研究開発局 (Curriculum Research and Development Division: CRDD)、大学等）が調査を行う場合、それぞれに対する長所と短所を示す。

表 5.2　NIU 内・外部委託の長所と短所（情報収集）

	長所	短所
NIU 内で対応	- 柔軟に対応できる。 - NIU メンバーの意欲を高める。 - NIU 内に知識が蓄積される。 - 調査に日々の経験を使い、結果を日常業務に反映可能。	- NIU の全般的な能力向上が必要。 - 能力を高めた後に、NIU が職場を離れる危険性がある。
外部委託	- 委託先の質が低い場合は、委託先を変更することが出来るので成果が安定している。 - NIU に対する能力強化のための活動が不要。 - 外部委託により、調査に係る時間と人材を他の業務に廻せる。	- スケジュールや、調査内容の変更が柔軟に出来ない。 - NIU 内に調査能力が蓄積されない。 - 日々の経験を利用できない。 - 委託先の能力が低い可能性がある。

　NIU は今後、より詳細な情報を集めて、1) と 2) のどちらの案を採用するか決定することとなる。また、同時に 3) の折衷案についても検討が必要である。

終わりに

　近年、「ガ」国では小中学校へのアクセスが改善された結果、就学率が上昇した。しかし、教育の質にはまだ問題が多く、生徒の学力を伸ばすためには教員の指導能力を向上させることが必要な状況である。ニーズベースの現職教員研修 (INSET) は現職教員の指導力を強化させる最良の手段として広く受け入れられているため、ガーナ教育サービス (GES) は国際協力機構 (JICA) の協力を得てこの INSET プロジェクトを実施した。

　三年間のプロジェクト実施期間を通じて、10 のパイロット郡で汎用性が高く体系的な INSET モデルが理数科において実施されるというプロジェクト目標が達成された。その達成状況については、プロジェクト・デザイン・マトリックス (PDM) の指標に基づく成果の検証や終了時評価によって確認された通りである。さらに、「ガ」国の INSET 関係者の実施・制度化する能力が強化され、全国展開への道筋が確立されたことも成果として意義深い。現時点で学校レベルへの INSET の効果を確かめる事は性質上難しいとはいえ、校内研修 (SBI) /クラスター研修 (CBI) に参加した教員の指導力の向上、及び生徒の教室での態度に好ましい変化があったことも観察された。

　このようなプロジェクト成果を基に、「ガ」国政府は 2009 年より INSET の全国展開を開始する。プロジェクトでは、教師教育局 (TED) /国家 INSET ユニット (NIU) の INSET 全国展開計画（付録 I）の策定を支援し、全国展開に向けて主に二つの提言をした。まず、関係者の INSET に対する意欲を保つための動機付けが必要である。また、INSET が効率的かつ効果的に実施されるためのマネジメント能力の強化も必須である。GES が今後全国展開のための活動を開始し、INSET を持続可能な体制としていくため、これらの提言が一助となれば幸いである。

　今後、INSET の全国展開によって、SBI/CBI を通してより多くの教員が指導能力を伸ばし、それが「ガ」国の教育の質的改善へつながる事を期待してやまない。

Appendix I:

Plan of Nationwide INSET

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Abbreviations

AD-Sup:	Assistant Director Supervision
AIPR:	Annual INSET Progress Report
ASEI/PDSI:	Activity, Student, Experiment, Improvisation/Plan, Do, See, Improve
CBI:	Cluster-Based INSET
CEMASTEA:	Centre for Mathematics, Science and Technology Education in Africa
CL:	Curriculum Leader
CPD:	Continuing Professional Development
CS:	Circuit Supervisor
DDE:	District Director of Education
DEO:	District Education Office
DFID:	Department for International Development
DG:	Director General
DIC:	District INSET Committee
DTO:	District Training Officer
DTST:	District Teacher Support Team
GES:	Ghana Education Service
GOG:	Government of Ghana
HT:	Head Teacher
INSET:	In-Service Training
JICA:	Japan International Cooperation Agency
M&E:	Monitoring and Evaluation
NIC:	National INSET Committee
NIU:	National INSET Unit
NT:	National Trainer
PDM:	Project Design Matrix
RDE:	Regional Director of Education
REO:	Regional Education Office
SBI:	School-Based INSET
SHS:	Senior High School
S&L:	Supply and Logistics
TED:	Teacher Education Division
T&T:	Travel and Transportation
TTC:	Teacher Training College

The Teacher Education Division (TED) of Ghana Education Service (GES) plans to expand the implementation and institutionalization of the In-Service Training (INSET) model nationwide from Year 2009. This document provides details of the plan that GES/Japan International Cooperation Agency (JICA) INSET Project developed with TED.

1. Scope Management

National INSET Unit (NIU)/TED shall begin the nationwide implementation of the INSET model from Year 2009.

1.1 Goal of Nationwide INSET

The Project Design Matrix (PDM$_1$) of the INSET Project sets the goals for the implementation of nationwide INSET as follows:

Short-Term Goal (Target Year 2011)
- ✓ The INSET model is conducted nationwide

- ✓ Capacity of DIC[1], DTSTs[2], HTs[3], CSs[4] and CLs[5] in supporting SBI/CBI[6] is improved nationwide

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Note: In PDM$_1$, the short-term goal is "Capacity of …is improved in the pilot districts", but for nationwide expansion, this has been revised to "…is improved nationwide" to reflect the expanded scope.

Long-Term Goal (Target Year 2013)
- ✓ The capacity of primary school teachers for teaching delivery is improved through continuous INSET

1.2 Phasing in Target Districts

TED shall implement Nationwide INSET after piloting. Districts have been categorized into two batches. However, the pilot districts would run concurrently with the first batch.

1) Pilot districts

These districts completed their initial development by the INSET project supported by JICA in Year 2008.

2) Districts in 1st batch (57 districts)

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[1] District INSET Committee (DIC).
[2] District Teacher Support Teams (DTSTs).
[3] Head Teachers (HTs).
[4] Circuit Supervisors (CSs).
[5] Curriculum Leaders (CLs).
[6] School-Based INSET / Cluster-Based INSET (SBI/CBI).

Districts in the 1st batch include all deprived districts except for two (these two districts were the pilot districts, i.e. Assin North and Mpohor Wassa East), plus six additional districts.

3) Districts in the 2nd batch (71 districts)

All remaining districts are included in this 2nd batch.

Table 1.1 Number of Districts in Each Batch

Region	Pilot district	1st batch	2nd batch	Subtotal
Ashanti (A/R)	1	4	16	21
Brong Ahafo (BA/R)	1	6	12	19
Central (C/R)	1	3	9	13
Eastern (E/R)	1	3	13	17
Greater Accra (GA/R)	1	0	5	6
Northern (N/R)	1	17	0	18
Upper East (UE/R)	1	7	0	8
Upper West (UW/R)	1	4	3	8
Volta (V/R)	1	4	10	15
Western (W/R)	1	6	6	13
Subtotal	10	57	71	138

Detailed information regarding pilot districts, districts in 1st and 2nd batches is shown in Table 1, 2 and 3 of Appendix IB respectively.

1.3 Work Breakdown Structure and Activities

The Work Breakdown Structure (WBS) of activities for TED and District Education Offices (DEOs) from Year 2009 to Year 2011 are shown in Tables 1.2 and 1.3. As TED will implement the same activities in different target districts according to the implementation year (Table 1.2), the names of activities remain the same but with different WBS IDs. WBS ID consists of three components: number of component, activity number of component, and implementation year, as shown below.
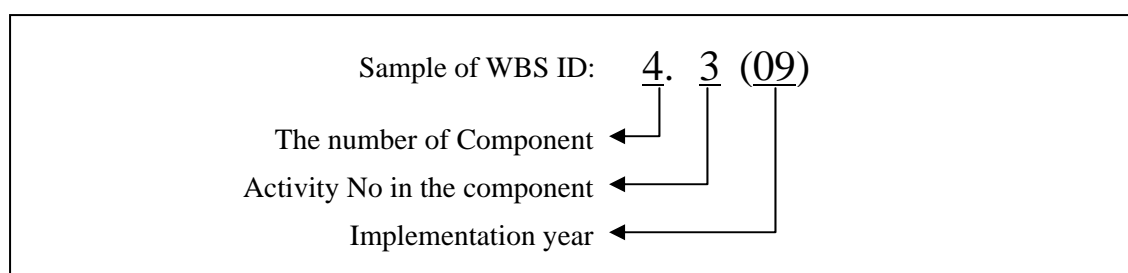
Figure 1.1 Explanation of WBS ID

In this example, 4.3(09) signifies Component 4 Strengthening National Level Personnel, Activity 3 Training for National Trainers to improve monitoring, in Year 2009, as shown in Table 1.2. In this report, sometimes only the first two components of the WBS ID are used when identifying an activity covering multiple years, and the full WSB ID (all three components) is used when identifying the specific year. The detail of each activity is described in Appendix IA.

Table 1.2 WBS and Activity List for TED (From Year 2009 to Year 2011)

Activity Name	Year 2009		Year 2010		Year 2011	
	ID	Target district	ID	Target district	ID	Target district
Component1: Sourcebook						
Printing of Sourcebook	1.1(09)	1st	1.1(10)	2nd		N/A
Distribution of Sourcebook	1.2(09)	1st	1.2(10)	2nd		N/A
Component2: Sensitization						
Issue Newsletters	2.1(09)	All	2.1(10)	All	2.1(11)	All
Component3: Coordination						
Orientation for REOs[7]	3.1(09)	N/A		N/A		N/A
Organizing NIC[8]	3.2(09)	N/A	3.2(10)	N/A	3.2(11)	N/A
Component4: Strengthening National Level Personnel						
Selection of National Trainers[9]	4.1(09)	N/A	4.1(10)	N/A	4.1(11)	N/A
Orientation and Training for National Trainers	4.2(09)	N/A	4.2(10)	N/A	4.2(11)	N/A
Training for National Trainers to improve monitoring	4.3(09)	N/A	4.3(10)	N/A	4.3(11)	N/A
Component5: Strengthening District Level Personnel						
Orientation for DICs	5.1(09)	1st	5.1(10)	2nd	5.1(11)	DEO with challenges
Orientation and Training for DTSTs, DTOs[10] and AD-Sups[11]	5.2(09)	1st	5.2(10)	2nd	5.2(11)	DEO with challenges
Component6: Support District Level						
Support DICs in DTST selection	6.1(09)	1st	6.1(10)	2nd		N/A
Identify DEOs with challenges	6.2(09)	Pilot /1st	6.2(10)	All	6.2(11)	All
Monitoring District Level Activity	6.3(09)	Pilot /1st	6.3(10)	All	6.3(11)	All

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[7] Regional Education Offices (REOs).
[8] National INSET Committee (NIC).
[9] National Trainer (NT).
[10] District Training Officers (DTOs).
[11] Assistant Directors Supervision (AD-Sups).

Table 1.3 WBS and Activity List for DEOs (From Year 2009 to Year 2011)

Activity Name	Year 2009		Year 2010		Year 2011	
	ID	Executing DEOs	ID	Executing DEOs	ID	Executing DEOs
Component7: Activity for newly appointed HT/CL/CS						
Orientation & Sourcebook Training for HTs/CSs	7.1(09)	Pilot/1st	7.1(10)	All	7.1(11)	All
Support HTs in CL selection	7.2(09)	Pilot/1st	7.2(10)	All	7.2(11)	All
Orientation for CLs	7.3(09)	Pilot/1st	7.3(10)	All	7.3(11)	All
Sourcebook Training 1st session for CLs	7.4(09)	Pilot/1st	7.4(10)	All	7.4(11)	All
Sourcebook Training 2nd session for CLs	7.5(09)	Pilot	7.5(10)	Pilot/1st	7.5(11)	All
Component8: Activity for all schools in district						
Information Exchange Seminar for HTs/CLs	8.1(09)	Pilot	8.1(10)	Pilot/1st	8.1(11)	All
Monitoring SBI/CBI	8.2(09)	Pilot/1st	8.2(10)	All	8.2(11)	All

2.   Schedule Management

TED shall implement this nationwide INSET in consideration of periods in which INSET cannot be conducted, which are during school holidays and budget preparation (Table 2.1). The Plan of Operation in each year (2009-2011) is shown in Appendix ID in the last page of this Appendix I. Note that WBS ID is not shown in Appendix ID but can be referred to in Tables 1.2 and 1.3.

Table 2.1 School Holiday and Budget Preparation

Name of Activity	Implementation period
Untrained Teachers Diploma in Basic Education and sandwich	Mid December – Mid January Beginning of April – Beginning of May Beginning of August – Mid September
Budget Preparation	Mid of July – End of July (3weeks)

3.   Risk Management (Risk Identification and Risk Response Planning)

There are a lot of risks in the implementation of Nationwide INSET. Table 3.1 shows risks that have already been identified, along with pre-determined countermeasures. Details of countermeasures for R101 (Delay of budget disbursement), R102 (Delay of procurement process) and R103 (Less amount of budget disbursed) are described in the pages following (scenario 1 to 3), as both of them have high possibility of occurrence and higher degree of incidence. The other risks are rather minor compared to R101, R102 and R103, and therefore, only the person responsible for monitoring those risks is identified in this plan. This person should monitor each risk critically and periodically and report to the higher authority.

Taking preventative action is important for addressing the risks already identified. As monitoring is also important in reducing these risks, NIU should monitor the activities closely, and report the results to NIC, through the Director TED for prompt action.

Table 3.1 Risk Identification for Year 2009

ID	Category	Item	Risk Factor	Probability	Degree of incidence	Abstract of countermeasure	Responsibility to monitor and take action
R101	National policy and budget	Delay of budget disbursement	External factor	High	High	See next page	Coordinator, NIU/TED
R102		Delay of procurement process	External factor	High	High	See next page	Coordinator, NIU/TED
R103		Less amount of budget disbursed	External factor	High	High	See next page	Coordinator, NIU/TED
R104		NTs leave their position after their training	External factor	High	Medium	Assign new person. Colleague NT orients him/her in Year 2009 and train him/her officially in Year 2010	Coordinator, NIU/TED
R105		Allowance for NT might increase when TTC[12] is upgraded to Tertiary Education	External factor	Known risk, but unknown timing	High	Recruitment and re-training in Year 2010	Coordinator, NIU/TED
R106		Lower priority of INSET in the national policy	External factor	Low	High	Preventive measures (stakeholder management) should be taken rather than countermeasure	Director, TED
R201	HR at the national level	Not enough NTs with good skills are found from newly selected TTCs	External Factor	Low	Medium	Deployment of tutors from other TTCs	Coordinator, NIU/TED
R202		NIU staff leave his/her position	Organization	Medium	Medium	Recruitment	Coordinator, NIU/TED
R203		NIU Coordinator leaves his position	Organization	Low	High	Recruitment	Director, TED
R301	Organization at the district level	Conflict occurs at a certain district in 1st batch	External factor	Medium	Medium	Postpone implementation and move the district to 2nd batch	Coordinator, NIU/TED
R401	HR at the district level	DIC leave his/her position after orientation/Training	External factor	High	Medium	Advise DDE[13] to re-select new DIC and other DIC trains him/her at each DEO	Coordinator, NIU/TED
R402		DTST leave his/her position after orientation/training	External factor	High	Low	Advise DIC to recruit new DTST and other DIC/DTST trains him/her at each DEO	Coordinator, NIU/TED
R403		Insufficient capacity building in districts, resulting in low quality of training	Organization	High	Medium	Remedial training in Year 2010	Coordinator, NIU/TED
R501	Organization at the school level	Stakeholders (e.g. teacher) conduct nationwide strike	External factor	Low	High	Organize NIC meeting and decide	Director, TED

Item of Risk Category: Technology / External factor / Organization / Environment / Project Management / etc

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[12] Teacher Training College (TTC).
[13] District Director of Education (DDE).

Scenario1:

Printing of the Sourcebook Modules is not done in time for NIU/TED to use the Modules for Activity ID: 5.1(09) Orientation for DIC (districts in 1st batch), due to the delay of

- disbursement of the budget;
- procurement process; and
- printing process of the printing company.

[Options of countermeasure]

Option1: Photocopy Module 1&2

- The number of Copies needed: 200 (24 copies for 24 NTs + 171 for 342 DIC as two DIC share one copy)
- Budget needed: GH¢21,600.00 (144 pages x 0.75 GH¢ x 200 copies)
- Budget diverted from: Issue Newsletters 2nd Quarter (ID: 2.1(09)). However, if the budget is delayed, the budget for newsletter may be delayed as well.

Option2: Contract for individual module

- Cost of printing Module 1&2 alone is only GH¢9,900. Therefore, NIU/TED may make a contract without bidding in consultation with Director General (DG), Financial Controller and Director of Supply and Logistics (S&L), as the total amount is small.

Examining the two options available, Option 2 is preferable.

Need to prioritize activities to reflect funds available.

[Person in charge to decide]

DG of GES shall decide on this issue in consultation with:

- Director, TED;
- Coordinator, NIU/TED;
- Director, S&L; and
- Financial Controller, GES.

Coordinator, NIU/TED shall have the responsibility of monitoring and reporting to DG.

Scenario2:

Disbursement of budget for the following activities (2nd quarter) is delayed.

- Orientation for DIC (districts in 1st batch) (ID: 5.1(09));
- Orientation and Training for DTST, DTO and AD-Sup (districts in 1st batch) (ID: 5.2(09)); and
- Orientation and Training for National Trainers (ID: 4.2(09))

[Countermeasure]

Option1: Reduce the number of participants from each district and have the participants who

attended train the other members of their district. The risk involved in training fewer persons in each district is that there may be dilution in effective training of other members in the districts.

The other options are to be suggested by Coordinator, NIU/TED.

[Person in charge to decide]

DG of GES shall decide on this issue in consultation with:

- Director, TED;
- Coordinator, NIU/TED; and
- Financial Controller, GES.

Coordinator and NIU/TED shall have responsibility of monitoring and reporting to DG.

Scenario3:

The amount of budget disbursed in 2Q, 3Q or 4Q is less than the expected amount.

[Countermeasure]

Option1: Reduce the number of participants from each district and the participants shall train other members of their district. The risk involved in training fewer persons in each district is that there may be dilution in effective training of other members in the districts.

Option2: Use the budget for issuing newsletters for other activities. However, if the amount is not enough, the amount for newsletter may also be insufficient.

[Person in charge to decide]

DG of GES shall decide on this issue in consultation with:

- Director, TED;
- Coordinator, NIU/TED; and
- Financial Controller, GES.

Coordinator, NIU/TED shall have responsibility of monitoring and reporting to DG.

4. Human Resource Management

4.1 Strengthening of National INSET Unit

The current composition of NIU consists of one coordinator and four staff members. The four staff members also act as NTs. It has been identified that the capacity of NIU must be expanded in order to respond to the increased number of DEOs implementing INSET, therefore, additional NIU members are needed. The following table outlines future plans for adding new members to NIU.

Table 4.1 Plan of Increasing Members of NIU

Schedule	Number	Remarks
Current	4 members + 1 coordinator	
By the end of 2008	5 members + 1 coordinator	A member from TED
Around Oct 2009	6 members + 1 coordinator	A member from a pilot district will be transferred to TED[14]

In addition to increasing the number of NIU staff, NIU must also strengthen its data gathering and analysis capacity, since an important role of NIU is to identify DEOs facing challenges through gathering information.

4.2   Phased Increase of National Trainers

As the current number of NTs (ten) is insufficient to provide support to districts in the 1st batch of Year 2009 and onwards, TED shall plan to increase NTs through a phased process as illustrated below. This process is designed so that the increase in NTs corresponds to the increase in number of districts implementing INSET.

Table 4.2 Phased Increase of National Trainers in Each Region

Region	# of district	Year 2008 Total S	M	E	Year 2009 Newly appointed S	M	E	Year 2009 Total S	M	E	Year 2010 Newly appointed S	M	E	Year 2010 Total S	M	E	Year 2011 Newly appointed S	M	E	Year 2011 Total S	M	E
A/R	21	1	1			1		1	2		1			2	2				2	2	2	2
BA/R	19				1	1		1	1		1	1		2	2				2	2	2	2
C/R	13				1	1		1	1					1	1				1	1	1	1
E/R	17	1	1					1	1		1	1		2	2				2	2	2	2
GA/R	6										1	1		1	1				1	1	1	1
N/R	18	1	1		1	1		2	2					2	2				2	2	2	2
UE/R	8				1	1		1	1					1	1				1	1	1	1
UW/R	8				1	1		1	1					1	1				1	1	1	1
V/R	15				1	1		1	1					1	1				1	1	1	1
W/R	13				1	1		1	1					1	1				1	1	1	1
TED		3	1			1		3	2					3	2				1	3	2	1
Sub Total		6	4	0	7	9	0	13	13	0	4	3	0	17	16	0	0	0	15	17	16	15
Total		10			15			25			7			33			15			48		

Note: S stands for "Science", M stands for "Mathematics" and E stands for "English". If the module for English is developed by Year 2010, the National Trainers for English shall be also selected and trained in Year 2011.

NIU/TED shall select NTs from the following designated TTCs. One TTC was selected from each region, based on location and that they are science and mathematics colleges.

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[14] Additional members for NIU will be persons who have received capacity building.

Table 4.3 List of TTCs Selected to Provide National Trainers

Region	TTC	Location
A/R	Akrokerri Training College	Akrokerri
BA/R	St. Joseph's Training College	Bechem
C/R	OLA Training College	Cape Coast
E/R	Presbyterian Training College	Akropong
GA/R	Ada Training College	Ada
N/R	Bagabaga Training College	Tamale
UE/R	St. John Bosco's Training College	Navrongo
UW/R	N.J.Ahmadiyya Training College	Wa Municipal
V/R	St. Francis' Training College	Hohoe
W/R	Wiawso Training College	Wiawso

NIU/TED shall organise orientation and training for NTs (WBS ID 4.2 & 4.3) to ensure that the quality of NTs is maintained at a high level. In addition, NIU/TED shall train some NTs in collaboration with JICA to enhance their knowledge and skills, as shown below.

Table 4.4 List of Extra Training for National Trainers in Collaboration with JICA

Training	Venue	Period	Target
JICA Training and Dialogue Programs "Seminar for Educational Evaluation and Monitoring"	Japan	22/10/08-15/11/08	2 personnel TED (Ms. Evelyn Owusu Oduro) Akrokerri TTC (Mr. Michael Antwi Manu)
ASEI/PDSI Approach in Secondary Mathematics and Science Education in Africa	CEMASTEA, Kenya	06/10/08-31/10/08	8 personnel (See next table for details)
JICA Long term training in Japan "Master's Programme"	Hiroshima University (Japan)	Apr 2009 – Mar 2011	Mr. Mark Mishiwo, Akatsi TTC

Table 4.5 shows detail of participants for Activity, Student, Experiment, Improvisation/Plan, Do, See, Improve (ASEI/PDSI) training at Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), Kenya.

Table 4.5 List of Participants for ASEI/PDSI Training at CEMASTEA, Kenya

No.	Subject	Sex	Age	Family Name	First Name	Middle Name	Name of TTC
				Full Name as written in Passport			
1	Mathematics	M	41	Coleman	Joseph		Wiawso TTC
2	Mathematics	M	44	Ananey – Aboagye	Michael		St. Francis' TTC
3	Mathematics	F	32	Nyamadi	Marlene	Kafui	OLA TTC
4	Physics	M	43	Tamakloe	Emmanuel	Yaw	St. Francis' TTC
5	Chemistry	M	30	Fynn	Patrick	Malcolm	OLA TTC
6	Chemistry	M	46	Enchill	Joseph	Yaw	St. Joseph's TTC
7	Biology	M	47	Baako	John	Mahama	Bagabaga TTC
8	Biology	M	32	Abban-Acquah	Francis		Wiawso TTC

5. Cost Management

Cost baseline for Year 2009 is as follows. The coordinator of NIU is responsible for coordinating the disbursement of each budget with the Financial Controller of GES, so that it is conducted on time.

Table 5.1 Cost Baseline

Quarter	Amount
1st quarter	121,516.00
2nd quarter	273,984.00
3rd quarter	83,058.00
4th quarter	45,500.00
Total	**525,058.00**

The summary of cost estimation of activities by TED for Year 2009 is shown in Table 5.2 below. The detailed cost estimation of each activity by TED for Year 2009 is in Appendix IA. The cost of activities by TED for subsequent years shall be estimated in Year 2009.

Table 5.2 Summary of Cost Estimation of Each Activity in Year 2009

Activity Name	ID	Target district	Timing	Amount
Component 1: Sourcebook				
Printing of Sourcebook	1.1(09)	1st	1st Q	109,800.00
Distribution of Sourcebook	1.2(09)	1st	1st Q	9,104.00
Component 2: Sensitization				
Issue Newsletters	2.1(09)	All		45,500.00
Issue Newsletters	2.1(09)	All		45,500.00
Issue Newsletters	2.1(09)	All		45,500.00
Component 3: Coordination				
Orientation for REO	3.1(09)	N/A	1st Q	3,612.00
Organizing NIC	3.2(09)	N/A	Every quarter	0.00
Component 4: Strengthening National Level Personnel				
Selection of National Trainers	4.1(09)	N/A	1st Q	0.00
Orientation and Training for National Trainers	4.2(09)	N/A	2nd Q	N/A
Training for National Trainers to improve monitoring	4.3(09)	N/A	3rd Q	15,138.00
Component 5: Strengthening District Level Personnel				
Orientation for DIC	5.1(09)	1st	2nd Q	61,823.00
Orientation and Training for DTST, DTO and AD-Sup	5.2(09)	1st	2nd Q	166,661.00
Component 6: Support District Level				
Support DIC in DTST selection	6.1(09)	1st	2nd Q	0.00
Identify DEO with challenges	6.2(09)	Pilot /1st		0.00
Monitoring District Level Activity	6.3(09)	Pilot /1st	3rd Q	22,420.00
Total				**525,058.00**

6. Communication Management

NIU/TED is a secretariat of the Nationwide INSET Programme and shall be responsible for communication with stakeholders such as DG of GES, Financial Controller, Director of S&L, etc. NIU/TED will facilitate meetings of NIC. NIU/TED reports to NIC the progress made as well as other INSET issues. NIU/TED must organise NIC meetings periodically for smooth implementation of the nationwide INSET Programme. Apart from organising NIC meetings, NIU/TED shall keep communication links with the following:

- Divisional Directors' Meeting;
- Director General, GES;
- Financial Controller, GES;
- Director, S&L for printing and delivering the Sourcebook; and
- DICs of each DEO.

Methods of communication, frequency of communication, media for delivering messages, contents of communication, etc must be decided before Year 2009 by NIU/TED.

Appendix IA: Details of Nationwide INSET Activities for 2009

Activity ID	1.1(09)
Activity Name	Printing of Sourcebook
Responsible Body	TED in collaboration with S&L
Schedule	1st quarter of 2009
Source of Funds	Government of Ghana (GOG) / Department for International Development (DFID)
Cost estimation	109,800.00

Type of Bidding

National Competitive Bidding

Detail of Contract

The contract with the printing company should include the following:
- Copyright: Registration for all Modules and make a page for copyright;
- Preparation, CTP (Computer to Plate) plate making, offset make ready, offset printing, and the furnishing of ink;
- Binding and trimming;
- Packaging of Modules to be delivered by carrier to delivery destination; and
- Handing over package of modules to the carrier selected by GES, who will transport the Modules from the printing company's stock room on behalf of GES, if requested by GES.

Summary of Cost

The cost is calculated below, using estimations of quantities needed and unit costs.

Table 1 Estimated Cost of Printing for Each Module

Module	Quantity incl. 5% extra and roundup	Unit Cost	Amount
1&2	1,800	5.50	9,900.00
3	13,500	2.00	27,000.00
4	13,500	1.80	24,300.00
5	13,500	1.80	24,300.00
6	13,500	1.80	24,300.00
Total			**109,800.00**

Milestone of Sub-activity:

This activity can be divided into seven sub-activities, starting from "Preparation for bidding" to "Printing" as shown below. The flow of sub-activities with date constraints, taking into consideration the budget year and the deadline of the printing and distribution, is shown below.
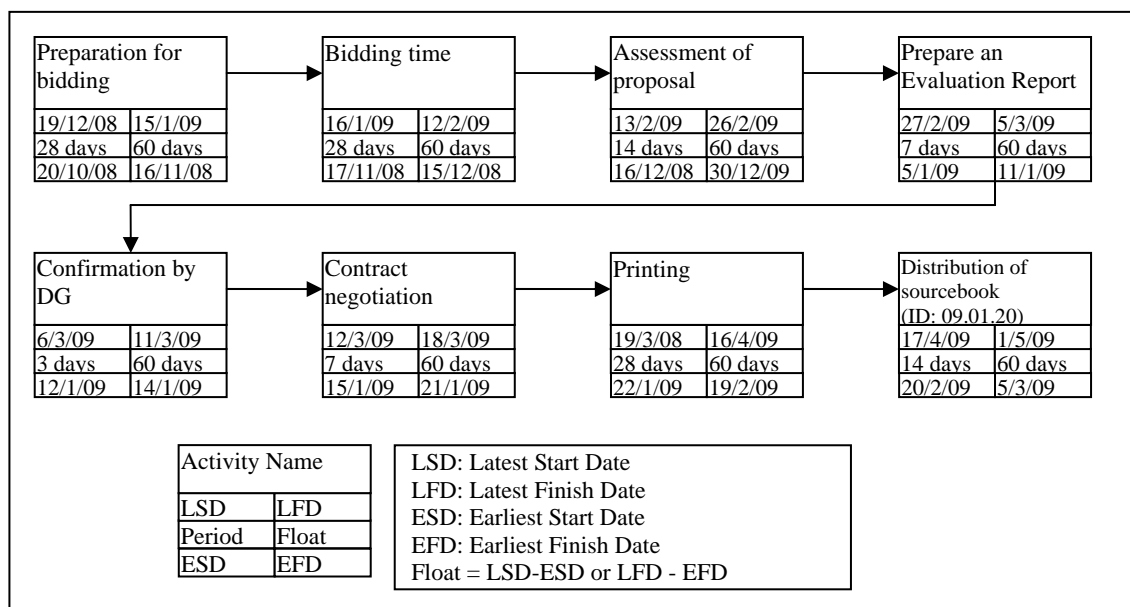

Preparation for bidding		Bidding time		Assessment of proposal		Prepare an Evaluation Report	
19/12/08	15/1/09	16/1/09	12/2/09	13/2/09	26/2/09	27/2/09	5/3/09
28 days	60 days	28 days	60 days	14 days	60 days	7 days	60 days
20/10/08	16/11/08	17/11/08	15/12/08	16/12/08	30/12/09	5/1/09	11/1/09

Confirmation by DG		Contract negotiation		Printing		Distribution of sourcebook (ID: 09.01.20)	
6/3/09	11/3/09	12/3/09	18/3/09	19/3/08	16/4/09	17/4/09	1/5/09
3 days	60 days	7 days	60 days	28 days	60 days	14 days	60 days
12/1/09	14/1/09	15/1/09	21/1/09	22/1/09	19/2/09	20/2/09	5/3/09

Activity Name	
LSD	LFD
Period	Float
ESD	EFD

LSD: Latest Start Date
LFD: Latest Finish Date
ESD: Earliest Start Date
EFD: Earliest Finish Date
Float = LSD-ESD or LFD - EFD

Figure.1 Sub-activity Flow and Schedule

Estimation of Quantity

The quantity estimation of printing Sourcebook Module for Year 2009 is based on the projection of the number of public primary schools. Table 2 shows the increase in the number of public primary schools in Ghana for the five years between 2002/2003 and 2006/2007 and its rate of increase in percentage (%).

Table 2 Recent Rate of Increase in Number of Schools

Academic year	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
No. of Public Primary schools	11,749	11,895	12,375	12,227	12,880
Rate of increase of No of Schools (%)		1.242659	4.035309	-1.19596	5.34064

Source: Original data from EMIS, restructured by the project

Assuming that the rate of increase of schools does not change drastically, the projection of the number of schools in each district is calculated using the rate of 4% increase per year, which the project determined, and is shown in Table 2 in Appendix IB. The total number of public primary schools in the 1st batch is 5,604 in academic year 2009/2010. Each school shall have two copies (one for CL and one for HT) of each Sourcebook Module 3-6, while 57 DEOs will have six (6) copies for DIC, twelve (12) copies for DTST and an average of ten (10) copies for CS of Sourcebook Module 1-6. The total number of copies needed for each Module is calculated and shown in Table 3.The actual quantity of each module to be printed includes 5 % as extra copies and the figure is rounded up.

Table 3 Quantity of Sourcebook Modules to be Printed in Year 2009 for 1st Batch Districts

Module	NT	DIC (6)	DTST (12)	CS (10)	School	Sub total	Quantity incl. 5% extra and roundup
1&2	30	342	684	570	0	1,626	1,800
3	30	342	684	570	11,208	12,834	13,500
4	30	342	684	570	11,208	12,834	13,500
5	30	342	684	570	11,208	12,834	13,500
6	30	342	684	570	11,208	12,834	13,500

Activity ID	1.2(09)
Activity Name	Distribution of Sourcebook
Responsible Body	TED in collaboration with S&L
Schedule	1st or 2nd quarter of 2009
Source of Funds	GOG / DFID
Cost estimation	9,104.00

Detail of Activity:

The printed Sourcebook must be delivered to districts in 1st batch. NIU/TED shall deliver the Sourcebook by GES vehicles and GES drivers.

Summary of Cost Estimation

Assuming that it takes an average of two days to deliver the Sourcebook to destination from destination (one day for travel and one day for off-loading), 114 days is needed to deliver 57 districts.

Items	Amount	Remarks
Allowance for Drivers and off-sider	4,104.00	GH¢ 18 x 114 days x 2 members
Fuel	5,000.00	
Total	**9,104.00**	

Activity ID	2.1(09)
Activity Name	Issue Newsletters
Responsible Body	NIU/TED
Schedule	2nd, 3rd and 4th quarter of 2009
Source of Funds	N/A
Cost estimation	136,500.00

Detail of Activity:

All districts will receive newsletters, regardless of which batch they are in. The newsletters will:

- − Provide information on the progress of nationwide INSET implementation; and
- − Introduce best practices at district and school levels with the person's name, school names and district names to enhance their motivation.

Estimation of the Number of Copies Needed:

The total number of public primary schools shall be estimated at 14,488 in academic year 2009/2010, using the increasing rate of 4% as follows.

Table 4 Projection of the Number of Schools (Using Increasing Rate of 4%)

Academic year	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
No. of Public Primary schools	12,880	13,395	13,931	14,488	15,068

Source: Original data from EMIS, restructured by the project

Each school shall have two copies, while 138 DEOs will have six (6) copies for DIC, twelve (12) copies for DTST and an average of ten (10) copies for CS. The total number of copies needed is shown in Table 5, and calculations show that the quantity needed for Year 2009 is 35,000.

Table 5 Estimated Quantity

	NT	DIC	DTST	CS	School	District Assembly	SHS[15] and TTC	Total
Quantity needed per district		6	12	10	-	3	10	
138 districts		828	1,656	1,380		414	1,380	
Total	30	828	1,656	1,380	28,976	414	1,380	34,664

Summary of Cost Estimation

Items	Amount	Remarks
Cost for Printing	45,500	35,000 copies x unit cost 1.3 GH¢
Sub-Total for one issue	**45,500**	

Total: 45,500 x 3 = 136,500.00

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[15] Senior High School (SHS).

Activity ID	3.1(09)
Activity Name	Orientation for REOs
Responsible Body	TED
Schedule	Half a day in 1st quarter of 2009, or earlier
Source of Funds	GOG / DFID
Cost estimation	3,612.00

Detail of Activity:

Orientation for REOs to introduce the National Guidelines to Regional Director of Education (RDE) and Deputy RDE shall be implemented by NIU/TED in the 1st quarter of 2009 or earlier. In order to reduce costs, this activity can be implemented together with other activities by other divisions when all RDE congregate at a certain venue.

Summary of Cost Estimation

Items	Amount	Remarks
Cost for Organizers and Venue		See table below
Allowance for NIU	288.00	GH¢ 24 x 2 days x 6 members
Allowance for Drivers	108.00	GH¢ 18 x 2 days x 3 Drivers
Fuel	300.00	
Venue	100.00	For 1 day
Cost for RDE and Deputy RDE		
Fuel for RDE and Deputy RDE	800.00	GH¢ 40 (average) x 20 members (*Re-calculation needed before implementation*)
Allowance for RDE and Deputy RDE	1,200.00	GH¢30 x 2 days (average) x 20 members
Allowance for Drivers of RDE and Deputy RDE	720.00	GH¢18 x 2 days (average) x 20 members
Cost for stationery	96.00	GH¢3 x 16 persons
Total	**3,612.00**	

Activity ID	3.2(09)
Activity Name	Organizing NIC
Responsible Body	TED
Schedule	2 hours each time
Source of Funds	GOG / DFID
Cost estimation	0.00

Detail of Activity:

The purpose of this activity is to periodically share information on the progress of nationwide INSET implementation with higher GES officials. The agenda is as follows.

Meeting	Schedule	Brief description of meeting objectives
1st Meeting	Jan 2009	Kick off meeting of the nationwide INSET – Budget disbursement – Progress of printing the Sourcebook
2nd Meeting	Apr 2009	Periodical meeting – Progress of the printing – Progress of the preparation of the activities in 2nd and 3rd quarters – Report on plans for activities in Year 2010
3rd Meeting	Aug 2009	Periodical meeting – Report on activities in 2nd and 3rd quarter – Progress of the preparation of the activities in 3rd and 4th quarters
4th Meeting	Dec 2009	Periodical meeting – Report on activities in 3rd and 4th quarter – Report on plans for activities in Year 2010

Activity ID	4.1(09)
Activity Name	Selection of National Trainers
Responsible Body	TED/REO
Schedule	1st quarter of 2009, or earlier
Source of Funds	N/A
Cost estimation	N/A

Detail of Activity:

NIU/TED shall request all RDE except GA/R to nominate NTs from each region in collaboration with NIU/TED. This activity can be implemented at "Orientation for RDE" or over the telephone.

Activity ID	4.2(09)
Activity Name	Orientation and Training for National Trainers
Responsible Body	TED
Schedule	June 2009
Source of Funds	GOG/DFID
Cost estimation	N/A

Detail of Activity:

This activity shall be implemented together with

ID: 5.2(09) Orientation and Training for DTSTs (districts in 1st batch)

Refer to the above activity for details of schedule and cost.

Training Manual: Refer to Appendix IC

Training manual is available at Appendix IC.

Activity ID	4.3(09)
Activity Name	Training for National Trainers to improve monitoring
Responsible Body	TED
Schedule	3rd and 4th quarter of 2009
Source of Funds	GOG/DFID
Cost estimation	15,138.00

Detail of Activity:

The activity consists of three rounds to strengthen the capacity of NTs to assess classes. The schedule of the activity is as follows.

Session	Schedule	Content
1st round	September 2009 (Prior to HT/CS Orientation & SBI/CBI Training), 3 days	Study methods of lesson observation/evaluation
2nd round	October 2009 (Prior to CL Orientation and CL Sourcebook Training), 3 days	Discuss and address issues raised from conducting lesson observation / evaluation in their districts after the first round of training.
3rd round	December 2009 (After CL Orientation and CL Sourcebook Training), 3 days	Discuss and address issues raised from conducting lesson observation / evaluation in their districts after the second round of training, and apply lessons in the following year.

Summary of Cost Estimation

Items	Amount	Remarks
Cost for Organizers and Venue		See table below
Allowance for NIU	864.00	GH¢ 24 x 6 days x 6 members
Allowance for Drivers	324.00	GH¢ 18 x 6 days x 3 Drivers
Fuel	300.00	
Venue	100.00	For 1 day
Cost for NTs		
Allowance	2880.00	GH¢24 x 6 days x 20 NTs
Travel and Transportation (T&T)	500.00	GH¢ 25 (average) x 20 NTs (*Re-calculation needed before implementation*)
Cost for stationery	78.00	GH¢3 x 26 persons
Sub-Total for one session	**5,046.00**	

Total: 5,046 x 3 = 15,138.00

Training Manual: Refer to Appendix IC

Training manual is available at Appendix IC.

Activity ID	5.1(09)
Activity Name	Orientation for DICs (districts in 1st batch)
Responsible Body	TED
Schedule	2nd quarter of 2009
Source of Funds	GOG/DFID
Cost estimation	61,823.00

Detail of Activity:

The activity is the first activity to be implemented for DEOs. The activity is defined in the National Guidelines as follows.

Purpose:

> Newly appointed DIC members are to have orientation to understand what their roles and responsibilities are and training to be able to use Sourcebook Modules 2.

Organizer: NIU

Facilitator: NIU and/or REO

Period: Three days

Course content:

- Introduction of Sourcebook Module 1 (District Guideline);
- Introduction and training of Sourcebook Module 2 (District Manual) including "how to use each format";
- Introduction of Sourcebook Module 3 (SBI/CBI Manual); and
- Introduction of Sourcebook Module 4-6 (Subject)

Outcomes: DIC is to be able to

- Plan, implement, monitor and evaluate INSET Programme at their district effectively; and
- Produce AIPR.[16]

Textbook / Handouts:

- Sourcebook Module 1&2

    Sourcebook Module 1&2 must be printed and delivered to each DEO well in advance and NIU/TED must inform each DEO to bring their copies to each venue.

- Copies of Appendix 2

    Participants need to practice filling in some forms. Therefore, NIU/TED must prepare enough copies of the forms.

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[16] Annual INSET Progress Report (AIPR).

Schedule of Activity:

Date		Batch	Venue	# of DIC
10/05/09	Sun	Travel		
11/05/09	Mon	1st batch	GESDI, Ajumako, C/R	60
12/05/09	Tue	(10 districts)		
13/05/09	Wed			
14/05/09	Thu	Travel	Review Meeting	
15/05/09	Fri	2nd batch	Wiawso TTC, Wiawso, W/R	36
16/05/09	Sat	(6 districts)		
17/05/09	Sun			
18/05/09	Mon	Travel		
19/05/09	Tue	3rd batch	Wesley TTC, Kumasi, A/R	60
20/05/09	Wed	(10 districts)		
21/05/09	Thu			
22/05/09	Fri	Travel		
23/05/09	Sat	4th batch	Bagabaga TTC, Tamale, N/R	66
24/05/09	Sun	(11 districts)		
25/05/09	Mon			
26/05/09	Tue	Travel		
27/05/09	Wed	5th batch	Bimbila TTC, Bimbila, N/R	42
28/05/09	Thu	(7 districts)		
29/05/09	Fri			
30/05/09	Sat	Travel		
31/05/09	Sun	6th batch	St. John Bosco's TTC, Navrongo,	42
01/06/09	Mon	(7 districts)	UE/R	
02/06/09	Tue			
03/06/09	Wed	Travel		
04/06/09	Thu	Travel		
05/06/09	Fri	7th batch	N.J.Ahmadiyya-Muslim TTC, Wa	36
06/06/09	Sat	(6 districts)	Municipal, UW/R	
07/06/09	Sun			
08/06/09	Mon	Travel	Accra	

The total number of DIC trained will be 342.

Time Table

	CONTENT (Day 1)	Time	Min
	Opening	8.30	30
1	(1.1) Opening prayer		(5)
2	(1.2) Introduction of Chairperson		(5)
3	(1.3) Chairperson's response		(5)
4	(1.4) Introduction of Participants		(5)
5	(1.5) Welcome address		(5)
6	(1.6) Chairperson's Remarks		(5)
	Module 1		
7	Unit 1: Overview of INSET Programme	9.00	90
8	Feedback Session	10.20	20
9	SNACK	10:40	30
10	Unit 2: INSET Roles and Responsibilities	11.10	90
11	Feedback Session	12.20	20
12	Unit 3: Activities of the INSET Programme at the District Level	12.40	50
13	Feedback Session	1.30	30
14	LUNCH	2.00	60
	Module 2		
15	Unit 1: "Plan-Do-See" Cycle and "Improve"	3.00	90
16	Feedback Session	4.30	30
17	Daily Evaluation and Closing		

	CONTENT (Day 2)	Time	Min
1	Introduction of Appendix 1 (Activity 1-7)	8.30	120
2	SNACK	10:30	30
3	Unit 2: Operational Manual for the "Plan" Stage (incl. forms and reports)	11:00	60
4	Feedback Session	11:30	30
5	Unit 3: Operational Manual for the "Do" stage (Implementation) (incl. forms and reports)	12:00	90
6	Feedback Session		30
7	LUNCH	2:00	60
8	Unit 4: Operational Manual for "See" stage (M&E[17]) (incl. forms and reports)	3:00	90
9	Feedback Session	4:30	30
10	Daily Evaluation and Closing	5:00	

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[17] Monitoring and Evaluation (M&E).

	CONTENT (Day 3)	Time	Min
1	Unit 4: Operational Manual for "See" stage (M&E) (incl. forms and reports) (continued)	8:30	90
2	SNACK	10:00	30
3	Unit 5: Human Resource Management (incl. Filling in DIC members, training of filing ROOT[18], etc.)	10:30	90
4	Feedback Session	12:00	30
5	Unit 6: Operational Manual for Sensitization and Public Awareness Creation	12:30	60
6	Feedback Session	1:30	30
7	LUNCH	2.00	60
8	OTHER ISSUES	3.00	60
	Closing Ceremony	4.00	30
	Open Forum		
	Reflection & Evaluation		
	Closing		

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[18] Records of Orientation/Training for HT and CL (ROOT).

Cost Estimation

Items	Amount	Remarks
Cost for Organizers and Venue	12,890.00	See table below
Cost for participants		
Fuel for Director	2,320.00	See table below
Allowance for Director (Afram Plains)	150.00	GH¢30 x 5 days x 1 district (Additional days needed as the district is far from the venue)
Allowance for Drivers of Director (Afram Plains)	80.00	GH¢18 x 5 days x 1 district (Additional days needed as the district is far from the venue)
Allowance for other Directors (56 districts)	6,720.00	GH¢30 x 4 days x 56 districts
Allowance for other Drivers of 56 districts	4,032.00	GH¢18 x 4 days x 56 districts
Allowance for DIC members (Afram Plains)	600.00	GH¢ 24 x 5 days x 5 members x 1 district (Additional days needed as the district is far from the venue)
Allowance for other DIC members (56 districts)	26,880.00	GH¢ 24 x 4 days x 5 members x 56 districts
T&T (57 districts, GH¢25.00 average)	7,125.00	GH¢ 25 x 5 members x 57 districts (*Re-calculation needed before implementation*)
Cost for stationery	1,026.00	GH¢3 x 6 persons x 57 districts
Total	**61,823.00**	

Breakdown Cost for Organizers

Item	Amount	Remarks
Organizing team		
Allowance (Resource Persons)	3,600.00	5 persons x 30 days x 24 GH¢ / day*persons
Allowance (Drivers)	1,620.00	3 persons x 30 days x 18 GH¢ / day*persons
Fuel	5,000.00	
Venue	2,100.00	GH¢100.00 x 3 days x 7 venue
Supervisors (monitoring at the first venue)		
Allowance (Director)	90.00	1 person x 3 days x 30 GH¢ / day*persons
Allowance (Coordinator)	72.00	1 person x 3 days x 24 GH¢ / day*persons
Allowance (Drivers)	108.00	2 person x 3 days x 18 GH¢ / day*persons
Fuel	300.00	
Sub Total	12,890.00	

Districts in Each Batch and Cost Estimation of Fuel for Directors

No	Region	District (Education)	batch	km to venue			Fuel	Amount
1	C/R	Abura/Asebu/Kwamankese	1st	50	0.2	2	20.00	20.00
2	C/R	Asikuma/Odoben/Brakwa	1st	20	0.2	2	8.00	8.00
3	C/R	Assin South	1st	62	0.2	2	24.80	25.00
4	C/R	Gomoa	1st	40	0.2	2	16.00	16.00
5	C/R	Komenda/Edina/Eguafo/Abirem	1st	85	0.2	2	34.00	34.00
6	C/R	Mfantsiman	1st	30	0.2	2	12.00	12.00
7	E/R	Asuogyaman	1st	134	0.2	2	53.60	54.00
8	E/R	Birim North	1st	127	0.2	2	50.80	51.00
9	E/R	Kwahu North (Afram Plains)	1st	324	0.2	2	129.60	130.00
10	V/R	Adaklu-Anyigbe	1st	293	0.2	2	117.20	118.00
1	W/R	Aowin/Suama	2nd	116	0.2	2	46.40	47.00
2	W/R	Bia	2nd	111	0.2	2	44.40	45.00
3	W/R	Juabeso	2nd	46	0.2	2	18.40	19.00
4	W/R	Sefwi-Wiawso	2nd	0	0.2	2	0.00	6.00
5	W/R	Wasa Amenfi East	2nd	154	0.2	2	61.60	62.00
6	W/R	Wasa Amenfi West	2nd	70	0.2	2	28.00	28.00
1	A/R	Adansi South	3rd	86	0.2	2	34.40	35.00
2	A/R	Ahafo Ano South	3rd	33	0.2	2	13.20	14.00
3	A/R	Amansie West	3rd	76	0.2	2	30.40	31.00
4	A/R	Sekyere East	3rd	35	0.2	2	14.00	14.00
5	BA/R	Atebubu-Amantin	3rd	143	0.2	2	57.20	58.00
6	BA/R	Nkoranza	3rd	154	0.2	2	61.60	62.00
7	BA/R	Pru	3rd	210	0.2	2	84.00	84.00
8	BA/R	Sene	3rd	179	0.2	2	71.60	72.00
9	BA/R	Tain	3rd	187	0.2	2	74.80	75.00
10	BA/R	Wenchi	3rd	157	0.2	2	62.80	63.00
1	N/R	Bunkpurugu-Yunyoo	4th	244	0.2	2	97.60	98.00
2	N/R	Central Gonja	4th	110	0.2	2	44.00	44.00
3	N/R	East Gonja	4th	110	0.2	2	44.00	44.00
4	N/R	East Mamprusi	4th	156	0.2	2	62.40	63.00
5	N/R	Gushiegu	4th	135	0.2	2	54.00	54.00
6	N/R	Karaga	4th	110	0.2	2	44.00	44.00
7	N/R	Saboba-Chereponi	4th	155	0.2	2	62.00	62.00
8	N/R	Savelugu-Nanton	4th	27	0.2	2	10.80	11.00
9	N/R	Tolon-Kumbungu	4th	26	0.2	2	10.40	11.00
10	N/R	West Gonja	4th	118	0.2	2	47.20	48.00
11	N/R	West Mamprusi	4th	107	0.2	2	42.80	43.00
1	N/R	Nanumba North	5th	0	0.2	2	0.00	6.00
2	N/R	Nanumba South	5th	23	0.2	2	9.20	10.00
3	N/R	Yendi	5th	70	0.2	2	28.00	28.00
4	N/R	Zabzugu/Tatale	5th	118	0.2	2	47.20	48.00
5	V/R	Krachi East	5th	139	0.2	2	55.60	56.00
6	V/R	Krachi West	5th	138	0.2	2	55.20	56.00
7	V/R	Nkwanta	5th	84	0.2	2	33.60	34.00
1	UE/R	Bawku East Municipal	6th	109	0.2	2	43.60	44.00
2	UE/R	Bawku West	6th	74	0.2	2	29.60	30.00

No	Region	District (Education)	batch	km to venue			Fuel	Amount
3	UE/R	Bolgatanga-Municipal	6th	32	0.2	2	12.80	13.00
4	UE/R	Bongo	6th	46	0.2	2	18.40	19.00
5	UE/R	Builsa	6th	27	0.2	2	10.80	11.00
6	UE/R	Garu-Tempane	6th	135	0.2	2	54.00	54.00
7	UE/R	Talensi-Nabdam	6th	47	0.2	2	18.80	19.00
1	N/R	Bole	7th	118	0.2	2	47.20	48.00
2	N/R	Sawla-Tuna-Kalba	7th	88	0.2	2	35.20	36.00
3	UW/R	Jirapa/Lambussie	7th	62	0.2	2	24.80	25.00
4	UW/R	Nadowli	7th	40	0.2	2	16.00	16.00
5	UW/R	Sissala West	7th	120	0.2	2	48.00	48.00
6	UW/R	Wa West	7th	35	0.2	2	14.00	14.00
		Total						2,320.00

Fuel was calculated using the following formula.

Distance to venue from their district x 2 (round trip) x 0.20

The amount has been rounded-up.

Activity ID	5.2(09)
Activity Name	Orientation and Training for DTSTs, DTOs and AD-Sups (districts in 1st batch)
Responsible Body	TED
Schedule	June – July 2009
Source of Fund	GOG / DFID
Cost estimation	166,661.00

Detail of Activity:

The following activities are combined together to enhance the effectiveness of each activity.

− Orientation and Training for National Trainers
− Orientation and Training for DTST members

Orientation and Training for National Trainers shall be organized at Bagabaga TTC. Following this activity, orientation and training for DTST members (1st batch and 2nd batch) shall take place at the same venue. All NTs shall observe the activity so they can better understand how to conduct DTST training, as they will subsequently prepare and implement the orientation and training in their own region. A member of NIU shall join all batches.

Training Manual: Refer to Appendix IC

Training manual is available at Appendix IC.

Textbook / Handouts:

− Sourcebook Module 3-6

Sourcebook Module 3-6 must be printed and delivered to each DEO well in advance and NIU/TED must inform each participant to bring their copies to each venue.

− Copies of forms

Participants need to practice filling in some forms. Therefore, NIU/TED must prepare enough copies of the forms.

Comprehensive Schedule:

Date		Venue & batch per supervising TED member				
		TED1	TED2	TED3	TED4	TED5
22/06/09	Mon					
23/06/09	Tue	National Trainers Orientation and Training at Bagabaga TTC				
24/06/09	Wed					
25/06/09	Thu					
26/06/09	Fri					
27/06/09	Sat					
28/06/09	Sun					
29/06/09	Mon	Bagabaga TTC Batch 1 & 2	Bagabaga TTC Batch 2		Monitor at Bagabaga TTC with other National Trainers	
30/06/09	Tue					
01/07/09	Wed					
02/07/09	Thu					
03/07/09	Fri					
04/07/09	Sat					
05/07/09	Sun					
06/07/09	Mon	Bagabaga TTC Batch 3	Bagabaga TTC Batch 4		Akrokerri TTC Batch 13	
07/07/09	Tue					
08/07/09	Wed					
09/07/09	Thu					
10/07/09	Fri					
11/07/09	Sat					
12/07/09	Sun					
13/07/09	Mon	Bagabaga TTC Batch 5	St. John Bosco's TTC Batch 8		Wiawso TTC Batch 14	OLA TTC Batch 16
14/07/09	Tue					
15/07/09	Wed					
16/07/09	Thu					
17/07/09	Fri					
18/07/09	Sat					
19/07/09	Sun					
20/07/09	Mon	St. Joseph's TTC Batch 6	St. John Bosco's TTC Batch 9	N. J. Ahmadiyya TTC Batch 11	Wiawso TTC Batch 15	OLA TTC Batch 17
21/07/09	Tue					
22/07/09	Wed					
23/07/09	Thu					
24/07/09	Fri					
25/07/09	Sat					
26/07/09	Sun					
27/07/09	Mon	Atebubu TTE Batch 7	Dambai TTC Batch 10	N. J. Ahmadiyya TTC Batch 12	Presbyterian TTC Batch 18	
28/07/09	Tue					
29/07/09	Wed					
30/07/09	Thu					
31/07/09	Fri					

Detail of Activities for Each Batch:

Batch	1 & 2	
Venue	Bagabaga TTC	
Schedule	29/06/09 – 03/07/09	
Number of Districts	6 districts (3 districts for batch 1 + 3 districts for batch 2)	
Number of DTST	84 (42 for batch 1 + 42 for batch 2)	
Target Districts	Batch 1 − Central Gonja, N/R − Tolon-Kumbungu, N/R − West Gonja, N/R	Batch 2 − East Mamprusi, N/R − Savelugu-Nanton, N/R − West Mamprusi, N/R
Resource Persons	− National Trainers (N/R) –No. 1 − National Trainers (N/R) –No. 2 − National Trainers (N/R) –No. 3 − National Trainers (N/R) –No. 4 − National Trainers (TED) – No. 1 − National Trainers (TED) – No. 2 − National Trainers (TED) – No. 3	
Remarks	All other National Trainers observe this activity.	

Batch	3 & 4	
Venue	Bagabaga TTC	
Schedule	06/07/09 – 10/07/09	
Number of Districts	6 districts (3 districts for batch 1 + 3 districts for batch 2)	
Number of DTST	84 (42 for batch 1 + 42 for batch 2)	
Target Districts	Batch 3 − Gushiegu, N/R − Karaga, N/R − Yendi, N/R	Batch 4 − Bunkpurugu-Yunyoo, N/R − Saboba-Chereponi, N/R − Zabzugu/Tatale, N/R
Resource Persons	− National Trainers (N/R) –No. 1 − National Trainers (N/R) –No. 2 − National Trainers (N/R) –No. 3 − National Trainers (N/R) –No. 4 − National Trainers (TED) – No. 1 − National Trainers (TED) – No. 2 − National Trainers (TED) – No. 3	
Remarks		

Batch	5
Venue	Bagabaga TTC
Schedule	13/07/09 – 17/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– East Gonja, N/R – Nanumba North, N/R – Nanumba South, N/R
Resource Persons	– National Trainers (N/R) –No. 1 – National Trainers (N/R) –No. 2 – National Trainers (N/R) –No. 3 – National Trainers (N/R) –No. 4 – National Trainers (TED) – No. 1
Remarks	

Batch	6
Venue	St. Joseph's TTC
Schedule	20/07/09 – 24/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Nkoranza, BA/R – Tain, BA/R – Wenchi, BA/R
Resource Persons	– National Trainers (BA/R) –No. 1 – National Trainers (BA/R) –No. 2 – National Trainers (TED) – No. 1
Remarks	

Batch	7
Venue	Atebubu TTC
Schedule	27/07/09 – 31/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Atebubu-Amantin, BA/R – Pru, BA/R – Sene, BA/R
Resource Persons	– National Trainers (BA/R) –No. 1 – National Trainers (BA/R) –No. 2 – National Trainers (TED) – No. 1
Remarks	

Batch	8
Venue	St. John Bosco's TTC
Schedule	13/07/09 – 10/07/09
Number of Districts	4 districts
Number of DTST	56
Target Districts	− Bolgatanga-Municipal, UE/R − Bongo, UE/R − Builsa, UE/R − Talensi-Nabdam, UE/R
Resource Persons	− National Trainers (UE/R) –No. 1 − National Trainers (UE/R) –No. 2 − National Trainers (TED) – No. 2 − National Trainers (TED) – No. 3
Remarks	

Batch	9
Venue	St. John Bosco's TTC
Schedule	20/07/09 – 24/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	− Bawku East Municipal, UE/R − Bawku West, UE/R − Garu-Tempane, UE/R
Resource Persons	− National Trainers (UE/R) –No. 1 − National Trainers (UE/R) –No. 2 − National Trainers (TED) – No. 2
Remarks	

Batch	10
Venue	Dambai TTC
Schedule	27/07/09 – 31/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	− Krachi East, V/R − Krachi West, V/R − Nkwanta, V/R
Resource Persons	− National Trainers (V/R) –No. 1 − National Trainers (V/R) –No. 2 − National Trainers (TED) – No. 2
Remarks	

Batch	11
Venue	N.J.Ahmadiyya TTC
Schedule	20/07/09 – 24/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Jirapa/Lambussie, UW/R – Nadowli, UW/R – Wa West, UW/R
Resource Persons	– National Trainers (UW/R) –No. 1 – National Trainers (UW/R) –No. 2 – National Trainers (TED) – No. 3
Remarks	

Batch	12
Venue	N.J.Ahmadiyya TTC
Schedule	27/07/09 – 31/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Bole, N/R – Sawla-Tuna-Kalba, N/R – Sissala West, UW/R
Resource Persons	– National Trainers (UW/R) –No. 1 – National Trainers (UW/R) –No. 2 – National Trainers (TED) – No. 3
Remarks	

Batch	13
Venue	Akrokerri TTC
Schedule	06/07/09 – 10/07/09
Number of Districts	4 districts
Number of DTST	56
Target Districts	– Adansi South, A/R – Ahafo Ano South, A/R – Amansie West, A/R – Sekyere East, A/R
Resource Persons	– National Trainers (A/R) –No. 1 – National Trainers (A/R) –No. 2 – National Trainers (A/R) –No. 3 – National Trainers (TED) – No. 4 – National Trainers (TED) – No. 5
Remarks	

Batch	14
Venue	Wiawso TTC
Schedule	13/07/09 – 17/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Bia, W/R – Juabeso, W/R – Sefwi-Wiawso, W/R
Resource Persons	– National Trainers (W/R) –No. 1 – National Trainers (W/R) –No. 2 – National Trainers (TED) – No. 4
Remarks	

Batch	15
Venue	Wiawso TTC
Schedule	20/07/09 – 24/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Aowin/Suama, W/R – Wasa Amenfi East, W/R – Wasa Amenfi West, W/R
Resource Persons	– National Trainers (W/R) –No. 1 – National Trainers (W/R) –No. 2 – National Trainers (TED) – No. 4
Remarks	

Batch	16
Venue	OLA TTC
Schedule	13/07/09 – 17/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Abura/Asebu/Kwamankese, C/R – Komenda/Edina/Eguafo/Abirem, C/R – Mfantsiman, C/R
Resource Persons	– National Trainers (C/R) –No. 1 – National Trainers (C/R) –No. 2 – National Trainers (TED) – No. 5
Remarks	

Batch	17
Venue	OLA TTC
Schedule	20/07/09 – 24/07/09
Number of Districts	3 districts
Number of DTST	42
Target Districts	– Asikuma/Odoben/Brakwa, C/R – Assin South, C/R – Gomoa, C/R
Resource Persons	– National Trainers (C/R) –No. 1 – National Trainers (C/R) –No. 2 – National Trainers (TED) – No. 5
Remarks	

Batch	18
Venue	Presbyterian TTC
Schedule	27/07/09 – 31/07/09
Number of Districts	4 districts
Number of DTST	56
Target Districts	– Asuogyaman, E/R – Birim North, E/R – Kwahu North (Afram Plains), E/R – Adaklu-Anyigbe, V/R
Resource Persons	– National Trainers (E/R) –No. 1 – National Trainers (E/R) –No. 2 – National Trainers (TED) – No. 4 – National Trainers (TED) – No. 5
Remarks	

Summary of Cost Estimation

Items	Amount	Remarks
Cost for Organizers and Venue	24,048.00	See table below
Cost for NTs	8,936.00	
Cost for DTSTs		
Allowance for DTST, DTO and AD-Sup (Afram Plains)	2,352.00	GH¢ 24 x 7 days x 14 members x 1 district (Additional days needed as the district is far from the venue)
Allowance for DTST, DTO and AD-Sup from other 56 districts	112,896.00	GH¢ 24 x 6 days x 14 members x 56 districts
T&T (57 districts, GH¢20.00 average)	15,960.00	GH¢ 20 x 14 members x 57 districts (*Re-calculation needed before implementation*)
Cost for Stationery	2,469.00	GH¢3 x (14 persons x 57 districts + 25 NTs)
Total	**166,661.00**	

Breakdown Cost Estimation

Item for TED	Amount	Remarks
Organizing team		
Allowance (Resource Persons)	4,320.00	5 persons x 36 days x 24 GH¢ / day*persons
Allowance (Drivers)	3,240.00	5 persons x 36 days x 18 GH¢ / day*persons
Fuel	5,000.00	
Venue	9,400.00	GH¢100.00 x (5 days x 18 batch + 4 days for NT orientation)
Supervisors (monitoring at the first venue)		
Allowance (Director)	240.00	1 person x 8 days x 30 GH¢ / day*persons
Allowance (Drivers of Director)	144.00	1 person x 8 days x 18 GH¢ / day*persons
Allowance (Coordinator)	288.00	1 person x 12 days x 24 GH¢ / day*persons
Allowance (Drivers of Coordinator)	216.00	1 person x 12 days x 18 GH¢ / day*persons
Fuel	1200.00	
Sub Total	24,048.00	

Item for NTs (except NT of TED)	Amount	Remarks
NT in N/R		
Allowance	2,304.00	4 persons x 24 days x 24 GH¢ / day*persons
NTs from other regions at Bagabaga TTC		
Allowance	4,608.00	16 persons x 12 days x 24 GH¢ / day*persons
T&T (GH¢25.00 average)	400.00	16 persons x 25 GH¢ (*Re-calculation needed before implementation*)
NTs in BA/R at their region		
Allowance	576.00	2 persons x 12 days x 24 GH¢ / day*persons
T&T at St. Joseph's TTC	0.00	
T&T at Atebubu TTC	40.00	GH¢ 20 x 2 (*Re-calculation needed before implementation*)
NTs in UE/R at their region		
Allowance	576.00	2 persons x 12 days x 24 GH¢ / day*persons
T&T	0.00	
NTs in V/R at their region		
Allowance	288.00	2 persons x 6 days x 24 GH¢ / day*persons
T&T	0.00	
NTs in UW/R at their region		
Allowance	576.00	2 persons x 12 days x 24 GH¢ / day*persons
T&T	0.00	
NTs in A/R at their region		
Allowance	432.00	3 persons x 6 days x 24 GH¢ / day*persons
T&T	0.00	
NTs in W/R at their region		
Allowance	576.00	2 persons x 12 days x 24 GH¢ / day*persons
T&T	0.00	
NTs in C/R at their region		
Allowance	576.00	2 persons x 12 days x 24 GH¢ / day*persons
T&T	0.00	
NTs in E/R at their region		
Allowance	288.00	2 persons x 6 days x 24 GH¢ / day*persons
T&T	0.00	
Sub Total	8,936.00	

Note that each NT shall be paid for 6 days per batch (5 days for orientation and training and 1 day for Resource Preparatory Meeting).

Activity ID	6.1(09)
Activity Name	Support DICs in DTST selection (districts in 1st batch)
Responsible Body	NIU/TED
Schedule	May/June 2009
Source of Funds	N/A
Cost estimation	0.00

Detail of Activity:

DICs are to select DTST before/after Orientation for DIC. When requested by DICs, NIU shall provide support to DICs in selecting DTST through discussion over the phone. NIU must ensure that all DICs complete the selection of DTST members before the orientation and training for DTST.

Activity ID	6.2(09)
Activity Name	Identify DEOs with challenges (pilot districts and districts in 1st batch)
Responsible Body	NIU/TED
Schedule	3rd and 4th quarter of 2009
Source of Funds	N/A
Cost estimation	0.00

Detail of Activity:

The identification of DEOs with challenges can be done through monitoring and by assessing their AIPR. As the first AIPR submission by DEOs is in 2010, NIU/TED shall identify DEOs with challenges solely through monitoring in 2009. See the cost estimation for monitoring at "Monitoring District Level Activity (pilot districts and districts in 1st batch)".

After DEOs with challenges have been identified, these DEOs shall be provided support to overcome such difficulties. The implementation of this activity in 2009 may be more challenging as recognizing DEOs with challenges is done solely through monitoring activities. However, as this activity is essential in ensuring that all DEOs are able to implement INSET, NIU/TED must ensure that all NTs are capable of extending support to DEOs.

From 2010 onwards, the DEOs with challenges shall be identified not only through monitoring, but also through assessing their AIPR.

Activity ID	6.3(09)
Activity Name	Monitoring District Level Activity (pilot districts and districts in 1st batch)
Responsible Body	NIU / TED
Schedule	
Source of Funds	GOG / DFID
Cost estimation	22,420.00

Detail of Activity:

The activity shall be scheduled to take place between each session of "Training for National Trainers to improve monitoring" to enhance its effectiveness. The schedule of the activity in relation to "Training for National Trainers" is as follows.

Session	Schedule	Content
1st Round	3 days in Sept 2009	
1st Monitoring	2 weeks	
2nd Round	3 days in Oct/Nov 2009	
2nd Monitoring	2 weeks	
3rd Round	3 days in Dec 2009	

Summary of Cost Estimation

Items	Amount	Remarks
Cost for Organizers and Venue		See table below
Allowance for NIU	1,680.00	GH¢ 24 x 14 days x 5 members
Allowance for Drivers	1,260.00	GH¢ 18 x 14 days x 5 Drivers
Fuel	1,000.00	
Cost for NTs		
Allowance	6,720.00	GH¢24 x 14 days x 20 NTs
T&T	500.00	GH¢ 25 (average) x 20 NTs (*Re-calculation needed before implementation*)
Cost for stationery	50.00	GH¢2 x 25 persons
Sub-Total for one round of monitoring	**11,210.00**	

Total: 11,210 x 2 = 22,420.00

Appendix IB: Reference Data for Plan of Nationwide INSET

Table 1 Pilot Districts and Projected Number of Schools in Year 2009/2010

No	Region	District (Education)	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
1	A/R	Adansi North	90	94	98	102	107
2	BA/R	Tano South	58	61	64	67	70
3	C/R	Assin North	95	99	103	108	113
4	E/R	Akuapem North	102	107	112	117	122
5	GA/R	Dangme West	86	90	94	98	102
6	N/R	Tamale Metropolitan	239	249	259	270	281
7	UE/R	Kassena-Nankana	100	104	109	114	119
8	UW/R	Wa Municipal	58	61	64	67	70
9	V/R	Akatsi	101	106	111	116	121
10	W/R	Mpohor/Wassa East	99	103	108	113	118

Table 2 Districts in 1st batch and Projected Number of Schools in Year 2009/2010

No.	Region	District (Education)	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
1	A/R	Adansi South	95	99	103	108	113
2	A/R	Ahafo Ano South	92	96	100	104	109
3	A/R	Amansie West	106	111	116	121	126
4	A/R	Sekyere East	92	96	100	104	109
5	BA/R	Atebubu-Amantin	66	69	72	75	78
6	BA/R	Nkoranza	110	115	120	125	130
7	BA/R	Pru	80	84	88	92	96
8	BA/R	Sene	76	80	84	88	92
9	BA/R	Tain	91	95	99	103	108
10	BA/R	Wenchi	65	68	71	74	77
11	C/R	Abura/Asebu/Kwamankese	66	69	72	75	78
12	C/R	Asikuma/Odoben/Brakwa	85	89	93	97	101
13	C/R	Assin South	70	73	76	80	84
14	C/R	Gomoa	133	139	145	151	158
15	C/R	Komenda/Edina/Eguafo/Abirem	67	70	73	76	80
16	C/R	Mfantsiman	102	107	112	117	122
17	E/R	Asuogyaman	65	68	71	74	77
18	E/R	Birim North	121	126	132	138	144
19	E/R	Kwahu North (Afram Plains)	137	143	149	155	162
20	N/R	Bole	48	50	52	55	58
21	N/R	Bunkpurugu-Yunyoo	100	104	109	114	119
22	N/R	C/R Gonja	76	80	84	88	92
23	N/R	East Gonja	145	151	158	165	172
24	N/R	East Mamprusi	56	59	62	65	68
25	N/R	Gushiegu	57	60	63	66	69
26	N/R	Karaga	57	60	63	66	69
27	N/R	Nanumba North	83	87	91	95	99
28	N/R	Nanumba South	70	73	76	80	84
29	N/R	Saboba-Chereponi	98	102	107	112	117
30	N/R	Savelugu-Nanton	80	84	88	92	96
31	N/R	Sawla-Tuna-Kalba	70	73	76	80	84
32	N/R	Tolon-Kumbungu	130	136	142	148	154
33	N/R	West Gonja	72	75	78	82	86
34	N/R	West Mamprusi	105	110	115	120	125
35	N/R	Yendi	141	147	153	160	167
36	N/R	Zabzugu/Tatale	85	89	93	97	101
37	UE/R	Bawku East Municipal	100	104	109	114	119

No.	Region	District (Education)	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
38	UE/R	Bawku West	47	49	51	54	57
39	UE/R	Bolgatanga-Municipal	62	65	68	71	74
40	UE/R	Bongo	54	57	60	63	66
41	UE/R	Builsa	62	65	68	71	74
42	UE/R	Garu-Tempane	69	72	75	78	82
43	UE/R	Talensi-Nabdam	51	54	57	60	63
44	UW/R	Jirapa/Lambussie	79	83	87	91	95
45	UW/R	Nadowli	70	73	76	80	84
46	UW/R	Sissala West	39	41	43	45	47
47	UW/R	Wa West	60	63	66	69	72
48	V/R	Adaklu-Anyigbe	64	67	70	73	76
49	V/R	Krachi East	71	74	77	81	85
50	V/R	Krachi West	94	98	102	107	112
51	V/R	Nkwanta	94	98	102	107	112
52	W/R	Aowin/Suama	104	109	114	119	124
53	W/R	Bia	110	115	120	125	130
54	W/R	Juabeso	113	118	123	128	134
55	W/R	Sefwi-Wiawso	126	132	138	144	150
56	W/R	Wasa Amenfi East	94	98	102	107	112
57	W/R	Wasa Amenfi West	154	161	168	175	182
		Total				5,604	

Table 3 Districts in 2nd batch and Projected Number of Schools in Year 2009/2010

No.	Region	District (Education)	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
1	A/R	Afigya Sekyeree	93	97	101	106	111
2	A/R	Ahafo. Ano North	59	62	65	68	71
3	A/R	Amansie C/R	72	75	78	82	86
4	A/R	Amansie East	133	139	145	151	158
5	A/R	Asante Akim North	89	93	97	101	106
6	A/R	Asante Akim South	91	95	99	103	108
7	A/R	Atwima Mponua	101	106	111	116	121
8	A/R	Atwima Nwabiagya	83	87	91	95	99
9	A/R	Bosomtwi-Atwima-Kwanhuma	106	111	116	121	126
10	A/R	Ejisu-Juabeng	96	100	104	109	114
11	A/R	Ejura Sekyedumase	71	74	77	81	85
12	A/R	Kumasi Metropolitan	246	256	267	278	290
13	A/R	Kwabre	100	104	109	114	119
14	A/R	Obuasi Municipal	63	66	69	72	75
15	A/R	Offinso	100	104	109	114	119
16	A/R	Sekyere West	108	113	118	123	128
17	BA/R	Asunafo North	96	100	104	109	114
18	BA/R	Asunafo South	63	66	69	72	75
19	BA/R	Asutifi	81	85	89	93	97
20	BA/R	Berekum	59	62	65	68	71
21	BA/R	Dormaa	129	135	141	147	153
22	BA/R	Jaman North	53	56	59	62	65
23	BA/R	Jaman South	66	69	72	75	78
24	BA/R	Kintampo North	56	59	62	65	68
25	BA/R	Kintampo South	64	67	70	73	76
26	BA/R	Sunyani Municipal	106	111	116	121	126
27	BA/R	Tano North	59	62	65	68	71
28	BA/R	Techiman Municipal	139	145	151	158	165
29	C/R	Agona	130	136	142	148	154

No.	Region	District (Education)	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
30	C/R	Ajumako/Enyan/Essiam	84	88	92	96	100
31	C/R	Awutu/Effutu/Senya	96	100	104	109	114
32	C/R	Cape Coast Municipal	63	66	69	72	75
33	C/R	Twifo/Heman/Lower/Denkyira	135	141	147	153	160
34	C/R	Upper Denkyira	113	118	123	128	134
35	E/R	Akuapem South	74	77	81	85	89
36	E/R	Atiwa	81	85	89	93	97
37	E/R	Birim South	132	138	144	150	156
38	E/R	East Akim	96	100	104	109	114
39	E/R	Fanteakwa	109	114	119	124	129
40	E/R	Kwaebibirem	125	130	136	142	148
41	E/R	Kwahu South	121	126	132	138	144
42	E/R	Kwahu West	75	78	82	86	90
43	E/R	Manya Krobo	131	137	143	149	155
44	E/R	New-Juaben Municipal	66	69	72	75	78
45	E/R	Suhum/Kraboa/ Coaltar	131	137	143	149	155
46	E/R	West Akim	114	119	124	129	135
47	E/R	Yilo Krobo	78	82	86	90	94
48	GA/R	Acca Metropolitan	322	335	349	363	378
49	GA/R	Dangme East	61	64	67	70	73
50	GA/R	Ga East	60	63	66	69	72
51	GA/R	Ga West	117	122	127	133	139
52	GA/R	Tema Municipal	108	113	118	123	128
53	UW/R	Lawra	58	61	64	67	70
54	UW/R	Sissala East	45	47	49	51	54
55	UW/R	Wa East	50	52	55	58	61
56	V/R	Ho Municipal	153	160	167	174	181
57	V/R	Hohoe	129	135	141	147	153
58	V/R	Jasikan	119	124	129	135	141
59	V/R	Kadjebi	61	64	67	70	73
60	V/R	Keta (Anlo)	90	94	98	102	107
61	V/R	Ketu	127	133	139	145	151
62	V/R	Kpando (North Dayi)	76	80	84	88	92
63	V/R	North Tongu	133	139	145	151	158
64	V/R	South Dayi	40	42	44	46	48
65	V/R	South Tongu	75	78	82	86	90
66	W/R	Ahanta West	44	46	48	50	52
67	W/R	Bibiani/Anhwiaso/ Bekwai	83	87	91	95	99
68	W/R	Jomoro	54	57	60	63	66
69	W/R	Nzema East	118	123	128	134	140
70	W/R	Shama-Ahanta-East-Metropolitan	143	149	155	162	169
71	W/R	Wassa West	141	147	153	160	167

Appendix IC: Training Manual

Orientation and Training for National Trainers (WBS ID 4.2)

Introduction

The NT Orientation and Training is to equip NTs with the information and competencies they will need to fulfil their role and responsibilities. This includes developing the ability to offer appropriate advice and instruction regarding SBI/CBI activities and subject contents in the orientation and training sessions for district-level INSET stakeholders, as well as during field monitoring of INSET activities at the district level.

Objectives

The objectives of the orientation and training are to enable NTs to:

- Explain the overview of the INSET programme and their roles and responsibilities within the programme
- Implement high-quality demonstration lessons and SBI/CBI activities
- Realize appropriate lesson observation and evaluation
- Conduct desirable field monitoring for SBI/CBI
- Carry out orientation and training for district-level INSET stakeholders in both subject contents and field monitoring using the INSET Sourcebook

Roles and Responsibilities of NIU/TED

NIU/TED is in charge of carrying out the following matters:

- Administrative matters (such as planning, budgeting, holding the resource preparatory meeting, organizing the orientation and training, negotiating with a primary school for the role-play of SBI/CBI with live classes)
- Facilitating matters (such as presentation of the contents, facilitation of the participants' discussion, management of each session)

Programme

Table 1 shows a suggested programme for the orientation and training (more details are presented in the following sessions):

Table 1 Suggested Programme

Day	Main Contents
Day 1	a) Overview of INSET Programme b) Role and responsibilities of NT in INSET programme
Day 2	a) Role-play of SBI/CBI activity (1) b) Study of SBI/CBI activity based on the role-play (1)
Day 3	a) Study subject contents using INSET Sourcebook b) Study field monitoring using INSET Sourcebook
Day 4	a) Role-play of SBI/CBI activity (2) b) Study of SBI/CBI activity based on the role-play (2)

Specific Contents-Day 1-

a) Overview of INSET Programme

NIU gives NTs a clear overview of the INSET programme and provides ample opportunities for discussion to ensure NTs gain a thorough understanding. Items to be covered in this session are presented in Table 2 with related references:

Table2: Items of the session Overview of INSET Programme

S/N	Item	Reference
1	Current status of primary education in Ghana	
2	Relation between INSET and teacher's professional development (CPD[19], Collegiality, Lesson Study)	Module 3
3	INSET model	Module 1
4	INSET activities at District level	Module 1/2
5	SBI/CBI activities	Module 3

b) Role and Responsibilities of NT in INSET Programme

Firstly, NIU gives NTs a brief explanation on the roles and responsibilities of each INSET stakeholder at national, district and school levels. Secondly, NIU provides further explanation on the role and responsibilities of NTs and activities that they are in charge of, so that NTs are aware of what they are expected to do and can contribute to the INSET programme accordingly. Items to be covered in this session are presented in Table 3 with related references:

Table 3 Items of the session Role and Responsibilities of NT in INSET Programme

S/N	Item	Reference
1	Roles and responsibilities of each INSET stakeholder at national, district and school levels	National Guideline Module 1/2
2	NT -providing expertise on subject contents in INSET training for district-level stakeholders-	National Guideline
3	NT -offering appropriate advice and instruction regarding subject contents during field monitoring of INSET activities at district level-	National Guideline
4	Activities NT's are in charge of (Training for DTST, Field monitoring for SBI/CBI, etc.)	National Guideline

Specific Contents-Day 2-

a) Role-play of SBI/CBI Activity (1)

In the INSET programme, NTs are expected to improve the quality of lessons in school classrooms based on their expertise on subject contents. Therefore it is also crucial for NTs to properly understand the importance of SBI/CBI activity and be competent at implementing high-quality demonstration lessons and appropriate SBI/CBI activities by themselves.

In this session, NTs conduct SBI/CBI activities including Pre-Delivery Discussion, Delivery (demonstration lesson with a live class) and Post-Delivery Discussion as a role-playing exercise. Dividing the participants into two groups, one group carries out the activity while the other group

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[19] Continuing Professional Development (CPD).

observes the SBI/CBI, paying special attention to the qualities of the lesson and interaction among the members as colleague teachers, and how to improve the qualities.

b) Study of SBI/CBI Activity Based on the Role-play (1)

NIU facilitates a discussion among NTs on their role-play of SBI/CBI in the previous session. First, NIU asks each group to present their observations on the other group's SBI/CBI (good/weak points, how it can be improved, etc.). Second, NIU leads NTs to discuss the following points:

- What is desirable teaching practice?
- What is desirable monitoring for SBI/CBI?
- Influence of SBI/CBI on Teachers' professional development

Specific Contents-Day 3-

a) Study Subject Contents Using INSET Sourcebook

NTs will study general pedagogy and subject contents to further enrich their expertise, to enable them to better contribute to the improvement of primary school lessons. NIU facilitates this session based on contents of the INSET Sourcebooks.

- Module 4 can be referred to for general pedagogy.
- Module 5 and 6 can be referred to for subject contents.

b) Study Field Monitoring Using INSET Sourcebook

NTs will study field monitoring so that they acquire the desirable perspectives on how to monitor INSET activities at the district level and SBI/CBI more appropriately, and how to interact with INSET stakeholders at district and school levels more effectively. NIU facilitates this session based on the contents of the INSET Sourcebooks.

- Module 2 can be referred to for the field monitoring process.
- Module 3 can be referred to for carrying out field monitoring of SBI/CBI at school.

Specific Contents-Day 4-

a) Role-play of SBI/CBI Activity (2)

In this session, NTs conduct SBI/CBI activities again, keeping in mind their experiences and discussions from Day 2 and the studies of Day 3. The procedure of this session is almost the same as that of Day 2. NIU pays attention to the differences or improvements in NTs activities during this session, so that NIU can provide thoughtful feedbacks to NTs in the next session.

b) Study of SBI/CBI Activity Based on the Role-play (2)

NIU facilitates a discussion among NTs on their role-play of SBI/CBI in the previous session. Similarly to Day 2, first, NIU asks each group to present their observations on the other group's SBI/CBI (differences or improvements from Day 2). Second, NIU leads NTs to discuss the following points:

- Teachers' professional development through SBI/CBI
- Desirable teaching practice
- Desirable monitoring for SBI/CBI

Training for National Trainers to Improve Monitoring (WBS ID 4.3)

Introduction

This monitoring training provided to NTs is to enhance the ability of NTs to conduct lesson observation and evaluation, and improve the quality of monitoring that NTs conduct of district-level INSET activities.

Objectives

The objectives of this training are to enable NTs to:

- Conduct appropriate lesson observation and lesson evaluation
- Provide appropriate advice and instruction when attending SBI/CBI for monitoring (in terms of both activities and organization of SBI/CBI)
- Provide appropriate advice and instruction regarding monitoring of SBI/CBI
- Offer advice regarding subject content in district-level orientation and training
- Provide guidance and instruction to district-level personnel responsible for orientation and training

Roles and Responsibilities (NIU/TED)

NIU/TED is in charge of carrying out the following matters:

- Administrative matters (such as planning, budgeting, holding the resource preparatory meeting and organizing the orientation and training, negotiating with a primary school for the role-play of SBI/CBI with live classes)
- Facilitating matters (such as facilitation of the participants' discussion, management of each session)

Timing of Training

As it is possible to link this training to the actual monitoring activities to be conducted by the NT, the timing of this training should take into consideration the scheduling of district-level orientation and training (HT/CS Orientation, CL Sourcebook Training, etc.). Strategically scheduling the training will enhance the effectiveness of the capacities developed, thus this training will be conducted over the course of three rounds, with the main contents in each round described below.

Table 4 Timing and Main Contents of Each Round of NT Training for Monitoring

	Timing	Main Contents
First Round	September 2009 (Prior to HT/CS Orientation & SBI/CBI Training), 3 days	Study methods of lesson observation/evaluation
Second Round	October 2009 (Prior to CL Orientation and CL Sourcebook Training), 3 days	Discuss and address issues raised from conducting lesson observation /evaluation in their districts after the first round of training.
Third Round	December 2009 (After CL Orientation and CL Sourcebook Training), 3 days	Discuss and address issues raised from conducting lesson observation / evaluation in their districts after the second round of training, and apply lessons in the following year.

Contents of the First Round

Programme

In the first round of training, the participants will mainly study the theory and basic methods of lesson observation/evaluation. The programme for this round is as follows.

Table 5 Suggested Programme for First Round

Day	Main Contents
Day 1	a) Objectives of lesson observation/evaluation b) Concepts to apply in lesson observation/evaluation c) Methods of lesson observation/evaluation
Day 2	a) Lesson observation exercise using video-recorded lesson 　(1) (Watch and evaluate the recorded lesson) 　(2) (Discussion of the recorded lesson)
Day 3	a) Monitoring of district-level orientation and training

Specific Contents-Day 1-

On Day 1, NTs will study the objectives of lesson observation/evaluation, as well as the concepts to apply and methods to use. NIU will implement the training keeping in mind that, as NTs are teachers at TTC, it is expected that they will have the theoretical background and actual experience of lesson observation/evaluation. In addition, based on the participatory learning approach, NIU is to incorporate ample opportunities for discussion among participants and presentations by participants

a) Objectives of Lesson Observation/Evaluation

In this session, NIU will explain the objectives of lesson observation/evaluation based on the goals and activities of the INSET programme. NIU shall provide guidance for NTs understand that lesson observation/evaluation is not meant to judge or numerically mark teachers, but rather, it is a key activity in SBI/CBI which serves to facilitate the mutual learning and development of skills for all teachers through promoting the concepts of CPD and Collegiality.

b) Concepts to Apply in Lesson Observation/Evaluation

Using Module 4, NIU will provide an explanation of the following important concepts to apply in lesson observation/evaluation.

- Good practices
- Managing Special Classes
- Questioning Skills
- Effective Use of Chalkboard
- Gender Issues
- Teaching and Learning Methods
- Lesson Plan
- Assessment
- English as a Tool to Support Understanding of other Subjects

As NTs are instructors at TTC, they may have their own viewpoints and opinions on lesson observation/evaluation. It is beneficial to allow for opportunities in which these ideas can be exchanged, as the accumulation of such new insights will be useful in future revisions of modules.

c) Methods of Lesson Observation/Evaluation

NIU will describe the methods of lesson observation/evaluation, centring around the SBI/CBI Observation Sheet in Module 3. In addition, NIU shall communicate with NTs beforehand to see if there are other similar observation/evaluation sheets that have been developed at TTCs. If there are, the sharing and comparing of those forms can be a tool to promote further understanding of lesson observation/evaluation methods.

Specific Contents-Day 2-

a) Lesson Observation Exercise using Video-recorded Lesson (1)

NTs will watch various types of recoded lessons (lessons in Ghana, Trends in International Mathematics and Science Study (TIMSS) video study, etc.) and engage in a lesson observation/evaluation exercise. It is essential that NIU watch and analyse these recorded lessons beforehand to anticipate the reaction of the participants and discussions that may arise, and be prepared to respond accordingly. Moreover, NIU must also prepare the necessary equipment to show the recorded lessons, and when necessary, seek cooperation of a basic school teacher to pre-record a lesson.

b) Lesson Observation Exercise using Video-recorded Lesson (2)

Each NT is to present their observation/evaluation of the recorded lesson. With the NIU facilitating, the participants will discuss the various observations made. NIU points out the differences as well as commonalities in opinions raised, and facilitates to underscore the concepts that are important for the NT in observing and evaluating lessons.

Specific Contents-Day 3-

a) Monitoring of District-level Orientation and Training

This session will cover the content of district-level orientation and training that the NT will monitor, and the NT will gain an understanding of how to conduct monitoring of these activities. Moreover, each NT will formulate a monitoring plan which specifies when, where, which training and how the training will be monitored. NIU shall provide NT with any supplementary explanations on important concepts and methods in monitoring as well as advice and instruction to provide, based on the content that has been covered in the training so far.

Contents of the Second and Third Rounds

Programme

Equipped with the experience gained from the first round, NTs monitor the orientation and training in their districts to observe and evaluate the practice lessons being conducted there. At the second and third round of training, they will analyse the results of their observations and evaluations to discuss the challenges and possible solutions. The programmes for the second and third rounds are as follows.

Table 6 Suggested Programme for Second and Third Rounds

Day	Main Contents
Day 1	a) Reports on the monitoring results of district-level INSET orientation and training by each National Trainer
Day 2	a) Feedback from NIU regarding reports from Day 1 b) Discussion to organize and solve issues raised in reports
Day 3	a) Group presentations on issues at district-level INSET orientation and training and its solution b) General discussion

Specific Contents-Day 1-

a) Reports on Monitoring Results of District-level INSET Orientation and Training by each National Trainer

NTs will report on the results of the monitoring they each conducted of district-level INSET orientation and training. The objective here is for NTs to share information on various experiences gained through their monitoring activities such as things they learned through monitoring (what happened?) and challenges (what were the problems?), the responses NTs made in response to problems (what did they do in that situation?) and their reflection (what effect did the action they took have? (the reaction of the participants), was there any other way to respond?), etc. NIU informs the NTs beforehand to prepare materials for their report on the district-level INSET orientation and training monitoring that they each did.

Specific Contents-Day 2-

a) Feedback from NIU Regarding Reports from Day 1

The NIU is to organize the current conditions and challenges in the district-level INSET orientation and training reported by the NT on Day 1. Based on the information, NIU will provide advice and instruction that will enhance the capacity of NTs to analyse and solve problems. In order to provide adequate advice, NIU will hold a meeting after Day 1 has finished, firstly to analyse and examine the reports made by NTs, and secondly, to discuss and prepare the feedback to give NTs. If possible, it is best if NIU can gather information on the monitoring activities of NTs prior to the second and third round in order to begin preparing the feedback that they will give early on.

b) Discussion to Organise and Solve Issues Raised in Reports

Building on the feedback provided by NIU, NTs will discuss in groups the future policies and procedures for the monitoring of district-level INSET orientation and training, and create a concrete action plan. NIU will observe the group discussions and contribute advice or instruction

to each group when necessary to ensure the smooth progress of the discussions. Keeping in mind that the action plans drawn up in this session will be presented on Day 3, each NT is to think about and prepare the necessary handouts or presentation materials.

Specific Contents-Day 3-

a) Group Presentations on Issues at District-level INSET Orientation and Training and its Solution

NTs will present their action plans for the future monitoring of district-level INSET orientation and training programmes that they formulated on Day 2. NIU will facilitate the presentations and the question and answer session, as well as provide necessary advice and instruction. In addition, the NIU is to be aware of the presentation contents prepared by NTs and cooperate with them to prepare necessary equipment and materials.

b) General Discussion

This session is to be used as a general discussion in which NIU will facilitate to discuss the action plans that the NTs have created. NIU will provide necessary advice and instruction to all NTs, based on all of the presentations given by NTs.

Orientation and Training for DTST, DTO and AD-Sup (WBS ID: 5.2)

Introduction

This Orientation and Training is to equip DTST, DTO and AD-Sup with the necessary information and competencies they will need to fulfil their roles. This includes the ability to offer appropriate advice and instructions regarding SBI/CBI activities and subject contents in orientations and trainings for school-level INSET stakeholders and field monitoring for SBI/CBI.

Objectives

The objectives of the orientation and training are to enable DTST, DTO and AD-Sup to:

- Explain the overview of the whole INSET programme and their roles and responsibilities in the programme
- Implement high-quality demonstration lessons and SBI/CBI activities
- Realize appropriate lesson observation and evaluation
- Conduct desirable field monitoring for SBI/CBI
- Carry out orientation and training for school-level INSET stakeholders in both subject contents and field monitoring using the INSET Sourcebook

Roles and Responsibilities

a) National INSET Unit / Teacher Education Division

NIU/TED is in charge of carrying out the following matters:

- Administrative matters (such as planning, budgeting, holding the resource preparatory meeting, organizing the orientation and training, negotiating with a primary school for the role-play of SBI/CBI with live classes)
- Facilitating matters (such as presentation of the contents, facilitation of the participants' discussion, management of each session)

b) National Trainer

NT is in charge of carrying out the following matters:

- Facilitating matters (such as presentation of the contents, facilitation of the participants' discussion, management of each session)

Programme

Table 7 shows a suggested programme for the orientation and training (more details follow):

Table 7 Suggested Programme

Day	Main Contents
Day 1	a) Overview of INSET Programme b) Roles and responsibilities of DTST/DTO/AD-Sup in INSET programme
Day 2	a) Role-play of SBI/CBI activity by DTST (1) b) Study of SBI/CBI activity based on the role-play (1)
Day 3	a) Study subject contents using INSET Sourcebook b) Study field monitoring using INSET Sourcebook
Day 4	a) Role-play of SBI/CBI activity by NT b) Study on SBI/CBI activity based on the role-play (2)
Day 5	a) Role-play of SBI/CBI activity by DTST (2) b) Study of SBI/CBI activity based on the role-play (3)

Specific Contents-Day 1-

a)   Overview of INSET Programme

In this session, NIU gives DTST, DTO and AD-Sup a clear overview of the INSET programme and provides ample opportunities for discussion, to ensure that they gain a thorough understanding. The items which should be covered in this session are presented in Table 8 with related references:

Table 8 Items of the session Overview of INSET Programme

S/N	Item	Reference
1	Current status of primary education in Ghana	
2	Relation between INSET and teacher's professional development (CPD, Collegiality, Lesson Study)	Module 3
3	INSET model	Module 1
4	INSET activities at District level	Module 1/2
5	SBI/CBI activities	Module 3

b)   Role and Responsibilities of DTST/DTO/AD-Sup in INSET programme

Firstly, NIU gives DTST, DTO and AD-Sup a brief explanation on the roles and responsibilities of each INSET stakeholder at district and school levels. Secondly, NIU explains in further detail the roles and responsibilities of DTST/DTO/AD-Sup and the activities they are in charge of, so that they are aware of what is expected of them and can contribute to the INSET programme accordingly. The items which should be covered in this session are presented in Table 9 with related references:

Table 9 Items of the session Role and Responsibilities of DTST/DTO/AD-Sup in INSET Programme

S/N	Item	Reference
1	Roles and responsibilities of each INSET stakeholder at national, district and school levels	Module 1/2
2	Providing expertise on subject contents in INSET trainings for district-level stakeholders	Module 1/2
3	Offering appropriate advice and instruction regarding subject contents during field monitoring of INSET activities at district level	Module 1/2
4	Activities DTST/DTO/AD-Sup are in charge of (Orientation and Sourcebook for HT and CS, CL Sourcebook Training, Field monitoring for SBI/CBI, etc.)	Module 1/2

Specific Contents-Day 2-

a) Role-play of SBI/CBI Activity by DTST (1)

In the INSET programme, DTST is expected to improve the quality of lessons in school classrooms based on their expertise on subject contents. Therefore it is also crucial for DTST to properly understand the importance of SBI/CBI activity and be competent at implementing high-quality demonstration lessons and appropriate SBI/CBI activities by themselves.

In this session, DTST conducts SBI/CBI activities including *Pre-Delivery Discussion*, *Delivery* (demonstration lesson with a live class) and *Post-Delivery Discussion* as a role-playing exercise. Dividing the participants into two groups, one group carries out the activity while the other group observes the SBI/CBI, paying special attention to the qualities of the lesson and interaction among the members as colleague teachers, and how to improve the qualities.

b) Study on SBI/CBI Activity Based on the Role-play (1)

NT facilitates a discussion among DTST on their role-play of SBI/CBI in the previous session. First, NT asks each group to present their observation on the other group's SBI/CBI (good/weak points, how it can be improved, etc.). Second, NT leads DTST to discuss the following points:

- What is desirable teaching practice?
- What is desirable monitoring for SBI/CBI?
- Influence of SBI/CBI on Teachers' professional development

Specific Contents-Day 3-

a) Study Subject Contents using INSET Sourcebook

DTST will study general pedagogy and subject contents to further enrich their expertise, to enable them to better contribute to the improvement of primary school lessons. NT facilitates this session based on the contents of the INSET Sourcebooks.

- Module 4 can be referred to regarding general pedagogy
- Module 5 and 6 can be referred to regarding subject contents

b)   Study Field Monitoring using INSET Sourcebook

DTST will study field monitoring, so that they acquire the desirable perspectives that will enable them to monitor INSET activities at the district level and SBI/CBI more appropriately, and interact with INSET stakeholders at district and school levels more effectively. NT facilitates this session based on the contents of the INSET Sourcebooks.

- Module 2 can be referred to regarding the process of field monitoring
- Module 3 can be referred to regarding how to carry out field monitoring of SBI/CBI at school

Specific Contents-Day 4-

a)   Role-play of SBI/CBI Activity by NIU/NT

In this session, NIU and NT conduct SBI/CBI activities as a demonstrative model of SBI/CBI for the participants. While NIU organizes and facilitates the SBI/CBI, NT implements the demonstration lesson with a live class.

b)   Study on SBI/CBI Activity Based on the Role-play (2)

NIU/NT facilitates a discussion among the participants on the demonstration of SBI/CBI by NIU/NT in the previous session. First, NIU/NT asks the participants to present their observations on the SBI/CBI (good/weak points, how it can be improved, etc.). Second, NIU/NT leads the participants to discuss the following points:

- What is desirable teaching practice?
- What is desirable monitoring for SBI/CBI?
- Influence of SBI/CBI on Teachers' professional development

Specific Contents-Day 5-

a)   Role-play of SBI/CBI Activity by DTST (2)

In this session, DTST conducts SBI/CBI activities again, keeping in mind the experiences and knowledge they gained in Day2-4. The procedure of this session is the same as Day 2/4. NIU/NT pays attention to the differences or improvements in participants' activities during this session, so that NIU/NT can provide thoughtful feedback to the participants in the next session.
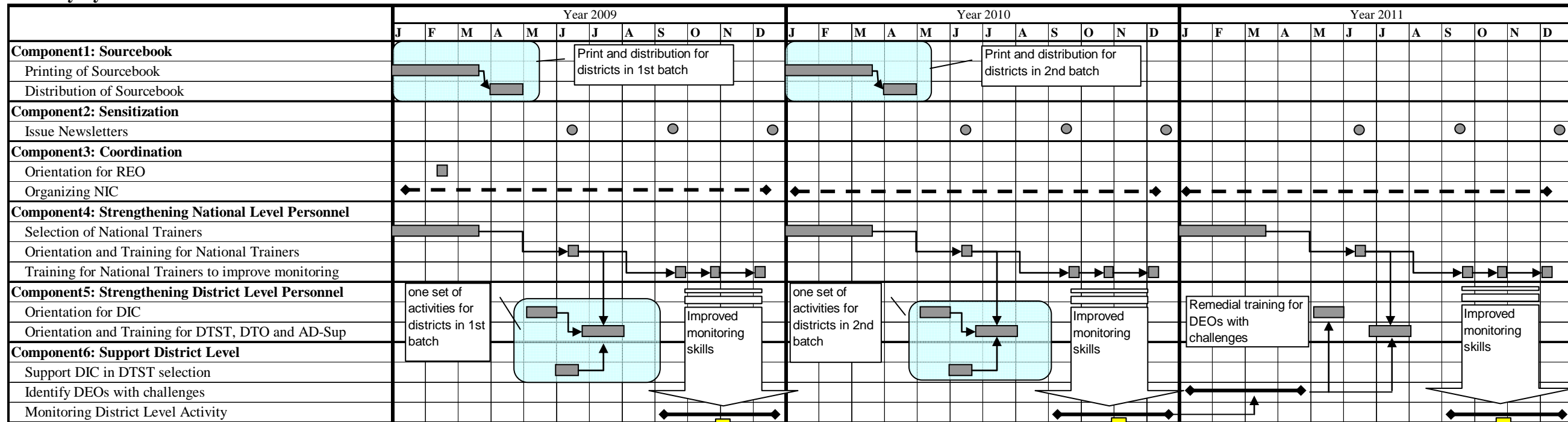
b)   Study on SBI/CBI Activity Based on the Role-play (3)

NIU/NT will facilitate a discussion among the participants on their role-play of SBI/CBI in the previous session. Similarly to Day 2/4, first, NIU/NT asks each group to present their observations on the other group's SBI/CBI (differences or improvements from Day 2). Second, NIU/NT facilitates the participants to discuss the following points:

- Teachers' professional development through SBI/CBI
- Desirable teaching practice
- Desirable monitoring for SBI/CBI

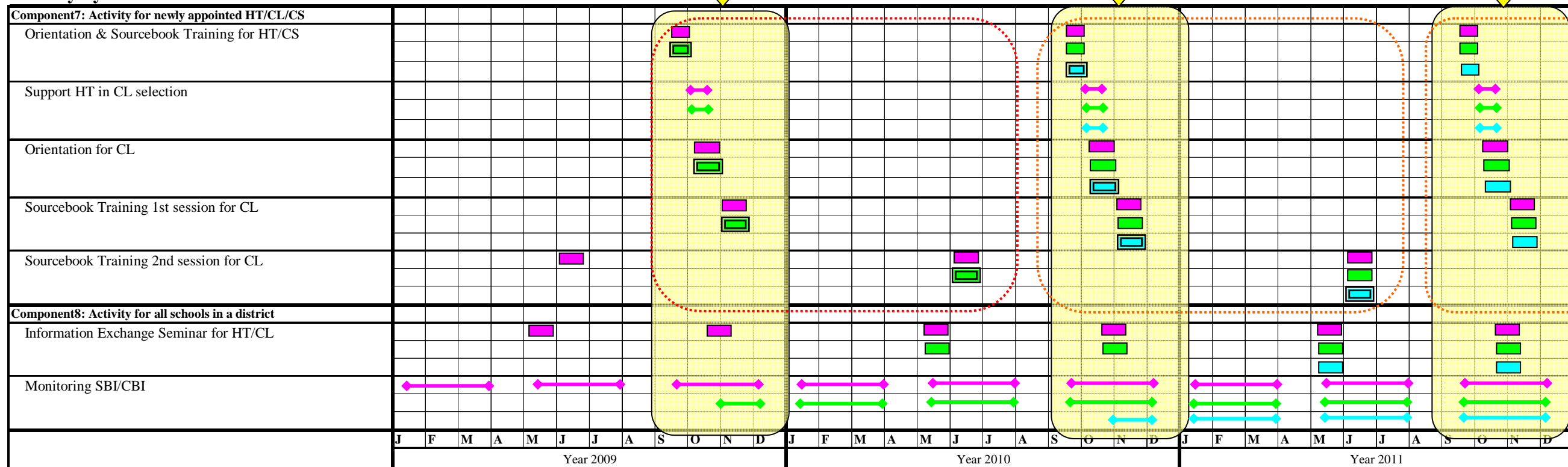# Appendix ID: Plan of Operation from 2009 to 2011

Activity by TED

	Year 2009	Year 2010	Year 2011
	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D
Component1: Sourcebook			
Printing of Sourcebook			
Distribution of Sourcebook	Print and distribution for districts in 1st batch	Print and distribution for districts in 2nd batch	
Component2: Sensitization			
Issue Newsletters			
Component3: Coordination			
Orientation for REO			
Organizing NIC			
Component4: Strengthening National Level Personnel			
Selection of National Trainers			
Orientation and Training for National Trainers			
Training for National Trainers to improve monitoring			
Component5: Strengthening District Level Personnel	one set of activities for districts in 1st batch	one set of activities for districts in 2nd batch	Remedial training for DEOs with challenges
Orientation for DIC			
Orientation and Training for DTST, DTO and AD-Sup	Improved monitoring skills	Improved monitoring skills	Improved monitoring skills
Component6: Support District Level			
Support DIC in DTST selection			
Identify DEOs with challenges			
Monitoring District Level Activity			

Monitor these activities   Monitor these activities   Monitor these activities

Activity by DEOs

	Year 2009	Year 2010	Year 2011
Component7: Activity for newly appointed HT/CL/CS			
Orientation & Sourcebook Training for HT/CS			
Support HT in CL selection			
Orientation for CL			
Sourcebook Training 1st session for CL			
Sourcebook Training 2nd session for CL			
Component8: Activity for all schools in a district			
Information Exchange Seminar for HT/CL			
Monitoring SBI/CBI			
	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D
	Year 2009	Year 2010	Year 2011

Legend:
- TED
- Pilot districts (10 districts)
- District in 1st batch (57 districts)
- District in 2nd batch (71 districts)
- Initial development of activity
- Recurrent activities
- One set of training sessions

ID-3

Appendix II

Appendix IIA: Project Design Matrix

Project Title: Project to Support the Operationalisation of the In-Service Training Policy   **Ver:0**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Goal: Long-Term (Target Year 2013) The capacity of primary school teachers for teaching delivery is improved through continuous INSET	1. Teachers' skills measured by the performance standards are improved comparing to the results of the base-line survey	1. Base-line survey report 2. Monitoring reports	- Continuous teacher development policy remains - Necessary resources are available at national, district and school levels
Short-Term (Target Year 2011) 1. Capacity of GES INSET Unit, DTSTs, HTs, CSs and CLs in supporting SBI/CBI is improved in the pilot districts 2. The INSET model is conducted nationwide	1. Capacity of GES INSET Unit, DTSTs, HTs, CSs and CLs in supporting SBI/CBI, measured by the performance standards to be developed in the project, is improved comparing to the results of the base-line survey 2. At least twice/term of SBI/CBI are organized in the pilot districts	1. Updated sources book every 5 years 2. Report by GES INSET Unit 3. Report by District INSET Unit 4. Report by HTs/CSs 5. Base-line survey report	- Adequate resources to support the Operationalisation of the INSET structure are provided after the end of the project
Purpose: A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts	1. All the pilot districts developed an Action Plan for the INSET Programme and revised it annually 2. District-based training/orientation for HTs, CSs and CLs implemented 100% 3. 80% (*1) of primary schools in the pilot districts organized two SBI/CBI in science and mathematics pre term 4. Implementation guidelines for the effective institutionalization of INSET Policy are developed	1. Report by District INSET Unit 2. Report by HTs/CSs 3. Project Report	- MOES/GES take full responsibility for operationalising INSET while managing donor involvement - Adequate resources to support the Operationalisation of the INSET structure are provided

*1 The reason for 80%: 80% seems adequate considering the fact that some schools don't have enough teachers to conduct SBI/CBI in some districts and that only a few percent of schools can conduct 2 SBIs in one term in the STM Project 2000-2005.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Outputs: 1. INSET implementation structure is established in 10 pilot districts	1. District guidelines developed 2. District INSET Unit established and the members of DTST identified in the pilot districts	1. Project report	(Applicable to all Outputs) - GES continues to support the INSET Policy - Commitment of DEO and District Assembly to INSET remains high Adequate resources available - SBI/CBI remain attractive to teachers - Decentralisation process in the education sector will enhance capacity of the district officials
2. Needs-based INSET modules and guidelines for the use of the source book are developed	1. 100% of science and mathematics related modules developed 2. Guidelines for the use of the sourcebook developed	1. Project report	
3. Capacity of the key actors to support the delivery of INSET is developed	1. 100% orientation to the district INSET Unit and DTST conducted 2. Action Plan revised annually 3. 100% CLs and HTs received the INSET	1. Project report 2. District monitoring report	
4. Monitoring and evaluation system for the district INSET model are developed and implemented	1. Performance standards developed 2. Tracking system of CLs operationalized 3. 70% (*2) of schools use the monitoring format to report on the termly performance	1. Project report 2. Monitoring reports by HTs/CSs 3. District monitoring report	
5. Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation	1. Awareness of the stakeholders in the district level, including TTCs, District Assembly, NGOs and SMCs/PTAs in supporting the implementation of the INSET Programme increased 2. Newsletter on INSET issued quarterly 3. Forum to disseminate outcomes of the project conducted	1. Project report 2. Interviews 3. Newsletters	

*2 The reason for 70%: 70% seems adequate by considering the experience of STM Project 2000-2005.

ACTIVITIES:	INPUTS:	

OUTPUT1: INSET implementation structure is established in 10 pilot districts
    Develop guidelines for the selection of pilot districts.
    Select 10 pilot districts.
    Develop guidelines (national level)
    Develop guidelines (district level)
    Establish or strengthen district INSET Units in the pilot districts.
    Support the district INSET Units to identify the members of DTST
	Japanese side:
	1. Long-Term Experts
	   - Chief Advisor / Management of Teachers Training
	   - Project Coordinator / Monitoring
	
	2. Short-Term Expert
	Short-Term experts will be dispatched when necessity arises.	

OUTPUT2: Needs-based INSET modules and guidelines for the use of the source book are developed
    Appoint resource persons.
    Review the existing INSET documents.
    Develop the modules of source book in science and mathematics
    Develop the modules of source book in English as a tool for supporting understanding of science and mathematics.
    Develop guidelines for the use of source book.
    Print and distribute the source books to the pilot districts.
	3. Provision of Equipment
	   - Equipment for the field of Mathematics
	   - Equipment for the field of science
	   - Equipment for common and general use
	
	4. Counterpart training in Japan International Cooperation Agency	

OUTPUT3: Capacity of the key actors to support the delivery of INSET in developed
    Conduct a base-line survey by applying the performance standards to be developed in (4.1).
    Identify the national trainers and provide them with orientation.
    Provide orientation to DEOs (District Education Officers), the district INSET Units, DTST, HTs and CSs on the guidelines as identifies in (1.4).
    Support the district INSET Units to develop the INSET Programme and the Action Plan.
    Support the district INSET Units and DTST to identify CLs in collaboration with HTs and CSs.
    Support DTST to conduct the following INSET to CLs.
    Support HTs/CLs to conduct SBI/CBI.
    Support DTST in programming the annual INSET for CLs.
    Support the district INSET Units to revise the Action Plan (annually), taking the district monitoring report (4.4) into account.
	Ghanaian side:
	1. Counterpart Personnel
	(1) Ghana Education Service
	    a) Director General
	    b) Director, Teacher Education Division
	    c) Full-time Counterpart personnel in each of the following fields:
	       - Programme coordinator (1)
	       - Mathematics (2-3)
	       - Science (2-3)
	
	(2) 10 Pilot Districts
	    a) District Director of Education
	    b) District INSET Unit
	    c) District Teacher Support Team	

OUTPUT4: Monitoring and evaluation system for the district INSET model are developed and implemented
 	
    develop the performance standards for key actors in supporting the Operationalisation of the structured INSET (for a base-line survey and post-project monitoring)
    Support DTST to develop and update an information management system.
    Support the DTST to analyse the teachers' training needs.
    Support the district INSET Units to evaluate the annual progress of the Action Plan of the INSET Programme (district monitoring report).
    Support GES INSET Unit and the resource persons to conduct the national evaluation of the INSET model (annual) and update the source book (every 5 years).
	2. Administrative Personnel
	    - Secretary
	    - Driver
	    - Other staff necessary for the implementation of the project
	
	3. Facilities
	    - Land, buildings and facilities necessary for the project
	    - Room and space necessary for installation and storage of equipments
	    - Office space and necessary facilities for the Japanese experts
	    Other facilities mutually agreed upon as necessary

OUTPUT5: Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation
 	
    Organize dissemination workshop of the project
    Support the district INSET Units to establish/strengthen a linkage between the INSET programme and current appraisal system for teachers.
    Share the experiences of the project.
    Support DEOs to conduct workshops to build productive linkages among the following:
  - DEOs/district stakeholders and TTCs (Teachers Training Colleges)
  - DEOs and District Assemblies
  - DEOs and NGOs/communities (PTAs, SMCs)
    Support GES to make necessary review/amendment on the INSET Policy for the effective institutionalization of INSET Policy.
    Support GES to make implementation guidelines for the effective institutionalization of INSET Policy.
	4. Local costs

Project Title: Project to Support the Operationalisation of the In-Service Training Policy   **Ver:1**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Goal: Long-Term (Target Year 2013) The capacity of primary school teachers for teaching delivery is improved through continuous INSET	1. Teachers' skills measured by the performance standards are improved comparing to the results of the base-line survey	1. Base-line survey report 2. Monitoring reports	- Continuous teacher development policy remains - Necessary resources are available at national, district and school levels
Short-Term (Target Year 2011) 1. Capacity of GES INSET Unit, DTSTs, HTs, CSs and CLs in supporting SBI/CBI is improved in the pilot districts 2. The INSET model is conducted nationwide	1. Capacity of GES INSET Unit, DTSTs, HTs, CSs and CLs in supporting SBI/CBI, measured by the performance standards to be developed in the project, is improved comparing to the results of the base-line survey 2. At least twice/term of SBI/CBI are organized in the pilot districts	1. Updated sources book every 5 years 2. Report by GES INSET Unit 3. Report by District INSET Unit 4. Report by HTs/CSs 5. Base-line survey report	- Adequate resources to support the Operationalisation of the INSET structure are provided after the end of the project
Purpose: A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts	1. All the pilot districts developed an Action Plan for the INSET Programme and revised it annually 2. District-based training/orientation for HTs, CSs and CLs implemented 100% 3. 80% (*1) of primary schools in the pilot districts organized two SBI/CBI in science and mathematics pre term 4. Implementation guidelines for the effective institutionalization of INSET Policy are developed	1. Report by District INSET Unit 2. Report by HTs/CSs 3. Project Report	- MOES/GES take full responsibility for operationalising INSET while managing donor involvement - Adequate resources to support the Operationalisation of the INSET structure are provided

*1 The reason for 80%: 80% seems adequate considering the fact that some schools don't have enough teachers to conduct SBI/CBI in some districts and that only a few percent of schools can conduct 2 SBIs in one term in the STM Project 2000-2005.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Outputs: 1. INSET implementation structure is established in 10 pilot districts	1. District guidelines developed 2. District INSET Unit established and the members of DTST identified in the pilot districts	1. Project report	(Applicable to all Outputs) - GES continues to support the INSET Policy - Commitment of DEO and District Assembly to INSET remains high - Adequate resources available - SBI/CBI remain attractive to teachers - Decentralisation process in the education sector will enhance capacity of the district officials
2. Needs-based INSET modules and guidelines for the use of the source book are developed	1. 100% of science and mathematics related modules developed 2. Guidelines for the use of the sourcebook developed	1. Project report	
3. Capacity of the key actors to support the delivery of INSET is developed	1. 100% orientation to the district INSET Unit and DTST conducted 2. Action Plan revised annually 3. 100% CLs and HTs received the INSET	1. Project report 2. District monitoring report	
4. Monitoring and evaluation system for the district INSET model are developed and implemented	1. Performance standards developed 2. 100% of pilot districts submitted Annual Progress Report. 3. 70% (*2) of schools use the monitoring format to report on the termly performance	1. Project report 2. Monitoring reports by HTs/CSs 3. District monitoring report	
5. Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation	1. 70% of stakeholders in the pilot districts and 80% of stakeholders at national level increased their awareness for INSET. 2. GES earmarked some budget for INSET. 3. Newsletter on INSET issued quarterly 4. Forum to disseminate outcomes of the project conducted	1. Project report 2. Interviews 3. MTEF 4. Newsletters	

*2 The reason for 70%: 70% seems adequate by considering the experience of STM Project 2000-2005.

ACTIVITIES:	INPUTS:	

OUTPUT1: INSET implementation structure is established in 10 pilot districts
1.1 Develop guidelines for the selection of pilot districts.
1.2 Select 10 pilot districts.
1.3 Develop guidelines (national level)
1.4 Develop guidelines (district level)
1.5 Establish or strengthen district INSET Units in the pilot districts.
1.6 Support the district INSET Units to identify the members of DTST
	Japanese side:
	1. Long-Term Experts
	   - Chief Advisor / Management of Teachers Training
	   - Project Coordinator / Monitoring
	
	2. Short-Term Expert
	Short-Term experts will be dispatched when necessity arises.	

OUTPUT2: Needs-based INSET modules and guidelines for the use of the source book are developed
2.1 Appoint resource persons.
2.2 Review the existing INSET documents.
2.3 Develop the modules of source book in science and mathematics
2.4 Develop the modules of source book in English as a tool for supporting understanding of science and mathematics.
2.5 Develop guidelines for the use of source book.
2.6 Print and distribute the source books to the pilot districts.
	3. Provision of Equipment
	   - Equipment for the field of Mathematics
	   - Equipment for the field of science
	   - Equipment for common and general use
	
	4. Counterpart training in Japan International Cooperation
	   Agency	

OUTPUT3: Capacity of the key actors to support the delivery of INSET in developed
3.1 Conduct a base-line survey by applying the performance standards to be developed in (4.1).
3.2 Identify the national trainers and provide them with orientation.
3.3 Provide orientation to DEOs (District Education Officers), the district INSET Units, DTST, HTs and CSs on the guidelines as identifies in (1.4).
3.4 Support the district INSET Units to develop the INSET Programme and the Action Plan.
3.5 Support the district INSET Units and DTST to identify CLs in collaboration with HTs and CSs.
3.6 Support DTST to conduct the following INSET to CLs.
3.7 Support HTs/CLs to conduct SBI/CBI.
3.8 Support DTST in programming the annual INSET for CLs.
3.9 Support the district INSET Units to revise the Action Plan (annually), taking the district monitoring report (4.4) into account.
	Ghanaian side:
	1. Counterpart Personnel
	(1) Ghana Education Service
	   a)Director General
	   b) Director, Teacher Education Division
	   c) Full-time Counterpart personnel in each of the following fields:
	      - Programme coordinator (1)
	      - Mathematics (2-3)
	      - Science (2-3)
	
	(2) 10 Pilot Districts
	   a) District Director of Education
	   b) District INSET Unit
	   c) District Teacher Support Team	

OUTPUT4: Monitoring and evaluation system for the district INSET model are developed and implemented

4.1 Develop the performance standards for key actors in supporting the Operationalisation of the structured INSET (for a base-line survey and post-project monitoring)

4.2 Support DTST to develop and update an information management system.

4.3 Support the DTST to analyse the teachers' training needs.

4.4 Support the district INSET Units to evaluate the annual progress of the Action Plan of the INSET Programme (district monitoring report).

4.5 Support GES INSET Unit and the resource persons to conduct the national evaluation of the INSET model (annual) and update the source book (every 5 years).

OUTPUT5: Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation

5.1 Organize dissemination workshop of the project

5.2 Support the district INSET Units to establish/strengthen a linkage between the INSET programme and current appraisal system for teachers.

5.3 Support DEOs to conduct workshops to build productive linkages among the following:
  - DEOs/district stakeholders and TTCs (Teachers Training Colleges)
  - DEOs and District Assemblies
  - DEOs and NGOs/communities (PTAs, SMCs)

5.4 Support GES to make necessary review/amendment on the INSET Policy for the effective institutionalization of INSET Policy.

5.5 Support GES to make implementation guidelines for the effective institutionalization of INSET Policy.

5.6 Issue Newsletter quarterly.

5.7 Produce and broadcast TV programme about the effectiveness of INSET for teachers

2. Administrative Personnel
    - Secretary
    - Driver
    - Other staff necessary for the implementation of the project

3. Facilities
    - Land, buildings and facilities necessary for the project
    - Room and space necessary for installation and storage of equipments
    - Office space and necessary facilities for the Japanese experts
    Other facilities mutually agreed upon as necessary

4. Local costs

Appendix IIB: JCC Meeting Minutes

Minutes of the GES INSET PROJECT- First Joint Coordinating Committee Meeting Held at ERATA Hotel, Accra on 23RD February 2006.

1.0 ATTENDANCE

GHANAIAN SIDE

1. Mr. Micheal Nsowah	Acting Director General, GES
2. Ms. Lydia Osei	Dep. Director General, M/S, GES
3. Mrs. Margaret Benneh	Director TED, GES
4. Mr. Victor Mante	Dep. Director PRESET, TED, GES
5. Mr. Stephen Adu	Dep. Director INSET, TED, GES
6. Mrs. Sarah Agyeman-Duah	Director, Curriculum Research and Development Division
7. Mrs. Sophia G. Awotwe	Director, Science Education Unit, GES
8. Mr. E.A. Gyamera	National Coordinator, Science Resource Centre
9. Ms. Dora Agorsor	Assistant Director HRM Division, GES
10. Prof. Joseph Aboagye	Director, Institute of Education, UCC
11. Mr. Albert Koomson	Director, CCE, UCC
12. Mr. Daniel Obuabi	Head of Computer Center, UCC
13. Mr. John K.E. Edumadze	Coordinator, Computer Centre, UCC
14. Prof. Jophus Anamuah Mensah	Vice Chancellor UEW, Winneba
15. Mr. G.T. Dotse	National Association of Graduate Teachers
16. Mr. John Nyoagbe	Ghana National Association of Teachers
17. Mr. Anthony Krueger	GAST, President
18. Mr. Nii Armah Ollenu	West African Examination Council (WAEC)
19. Mr. J. Aboa Offei	Inspectorate Division, GES
20. Mr. Godfred Gome	Assistant Director, Ministry of Education and Sports
21. Mr. Emmanuel Atsu Mensah	District Director, Dodowa
22. Mr. Alfred Osei	District Director, Akropong
23. Mr. Johnson Omudie	District Director, Assin Fosu
24. Mrs. Rebecca Dadzie	District Director, Daboase
25. Mrs. Ruth Worlanyo	District Director, Akatsi
26. Mr. Isaac Bimpong	District Director, Fomena
27. Mr. Kwadwo Osei-Asibey	District Director, Bechem
28. Mrs. Alexandra Sopimey	Metro Director, Tamale
29. Ms. Alice Nawuri	Assistant Director, Navrongo
30. Mrs. Scholastica Gyiele	District Director, Wa
31. Ms. Rosina Adobor	TED GES
32. Ms. Francesca Haizel	TED GES
33. Ms. Victoria Awuah Mensah	GES Assistant Director PR

JAPANESE SIDE

34. Mr. Shinji Obuchi	Dep. Resident Representative, JICA
35. Ms. Eriko Kobayashi	Assist. Resident Representative, JICA
36. Ms. Misako Nakajima	Project Formulation Advisor, JICA
37. Mr. Humphrey Kuma	Program Officer, JICA
38. Mr. Yoshikazu Suzuki	Senior JOCV, JICA
39. Mr. Katsujiro Hori	JICA Staff
40. Ms. Noriko Matsuda	JICA Expert, MOE PBME
41. Dr. Yumiko Yokozeki	Senior Education Advisor, JICA
42. Mr. Yutaka Nakamura	Dep. Head Mission, Embassy of Japan
43. Mr. Shinichi Tamamitsu	First Secretary, Embassy of Japan
44. Dr. Kwame Akyeampong	INSET Project Expert
45. Mr. Tatsuya Nagumo	INSET Project Planning and Coordination Expert
46. Mr. Kenji Matsubara	INSET Project Science Education Expert

| 47. Ms. Kaina Homma | INSET Project Secretary |
| 48. Ms. Kinue Nogami | INSET Project Secretary |

DEVELOPMENT PARTNERS
49. Dr. Don Taylor	Education Advisor, DFID
50. Ms. Eunice Dapaah	Education Specialist, World -Bank
51. Ms. Kay Leherr	Education Specialist, EQUALL
52. Mrs. Grace Nyuur	National Head, CRFF
53. Mr. Tristan Fonlladosa	Language Education Advisor, CRFF
54. Ms. Thelma Dekye	Education Specialist, UNESCO

2.0 OPENING

The meeting started with an opening prayer from Ms. Dora Agorsor, Human Resource Management Division of the GES at 10 a.m.

3.0 INTRODUCTION AND REMARKS

The chairman, Mr. Micheal Nsowah opened the meeting by making some remarks about the importance of INSET. He was of the view that pupils' performance depended partly on teachers' performance and therefore hoped that after the introduction of INSET into schools, the level of achievement of pupils would improve.

Mr. Shinji Obuchi, the JICA Deputy Resident Representative was the next to give some remarks. He emphasized the good relationship that had existed between GES and JICA for the past five years through the STM project and hoped that this will continue during the implementation of the new project.

4.0 PRESENTATIONS
A. STM ACHIEVEMENTS

Ms. Francesca Haizel, a counterpart of the INSET Project at TED, highlighted some of the achievements of the STM project over the past 5 years. A short documentary showing an edited part of some good practices of STM in a lesson taught by an STM trained teacher concluded the STM achievements.

B. INSET POLICY

Mr. Micheal Nsowah delivered a presentation on the INSET Policy of the GES. He pointed out that there is a need for harmonisation by all stakeholders including development partners in the provision of INSET. According to him the harmonisation would be carried out by GES through TED. Explaining the differences in needs of professional development for teachers, Mr. Nsowah proposed a career development profile linked to the national INSET policy in which the career development will be in stages. According to the presentation there are three stages for career development:

- 1- 5 years; competencies required for beginning and early professional development with emphasis on classroom practices
- 5-17 years; competencies required for teachers in administrative positions
- 17 years and above, competencies required for teachers in higher administrative positions.

In conclusion he emphasized that the policy was not to only support the teaching of science and

mathematics, but that each district will be supported to cater for other subjects based on the needs of the districts.

DISCUSSIONS

In a reaction to the presentation, a participant wanted to know why the three districts, which had already benefited from the STM project, had been included in the ten selected pilot districts. In an answer to this, Mr. Adu explained that the inclusion of the three districts was to facilitate the replication and the use of the good practices of the STM Project to enhance the new project.

As a contribution to the discussion, Ms. Eunice Dapaah, the World Bank representative, said that at the moment availability of financial resources was not the problem in the implementation of INSET, but that it has to do with capacity and time. She revealed that the World Bank funding for education was available to districts so all that the districts have to do is to put INSET as a top priority on their district's plans to benefit. In addition, she said that there was an amount of US$143,000,000 from the GET fund, which the districts should be able to get about 30% of for the funding of their educational plans.

C. INSET PROJECT

Mr. Stephen Adu, Deputy Director, TED, GES in charge of INSET was the next presenter. He explained in great detail what the INSET Project (Project to Support the Operationalisation of INSET Policy) was all about. He made it very clear that this new project was using extracts from the policy document and more precisely, the INSET project was to support the national INSET Policy. He stressed that this particular project will focus on classroom performance and should be demand driven instead of being supply driven. In addition, he explained that the aim of the project was to improve the teaching delivery of primary school teachers through continuous INSET. Further, he said one of the major objectives was to develop a structured and replicable INSET model for primary school teachers in the 10 pilot districts. He again emphasised the importance of establishing a continuous and systematic INSET system throughout the country. In addition, he laid emphasis on the fact that although the project will deal with three subject areas; Science, Mathematics and English, it does not mean that the other subjects would be totally ignored. Finally he hoped that this project will not fail like some other piloted projects, due to sustainability, and wishes the project would land firmly on the ground.

DISCUSSIONS

Participants wanted to know if the project has any plans of extension beyond the primary level to JSS and SSS levels. It was explained that since the primary was the foundation, where teachers teach all subjects, it was better to start from there so that gradually all levels could be reached.

To a question as to why English as an important subject was being excluded, the Acting Director General, Mr. Nsowah explained that other subjects and programmes could fit into the INSET project as far as they were within the national guidelines. He added that the main incentive in the course of INSET was to improve teachers themselves.

There was a suggestion that the period for organizing INSET should be during holidays so that teachers do not lose contact hours. To this suggestion, Mr. Adu responded that organizing INSET during school time should allow teachers attending the training to test and try what they learnt during the INSET at school level.

Ms. Kay Leherr, the EQUALL representative wanted to know if TED was going to help the districts to develop a system of profiling for teachers at the district level and what the process would be like.

A contribution from a participant about the need to make teachers demand INSET was accepted by all and it was further suggested that it was very important that the performance of the three (old) districts should be compared with the seven new districts. To these suggestions Mr. Adu explained that as part of the training of CLs some aspects of attitudinal behaviour development should be incorporated for the teachers to appreciate the need for INSET. He further said that linking INSET with promotion might be effective in making INSET demand driven. He also added that supervision should be stepped up since some teachers fail to make the necessary impact on children's learning as they teach without effective learning by pupils. He asked how such a phenomenon could be measured. He continued by assessing that we had to be moving towards a situation where we would be making effective use of resources rather than just asking for them and stressed that a good use of the environment was very important.

With regards to evaluation Mr. Adu pointed out that PS were being developed to help identify the weaknesses of the implementation of the INSET.

5.0 GROUP DISCUSSIONS

Dr. Kwame Akyeampong, a member of the JICA Project Team from the University of Sussex, facilitated the last session of the meeting. The focus of his presentation was on four areas:

- Challenges of institutionalisation of INSET
- Managing information system for effective SBI
- Institutionalisation of INSET and
- Linking INSET to teacher development and promotion

Dr. Akyeampong identified human, material and financial resources as the major challenges likely to be faced in the implementation of INSET. He added that emphasis should be on school level, making INSET to be demand-driven and strengthening the practical knowledge of teachers. In addition he mentioned that it was important that INSET programmes be revised from time to time to make it more effective.

On information management, Dr. Akyeampong said that the districts needed to play a major role. He emphasised that monitoring or report sheets should be made very simple for the management of information in the districts.

Participants were later put into groups to identify specific challenges in the implementation of INSET and make recommendations for addressing the challenges.

The following are the comments and suggestions that emerged from the discussions.

TASK: Human Resources

Challenges:

- There might be situations where headteachers may have lower qualifications than the other teachers on the staff.
- There might not be useful database in human resources

Solutions

- Headteachers should be given the chance to upgrade themselves
- There should be training for headteachers in conducting SBI, teacher management and curriculum.

- People who can teach mathematics/science in the districts should be identified to be used as resource people during INSET
- Proper database in human resource should be done in the districts
- Transfer of teachers in and out of the districts should be taken into consideration.
- Assistant headteachers should work closely with CLs and headteachers in the organisation of SBI

TASK: Material Resources

Challenges:

- Lack of TLMs
- Maintenance of TLMs
- Storage
- Distribution
- Reference, Manuals and Guidelines

Solutions:

- Manuals for teachers to be provided
- Reference libraries and resource centres to be provided
- Universities and polytechnics to be involved in material production
- DEOs to be supported
- Guidelines for making use of specific local materials to be developed.

TASK: Financial Resources

School level Challenges:

- Financial resources for TLMs
- Payment of resource people from outside the school
- Payment for administrative costs

Recommendations:

- Assessing capitation grant
- Community support (e.g. NGO, District Assembly Common Fund)
- Internally Generating Fund (Open days for fund raising)
- Schools to draw their own budgets
- Observation of experienced teachers as a form of INSET

District Level Challenges:

- Funding for CLs training
- T&T
- Accommodation and meals
- Resource materials
- Payment for resource persons

Recommendations:

- Community support

- Increasing budget for training
- District assembly common fund
- Increasing GOG fund

TASK Linking INSET to Teacher Promotion:

- Non institutionalization of INSET will make it restrictive
- Ineffective appraisal system of performance assessment of teacher based on INSET may be included
- Inability of headteachers to assess teacher based on personal INSET record

Recommendations:

- Appraisal system should be improved
- Institutionalization of INSET will make it equitable
- Appraisal forms should have provision for INSET assessment of teachers

Discussions

As a contribution to the group discussions, a participant stressed that teachers would start to think seriously about INSET and be willing to be part of it only when the institutionalisation of INSET and its linkage to promotion becomes a reality.

There were suggestions from participants that teachers who attend INSETs should be given certificates and also that needs analysis should be done at national level to determine the number of teachers who need training. Further more that there should be follow-up system put in place after each INSET to be able to determine classroom impacts. Dr. Yumiko also added her voice to the fact that a good record should be kept on INSET for teachers.

Dr. Akyeampong thanked all participants for their contributions and attendance and said there would be another JCC sometime to come when the progress made will be discussed.

6.0 CLOSING

Mr. Nsowah, the chairman made his closing remarks thanking everybody for their cooperation and wishing them a safe journey back to their various destinations.

There was an announcement about a dissemination workshop scheduled for the 9th of March. DDEs were to find out current situations of the District INSET Unit and the Universities and the subject associations (MAG and GAST) were also tasked to select representatives from their organisation as resource persons for the meeting on the 9th of March.

At 16.00 p.m. Mr. Gyamera, the National Coordinator for Science Resource Centre, said the closing prayer which ended the JCC meeting.

Minutes of the Pre JCC Meeting of the INSET PROJECT Held at the Director General's Conference Room, Accra, on the 28th September, 2006

1.0 ATTENDANCE:
GHANA SIDE
1. Mr. Michael Nsowah	Director General GES
2. Mr. Stephen Adu	Dep. Director, TED
3. Mr. Victor Mantey	Dep. Director, TED
4. Dr. Kwame Akyeampong	Univ. of Sussex
5. Mr. Justice Abboa-Offei	Inspectorate Division
6. Mr. Bertinus Bagbin	Dep. Director, Basic Education
7. Mr. Christian Koramoah	Representative of Financial Controller
8. Ms Rosina Adobor	National Trainer, JICA INSET Project, TED
9. Ms Francesca Haizel	National Trainer, JICA INSET Project, TED
10. Mr. J.W.Molenaar	National Trainer, JICA INSET Project, TED

JAPANESE SIDE
1. Mr. Takashi Soma	Dep. Team Leader, JICA INSET Project, TED
2. Mr Tatsuya Nagumu	Dep. Team Leader, JICA INSET Project, TED
3. Ms. Ayako Tanigawa	INSET Expert, JICA INSET Project, TED
4. Ms. Eriko Kobayashi	Assist. Resident Representative
5. Ms. Misako Nakajima	Project Formulation Advisor, JICA Office,
6. Mr. Hiroki Fukumoto	Sec. Secretary, Embassy of Japan
7. Ms. Satomi Kamei	JICA Expert, MOESS

2.0 OPENING

The meeting started at 9.20 am with an opening prayer by Mr. J.W. Molenaar, of Teacher Education Division, GES.

3.0 OPENING REMARKS BY CHAIRPERSON.

The chair person, Mr. Michael Nsowah, briefly welcomed and thanked members present for responding to the invitation. He reminded the members of the task ahead which according to him is the crystallization of all the ideas that have been expressed about in-service training. In his view the outcome of the day's proceedings will enable the house to come out with appropriate ideas which if presented to the Ministry of Education will be accepted and will become the in-service training policy for the country.

4.0 OUTLINE OF CURRENT SITUATION AND SOME CHALLENGES OF THE PROJECT.

Dr. Kwame Akyeampong the consultant of the JICA INSET Project took his turn and presented his topic: **"Towards a Framework for Institutionalising INSET Policy in Ghana".** He introduced his presentation by referring members of the work done by an intervention GRIPEG some time in the 1980s. According to him, that project was to find our about the quality of teaching and learning of English and Mathematics in basic schools. The result painted a very poor picture of the performance of the pupils in the two targeted subjects. Quite a number of the pupils studied at the time could not read any thing meaningful. Even though there have been some improvements according to Dr. Akyeampong, more support is needed for the teachers to be able to improve the quality of education. Therefore the main concern should be on the type of support that is given to teachers to enable them to improve their classroom practice.

His intention for his presentation,he emphasized is to take members present through some ideas that will help push this agenda forward to institutionalize INSET.

INSET POLICY STATEMENTS.

Dr. Akyeampong refreshed the minds of the participants by revisiting some of the existing INSET policy statements that talk about the regularization of in-service training according to the Education Annual Sector Review report of 2006. The document further talks about the responsibility of TED to regularize in-service, make it structured and institutionalize it for heads of schools at all levels and also should use Braille and sign language to train staff of special education. HRMD is to be responsible for training teachers to adopt multi grade teaching to solve teacher shortages.

INSET- OVERALL PURPOSE

According to the presenter, the overall purpose of any meaningful in-service must seek to improve the learning and achievement of pupils in the classrooms and that any in-service which does not do this is misplaced. Further more in-service training programmes should not think that all teachers have the same needs and therefore should be tailored to meet their individual needs.

PRESERVICE AND INSERVICE

According to the presentation, pre-service programmes designed by the universities are supply driven and are geared towards preparing new entrants into the teaching profession who may have little or no teaching experience. Such programmes have the aim of giving the trainees fundamental knowledge and skills of teaching.

On the other hand, in-service training should be demand driven targeting practicing teachers and therefore should have as its aim the capacity to strengthen practical knowledge base of the practicing teachers to enable them improve their classroom practices. INSET therefore should be designed to focus on how the skills acquired during INSET can be used practically in the classroom for improvement of learning outcomes. The problem of quality does not depend on the amount or number of textbooks in schools but teacher effectiveness is the heart of quality. According to Dr. Akyeampong, it seems the present in-service contents appear to be continuation of pre-service contents which is normally predetermined and does nor tale into consideration the actual classroom needs of teachers.

THREE POLICY SCENARIOS

Dr.Akyeampong then talked about three types of INSET models emphasizing their structures and suitability to the Ghanaian situation. According to him, the first model, **centralized INSET** is supply driven and has a national structure to school based requiring a high human resource and characterized by high cost and duplicates pre-service programme. This programme is normally content predetermined and standardized.

The second model, **decentralized INSET** is firmly determined by teachers at the school level and is in the hands of teachers themselves. This approach is being used in developed countries. But this model can be used in Ghana if the system can be such that teachers determine what they want to do at their school level. But the biggest problem with our system regarding the use of this model is the quality and capacity of our headteachers. The level of professionalism of headteachers here is not all that high. Headteachers are key in this system because an environment where teacher management is weak, will make the school-based in-service (SBI) suffer. For instance in very rural deprived areas where a head

teacher is weak he/she may not be able to lead any good SBI so such areas where the capacity of heads is not strong, the SBI will not be beneficial.

The third model, the **mixed INSET** could be a combination of SBI and CBI so that where there is a weak or low capacity at the school level, cluster based INSET can be the answer. This model takes care of weak teacher management environment, has some prescription for strengthening capacity for examples for beginning teachers and headteachers. It is more cost effective but requires a strong district support and can give a greater flexibility in linking INSET with promotion.

PRIOTISING INSET

In priotising INSET, the presenter emphasized the need for a clear policy framework detailing frequency, funding, whether it should be compulsory or not, the kind of support structures available. Further, the real sources of funding for INSET should be decentralized and could come from districts, schools or teachers themselves. In addition to these, there must be an incentive structure linking promotion to key stages or positions for example probation period for teachers to headteacher level.

If INSET is localized at the school level, then headteachers should be regarded as managers and therefore the policy must address the quality of headteachers.

WAY FORWARD

Dr. Akyeampong proposed the following as the way forward.

1. INSET policy statements must be linked with national implementation framework.
2. A task force must be put in place to design a sustainable INSET policy for the ministry which should be linked to new developments in Education e.g. new Education bill, white paper on education and so on.
3. The task force should include responsible heads of divisions of the GES and should determine terms of reference and should have a period of finalization.
4. Before the final stage, technical assistance will be needed and stakeholders should be consulted for their feedback before the final draft policy document is arrived at.

Minutes of the GES/JICA INSET PROJECT 2nd Joint Coordinating Committee Meeting held at M-PLAZA Hotel, Accra on the 21st February 2007

1.0 ATTENDANCE

GHANAIAN SIDE:

1.	Mr. Samuel Bannerman-Mensah	Director-General, GES
2.	Ms. Naana Biney	Deputy Director-General, GES
3.	Rev. Prof. E.A. Obeng	V.C. University of Cape Coast
4.	Dr. Joseph Ghartey- Ampiah	Rep. Director Institute of Education, UCC
5.	Prof. James Flolu	Rep. V.C. University of Education, Winneba
6.	Mr. Victor Kofi Mantey	Ag. Director, TED, GES
7.	Mr. Stephen Adu	Deputy Director, TED, GES
8.	Ms. Akosua Adu	Ag. Regional Director, Greater Accra
9.	Ms. Sophia Awotwe	Director, Science Education, GES
10.	Ms. Victoria Donkor	Director, Basic Education, GES
11.	Ms. Rene Boakye-Boaten	Director, Secondary Education, GES
12.	Ms. Charlotte Bedford	Director, Inspectorate Division, GES
13.	Mr. Charles Otoo	Financial Controller, GES
14.	Ms Nancy Opoku	Ag. Director, HRM, GES
15.	Ms Janet Laryea	Deputy Director, HRM, GES
16.	Mr. Isaac Afiegbor	Deputy Director CRDD, GES
17.	Mr. Alfred Kofi Osei	DDE, Akwapim North
18.	Mr. Johnson Omudie	DDE, Assin North
19.	Mr. Isaac Kofi Bimpong	DDE, Adansi North
20.	Ms. Ruth W. Zagblenku	DDE, Akatsi
21.	Mrs. Alexandra Sopiimeh	Metro Director of Education, Tamale
22.	Mrs. Scholastica Gyiele	Municipal Director of Education, Wa
23.	Mrs. Gifty Asiedu Okanta	DDE, Mpohor Wassa East
24.	Mr. Edward Puruse	DDE, Kassena-Nakana
25.	Ms. Esther Ofori	Representative DDE, Dangme West
26.	Mr. Marcus Sarpong	Representative DDE, Tano South
27.	Mr. H.K.K. Graham	President, GAST
28.	Mr. G.K. Abiw-Abadoo	President, MAG
29.	Mr. F Akuffo Badow Akuffo	Representative, WAEC
30.	Ms. Rosina Adobor	INSET Project, TED
31.	Ms. Francesca Haizel	INSET Project, TED
32.	Mr. J.W. Molenaar	INSET Project, TED
33.	Mr. G.K. Dorfe	INSET Unit, TED

JAPANESE SIDE:

34.	Mr. Hiroshi Murakami	JICA Resident Representative
35.	Ms. Eriko Kobayashi	Assist-RR. JICA Resident Representative
36.	Ms. Hisako Shiki	Representative, Embassy of Japan
37.	Ms. Satomi Kamei	JICA Education Adviser, MoESS
38.	Ms. Junko Kikuchi	JICA Ghana Office
39.	Mr. Takashi Soma	INSET Project, JICA
40.	Mr. Tatsuya Nagumo	INSET Project, JICA
41.	Ms. Ayako Tanigawa	INSET Project, JICA
42.	Ms. Kaina Homma	INSET Project, JICA

DEVELOPMENT PARTNERS:

43.	Dr. Don Taylor	DFID
44.	Ms. Wendy Aboadi	USAID

45. Ms. Stacy Jer	USAID
46. Mr. Peter de Vries	UNICEF
47. Mr. Madeez Adamu-Issah	UNICEF
48. Mr. Asare Odoi Anim	UNESCO

2.0 OPENING

The meeting commenced with an opening prayer from the DDE Akatsi, Ms. Ruth W Zagblenku at 9.30a.m.

3.0 INTRODUCTION AND REMARKS

Mr. J.W. Molenaar, Counterpart of the INSET Project, who acted as the MC, introduced the chairperson in the person of the Director-General of the Ghana Education Service (GES), Mr. Samuel Bannerman-Mensah. In his opening remarks, the chairperson took the opportunity to introduce the new Deputy Director-General of GES, Ms. Naana Biney. He then emphasized the fact that education is the only way of improving the nation's development and went on further to say that the quality of education can be determined by the quality of teachers in the country. He therefore recommended the need to improve the quality of teachers in the country. According to the chairperson, the Government's White Paper (page 41) captures INSET as a means of improving education and so he expressed his conviction that the INSET Project is the right direction. Afterwards, self-introductions were made by participants.

4.0 CONFIRMATION OF MINUTES OF THE FIRST J.C.C.

The first JCC of the INSET Project was held on 23rd February 2006. The minutes of the JCC were discussed and corrected, after which Mr. Isaac Kofi Bimpong moved for their acceptance and adoption. He was seconded by Ms. Ruth Zagblenku.

5.0 BRIEF REMARKS BY JICA RESIDENT REPRESENTATIVE

In his remarks, Mr. Murakami, JICA Resident Representative, talked about the successes of the STM Project, which made it possible for the INSET Project to be established and continue with the good practices of the STM. Further, the JICA Resident Representative assured the participants of JICA's continuous assistance to the project. He concluded by saying that he hopes the project will not only improve the development of the education sector in Ghana but will become a symbol of friendship between Ghana and Japan.

6.0 PROGRESS REPORT OF INSET PROJECT

The progress report of the INSET Project, outlining the implemented activities from March 2006 to February 2007, was presented by Ms. Francesca Haizel, a counterpart of the project. The activities which had been carried out within the specified period as presented by Ms. Francesca include the following:

- Baseline Survey
- Dissemination Workshops
- Information Sharing Meeting
- Development of Sourcebook (1st Draft)
- Orientation and Training for National Level Personnel

- Orientation and Training for District Level Personnel including District Directors of Education, members of District INSET Unit (DIU) and District Teacher Support Team (DTST)
- Orientation and training for Circuit Supervisors (CS), Headteachers (HT) and Curriculum Leaders (CL)
- Organisation of SBI/CBI
- Monitoring of Orientation and Sourcebook Training for CLs
- Monitoring of SBI/CBI
- Financial Assistance to District for Activities
- Publication (e.g. Brochure)

DISCUSSIONS

Ms. Akosua Adu, Acting Regional Director of the Greater Accra Region, wanted to know how the regional offices will be able to monitor the activities of the districts in terms of budget flow and returns. In support of this, Mr. Samuel Bannerman-Mensah, the chairperson (DG), suggested that Regional Directorates should be made aware of the resources given to the districts as well as all necessary information about the activities of the INSET Project in the districts. Mr. Adu, Deputy Director of TED, added that it was important that all the necessary information about what was happening in the districts was made available to the regions so that they are not left out of the process. It was further suggested that the role of regional education offices should be considered in the project design. A participant suggested that INSET activities in the districts could be routed through the Regional Directorate so that the Regions could monitor the districts' activities and according to her this approach, which was being adopted by UNICEF, could make the submission of returns to the Headquarters easier.

A representative from UNICEF also wanted to know more about the demonstration lesson mentioned in the project brochure. He asked why only the demonstration lesson was mentioned while so many other methodologies were available. Responding to this, Mr. Molenaar, the MC, commented that the project looks at a holistic approach to improving teaching and learning and that through the demonstration lesson, the project is able to demonstrate the "Plan-Do-See" cycle approach to enable teachers to develop their knowledge and skills for teaching. Mr. Adu added that whatever the teachers learnt from INSET was expected to be demonstrated in class, to gauge the practicability of the approach.

Ms. Kamei, JICA Education Advisor, wanted clarification of the structure of budget flow between national and district by region, which had been practiced by UNICEF. Representative from UNICEF responded to this question by giving an explanation of the structure and what was actually happening between district and region. He mentioned that UNCEF was using both approaches, that is through the regions where they found the Regional Directorate to be effective and through the district where the District Directorate was found to be effective.

Dr. Don Taylor, DFID representative, wanted to know more about the Japanese Counter-value Fund and the regulations about its use and how much has so far been spent on the project. The answer to the question came from Mr. Adu who said the money is a Japanese grant from the Embassy of Japan, not from JICA, and what has been allocated so far is a little over 2.8 billion for the 10 pilot districts for the project period between November 2006 and December 2007. He added that all the INSET activities in the 10 pilot districts have been budgeted for and funds from the Counter-value fund are available. He said that the project with the support of JICA takes care of the other cost at the national level. The Counter-value fund he said for teacher education and science and mathematics related activities is earmarked and kept at the Teacher Education Division and FPMU.

PROGRESS REPORT BY DDEs (Akuapem North District, Wa Central and Mpohor Wassa East)

The selected District Directors highlighted the various activities undertaken in their districts with their challenges and means of solving the challenges for quality INSET.

The major challenges are:

- Inadequacy of trained teachers to be used as Curriculum Leaders (CL)
- Inability of some schools to engage in School-based INSET (SBI) due to the low number of teachers in such schools
- Teachers demanding incentives from the district offices for attending INSET after normal school hours
- Inadequate conference hall facilities for INSET workshop purposes
- High attrition rate of teachers
- Inadequate transport facilities for CSs for monitoring purposes

Some recommendations were made to help solve some of these challenges. Schools with few teachers were advised to carry out Cluster-based INSET (CBI), as well as schools where there are problems with human resources. On motivation for teachers it was recommended that attendance at INSET should be linked to promotion at various grades in the GES, and that INSET should be demand-driven.

For the lack of facilities, it was suggested that if a District Assembly's Hall could not be used, other facilities such as the churches could be used for Centre-based INSET where CLs are called to attend training. Or, Japanese "Grass Root Grant" should be pursued to support the renovation or construction of appropriate INSET centres in such districts.

For shortage of teachers with science and mathematics background it was suggested that districts should make use of available human resources from TTC, if not SSS, who could be recruited from outside the districts during weekends for arranged workshops.

The DFID representative reminded the participants that teacher development only takes place when teachers practice their skills and share their ideas at school with colleagues. In this regard, he said INSET Project so far has been welcomed. He continued by saying that external inputs like lecture from resource persons or putting up facilities for workshop use cannot necessarily make an impact on teacher development. In parallel with School-based INSET and teaching material provision, he said that the use of radio should be considered as an alternative solution.

7.0 ANNUAL ACTION PLAN

The Operational Plan for the third year of the project, from April 2007 to March 2008, was delivered by Ms. Rosina Adobor, a counterpart of the INSET Project. Major activities yet to be implemented from April include the following:

- 2nd Session Training for 1st Batch of CLs
- Training of the rest of the Batches of Headteachers and CLs
- Information Exchange Seminar at the district level with DDE
- 3rd Joint Coordinating Committee Meeting
- Review and Publication of Sourcebook
- Quarterly Newsletter Publication
- Project Website
- Strengthening Capacity of District Personnel in and outside Ghana

- (ASEI & PDSI Training)
- Monitoring SBI/CBI
- Monitoring CL Orientation and Sourcebook Training

DISCUSSION FOR THE WAY FORWARD

Mr. Stephen Adu, Deputy Director, TED, GES in charge of INSET was the last presenter. Before his presentation, he requested for as many suggestions and solutions from the participants as possible for the way forward for the project. He also reminded participants that INSET has to be linked to PRESET since teacher education is seen as a process of continuous professional development. His presentation focused on the following:

- Review of last JCC Recommendations
- INSET Project and New Education Reforms
    - National Policies Supporting INSET
    - INSET Project Model being Implemented
- Way Forward - Institutionalization of INSET
- Roadmap - Direction of the INSET Project

On the review of the last JCC, he said that the identified challenges were on human, financial and material resources as well as linking INSET to teacher promotion. Various recommendations he said were suggested to overcome some of these challenges including increasing the budget for training and soliciting funds from District Assemblies and NGOs. The participants were reminded that looking at all these challenges and recognising the limitations of the institutionalization of INSET suggestions and recommendations should be discussed in this session.

About the INSET Project and new Education Reforms, the presenter said there are a number of national policies in support of INSET, which include the Ghana Poverty Reduction Strategy II (GPRS II), the Education Strategic Plan (ESP) 2003-2015 and the White Paper on Education Reforms. According to Mr. Adu, all these policies talk about education as a means of creating wealth and provision of frameworks for meeting Ghana's commitment to achieving the Millennium Development Goal (MDG) on Education. He also commented on the government's White Paper which states that "All children should be provided with the foundation of high quality basic education". According to him, one of the key actions the White Paper outlined is "to improve quality education, for which teachers are to undertake continuous teacher development to upgrade and update their competencies and skills, to enable them to offer quality teaching and learning in our schools".

Regarding the INSET Project Model, Mr. Adu said that three levels of management are recognised; National, District and school. In terms of training, he said the project provides capacity building training for the National INSET Unit, National Trainers, District INSET Unit, District Teacher Support Team and Curriculum Leaders. Mr. Adu further explained the cost of training in the light of initial costs regarding the capacity building training and the recurrent costs regarding the cost of training for newly appointed head teachers and curriculum leaders. It came out from the simulation that recurrent costs would be lower than initial costs because of fewer numbers. However, the cost of monitoring he said remained the same for the initial costs as well as recurrent costs because it remained a regular feature every year.

On the institutionalization of INSET, Mr. Adu said linking INSET to promotion had a number of challenges, one being an ineffective appraisal system for the performance of teachers, which he suggested should be improved. Further he said that for INSET to be linked to promotion then Institutionalization should be undertaken to ensure equitable access to INSET. With the way forward it was recommended that all teachers should have access to INSET and that INSET should be structured as well as developing a data base system for teachers. He suggested that recurrent budget was very

necessary to support the Institutionalization of INSET.

Three important questions were asked for participants to think about as part of the road map to the institutionalization of INSET. These are:

With experiences from the project:-

1. How can the DEOs convincingly mobilize resources to support INSET Institutionalization at the district and school levels?
2. What strategies, suggestions and recommendations could be adopted or made to ensure an effective decentralised INSET system?
3. To what extent does the PDM addresse the challenges for Institutionalizing INSET?

The floor was opened to participants to discuss the way forward for the project.

Prof. James Flolu, Representative from UEW, recommended that teachers should take advantage of the distance education programmes provided by the universities. Mr. Adu emphasized that there was a problem when it came to awarding credit hours by the universities. He said that the universities had been very strict on its regulation regarding award of credits to programmes such as INSETs. He therefore suggested that the universities should be a little flexible if INSETs are to be considered for credits for upgrading programmes for the teachers. The President of GAST in contributing to the discussion asked when the INSET Project model could be extended to secondary school level. In response, Mr. Bannerman-Mensah, DG GES, commented that basic education is the main concern for now, and that at the appropriate time in the near future participation of the second cycle will be considered.

Director of HRMD suggested that when a teacher makes an impact in his/her teaching and that impact is as a result of attending INSET, the teacher should be provided with a certificate for the achievement. Mr. Adu agreed with the idea that INSET certificates should be given to the teachers who are making improvement but cautioned that certificate should not be given for the sake of attending INSET. In this case he said the INSET if standardised could be linked to teacher promotion. District Directors were also reminded that teachers who make an impact in practicing skills gained during INSET should be awarded with some form of certificate to encourage others to emulate them.

The Director of Secondary Education Division was of the view that the monitoring system should evaluate the impact of INSET and pupils' achievement not only in science and mathematics but also in English and other subjects. Mr. Adu also said that analysing the result of pupils' achievement test provides a good opportunity for teachers to address the weaknesses through School-based INSET. Teachers can then discuss strategies to help improve the situation. District Directors were also reminded that improvement in pupils' performance as a result of INSET is one of the surest means to convince the District Assemblies and other funding agencies for funds to support INSET.

One participant wanted clarification of the difference between Centre-based INSET and School-based INSET. Mr. Adu explained by emphasising the effectiveness of SBI in terms of its immediate response to address teachers' and schools' needs and also its larger coverage of involving as many teachers as possible.

There were also discussions about how to measure the impact of the project. The CRDD representative suggested a kind of achievement test that has been developed and could be used to measure the impact of INSET through the performance of pupils. In addition, the DG said that the task for finding out the impact of the INSET project should be the responsibility of the whole of the MOES/GES.

Use of School Performance Appraisal Meeting (SPAM) was suggested by one of the participants as a means of assessing the impact of INSET.

Mr. Dorfe from the National INSET Unit shared his experience from Whole School Development (WSD). He said that the District Education Oversight Committee (DEOC) is a body that should be concerned about INSET and could therefore be consulted when discussing funding from the District Assembly for INSET.

After all these discussions, Mr. Adu threw in the final challenge to the participants as to the validity of the Project Design Matrix (PDM), whether or not it was addressing the challenges as identified in the above discussions. The majority of participants responded that it was not really necessary to modify or change the PDM and therefore, the project should continue but should keep in touch with the ongoing education reform in Ghana until the need arises for any change.

8.0 CLOSING REMARKS.

In his closing remarks, the chairperson said that the JCC meeting has been very fruitful and that many lessons had been learnt. He confirmed the fact that School-based INSET (SBI) was the surest means of addressing the problems in schools promptly, so there was the need for it to be supported. In addition he said as a way of sourcing for funds, DDEs should come up with very good plans so that they could get funding from GOG, GET FUND, JICA, DFID, World Bank and other educational partners. He hopes this year will be a year of difference as far as educational achievements are concerned.

In addressing the problems of deprived areas, the chairperson suggested that structures that will entice people to such areas should be put in place. Furthermore he said in posting teachers, the deprived areas should be taken care of first, but before the postings are done some basic facilities need to be provided to motivate the teachers to accept a posting to such areas.

9.0 CLOSING

The meeting came to a close at 3.30 p.m. with a closing prayer from Mrs. Victoria Donkor, Director of the Basic Education Division.

Minutes of the GES/JICA INSET PROJECT 3rd Joint Coordinating Committee Meeting held at M-PLAZA Hotel, Accra on the 28th February 2008

1.0 ATTENDANCE
Ghanaian Side
1.   Mr. Samuel Bannerman-Mensah — Director General, GES
2.   Mrs. Rene O. Boakye-Boaten — Director, Secondary Education Division, GES
3.   Mr. Kwame Agyapong — Rep. Director, PBME, MOESS
4.   Mr. Victor Kofi Mante — Director, TED GES
5.   Mrs. Janet Alemna — Rep. Director, HRMD, GES
6.   Mrs. Sarah Agyeman-Duah — Director, CRDD, GES
7.   Mr. Emmanuel Atta Gyamera — Rep. Director, Science Education
8.   Ms. Charlotte Bedford — Director, Inspectorate Division
9.   Mr. Godwin Addo — Rep. Director, BED, GES
10. Ms. Olivia Afi Sosu — Regional Director of Education (RDE), Volta Region
11. Mr. John Kwasi Hobenu — RDE, Northern Region
12. Ms. Veronica L. Seidu — Act. RDE, Upper East Region
13. Mr. C.S. Paaga — RDE, Upper West Region
14. Ms. Akosua Adu — RDE, Eastern Region
15. Ms. Ernestina Afosah-Anim — RDE, Gt. Accra Region
16. Mr. J.K. Onyinah — RDE, Ashanti Region
17. Ms. Rosemond N. Blay — RDE, Central Region
18. Ms. Rebecca Dadzie — RED, Western Region
19. Ms. Ruth W. Zagblenku — District Director of Education (DDE), Akatsi
20. Mr. Emmanuel Wiseman Kwasi Kusi — DDE, Tano South
21. Ms. Alexandria Sopiimeh — Metro Director of Education, Tamale Metro
22. Mr. Edward Puruse — DDE, Kassena-Nankana
23. Ms. Scholastica Gyiele — Municipal Director of Education, Wa Municipal
24. Mr. Alfred Osei — DDE, Akuapem North
25. Mr. Emmanuel Atsu-Mensah — DDE, Dangme West
26. Mr. Isaac Kofi Bimpong — DDE, Adansi North
27. Ms. Juliana Ayeh-Gyampoh — DDE, Assin North
28. Ms. Gifty Asiedu-Okantah — DDE, Mpohor Wassa East
29. Mr. J.A. Opare — Rep. V.C. University of Cape Coast
30. Dr. James Flolu — Rep. V.C. University of Education, Winneba
31. Mr. Awotwe Nkansah — Representative of General Secretary, GNAT
32. Mr. A.B. Zeba — President, GAST
33. Mr. Abbiw Abadoo — Chairperson, MAG
34. Mr. Akuffo-Badw — Representative of Head of National Office, WAEC
35. Ms. Rosina Adobor — National INSET unit, TED
36. Ms. Francesca Haizel — National INSET unit, TED
37. Mr. J.W. Molenaar — National INSET unit, TED
38. Mr. Gershon Dorfe — National INSET unit, TED
39. Mr. Micheal Kenneth Nsowah — Senior Consultant to INSET Project
40. Dr. Albert Kwame Akyeampong — INSET Project, JICA.

JAPANESE SIDE
1.   Mr. Kunihiro Yamauchi — Resident Representative, JICA Ghana office
2.   Ms. Eriko Kobayashi — Assist. Resident Representative, JICA Ghana Office
3.   Ms. Mama Owusu — JICA Ghana office

4.	Ms. Satomi Kamei	- JICA Expert, MOESS
5.	Mr. Kentaro Mizuuchi	- Rep. Ambassador, Embassy of Japan
6.	Mr. Tatsuya Nagumo	- INSET Project, JICA
7.	Ms. Ayako Tanigawa	- INSET Project, JICA
8.	Ms. Mari Shojo	- INSET Project, JICA

DEVELOPMENT PARTNERS

1.	Mr. Don Taylor	- Education Specialist, DFID
2.	Ms. Eunice Dapaah	- Education Specialist, World Bank
3.	Ms. Wendy Aboadi	- Educational Specialist, USAID
4.	Mr. Thomas Tschiggfecy	- Education Specialist, French Embassy
5.	Kwasi Asare Odoi Anim	- Education Specialist, UNESCO

OBSERVER

| 1. | Mr. Edward Twumasi | - District INSET Coordinator, Tano South |

2.0 OPENING

The meeting started at 9.40 with an opening prayer by Bishop E.W. Kusi, District Director of Education, Tano South District.

3.0 OPENING REMARKS BY THE DIRECTOR GENERAL, GES, MR. SAMUEL BANNERMAN-MENSAH

The Director General in his address emphasized the fact that there can never be quality education without quality teachers. Therefore, according to him, GES has decided to mainstream INSET into the school system to help improve the capacity of teachers to improve the quality of teaching and learning in the classroom.

He also drew attention of the meeting to the government's determination to improve the capacity of the teacher through continuous professional teacher development in the Government's White Paper on the Education Reforms of 2007 (page 31). Therefore, he acknowledged that the INSET programme could be said to be in fulfillment of the government's White Paper's vision of continuous teacher development and added that he was happy to see that the project is on course and operating well in the 10 pilot districts to improve teacher quality at the basic level.

In conclusion, the chairperson thanked all participants for honoring the invitation and also JICA for their continuous assistance to educational activities in the country.

After his address he asked for permission to attend another meeting at Tema and asked Mrs. Rene O. Boakye- Boaten, Director for Secondary Education Division, GES, to stand in for him.

4.0 ACCEPTANCE OF PREVIOUS MEETING

The minutes of the second meeting of JCC of the INSET Project held on 21st February 2007 were read. After the necessary corrections were made, including Ms. Kamei's clarification about the Counter-value Fund; that it came originally from Government of Japan not the Embassy, and it is administered by Ministry of Finance & Economic Planning. Ms. Scholastica Gyiele, Municipal Director of Education moved for the acceptance of the minutes, and she was seconded by Ms. Akosua Adu, Regional Director of Education, Eastern Region.

5.0 REMARK BY JICA RESIDENT REPRESENTATIVE MR. KUNIHIRO YAMAUCHI

Mr. Kunihiro Yamauchi, JICA Resident Representative emphasized that JICA Ghana office and the government of Japan consider the education sector as one of the key areas for which they have been offering support since STM project which eventually gave way to the INSET project. He also said that from the mid-term evaluation carried out in October, 2007, there are indications that GES is ready to start the Operationalization of INSET model nationwide. He said he was particularly happy about the presence of Regional Directors of Education who are very crucial in monitoring and evaluation of all district activities and hoped they would be able to get some information from the meeting.

He commended the INSET project and other projects which are serving as avenues for Ghana and Japan to share experiences as well as building a sound relationship between the two countries. He concluded by saying that he wished the project would continue to contribute to the development of the education sector in Ghana and also the INSET project would become a symbol of the friendship between the two countries.

6.0 REPORT ON GENERAL PROGRESS OF THE PROGRAMME FROM FEB. 2007 TO FEB. 2008 (DISTRICT LEVEL)

This presentation was done by three selected districts, Tamale Metro, Akatsi and Tano South. The District Directors of the aforementioned districts presented the reports on behalf of the ten pilot districts. The reports focused mainly on the following:

- Support received from the INSET Project and usage of the support in the district;
- Activities carried out in the district within the period ;
- Strengths identified;
- Challenges encountered and how these challenges were handled;
- Impact observed during the period on teachers and pupils' performance;
- Attempts at reaching out to neighbouring districts;
- Lessons learnt which can contribute to the smooth replication of the INSET programme nationwide; and
- The way forward

From the reports, it was very clear that all the equipment supplied are being put to good use and most were in excellent working condition. The most concrete strength identified in the three presentations was the confidence level of teachers in teaching of challenging topics in science and mathematics. Teachers do not consider some topics as challenging since they are able to prepare adequately with teaching and learning materials.

The high attrition rate of Curriculum Leaders (CLs) and the numerous forms to be filled by Headteachers (HTs) for record purposes were also identified as major challenges.

Attempts have also been made by the pilot districts to reach out to neighboring districts to make them aware of the importance of SBI/CBI and their organization. All districts are determined to let their colleagues in other districts also know about the programme even before it goes nationwide.

As a way forward the directors are of the view that districts assemblies should try to help schools in their districts with some financial resources to continue with INSET activities.

DISCUSSIONS

Mr. Awotwe Nkansah, Representative of General Secretary, GNAT suggested to include "community"

into the current three level structure (national, district and school level).

A participant also suggested that duplication of the project outcome was the responsibility of the region, but not a pilot district. Regional Education Office can use resources and expertise of the pilot district to replicate the project in other districts.

Ms. Rosemond N. Blay, RDE of Central Region and Ms. Eunice Dapaah, World Bank Education Specialist raised the issue about the use of capitation grant for refreshments for teachers during INSET, and divergent views were discussed. Whiles some felt there was nothing wrong with its usage, as teachers participate after their classes without any payment and activities of INSET is toward the improvement of teaching, but others felt that it should be used with caution so that it does not create problems for the accounting system. Mr. Michael Nsowah, Senior Consultant for the project commented money for refreshments should not go beyond certain amounts in the capitation grant.

He also allayed the fears of participants about the curriculum leaders monopolizing issues. He said the sourcebooks spelt out the roles and responsibilities of all stakeholders in the school.

Mr. Don Taylor, DFID representative wanted the number of teachers who participate in the trainings and details of the cost to see its cost effectiveness including cost for equipments. He wondered how a mere ten Ghana cedi as support to schools could make any desirable impact. He was of the view that more budget should be spent on in-service than on pre-service.

7.0 REPORT ON GENERAL PROGRESS OF THE PROJECT FROM NATIONAL LEVEL FEB. 2007 to FEB. 2008

Mr. J.W. Molenaar presented the progress report of the project from the national perspective. He outlined a catalogue of all the activities carried out by the National INSET unit during the period under review. The major activities included the following:

- Revision of the INSET Modules 3,4 5 and 6 done in Ajumako between 27th May and 1st June and between 10th to 13th June, 2007 while Modules 1 and 2 were revised and combined into one document on 12th to 16th November and 3rd to 7th December, 2007;
- Proposals to review existing documents to make INSET an integral part of the following documents: Education Strategic Plan (ESP), HT and Circuit Supervisor (CS) Handbook and School Performance Improvement Plan (SPIP). These were recommended after a series of workshops at Ghana Education Staff Development Institute (GESDI), Ajumako;
- Activity, Student, Experiment & Improvisation (ASEI) / Plan, Do, See and Improve (PDSI) Workshop to the use of the revised models; and
- ADVOCACY: As a means of advertising the project to the whole nation, a 20 minute TV documentary highlighting the importance of SBI/CBI in improving the standards of teaching science and mathematics through the use of relevant teaching and learning materials was produced and shown on GTV in May, 2007. There was also "talking point" on GTV on 9th December on the importance of INSET. A docu-drama on the life of a CL has also been completed and will soon be distributed to all pilot districts. In addition, three newsletters have been published with the fourth one coming out in March, 2008.

8.0 REVISION OF THE PROJECT DESIGN MATRIX (PDM)

Ms. Rosina Adobor presented the revision of the Project Design Matrix (PDM). The project has identified the difficulty in realizing some parts of the PDM and therefore changed some of the parts to suit realities. The full PDM including other minor changes in activities of output 5 presented in other sessions has been attached in the appendix.

Table 1: Change of Objectively Verifiable Indicators of Output" on PDM

Narrative Summary	Objectively Verifiable indicators	Means of Verification
4. Monitoring and evaluation system for the district INSET model are developed and implemented	1. Performance standards developed 2. ~~Tracking system of CLs operationalized~~ :100% of pilot districts submitted Annual progress Report.(Changed) 3. 70% of schools use the monitoring format to report on the termly performance	1.Project report 2. Monitoring reports by HTs/CSs 3. District monitoring report
5. Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for smooth implementation	1. ~~Awareness of the stakeholders in the district level, including TTCs, District Assemblies, NGOs and SMCs/PTAs in supporting the implementation of the INSET Programme increased~~: 70% of stakeholders in the pilot districts and 80% of the stakeholders at national level increased their awareness for INSET. (changed) 2. GES earmarked some budget for INSET (Newly added) 3. Newsletter on INSET issued quarterly 4. Forum to disseminate outcomes of the project conducted	1. Project report 2. Interviews 3. MTEF (Newly added) 4. Newsletters

The major reasons for the changes are as follows:

Narrative Summary 4. Monitoring and evaluation system for the district INSET model are developed and implemented.

- Establishing a "tracking system" during the project is difficult and therefore the project has to change the indicator for a more realistic one.

Narrative Summary 5. Awareness and commitment to participate in and support the INSET are improved and the INSET Policy is amended for smooth implementation.

- "Awareness of the stakeholders in the district level" did not include any measurable indicator. Therefore the project changed it to a measurable indicator and added information on the necessary budget.

After the presentation there was no objection to the revision of parts of the PDM.

9.0 ANNUAL WORK PLAN FROM APRIL, 2008 TO OCTOBER, 2008

The intended activities of the project from April to October, 2008 were presented by Ms. Francesca Haizel. She outlined the major activities planned to be executed within the specified period as follows:

- Revision of National Guidelines in May, 2008;
- Dissemination Workshop in June-July, 2008;
- Revision of Sourcebook Module 3 in August to September, 2008;
- Orientation and Training for newly appointed HTs, CSs and CLs between June and October, 2008; and
- Support for SBI/CBI in May to October, 2008.

DISCUSSIONS

Mr. J.W. Molenaar clarified to representativeof World Bank (WB) for fund support by WB to all

District Education Office (DEO) to implement INSET. WB representative responded that the budget of all districts included capacity building by INSET already. In addition, WB mentioned about Pilot Programmatic Scheme (PPS) budget for deprived districts. Fund from PPS is not enough to cover all 138 districts, but if Government of Ghana (GOG) cannot replicate INSET to 138 districts immediately, GOG can start from 53 deprived district using PPS and after a while, GOG can consider to replicating it Government of Ghana to others.

10.0 PROPOSAL FOR NEW PROJECT

Mr. Victor Kofi Mante, Director of TED presented the proposal for the new project. In his presentation he dwelled on the following:

- Project purpose;
- Implementation;
- Outputs of the project;
- Input from Ghana government;
- Input from Japanese government; and
- Way forward.

As a way forward, the following tasks need to be accomplished before the new project can witness a successful implementation.

- Revision of the ESP;
- Revision of CS and HT handbooks;
- Strengthening of National INSET Unit (NIU); and
- Linking INSET to promotion.

11.0 OPEN FORUM

Several topics had been discussed during open forum and those were arranged by topics as follows.

1) Linking INSET with Promotion
1-1) System
- A column should be added to the appraisal system to take care of INSET activities undertaken by teachers and what they have been doing after they have attended the INSET. This could become part of the appraisal system.
- Attendance of INSET could be one of the conditions for promotion. However attendance is not enough but need to appraise how he/she has improved through INSET. (UEW and others）
- Certification should be considered before considering promotion
- All teachers have to be given opportunity to attend INSET, if it is to be considered as a requirement for promotion. This will ensure fairness (Science Education Unit)
1-2) Stakeholders
- Linking INSET with credit to university and appropriate tertiary institutions should be included to the ideas on the way forward to ensure recognition of the certificate. In this matter, GES and those institutions must have collaboration on INSET programme. This measurement can serve as motivation for teachers decrease the attrition rate.   (UEW).
- Linking INSET with universities is good, but linking INSET with Pre-Service Training (PRESET) is also quite important, that means INSET for newly qualified teacher, as they start continuous professional development after they complete TTC. (DFID)

2) Enhancement of Monitoring

Monitoring would be key in appraising what teachers learned during INSET. It is therefore important to enhance the capacity of Hts and CS to ensure effective monitoring. Some topics which were focused on concerning monitoring were:

2-1) Impact Assessment
Suggestion 1: The impact on pupils' achievement should be considered rather than the impact of the INSET on teachers. The project should find means of measuring the impact on pupils' educational achievement in examinations. (GNAT, UEW and WAEC)

Response 1: The project has limitations in conducting impact assessment, but we can utilize existing appraisal systems, eg., BECE, BECAS (NIU)

2-2) Involvement of Regional Education Office
Query 1: The role and responsibility of Regional Education Office, as all RDE have been invited from this meeting. (Greater Accra)

Response 1: Teacher Education Division was waiting for the Education Bill which will spell out clearly the roles and responsibilities of all stakeholders. However, Regional Education Offices definitely play a major role in the monitoring and evaluation of programmes. (TED)

2-3) Empower HT and CS
- HT and CS are key in monitoring and for the sustainability of INSET.
- To monitor improvement of teachers made by INSET, enhancement of monitoring by HT are needed. (UEW)
- If we emphasize SBI/CBI in our system, HT should have a strong leadership skill as he/she has an immediate contact with teachers, although there are other stakeholders for INSET like a CS. Therefore, HT should have a larger role rather than CS. (DFID)
- Some experiences from Singapore indicate the importance of HT's role. Suggestion is that the universities create some leadership courses for HTs to enable them to play their roles more efficiently in their schools. It was generally agreed that supervision in most schools should be stepped up if the country is to achieve the goal of improvement in the quality of education. (WB)

3) Budget lines for sustainability
- TED should consider keeping a budget line to sustain the programme after the project ends. (Science Education Unit)

12.0 CHAIRPERSON'S CLOSING REMARKS

In her closing remarks, the chairperson thanked all the participants, acknowledged the fact that the meeting had been very fruitful and hoped that people had learnt a lot of lessons from it. She identified the correct keeping of records and continuous training for CSs and HTs as crucial in the implementation of INSET in the basic schools. She reminded participants of the meeting of the fact that it was very important for second cycle schools also to undergo INSET. Above all she said supervision was very important to make sure people are doing the correct things they have to do in the schools to bring about the desirable changes. She hoped participants would continue deliberating about some of the issues even after they have left the meeting for better results.

13.0 CLOSING
The meeting came to a close at 3.40 p.m. with a prayer from Bishop E.W. Kusi.

Project to Support the Operationalisation of the In-Service Training Policy
Project Design Matrix

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Goal: Long-Term (Target Year 2013) The capacity of primary school teachers for teaching delivery is improved through continuous INSET	1. Teachers' skills measured by the performance standards are improved comparing to the results of the base-line survey	1. Base-line survey report 2. Monitoring reports	- Continuous teacher development policy remains - Necessary resources are available at national, district and school levels
Short-Term (Target Year 2011) 1. Capacity of GES INSET Unit, DTSTs, HTs, CSs and CLs in supporting SBI/CBI is improved in the pilot districts 2. The INSET model is conducted nationwide	1. Capacity of GES INSET Unit, DTSTs, HTs, CSs and CLs in supporting SBI/CBI, measured by the performance standards to be developed in the project, is improved comparing to the results of the base-line survey 2. At least twice/term of SBI/CBI are organized in the pilot districts	1. Updated sources book every 5 years 2. Report by GES INSET Unit 3. Report by District INSET Unit 4. Report by HTs/CSs 5. Base-line survey report	- Adequate resources to support the Operationalisation of the INSET structure are provided after the end of the project
Purpose: A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts	1. All the pilot districts developed an Action Plan for the INSET Programme and revised it annually 2. District-based training/orientation for HTs, CSs and CLs implemented 100% 3. 80% (*1) of primary schools in the pilot districts organized two SBI/CBI in science and mathematics pre term 4. Implementation guidelines for the effective institutionalization of INSET Policy are developed	1. Report by District INSET Unit 2. Report by HTs/CSs 3. Project Report	- MOES/GES take full responsibility for operationalising INSET while managing donor involvement - Adequate resources to support the Operationalisation of the INSET structure are provided

*1 The reason for 80%: 80% seems adequate considering the fact that some schools don't have enough teachers to conduct SBI/CBI in some districts and that only a few percent of schools can conduct 2 SBIs in one term in the STM Project 2000-2005.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Outputs: 1. INSET implementation structure is established in 10 pilot districts	1. District guidelines developed 2. District INSET Unit established and the members of DTST identified in the pilot districts	1. Project report	(Applicable to all Outputs) - GES continues to support the INSET Policy - Commitment of DEO and District Assembly to INSET remains high Adequate resources available - SBI/CBI remain attractive to teachers - Decentralisation process in the education sector will enhance capacity of the district officials
2. Needs-based INSET modules and guidelines for the use of the source book are developed	1. 100% of science and mathematics related modules developed 2. Guidelines for the use of the sourcebook developed	1. Project report	
3. Capacity of the key actors to support the delivery of INSET is developed	1. 100% orientation to the district INSET Unit and DTST conducted 2. Action Plan revised annually 3. 100% CLs and HTs received the INSET	1. Project report 2. District monitoring report	
4. Monitoring and evaluation system for the district INSET model are developed and implemented	1. Performance standards developed 2. 100% of pilot districts submitted Annual Progress Report. 3. 70% (*2) of schools use the monitoring format to report on the termly performance	1. Project report 2. Monitoring reports by HTs/CSs 3. District monitoring report	
5. Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation	1. 70% of stakeholders in the pilot districts and 80% of stakeholders at national level increased their awareness for INSET. 2. GES earmarked some budget for INSET. 3. Newsletter on INSET issued quarterly 4. Forum to disseminate outcomes of the project conducted	1. Project report 2. Interviews 3. MTEF 4. Newsletters	

*2 The reason for 70%: 70% seems adequate by considering the experience of STM Project 2000-2005.

ACTIVITIES:	INPUTS:	

OUTPUT1: INSET implementation structure is established in 10 pilot districts
1.1 Develop guidelines for the selection of pilot districts.
1.2 Select 10 pilot districts.
1.3 Develop guidelines (national level)
1.4 Develop guidelines (district level)
1.5 Establish or strengthen district INSET Units in the pilot districts.
1.6 Support the district INSET Units to identify the members of DTST
	Japanese side:
	1. Long-Term Experts
	   - Chief Advisor / Management of Teachers Training
	   - Project Coordinator / Monitoring	

OUTPUT2: Needs-based INSET modules and guidelines for the use of the source book are developed
2.1 Appoint resource persons.
2.2 Review the existing INSET documents.
2.3 Develop the modules of source book in science and mathematics
2.4 Develop the modules of source book in English as a tool for supporting understanding of science and mathematics.
2.5 Develop guidelines for the use of source book.
2.6 Print and distribute the source books to the pilot districts.
	2. Short-Term Expert
	Short-Term experts will be dispatched when necessity arises.
	
	3. Provision of Equipment
	   - Equipment for the field of Mathematics
	   - Equipment for the field of science
	   - Equipment for common and general use
	
	4. Counterpart training in Japan International Cooperation Agency	

OUTPUT3: Capacity of the key actors to support the delivery of INSET in developed 3.1 Conduct a base-line survey by applying the performance standards to be developed in (4.1). 3.2 Identify the national trainers and provide them with orientation. 3.3 Provide orientation to DEOs (District Education Officers), the district INSET Units, DTST, HTs and CSs on the guidelines as identifies in (1.4). 3.4 Support the district INSET Units to develop the INSET Programme and the Action Plan. 3.5 Support the district INSET Units and DTST to identify CLs in collaboration with HTs and CSs. 3.6 Support DTST to conduct the following INSET to CLs. 3.7 Support HTs/CLs to conduct SBI/CBI. 3.8 Support DTST in programming the annual INSET for CLs. 3.9 Support the district INSET Units to revise the Action Plan (annually), taking the district monitoring report (4.4) into account.		

OUTPUT4: Monitoring and evaluation system for the district INSET model are developed and implemented
 	
4.1 Develop the performance standards for key actors in supporting the Operationalisation of the structured INSET (for a base-line survey and post-project monitoring)
4.2 Support DTST to develop and update an information management system.
4.3 Support the DTST to analyse the teachers' training needs.
4.4 Support the district INSET Units to evaluate the annual progress of the Action Plan of the INSET Programme (district monitoring report).
4.5 Support GES INSET Unit and the resource persons to conduct the national evaluation of the INSET model (annual) and update the source book (every 5 years).
	Ghanaian side:
	1. Counterpart Personnel
	(1) Ghana Education Service
	    a) Director General
	    b) Director, Teacher Education Division
	    c) Full-time Counterpart personnel in each of the following fields:
	       - Programme coordinator (1)
	       - Mathematics (2-3)
	       - Science (2-3)
	
	(2) 10 Pilot Districts
	    a) District Director of Education
	    b) District INSET Unit
	    c) District Teacher Support Team

OUTPUT5: Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation
 	
5.1 Organize dissemination workshop of the project
5.2 Support the district INSET Units to establish/strengthen a linkage between the INSET programme and current appraisal system for teachers.
5.3 Support DEOs to conduct workshops to build productive linkages among the following:
    - DEOs/district stakeholders and TTCs (Teachers Training Colleges)
    - DEOs and District Assemblies
    - DEOs and NGOs/communities (PTAs, SMCs)
5.4 Support GES to make necessary review/amendment on the INSET Policy for the effective institutionalization of INSET Policy.
5.5 Support GES to make implementation guidelines for the effective institutionalization of INSET Policy.
5.6 Issue Newsletter quarterly.
5.7 Produce and broadcast TV programme about the effectiveness of INSET for teachers
	2. Administrative Personnel
	   - Secretary
	   - Driver
	   - Other staff necessary for the implementation of the project
	
	3. Facilities
	   - Land, buildings and facilities necessary for the project
	   - Room and space necessary for installation and storage of equipments
	   - Office space and necessary facilities for the Japanese experts
	   Other facilities mutually agreed upon as necessary
	
	4. Local costs

Minutes of the GES/JICA INSET PROJECT 4th Joint Coordinating Committee Meeting held at M-PLAZA Hotel, Accra on the 14th October 2008

1.0 ATTENDANCE
GHANAIAN SIDE

1. Mr. Samuel Bannerman-Mensah   - Director General, GES
2. Ms. Naana Biney   - Deputy Director General, GES
3. Mr. Charles Tsegah   - Director, PBME, MOESS
4. Mr. Victor Kofi Mante   - Director, TED GES
5. Mr. Stephen Adu   - Director, BED, GES
6. Mrs. Sarah Agyeman-Duah   - Director, CRDD, GES
7. Ms. Charlotte Bedford   - Director, Inspectorate Division, GES
8. Mr. Emmanuel K. Asare   - Deputy Director, TED, GES
9. Mrs. Florence Quaye   - Rep. Director, HRMD, GES
10. Rev. Joana Koranteng   - Rep. Director, Science Education, GES

11. Rev.Samuel Afenie Amankwa   - Regional Director of Education (RDE), Volta Region (V/R)
12. Ms. Akua Akubour Debrah   - RDE, Brong -Ahafo Region (BA/R)
13. Mr. John Kwasi Hobenu   - RDE, Northern Region (N/R)
14. Mr. Fabian C. Belieb   - RDE, Upper East Region (UE/R)
15. Ms. Rene Boakye- Boaten   - RDE, Eastern Region (E/R)
16. Ms. Ernestina Afosah-Anim   - RDE, Greater Accra Region (GA/R)
17. Mr. J.K. Onyinah   - RDE, Ashanti Region (A/R)
18. Ms. Rosemond N. Blay   - RDE, Central Region (C/R)
19. Ms. Rebecca Dadzie   - RDE, Western Region (W/R)
20. Mr. Martin W. Kuuzume   - Rep. RDE, Upper West Region (UW/R)

21. Rev. Emmanuel Wiseman Kwasi Kusi   - District Director of Education (DDE), Tano South, BA/R
22. Ms. Alexandria Sopiimeh   - Metro Director of Education, Tamale Metro, N/R
23. Mr. Edward L. Puruse   - DDE, Kassena-Nankana, UE/R
24. Ms. Scholastica Z. Gyiele   - Municipal Director of Education, Wa Municipal, UW/R
25. Mr. Alfred K. Osei   - DDE, Akuapem North, E/R
26. Mr. Emmanuel Atsu-Mensah   - DDE, Dangme West, GA/R
27. Mr. Isaac Kofi Bimpong   - DDE, Adansi North, A/R
28. Mrs. Juliana Ayeh-Gyampoh   - DDE, Assin North, C/R
29. Mrs. Gifty Asiedu-Okantah   - DDE, Mpohor Wassa East, W/R
30. Mr. Patrick Hans Honu   - Deputy DDE, Akatsi, V/R

31 Mr. Kwame O. Dotsey   - Financial Secretary, NAGRAT
32. Mr. Peter Logo   - President, GAST
33. Mr. Klaye M. K.   - Vice Chairperson, MAG
34. Mr. John Kwasi Nyoagbe   - Representative of General Secretary, GNAT

35 Mr. Seth Odame Baiden   - Coordinator, National INSET Unit, TED, GES
36. Ms. Rosina Adobor   - NIU, TED, GES
37. Ms. Francesca Haizel   - NIU, TED, GES
38. Mr. J.W. Molenaar   - NIU, TED, GES
39. Mr. Gershon Dorfe   - NIU, TED, GES

40. Mr. Micheal Kenneth Nsowah		- Senior Consultant, INSET Project
41. Ms. Monica Dadzie		- Staff, INSET Project

UNIVERSITY

1. Prof. Naana Opoku-Agyemang	- Vice Chancellor, University of Cape Coast
2. Prof. A. Asabere-Ameyaw	- Vice Chancellor. University of Education, Winneba
3. Mr. Isaac Ohene	- Registrar, University of Cape Coast

JAPANESE SIDE

1. Mr. Masato Kumagai	- Deputy Resident Representative, JICA Ghana
2. Mr. Yuji Wakasugi	- Assist. Resident Representative, JICA Ghana
3. Ms. Mama Owusu	- Education Advisor, JICA Ghana
4. Ms. Yukiyo Oda	- Rep. Ambassador, Embassy of Japan
5. Dr. Chiaki Kuranami	- INSET Project, JICA
6. Mr. Kenichi Tanaka	- INSET Project, JICA
7. Mr. Takashi Soma	- INSET Project, JICA
8. Mr. Tatsuya Nagumo	- INSET Project, JICA
9. Ms. Asuka Yoshioka	- INSET Project, JICA

DEVELOPMENT PARTNERS

1. Mr. Don Taylor	- Education Specialist, DFID
2. Ms. Eunice Dapaah	- Education Specialist, World Bank
3. Ms. Wendy Aboadi	- Education Specialist, USAID
4. Mr. Eric Johnson	- Education Specialist, USAID
5 Mr. Stan Kadingdi	- Education Specialist, USAID
6. Mr. Thomas Tschiggfrey	- Education Specialist, French Embassy
7. Mr. Peter de Vries	- Education Specialist, UNICEF
8. Mr. Kwasi Asare Odoi Anim	- Education Specialist, UNESCO

OPENING

Mr. Kwame Asare, Deputy Director, Teacher Education Division called the meeting to order at 9.40 a.m. with an opening prayer from Rev. Bishop E.W. Kusi, District Director of Tano South.

OPENING REMARKS AND RESPONSE BY THE CHAIRMAN, MR. SAMUEL BANNERMAN-MENSAH, DIRECTOR GENERAL OF GES

At the beginning of the opening remarks, a minute's silence was observed in memory of the late District Director of Akatsi, Ms. Ruth Worlanyo Zagblenku.

The chairman expressed his pleasure for being part of the Joint Coordinating Committee (JCC) and welcomed all participants warmly. He reminded the house about the fact that JCC meeting is a day set aside to reflect on the activities performed within the pilot phase of the INSET project period; and also an opportunity to remind the house of their commitment and collective responsibility to ensure that the goals of Education for All and the new Education reform are achieved by 2015. In addition, the chairman contended that the meeting also served as a reminder for all stakeholders to fulfill their roles for the betterment of education in the country.

The chairman reflected on the activities of the INSET programme and reminded the house about the relevant activities identified for the implementation of the INSET.

According to the chairman, he has faith that the successful implementation of the programme in the coming years should assist the education sector to attract and retain as many qualified and self-motivated teachers to serve in all needy areas of the country.

Furthermore, the chairman thanked the Government of Japan, all Development Partners, agencies and institutions which have supported Ghana in diverse ways to come this far in the search for the most appropriate model for INSET. He charged all stakeholders to be supportive in the implementation of the INSET since without adequate financial support the implementation cannot be successful. He emphasized that the end of the piloting of the INSET programme did not signify the total withdrawal of Japan's support for education in Ghana but rather the beginning of opening of the doors wide for all stakeholders in education to participate fully in INSET activities.

In conclusion, the chairman drew the attention of the house to the fact that the there is the need to address the status, working conditions and performance of teachers as developmental issues so as to carve a new image to the teaching profession to make it more attractive and thereby inspiring confidence in the Ghanaian public.

BRIEF REMARK BY JICA DEPUTY RESIDENT REPRESENTATIVE, MR. MASATO KUMAGAI

Mr. Masato Kumagai, Deputy Resident Representative of JICA, was very happy to be part of the 4th and final JCC meeting. According to him, STM Project was a forerunner to the INSET Project which was designed to improve the capacity of teachers in science and mathematics in basic schools. The success story of the STM Project led the Government of Ghana to seek further assistance from the Government of Japan for the institutionalization of INSET; hence the birth of the INSET Project. He stated that the mid-term evaluation done by the JICA mission from Japan indicated that the Ghanaian Government was ready for the institutionalization of INSET. Again, the final report also confirmed the readiness of the Ghana Education Service (GES) and Teacher Education Division (TED) to implement the nationwide INSET by May, 2009. According to Mr. Kumagai, JICA sees this readiness as a success story.

He further said that the days for piloting were over and that it was time for institutionalization. He said that JICA is very grateful to the District Directors of Education of the pilot districts for their contributions and equally very enthused about the contributions of other key players at the GES to the success of the project.

He acknowledged the late Ms. Ruth Worlanyo Zagblenku, as one of the best contributors to the project in that she was very enthusiastic about the project and gave of her best but who unfortunately succumbed to death a few weeks ago.

In conclusion, Mr. Kumagai said the end of the piloting did not mean the end of JICA's association with the country. He touched upon the good relationship between the two governments and ended by saying that the INSET project has become the symbol of the relationship between Ghana and Japan.

5.0 CONFIRMATION OF LAST JCC MINUTES

The minutes of the 3rd JCC meeting held on the 28th of February, 2008 were read through page by page. After the necessary correction was made about the title of the representative of the Vice Chancellor of UCC from Mr. J.J.A. Opare to Prof. J.A. Opare, Mr. J.K. Onyinah, the Regional Director of Education from Ashanti Region moved for acceptance of the minutes of the 3rd JCC meeting as the

true reflection of all that transpired. This motion was seconded by the Regional Director of Education from Greater Accra Region, Ms. Ernestina Afosah-Anim.

6.0 REPORT ON COMPREHENSIVE PROGRESS REPORT FROM THE NATIONAL INSET UNIT BY MR. GERSHON DORFE

This report specified the progress of the project from the viewpoint of the national level. The presentation focused on the following:

- Activities performed during the project period
- Achievements
- Challenges
- Recommendations and suggestions
- Way forward

Highlights of the activities included the establishment of project implementation structure in the 10 pilot districts, which involved the institutional development at both district and school levels. Another important activity carried out was the development of need-based INSET model including supporting materials such as National and District guidelines and Sourcebooks which helped to facilitate INSET delivery from the national level to schools.

The capacity of key players in INSET delivery at every level had been built through orientations and training to enhance the performance of their roles and responsibilities. Performance Standards of the key players were developed by the project and were used to assess the readiness of players during the baseline survey of the project. In addition, a monitoring and evaluation system had been developed for INSET activities with specific forms for use by district personnel and teachers. This system was used to identify problems as well as areas for improvement for the INSET. A lot of awareness promotion has been done for the public to seek their support for the activities of INSET through sharing of information as in newsletters and TV programmes throughout the country.

By way of achievements it was reported that the teaching skills of teachers in 10 pilot districts generally have been improved in many ways. Again, the organization of the recommended number of SBI/CBIs, at least twice per term, has increased from 84.9% in 2007 to 92.4% in 2008.

Despite a lot of strengths identified by the NIU during the piloting period, there were a few challenges which need to be addressed for smooth take off of the nationwide INSET. Record keeping at the district and school levels and information flow at all levels, in addition to the incentivization of stakeholders, are issues which need to be addressed. The NIU is fully prepared and eager to lead the nationwide implementation but recommends that the Unit be made very attractive to motivate the staffs and the National Trainers for efficiency.

7.0 PLAN OF NATIONWIDE INSET BY DIRECTOR, TEACHER EDUCATION DIVISION, MR. VICTOR KOFI MANTE

This presentation focused on the following:

- Goals of Nationwide INSET
- Target Districts
- Component Activities

Under the Goals of Nationwide INSET, the director said there are short and long term goals. As a short term goal, the INSET model is to be conducted nationwide by the improved capacity of DIC, DTSTs, HTs, CS and CLs in supporting SBI/CBI while the capacity of primary school teachers for teaching is improved through continuous INSET is identified as a long term goal for nationwide expansion.

In the plan, 57 districts including 51 deprived districts have been earmarked for the first phase of the nationwide expansion for 2009. (Two of the deprived districts were already among the 10 pilot districts.) The remaining 71 districts will form the second and last phase of the expansion for nationwide implementation in 2010. However, there are plans to absorb new districts which have been carved out of the old districts in the future.

The nationwide INSET plan has component activities. These component activities are made of 6 different components at the national level and another 2 at district level with the breakdown activities outlined from 2009 to 2011 to expand to the whole nation. The cost component has been identified for 2009 amounting to GH¢525,058 covering all the 6 national level activities. According to the Director of TED, some risks should be managed for the successful implementation of nationwide INSET in 2009. These include:

- Timely release of the funds for INSET;
- Prompt procurement process for the INSET materials; and
- Early delivery of the sourcebooks.

8.0 WAY FORWARD OF INSET FROM NATIONAL LEVEL BY INSET COORDINATOR, NATIONAL INSET UNIT, MR. SETH ODAME BAIDEN

The way forward to sustain nationwide INSET plan was presented along three main questions. These were:

- Where are we now in the implementation of INSET?
- What do we desire to achieve by 2011 on INSET?
- How do we mobilize stakeholders' support to sustain a credible INSET plan?

Five main actors namely the National INSET Committee (NIC), National INSET Unit (NIU), Regional Education offices (REOs) and District INSET Committees (DICs), the Universities and Colleges of Education and Development Partners have been identified as the key to the success of the nationwide implementation. Each identifiable group has thus been tasked with some roles and responsibilities for the achievement of the goals and aspirations of the nationwide implementation of INSET.

The NIC has the responsibility, among others, of conducting regular and effective monitoring and evaluation of the nationwide INSET activities, then taking prompt action at the policy level in response to monitoring results. Again, it has the coordinating role to ensure effective lateral planning of activities and alignment of training programmes of all relevant divisions and institutions of the INSET.

NIU has the responsibility of sustaining and operationalising the nationwide INSET plan as a dependable plan with strong management measures to address delays in the release of funds and the printing of the sourcebooks as well as addressing capacity building of the district personnel. In addition, the unit is to create institutional awareness on the importance of INSET in improving the learning of pupils and students. The coordinator also emphasized the need for the unit to continue to organize forums as opportunities for information sharing and policy dialogue to sustain INSET.

For the Regional Education Offices and District INSET Committees, their responsibilities lie in information sharing on good practices among pilot and incoming districts in order to minimize failures in less endowed districts. The regional and district stakeholders are also to sensitize teachers to accept INSET as part of their professional development meant to prepare them for quality teaching and also to link INSET to promotion in the GES. They were also advised to involve the local government, communities, and NGOs in the implementation of INSET.

The universities and colleges of education equally have their roles to play for the success of the nationwide INSET implementation. They are to conduct continuous research to improve the INSET model by deepening and broadening the knowledge of subject content as well as providing a strong foundation in the pedagogy of various disciplines. They are also to ensure the improvement in teacher training and education by making INSET an integral part of a course to be studied by students and trainees in the universities and the colleges of education.

The development partners have been appealed to, to deepen and increase their funding base to support nationwide INSET. In addition, they have been asked to support the capacity building of personnel at all levels through training and study tours both within and outside the country.

To conclude, the coordinator reminded the august house of the fact that the piloting period was over and the period of scaling up was now. He, therefore, called for assistance from all the stakeholders to provide quality education for all pupils/students in schools in the country.

9.0 REPORT ON WAY FORWARD OF THE INSET FROM THREE SELECTED DISTRICTS: WA MUNICIPAL, ASSIN NORTH AND TANO SOUTH DISTRICTS

The presentation was done by the directors of the selected districts to represent the ten pilot districts. The reports all attested to the fact that the INSET project has contributed immensely to improvement in the teaching and learning of science and mathematics in the pilot districts.

- The confidence level of teachers in handling challenging topics in both science and math has increased.
- There has been an improvement in lesson planning and delivery by teachers.
- The SBI/CBIs have provided good opportunities for untrained and trained teachers to interact to learn from each other.
- Pupils' interest in science and mathematics has been aroused through the use of child-centred approach in teaching.

There has been some positive impact on achievements made by pupils in the BECE. The percentage of students who passed improved from 42% last year to 58% this year; also there has been a reduction in number of schools that scored zero from three to one (Assin North district). In the Tano South district, for example, the BECE results have seen an upward increase from 48% to 52% in 2007 to 72 % in 2008 in respect of students who passed to enter Senior High Schools. The district has also been able to produce a newsletter to inform other districts about the success story of the project in their district.

All the pilot districts are ready to extend their support to the incoming districts for successful implementation of nationwide INSET. As a way forward, the districts want the involvement of district assemblies, SMCs and PTAs and NGOs to support the activities of the districts for successful nationwide INSET implementation.

10.0   OPEN FORUM

The presentations generated valuable comments from the participants.

Below are the comments and the responses from the national unit.

- Mr. Peter de Vries, Education specialist from UNICEF, wanted to know the total number of teachers trained so far by the project, the total cost of training and the total number of sourcebooks printed and distributed. He also wanted more clarification about data flow and money forecast in the project.
- Mr. Nyoagbe the GNAT representative expressed concern about the structure of the model which, according to him, has left out GNAT as a teacher union which has also been advocating for teachers to be credited for attending INSET. He further suggested that when redesigning the structure of INSET model, GNAT should be included in the discussions. He added that GNAT has also been organizing INSET for teachers based on their needs and each year GNAT organizes INSET for about 600 teachers during the holidays. He was of the view that since GNAT and the INSET project both run INSET activities, its outfit will liaise with the INSET programme to collaborate, so that there shouldn't be parallel programmes.

The response was that their request will be positively looked at by the National INSET Unit.

- Ms. Akua Debrah, the Regional Director of Education from the Brong-Ahafo region, wanted to know the position of the Regional Education Offices in the INSET model since, according to her, their position seemed to be a floating one. She was assured that the position and roles of the regional directorate have been well defined in the National Guideline of INSET.
- Ms. Eunice Dapaah, Education specialist from the World Bank, suggested that to measure the effect of the project, an impact evaluation of the project should have been done. She was of the view that the educational performance of children in the pilot districts could have been compared with those from non-pilot districts so that the impact of the project could have been measured better.

The response was that the project is too young to do an assessment in finding out the impact of the project on the academic achievements of pupils for now but there are future plans to carry out such an assessment to find out how the project has imparted on the academic performance of pupils in the pilot districts.

- Mr. Kwame O. Dotsey the NAGRAT representative wanted to know how a total of 48 national trainers can conveniently and effectively work in the 138 districts by 2011 as envisaged by the nationwide INSET implementation.

The response was that the national trainers empower the district personnel to take up the duties in the districts. Therefore, it is the district personnel who do the bulk of the work at the district and school levels.

- Ms. Ernestina Afosah-Anim, the Greater Accra Regional Director asked why the project limited itself to only science and mathematics.

The response was that the two subjects selected were convenient in terms of a practical approach to be used as the basis to formulate the framework for source materials for other subjects to be included in INSET in the future.

- Ms. Rebecca Dadzie, the Regional Director from the Western region, suggested that in the future a formula should be designed to assess those who have benefited from the INSET programme so that those who have been performing well can be identified and rewarded appropriately on district basis.
- Mr. Klaye M. K., Vice Chairperson of MAG, showed his uncertainness of the linkage between BECE results and INSET intervention. He shared his idea that BECE result should be looked at not only in science and mathematics but in conjunction with performance in other subjects. He

claimed that BECE results from private school were better because of effective supervision of teachers.
- Rev. Emmanuel Wiseman Kwasi Kusi, Director of Education from Tano South district, stressed the importance of monitoring the schools as a means of improving performance and suggested that INSET monitoring be harmonised with activities of the Inspectorate Division.
- Ms. Charlotte Bedford, Director of the Inspectorate Division, expressed the Division's readiness to collaborate in the INSET monitoring in order to achieve the desired results in schools.

An opportunity was given to the Vice Chancellors from the two teacher education universities, University of Cape Coast and University of Education, Winneba, to also contribute their views on the way forward for nationwide INSET.

- Prof. Asabere-Ameyaw, V.C. of UEW, in his contribution, mentioned the fact that quality education has much to do with quality teaching and therefore there is the need for proper training and retraining of teachers for improvement in teacher quality. He also suggested that in the future, reading materials for a forum like this should be sent to participants earlier to enhance their contributions.
- Prof. Naana Opoku-Agyeman, the V.C. of UCC, added her voice to that of her colleague and said that there was the need to deepen the dialogue and decentralize such meetings as the JCC to cover regional and district levels so that more people can benefit and exchange ideas. She was of the view that even though the focus was on science and mathematics at the moment, she hoped more subjects would be included in the future.

11.0   CHAIRMAN'S REMARKS

The chairman, in his closing remarks, said he was very satisfied with the day's activities. He emphasized that acclaiming the experiences of sector wide approach (SWAP) in education, there is the need for commitment of GES personnel at all levels, that is, from national to school level for successful implementation of the INSET.

He further commented on the motivation aspect of INSET and stressed the need for a change in the attitude of personnel to work without placing much emphasis on monetary gains as motivation. To him, the greatest challenge is with the District Directors of Education who were asked as far back as July to budget for INSET. He mentioned his view that resource mobilisation could be one of the key issues in nationwide implementation of INSET. Even though there has not been an empirical result, he said it is glaring from the reports from the districts that a lot has been achieved by the INSET programme so far and therefore everything possible must be done to sustain it. He also reminded the participants of the effective use of evaluation activity as a means to express a clear linkage between INSET activity and its impact. He congratulated the Vice Chancellors and hoped that there would be more collaboration between the universities and GES and tasked them to encourage their students to do more of research work and feed their findings to GES for further improvement.

He concluded by saying that the best way for the Service to express gratitude to the development partners is to see to it that the INSET programme succeeds. He wished all the participants a safe journey to their workplaces.

12.0   CLOSING

Ms. Scholastica Z. Gyiele, the Municipal Director of Wa Municipal, moved the vote of thanks. The meeting came to a close around 3.30 p.m. with a closing prayer from Rev. Samuel Afenie

Appendix IIC: List of Ghanaian Contributors

List of Resource Persons in each workshop

Name	Title	Division	Area	N101	N102	N103	N104	N105	N106
Stephen Adu	Director	BED	Accra			■			
Esther Happy Edjeani	Representative	BED	Accra			■	■		
Fred Birikorang	Representative	BED	Accra			■	■		
Addo Godwin	Representative	BED	Accra			■	■		
Isaac Ashiagbor	Representative	CRDD	Accra			■	■		
Fiifi Amuh	Budget Officer	FC	Accra			■		■	
Ato Edzii	Representative	FC	Accra			■	■		
Robert Mensah	Representative	FC	Accra			■	■		
Judith Donkor	Representative	HRMD	Accra			■		■	■
Florence Quaye	Representative	HRMD	Accra			■			
Bukari Adams	Representative	HRMD	Accra			■			
Lionel Mensah	Representative	ID	Accra			■	■	■	■
Robert Akotia	Representative	ID	Accra			■	■	■	■
Michael Kenneth Nsowah	Senior Consultant	INSET Project	Accra			■	■	■	■
Takashi SOMA	JICA Expert	INSET Project	Accra	■		■	■		
Tatsuya NAGUMO	JICA Expert	INSET Project	Accra	■	■	■	■	■	■
Albert Kwame Akyeampong	JICA Expert	INSET Project	Accra	■		■	■	■	
Chikara KINONE	JICA Expert	INSET Project	Accra	■	■		■		■
Ayako TANIGAWA	JICA Expert	INSET Project	Accra	■	■				
Takashi ITO	JICA Expert	INSET Project	Accra	■	■				
Kenji Matsubara	JICA Expert	INSET Project	Accra	■	■				
Godfred Gome	Representative	PBME	Accra			■	■		
Edward Dogbey	Representative	PBME	Accra			■	■		
Joseph Chonia	Representative	PBME	Accra			■			
Emmanuel Gyamera		Science Unit, GES	Accra			■			
Victor Mante	Director	TED	Accra			■			
Rosina Adobor	National INSET Unit	TED	Accra		■	■	■	■	■
Gershon Dorfe	National INSET Unit	TED	Accra		■	■	■	■	■
Francesca Haizel	National INSET Unit	TED	Accra		■		■	■	■
Jacob W. Molenaar	National INSET Unit	TED	Accra		■		■	■	■
Seth Odame Baiden	National INSET Unit	TED	Accra			■	■	■	
Seth Ayivi-Tosuh		TED	Accra			■			
Emmanuel Effah-Sakyi		TED	Accra			■			
Kate Agyeman – Badu	District INSET Coordinator	DEO	Adansi North		■				
Mark Mishiwo	Mathmatics Tutor	Akatsi TTC	Akatsi		■				■
Ishamael Edem Kofi Dorwu		Akatsi TTC	Akatsi		■				
Perptual G. Wemakor	AD-A&F	DEO	Akatsi			■			
Godzi Alex	AD-Plan	DEO	Akatsi				■		
Agbeyome Simon K	AD-Sup	DEO	Akatsi				■		
Hans Honu	AD-Sup	DEO	Akatsi						■

Name	Title	Division	Area	N101	N102	N103	N104	N105	N106
Emmanuel Ahorli	Budget Officer	DEO	Akatsi				▨		
Ruth Wolanyo Zagblenku	District Director of Education	DEO	Akatsi				▨		
Raphael Bedzo	District INSET Coordinator	DEO	Akatsi				▨		▨
Elizabeth Tali	Headteacher	Agbedrafor R/C Primary School	Akatsi				▨		▨
Hilda Adinyira	Curriculum Leader	Akatsi Practice Primary School	Akatsi						▨
Mawuli Nudanu	Curriculum Leader	Kporkplote D/A Primary School	Akatsi						▨
Benjamin Addo Yeboah	AD-Planning	DEO	Akuapeam North				▨		
Alex Adu Parry	AD-Sup	DEO	Akuapeam North			▨	▨		
Prince Adonoo	Circuit Supervisor	DEO	Akuapeam North				▨		
Patrick Dah	District INSET Coordinator	DEO	Akuapeam North				▨		
F. M. Asare	Head of DTST	PTC	Akuapeam North				▨		
Andrews K. Quaning	District INSET Coordinator	DEO	Assin North		▨	▨			
Emmanuel Atsu Mensah	District Director of Education	DEO	Dangme West						▨
Jonas Gbebe	Budget officer	DEO	Dangme West			▨			
Richardson Atiemoh	District INSET Coordinator	DEO	Dangme West			▨			
Nelly Dzokoto	Curriculum Leader	Asutsure R/C Primary School	Dangme West				▨		▨
Francis Tsatsu Owulah	Curriculum Leader	Mangotsonya D/A Primary School	Dangme West						▨
Dzifa Gbetanu	Headteacher	Dodowa Newtown D/A Primary School	Dangme West		▨				▨
P. K. Awotwe	AD-Sup	DEO	Mpohor Wassa East			▨			
Gifty Asiedu-Okantah	District Director of Education	DEO	Mpohor Wassa East					▨	
Isaiah Gyenin	DTST		Mpohor Wassa East		▨				
Ansu Alex	AD-Sup	DEO	Tano South			▨			
Clement Balor	DTST		Wa Municipal			▨			
Rebecca Dadzie	Regional Director of Education	REO	Western Region					▨	
Christine Adu-Yeboah		UCC	Cape Coast			▨			
Dr. C.B. Duedu		UCC	Cape Coast	▨	▨				
Dr. Fiifi Mensah		UCC	Cape Coast	▨	▨				
Dr.John K. Eminah		UEW	Winneba	▨					
Dr.Asiedu Addo		UEW	Winneba	▨					
Christian Anthoy Krueger		GAST		▨					
Osafo Adjei		MAG		▨					

List of National INSET Unit

Name	Organization	From	To
Stephen Adu	TED, GES	November-05	October 2007
Francesca Haizel	TED, GES	November-05	Present
Rosina Adobor	TED, GES	November-05	Present
Jacob Molenaar	TED, GES	November-05	Present
Gershon Dorfe	TED, GES	May-07	Present
Seth Odame Baiden	TED, GES	May-08	Present

List of National Trainers

Name	Organization	From	To
Francesca Haizel	TED, GES	November-05	Present
Rosina Adobor	TED, GES	November-05	Present
Jacob Molenaar	TED, GES	November-05	Present
Philip Akoto	TED, GES	November-05	May- 06
Gershon Dorfe	TED, GES	May-07	Present
Erica A. Lawson	Presbyterian TTC	February-06	September-06
George Appah	Presbyterian TTC	September-06	Present
Samuel Acquah	Presbyterian TTC	February-06	Present
Assan Francis Kweku	Akrokerri TTC	February-06	Present
Addai Francis Kwasi	Akrokerri TTC	February-06	Present
Yussif Abdul Mumin	Bagabaga TTC	February-06	Present
Baako John N. M.	Bagabaga TTC	February-06	Present

List of CP in each pilot district

1. Adansi North

Name	Position	Title/Organization	From	To
Cosmos Batsu	DIU	JHS	September-06	February-08
Ebenezer Kwakye	DIU	JHS	September-06	February-08
Agyen Amoako	DIU	JHS	September-06	February-08
Richard Asamoah	DIU	JHS	September-06	February-08
Kwabena Amponsa	DIU	JHS	September-06	February-08
Issac Kofi Bimpong	DIC	District Director of Education	February-06	Present
Adjei Isaac Hayes	DIC	AD-Planning and Statistics	February-06	Present
John Abu	DIC	AD-Supervision	February-06	Present
Kate Agyeman-Badu	DIC	AD-Human Resource	September-06	Present
Bernard Boakye-Yiadom	DIC	District Training Officer	September-06	Present
Lydia Essibu	DIC	Budget Officer	September-06	Present
Winfred Ghunny	DIC	District INSET Coordinator	September-06	Present
John Abu	DTST		September-06	Present
Bernard Boakye-Yiadom	DTST	DEO	September-06	February-08
Asiedu Joseph	DTST	TTC	September-06	February-08
Isaac Oppong Marfo	DTST		September-06	February-08
Joseph Okyere	DTST	JHS	September-06	February-08

Name	Position	Title/Organization	From	To
Mary Koomson	DTST	JHS	September-06	February-08
Daniel Amoah	DTST	JHS	September-06	February-08
Gyina Bediako	DTST	DEO	September-06	February-08
Yawson	DTST	TTC	September-06	February-08
Gertrude Mante	DTST	Health Officer	September-06	February-08
Charles Forkou	DTST	TTC	September-07	Present
John Toku	DTST	DEO	September-06	Present
Winfred Ghunny	DTST	DEO	September-06	Present
Akosua Akofa Agbosu	DTST	TTC	May-07	Present
Seth Oduro	DTST	TTC	May-07	Present
Kwakye Ebenezer	DTST	JHS	September-06	Present
2. Akatsi				
Ruth W. Zagblenku	DIU/DIC	District Director of Education	September-06	August-08
Patrick M.K. Tengy	DIU	Basic Schools Coordinator	September-06	February-08
Alex Godzi	DIU/DIC	AD-Planning and Statistics	September-06	Present
Honu Hans Patrick	DIU/DIC	AD-Supervision	September-06	Present
David K. Koasi	DIU/DIC	AD-Human Resource	September-06	Present
Newman H.K. Dziedzoave	DIU/DIC	District Training Officer	September-06	Present
Emmanuel Ahorli	DIC	Budget Officer	February-08	Present
Rapheal Bedzo	DIU/DIC	District INSET Coordinator	September-06	Present
Daniel Y. Buabasah	DTST	SHTS	September-06	Present
Mark Mishiwo	DTST	TTC	September-06	Present
Ishmael E. M. Dorwu	DTST	TTC	September-06	Present
Marshall Duhoh	DTST	TTC	September-06	Present
Honu Hans Patrick	DTST	DEO	September-06	February-08
Akoetey Antony K.	DTST	SHTS	September-06	February-08
Simon K. Agbeyome	DTST	DEO	September-06	February-08
John K. Dzissah	DTST	DEO	September-06	February-08
Victor K. Kovey	DTST	DEO	September-06	February-08
Rapheal Bedzo	DTST	DEO	September-06	February-08
Newman H.K. Dziedzoave	DTST	DEO	September-06	February-08
Yayrator K. Adzouble	DTST	JHS	September-06	February-08
Elizabeth Tali	DTST	JHS	September-06	February-08
Gabriel K. Abusah	DTST	TTC	October-07	Present
Moses K. Torwudzo	DTST	SHTS	October-07	Present
Samuel T. Zottor	DTST	DEO	October-07	Present
Robert L.K. Lavoe	DTST	TTC	February-08	Present
Patience A. Lotsu	DTST	DEO	February-08	Present
Samuel K. Nyabe	DTST	DEO	February-08	Present
3. Akuapem North				
John Akuah Ncarko	DIU		September-06	February-08
Sammuel Opoku Addo	DIU		September-06	February-08
John Jerry Amegashie	DIU	DEO	September-06	February-08
Djobi Nyanteh	DIU		September-06	February-08
Alfred K. Osei	DIU/DIC	District Director of Education	February-08	Present
Benjamin Addo Yeboah	DIU/DIC	AD-Planning and Statistics	February-08	Present
Alexander Adu Parry	DIU/DIC	AD-Supervision	February-08	Present
Alexander Diabene	DIU/DIC	AD-Human Resource	February-08	Present
Prince Adonoo	DIU/DIC	District Training Officer	February-08	Present
Akoto Danso William	DIU/DIC	Budget Officer	February-08	Present
Patrick Dah	DIU/DIC	District INSET Coordinator	September-06	Present
C.K. Adentwi	DTST	DEO	September-06	February-08

Name	Position	Title/Organization	From	To
George Appah	DTST	TTC	September-06	February-08
Sakina Baa Amponsah	DTST	TTC	September-06	Present
Joyce Mensah	DTST	JHS	September-06	Present
Isaac Ahwa	DTST	TTC	September-06	Present
Kwarteng Ibrahim	DTST	TTC	September-06	Present
Francis K.T. Odoi	DTST	TTC	September-06	Present
Mary J. Addo	DTST	TTC	September-06	Present
Divine K. Amegayie	DTST	TTC	September-06	Present
Adi Nyarko Sampson	DTST	TTC	September-06	Present
F. M. Asare	DTST	TTC	September-06	Present
Patrick Dah	DTST	DEO	September-06	Present
4. Assin North				
Johnson D. Omudie	DIU	District Director of Education	September-06	February-08
James B.K. Mensah	DIU	Principal, Foso TTC	September-06	February-08
James B. Agbolosu	DIU	DEO	September-06	February-08
Nelson Blay	DIU	DEO	September-06	February-08
Beneditus Ameke	DIU	JHS	September-06	February-08
Augustine Mfumah	DIU	JHS	September-06	February-08
David Ampong	DIU	District Social Welfare Offficer	September-06	February-08
Amo-Annor F.	DIU	NGO	September-06	February-08
Juliana Ayeh-Gyampoh	DIC	District Director of Education	February-08	Present
Felix K. Arhinful	DIC	AD-Supervision	September-08	Present
Andrews Twumasi	DIC	AD-Human Resource	February-08	Present
Rebecca Morrison	DIC	District Training Officer	February-08	Present
Isaac Acquaah-Arhin	DIC	Budget Officer	February-08	Present
Andrews Kwabena Quaning	DIU/DIC	District INSET Occordinator / AD-Planning and Statistics	Sep.-06	Present
Andrews Twumasi	DTST	DEO	Sep.-06	Present
Samuel Tajyi	DTST	TTC	Sep.-06	Present
Baah Mensah	DTST	TTC	Sep.-06	Present
Andrews Kwabena Quaning	DTST	DEO	Sep.-06	Present
John Opoku	DTST	SHS	Sep.-06	Present
Francis Quansah	DTST	TTC	Sep.-06	Present
Kingsley Okai	DTST	DEO	Sep.-06	Present
Rebecca Morrison	DTST	DEO	Sep.-06	Present
Nelson Blay	DTST	DEO	Sep.-06	February-08
Felix K. Arhinful	DTST	DEO	Sep.-06	February-08
Samuel Anyrator	DTST	DEO	February-08	Present
Prince Fosu	DTST	DEO	February-08	Present
Arthur-Morrison J.	DTST	SHS	February-08	Present
Theophilus Quainoo	DTST	TTC	February-08	Present
Japheth K. T. Arhin	DTST	SHS	February-08	Present
Moses Akowuah	DTST	SHS	February-08	Present
Paul Arhin	DTST	SHS	February-08	Present
Al-Shakur Atta Baidoo	DTST	SHS	February-08	Present
James Willson	DTST	SHS	February-08	Present
George A. Koomson	DTST	SHS	February-08	Present
5. Dangme West				
Beatrice Bonney	DIU		September-06	February-08
K.A. Acheampong	DIU		September-06	February-08
Vida Awuku	DIU		September-06	February-08
Timothy L. Jhonson	DIU		September-06	February-08
Jonas T. Gberbie	DIU		September-06	February-08

Name	Position	Title/Organization	From	To
Emmanuel Atsu Mensah	DIC	District Director of Education	February-08	Present
Margaret Ashiley	DIC	AD-Planning and Statistics	February-08	Present
B.E.T. Nartey	DIU/DIC	AD-Supervision	September-06	Present
Mercy R. Lamptey	DIC	AD-Human Resource	February-08	Present
Richarson Atiemoh	DIC	District Training Officer / District INSET Coordinator	February-08	Present
John Kweku Nartey	DIC	Budget Officer	February-08	Present
G. K. Tetteh	DTST	DEO	September-06	February-08
Mercy R. Lamptey	DTST	DEO	September-06	February-08
Richard Kudji	DTST	DEO	September-06	February-08
B.E.T. Nartye	DTST	DEO	September-06	Present
Richarson Atiemoh	DTST	DEO	September-06	Present
Michael Gbedemah	DTST	DEO	September-06	Present
Wilson Tamakloe	DTST	SHS	September-06	Present
Godfred Okaidja	DTST	DEO	September-06	Present
Richard Duamor	DTST	SHS	September-06	Present
E. K. Agbesi	DTST	JHS	September-06	Present
Eunice Abbey	DTST	JHS	September-06	Present
Fredrick Huago	DTST	DEO	September-06	Present
6. Kasena-Nankana				
Edward L. Puruse	DIU/DIC	District Director of Education	September-06	Present
Moro Asam	DIU/DIC	AD-Planning and Statistics	September-06	Present
Patrick Anelero	DIU/DIC	AD-Supervision	September-06	Present
Rose Achana	DIC	AD-Human Resource	February-08	Present
Kanlisi Thomas	DIU/DIC	Budget Officer	September-06	Present
Woyongo O. Agnes	DIC	District Training Officer	February-08	Present
Augustine G. Ayirezang	DIU/DIC	District INSET Occordinator	September-06	Present
Kyibelitu Cecilia	DIU/DIC	DEO	September-06	Present
Abapugi B. Margaret	DIC	DEO	February-08	Present
Lambert Abaane	DIU	DEO	September-06	February-08
Alice Nawuri	DIU	JHS	September-06	February-08
Osman Mahama	DTST		September-06	February-08
Martin Alebna	DTST		September-06	February-08
Henry Sinabisi	DTST		September-06	February-08
Jonathan Abura	DTST		September-06	February-08
Tangwam Boniface	DTST	TTC	September-06	Present
Timothy Azagseya	DTST	TTC	February-08	Present
Justina Chaluru A.	DTST	SHTS	September-06	Present
Ayerekora Peter	DTST	SHS	February-06	Present
Abagali Oscar	DTST	DEO	September-06	Present
Kyibelitu Cecilia	DTST	DEO	September-06	Present
Peter Bantiu	DTST	DEO	September-06	Present
Anelero Patrick	DTST	DEO	September-06	Present
Atatoga Dominic	DTST	DEO	February-06	Present
Ben Addah	DTST	DEO	February-06	Present
7. Mpohor Wassa East				
Gifty Asiedu-Okantah	DIU/DIC	District Director of Education	September-06	Present
Francis Ainoo	DIU	DEO	September-06	February-08
John Esibuo	DIU	DEO	September-06	February-08
Divine Kanyagui	DIU	DEO	September-06	February-08
K. A. Afful	DIU	DEO	September-06	February-08
Mawuli A.K. Bekui	DIC	AD-Planning and Statistics	February-08	Present
Paul K. Awotwe	DIU/DIC	AD-Supervision	September-06	Present

Name	Position	Title/Organization	From	To
Ebenezer L. Arthur	DIC	AD-Human Resource	February-08	Present
Joseph Tetteh	DIC	District Training Officer	February-08	Present
George Konning	DIC	Budget Officer	February-08	Present
Aloysius Cobbinah	DIU/DIC	District INSET Occordinator	September-06	Present
Charles Nkrumah	DTST	DEO	September-06	February-08
Stephen Afful	DTST	DEO	September-06	February-08
P.K. Awotwe	DTST	DEO	September-06	Present
Isaiah Gyenin	DTST	DEO	September-06	Present
Divine Kanyagui	DTST	DEO	September-06	Present
Samuel K. Boateng	DTST	SHTS	September-06	Present
Victoria Ametepe	DTST	JHS	February-08	Present
Francis Ainoo	DTST	DEO	February-08	Present
Edward Armah	DTST	DEO	February-08	Present
Aloysius Cobbinah	DTST	DEO	September-06	Present
John Esibuo	DTST	DEO	September-06	Present
Ankomah Appiah	DTST	DEO	September-06	Present
8. Tano South				
Kwadwo Osei Asibey	DIU	District Director of Education	September-06	February-08
Owusu Yeboah	DIU		September-06	February-08
K. Fei Chinweboah	DIU		September-06	February-08
Owusu Daniel	DIU		September-06	February-08
Owusu Darkwa Sam	DIU		September-06	February-08
Ansu Gyeabour Anthony	DIU		September-06	February-08
Daniel Nyaho-Darti	DIU		September-06	February-08
Julie Yaa Opokuah	DIU		September-06	February-08
Emmanuel Wiseman Kwasi Kusi	DIC	District Director of Education	February-08	Present
Oppong Kyekyeku	DIU/DIC	AD-Planning and Statistics	September-06	Present
Robert Asubonteng	DIC	AD-Supervision	February-08	Present
Marcus Sarpong	DIU/DIC	AD-Human Resource	September-06	Present
Edward Twumasi	DIU/DIC	District Training Officer / District INSET Coordinator	September-06	Present
Adu-Gyamfi Prince	DIC	Budget Officer	February-08	Present
K. Fei Chinweboah	DTST	JHS	September-06	February-08
M. V. Apomasu	DTST	DEO	September-06	February-08
Seth Mintah Afari	DTST	DEO	September-06	Present
Brobbey Charles	DTST	DEO	September-06	Present
E.T. Appiadu	DTST	JHS	September-06	Present
Titus Abgodzie	DTST	TTC	September-06	Present
Owusu Seth Kwadwo	DTST	DEO	September-06	Present
Gyabaah Daniel	DTST	DEO	September-06	Present
Opoku Edward	DTST	DEO	September-06	Present
Joseph Enchil	DTST	TTC	September-06	Present
E. W. Twumasi	DTST	TTC	September-06	Present
Bompah Felix	DTST	DEO	September-06	Present
Edward Twumasi	DTST	DEO	September-06	Present
9. Tamale Metro				
Alexandra Sopiimeh	DIU/DIC	Metro Director of Education	September-06	Present
Tahiru Ibrahim Musah	DIC	AD-Planning and Statistics	February-08	Present
Charles B. Manglamba	DIU/DIC	AD-Supervision	September-06	Present
Abdulai Yahaya Iddrisu	DIC	AD-Human Resource	February-08	Present
Sadique S. Haruna	DIU/DIC	District Training Officer	September-06	Present
Samuel A. Awugah	DIC	Budget Officer	February-08	Present

Name	Position	Title/Organization	From	To
Humphrey A. Sirikyi	DIU/DIC	District INSET Coordinator	September-06	Present
Charles B. Manglamba	DTST	MEO	February-08	Present
Sadique S. Haruna	DTST	MEO	September-06	Present
Humphrey A. Sirikyi	DTST	MEO	September-06	Present
Nicholas Doopilah	DTST	TTC	September-06	Present
Imoro Alhassan Nuhu	DTST	TTC	September-06	Present
Goro Iddrisu Abdallah	DTST	MEO	September-06	Present
Baturi Richard	DTST	JHS	September-06	Present
Christiana Asigri	DTST	JHS	September-06	Present
Mahama Osman	DTST	JHS	September-06	Present
Mahama Mumuni	DTST	JHS	September-06	Present
10. Wa Municipal				
Scholastica Z. Gyiele	DIU/DIC	Municipal Director of Education	September-06	Present
Saaka K. Adamu	DIC	AD-Planning and Statistics	February-08	Present
Cynthia Chiibu	DIU/DIC	AD-Supervision	September-06	Present
Balor Clement B.	DIU/DIC	AD-Human Resource	September-06	Present
Alvin Ansuura	DIU/DIC	District Training Officer / District INSET Coordinator	September-06	Present
Alidu Ibrahim B.	DIC	Budget Officer	February-08	Present
S. K. Kulah	DIU	DEO	September-06	February-08
Salamatu Koray	DIU	JHS	September-06	February-08
I. D. Fawzy	DIU	DEO	September-06	February-08
Jhon Nmini	DIU	DEO	September-06	February-08
Stella Vire	DIU	DEO	September-06	February-08
Peter Bayor	DIU	JHS	September-06	February-08
Alvin Ansuura	DTST		September-06	February-08
Stella Vire	DTST		September-06	February-08
Issifu Abudu	DTST		September-06	February-08
S. K. Kulah	DTST		September-06	February-08
Lesley Kretai	DTST	VSO	September-06	February-08
Gordon Zobazie	DTST	MEO	September-06	Present
John Nmini	DTST	MEO	September-06	Present
Alidu Ibrahim B.	DTST	MEO	February-08	Present
Amatus Yaguu	DTST	MEO	February-08	Present
Salamatu Koray	DTST	JHS	September-06	Present
Kulah Sylvester K.	DTST	MEO	February-08	Present
Abubakari Muta R.	DTST	TTC	February-08	Present
Clement B. Balor	DTST	MEO	September-06	Present
Peter Claver Bayor	DTST	MEO	February-08	Present
Emmanuel Y. Kpari	DTST	MEO	February-08	Present
Melanie Treweek	DTST	MEO	February-08	Present
Imoru Mahama	DTST	MEO	September-06	Present

Appendix IID: List of Equipment Provided

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2006/1/6	Fax Machine	FP 342 CX	1	TED, Accra	
2006/1/20	Wireless Router	Linksys WRT54GS	1	TED, Accra	
2006/1/20	Wireless Network Card	Linksys WRPC54G	4	TED, Accra	Discarded
2006/1/30	Digital Camera	Sony Cybershot S90	1	TED, Accra	
2006/1/30	UPS	XP 2000P	2	TED, Accra	
2006/1/30	TV	Philips 14inches	1	TED, Accra	
2006/2/1	Air Conditioner	Ice Stream 2.5HP	1	TED, Accra	Not working and planned to repair
2006/2/9	UPS	XP 2000P	2	TED, Accra	
2006/2/9	Printer	HP1320n	1	TED, Accra	
2006/2/9	Air Conditioner	Ice Stream 2.5HP	1	TED, Accra	
2006/2/9	Desk		4	TED, Accra	
2006/3/15	Laptop PC	HP-NX6110-PY499EA	2	TED, Accra	Used by C/P
2006/3/15	Desktop PC	DELL Optiplex GX520	1	TED, Accra	Used as the office server
2006/3/31	Lazer Printer (A3A4 Color)	HP Color Lazer Jet 5550n Printer	1	TED, Accra	
2006/3/31	Computer application for Web Development	Macromedia Studaio 8	1	TED, Accra	Used by TED IT technitian
2006/3/31	Scanner	HP Scanjet 5590	1	TED, Accra	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	Metro Education Office(MEO), Tamale Metro, N/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	MEO, Tamale Metro, N/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	MEO, Tamale Metro, N/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	MEO, Tamale Metro, N/R	Not working and planned to repair
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	MEO, Tamale Metro, N/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	MEO, Tamale Metro, N/R	
2006/3/31	Fax Machine	CANON Fax L-100	1	MEO, Tamale Metro, N/R	Not working and planned to repair
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	MEO, Tamale Metro, N/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	MEO, Tamale Metro, N/R	Not working and planned to repair
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	MEO, Tamale Metro, N/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	MEO, Tamale Metro, N/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	MEO, Tamale Metro, N/R	
2006/3/31	Scanner	HP Scanjet 5590	1	MEO, Tamale Metro, N/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Kassena-Nankana, UE/R	

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Kassena-Nankana, UE/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Kassena-Nankana, UE/R	Not working and planned to repair
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Kassena-Nankana, UE/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	Municipal Education Office(MEO), Wa municipal, UW/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	MEO, Wa municipal, UW/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	MEO, Wa municipal, UW/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	MEO, Wa municipal, UW/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	MEO, Wa municipal, UW/R	

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	MEO, Wa municipal, UW/R	Not working and planned to repair
2006/3/31	Fax Machine	CANON Fax L-100	1	MEO, Wa municipal, UW/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	MEO, Wa municipal, UW/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	MEO, Wa municipal, UW/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	MEO, Wa municipal, UW/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	MEO, Wa municipal, UW/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	MEO, Wa municipal, UW/R	Not working and planned to repair
2006/3/31	Scanner	HP Scanjet 5590	1	MEO, Wa municipal, UW/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Adansi North, A/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Adansi North, A/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Adansi North, A/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Adansi North, A/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Adansi North, A/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Adansi North, A/R	
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Adansi North, A/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Adansi North, A/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Adansi North, A/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Adansi North, A/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Adansi North, A/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Adansi North, A/R	
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Adansi North, A/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Tano South, BA/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Tano South, BA/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Tano South, BA/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Tano South, BA/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Tano South, BA/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Tano South, BA/R	
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Tano South, BA/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Tano South, BA/R	

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Tano South, BA/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Tano South, BA/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Tano South, BA/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Tano South, BA/R	
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Tano South, BA/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Assin North, C/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Assin North, C/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Assin North, C/R	Not working and discarded
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Assin North, C/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Assin North, C/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Assin North, C/R	
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Assin North, C/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Assin North, C/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Assin North, C/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Assin North, C/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Assin North, C/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Assin North, C/R	
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Assin North, C/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Mpohor Wassa East, W/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Mpohor Wassa East, W/R	

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Mpohor Wassa East, W/R	Not working and discarded
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Akuapem North, E/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Akuapem North, E/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Akuapem North, E/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Akuapem North, E/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Akuapem North, E/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Akuapem North, E/R	
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Akuapem North, E/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Akuapem North, E/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Akuapem North, E/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Akuapem North, E/R	Not working and planned to repair
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Akuapem North, E/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Akuapem North, E/R	Not working and planned to repair
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Akuapem North, E/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Dangme West, GA/R	

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Dangme West, GA/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Dangme West, GA/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Dangme West, GA/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Dangme West, GA/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Dangme West, GA/R	Not working and planned to repair
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Dangme West, GA/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Dangme West, GA/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Dangme West, GA/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Dangme West, GA/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Dangme West, GA/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Dangme West, GA/R	
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Dangme West, GA/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	DEO, Akati, V/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	DEO, Akati, V/R	
2006/3/31	Lan	Level One SOHOCON Gigabit Desktop	1	DEO, Akati, V/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	DEO, Akati, V/R	
2006/3/31	UTP Cable	Patchcable CAT 5E UTP 5 Meter Grey	5	DEO, Akati, V/R	
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monocrome Printer	1	DEO, Akati, V/R	Not working and planned to repair
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Akati, V/R	
2006/3/31	Extension Cords	APC Surgearrestor UK Plugs	1	DEO, Akati, V/R	
2006/3/31	Generators	HONDA ECM 2800 4.8 KW	1	DEO, Akati, V/R	
2006/3/31	Air Conditioner	Single Split System GE AIR 121	1	DEO, Akati, V/R	
2006/3/31	Digital Camera	SONY DSC-S90 Digital Camera	1	DEO, Akati, V/R	Not working and planned to repair
2006/3/31	UPS	Powerware Line interactive UPS	1	DEO, Akati, V/R	
2006/3/31	Scanner	HP Scanjet 5590	1	DEO, Akati, V/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	Akrokerri Training College, A/R	

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	Akrokerri Training College, A/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	Akrokerri Training College, A/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	Akrokerri Training College, A/R	
2006/3/31	Desktop PC(A)	HP DX2000 Desktop Computer Mini Tower w/HDD	1	Bagabaga Training College, N/R	
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	Bagabaga Training College, N/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	Bagabaga Training College, N/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	Bagabaga Training College, N/R	
2006/3/31	VHS Video	Sharp Multi System Stereo VCR	1	TED, Accra	Not working and discarded
2006/3/31	Digital video camera/ Stand	Sony Digital Camcorder	1	TED, Accra	
2006/3/31	Vehicle	Toyota Landcruiser PRADO GX104WD LJ 120 L GKMEE	2	TED, Accra	
2006/10/17	UPS	PCE XP-1000 P	1	TED, Accra	
2007/2/7	Desktop PC + Display	HP Compaq DX2200/ Intel P4 541-3.2GHz/ 512MB DDR2RAM/ 80GB HD/ FDD/ DVD-RW / Ethernet LAN/ MS Win XP Pro Display: HP Compaq 19 in MS-Office Pro	1	TED, Accra	Used by secretary
2007/2/7	Note PC	HP Compaq nx6310/ Intel Core Duo T2300/ 80GB HDD/ 512MB DDR-RAM/DVD+/ 15in XGA TFT Display/WinXP-Pro / MS-Office Pro	2	TED, Accra	Used by a C/P and secretary
2007/2/7	External HDD	TREK-HDD-YUH320 320GB External 3.5in HDD/ integrated triple USB 2.0 Hub	1	TED, Accra	
2007/2/7	UPS	Vision-Pro 1600 UPS Blue LCD 1600VA with AVR	1	TED, Accra	
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	3	DEO, Dangme West, GA/R	
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	2	DEO, Akuapem North, E/R	
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	1	DEO, Akati, V/R	
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	1	DEO, Adansi North, A/R	

Date of Registration in JICA	Description/Name of Equipment/Goods	Specification Standard	Quantity	User	Reference
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	2	DEO, Tano South, BA/R	
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	3	MEO, Tamale Metro, N/R	
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	1	DEO, Kassena-Nankana, UE/R	
2007/2/22	Motorcycle Set	Yamaha Motorcycle Model DT 125 complete with tools / Apollo Half Face Helmets / Anti-theft locks	3	MEO, Wa municipal, UW/R	
2007/3	Vehicle	J98 Nissan Pickup Double Cabin 4x4 3.2 Hard Body	1	DEO, Kassena-Nankana, UE/R	
2007/3	Vehicle	J98 Nissan Pickup Double Cabin 4x4 3.2 Hard Body	1	MEO, Wa municipal, UW/R	
2007/3/8	Printer	HP Laser Jet 1320	1	TED, Accra	Placed at Conference Room
2007/3/12	UPS	ABLEREX UPS 3kVA (Jupiter Series)	1	TED, Accra	
2007/9/20	Note PC	DELL Latitude D630 C2D XPP / Intel Core 2 Duo TS600/ 120GB HDD/ 2GB DDR-RAM / DVD-RW/ 14.1in monitor /Win XP / MS Office System	1	TED, Accra	Used by C/P
2007/11/22	Projector	DELL 2400MP 3000 Lumen	1	TED, Accra	Discarded
2008/6/10	Desktop PC	DELL PE840 Dual Core ZEON 3050 (2.13GHz) / 146GB HDDx 3/ 1GB DDR-RAM / 17in monitor /Network Card	1	TED, Accra	Used as TED Server
2008/7/21	Note PC	DELL VOSTRO 1500 better / Win Vista / MS Office System 2007	1	TED, Accra	Used by coordinator

Appendix IIE: List of District Level Activities

Activity List 1: Activities implemented by the Pilot District (Kassena-Nankana)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D101	Head Teachers Orientation (1st batch)				▨								
D102	Resource Preparatory Meeting					▨							
D103	Curriculum Leaders Orientation (1st batch)					▨							
D104	Curriculum Leaders Sourcebook Training (1st batch)					▨							
D105	Support TLM for SBI/CBI (2nd term 2006/2007)					▨							
D106	Monitoring of SBI/CBI					▨							
D107	Resource Preparatory Meeting						▨						
D108	Curriculum Leader Sourcebook 2nd training (1st batch)						▨						
D109	Information Exchange Seminar for CLs (1st batch), Head Teachers and C/S						▨						
D110	Monitoring SBI/CBI (3rd term 2006/2007)						▨						
D111	Support TLM for SBI/CBI						▨						
D112	Monitoring SBI/CBI activities							▨					
D113	Support TLM for SBI/CBI							▨					
D114	Monitoring SBI/CBI (3rd Term 2006/2007)							▨					
D115	Resource Preparatory Meeting for 1st term 2007/2008							▨					
D116	Head Teachers Orientation (2nd batch)							▨					
D117	Curriculum Leader Orientation (2nd & 3rd batch)							▨					
D118	Curriculum Leader Sourcebook Training (2nd, 3rd & 4th batch)							▨					
D119	Support TLM for SBI/CBI								▨				
D120	Monitoring SBI/CBI (1st term 2007/2008)								▨				
D121	Resource Preparatory Meeting								▨				
D122	Curriculum Leader Sourcebook 2nd training (2nd, 3rd & 4th batch)								▨				
D123	Information Exchange Seminar (2nd & 3rd batch)								▨				
D124	Report writing workshop for Annual Progress Report								▨				

Activity List 2: Activities implemented by the Pilot District (Wa Municipal)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D201	Head Teachers Orientation (1st batch)				▨								
D202	Resource Preparatory Meeting					▨							
D203	Curriculum Leaders Orientation (1st batch)					▨							
D204	Curriculum Leaders Sourcebook Training (1st batch)					▨							
D205	Support TLM for SBI/CBI (2nd term 2006/2007)					▨							
D206	Monitoring of SBI/CBI					▨							
D207	Resource Preparatory Meeting for 3rd term 2006/2007						▨						
D208	Monitoring SBI/CBI (3rd term 2006/2007)						▨						
D209	Curriculum Leader Sourcebook 2nd training (1st batch)						▨						
D210	Information Exchange Seminar (1st batch)						▨						
D211	Support TLM for SBI/CBI						▨						
D212	Resource Preparatory Meeting for 1st term 2007/2008							▨					
D213	Head Teachers Orientation (2nd batch)							▨					
D214	Curriculum Leader Orientation (2nd & 3rd batch)							▨					
D215	Curriculum Leader Sourcebook Training (2nd batch)							▨					
D216	Support TLM for SBI/CBI (1st term 2007/2008)								▨				
D217	Monitoring SBI/CBI (1st term 2007/2008)								▨				
D218	Curriculum Leader Sourcebook 2nd training (2nd batch)								▨				
D219	Information Exchange Seminar (1st & 2nd batch)								▨				
D220	Review Meeting								▨				
D221	Report writing workshop for Annual Progress Report								▨				

Activity List 3: Activities implemented by the Pilot District (Tamale Metro)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D301	Annual Implementation Workshop				▨								
D302	Head Teachers Orientation (1st batch)				▨								
D303	Resource Preparatory Meeting					▨							
D304	Curriculum Leaders Orientation (1st batch)					▨							
D305	Curriculum Leaders Sourcebook Training (1st batch)					▨							
D306	Support TLM for SBI/CBI (2nd term 2006/2007)					▨							
D307	Monitoring of SBI/CBI					▨							
D308	Resource Preparatory Meeting for 3rd term 2006/2007						▨						
D309	Information Exchange Seminar (1st batch)						▨						
D310	Curriculum Leader Sourcebook 2nd training (1st batch)						▨						
D311	Head Teachers Orientation (2nd - 4th batch)						▨						
D312	Curriculum Leader Orientation (2nd - 4th batch)						▨						
D313	Curriculum Leader Sourcebook 1st Training (2nd - 4th batch)						▨						
D314	Support TLM for SBI/CBI (3rd term 2006/2007)						▨						
D315	Monitoring SBI/CBI (3rd term 2006/2007)							▨					
D316	Resource Preparatory Meeting								▨				
D317	Support TLM for SBI/CBI 1st term 2007/2008								▨				
D318	Curriculum Leader Sourcebook 2nd training (2nd - 4th batch)								▨				
D319	Information Exchange Seminar (1st - 4th batch)								▨				
D320	Report writing workshop for Annual Progress Report								▨				

Activity List 4: Activities implemented by the Pilot District (Tano South)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D401	Annual Implementation Workshop				▓								
D402	Head Teachers Orientation (1st batch)				▓								
D403	Resource Preparatory Meeting					▓							
D404	Curriculum Leaders Orientation (1st batch)					▓							
D405	Curriculum Leaders Sourcebook Training (1st batch)					▓							
D406	Support TLM for SBI/CBI (2nd term 2006/2007)					▓							
D407	Monitoring of SBI/CBI					▓							
D408	Resource Preparatory Meeting for 3rd term 2006/2007						▓						
D409	Curriculum Leader Sourcebook 2nd training (1st batch)						▓						
D410	Information Exchange Seminar (1st batch)						▓						
D411	Support TLM for SBI/CBI						▓						
D412	Monitoring SBI/CBI (3rd term 2006/2007)						▓						
D413	Resource Preparatory Meeting for 1st term 2007/2008							▓					
D414	Head Teachers Orientation (2nd batch)							▓					
D415	Curriculum Leaders Orientation (2nd batch)							▓					
D416	Curriculum Leaders Sourcebook Training (2nd batch)							▓					
D417	Support TLM for SBI/CBI							▓					
D418	Monitoring SBI/CBI (1st term 2007/2008)								▓				
D419	Curriculum Leader Sourcebook 2nd training (2nd batch)								▓				
D420	Information Exchange Seminar (1st & 2nd batch)								▓				
D421	Review Meeting								▓				

Activity List 5: Activities implemented by the Pilot District (Adansi North)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D501	Annual Implementation Workshop				▓								
D502	Head Teachers Orientation (1st batch)				▓								
D503	Resource Preparatory Meeting					▓							
D504	Curriculum Leaders Orientation (1st batch)					▓							
D505	Curriculum Leaders Sourcebook Training (1st batch)					▓							
D506	Support TLM for SBI/CBI (2nd term 2006/2007)					▓							
D507	Monitoring of SBI/CBI					▓							
D508	Resource Preparatory Meeting for 3rd term 2006/2007						▓						
D509	Curriculum Leader Sourcebook 2nd training (1st batch)						▓						
D510	Information Exchange Seminar (1st batch)						▓						
D511	Monitoring SBI/CBI (3rd term 2006/2007)						▓						
D512	Support TLM for SBI/CBI						▓						
D513	Resource Preparatory Meeting for 1st term 2007/2008							▓					
D514	Head Teachers Orientation (2nd & 3rd batch)							▓					
D515	Curriculum Leaders Orientation (2nd & 3rd batch)							▓					
D516	Curriculum Leaders Sourcebook Training (2nd & 3rd batch)							▓					
D517	Support TLM for SBI/CBI								▓				
D518	Monitoring SBI/CBI (1st term 2007/2008)								▓				
D519	Curriculum Leader Sourcebook 2nd training (2nd & 3rd batch)								▓				
D520	Information Exchange Seminar (1st - 3rd batch)								▓				

Activity List 6: Activities implemented by the Pilot District (Mpohor Wassa East)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D601	Head Teachers Orientation (1st batch)				X								
D602	Resource Preparatory Meeting					X							
D603	Curriculum Leaders Orientation (1st batch)					X							
D604	Curriculum Leaders Sourcebook Training (1st batch)					X							
D605	Support TLM for SBI/CBI (2nd term 2006/2007)					X							
D606	Monitoring of SBI/CBI					X							
D607	Resource Preparatory Meeting for 3rd term 2006/2007						X						
D608	Curriculum Leader Sourcebook 2nd training (1st batch)						X						
D609	Information Exchange Seminar (1st batch)						X						
D610	Support TLM for SBI/CBI						X						
D611	Resource Preparatory Meeting for 1st term 2007/2008							X					
D612	Head Teachers Orientation (2nd & 3rd batch)							X					
D613	Curriculum Leaders Orientation (2nd & 3rd batch)							X					
D614	Curriculum Leaders Sourcebook 1st Training (2nd & 3rd batch)							X					
D615	Support TLM for SBI/CBI							X					
D616	Monitoring SBI/CBI (3rd term 2006/2007)							X					
D617	Report writing workshop for Annual Progress Report								X				
D618	Monitoring SBI/CBI (1st term 2007/2008)								X				
D619	Curriculum Leader Sourcebook 2nd training (2nd & 3rd batch)								X				
D620	Information Exchange Seminar (1st - 3rd batch)								X				

Activity List 7: Activities implemented by the Pilot District (Assin North)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D701	Head Teachers Orientation (1st batch)				X								
D702	Resource Preparatory Meeting					X							
D703	Curriculum Leaders Orientation (1st batch)					X							
D704	Curriculum Leaders Sourcebook Training (1st batch)					X							
D705	Support TLM for SBI/CBI (2nd term 2006/2007)					X							
D706	Monitoring of SBI/CBI					X							
D707	Information Exchange Seminar (1st batch)						X						
D708	Curriculum Leader Sourcebook 2nd training (1st batch)						X						
D709	Resource Preparatory Meeting for 3rd term 2006/2007						X						
D710	Support TLM for SBI/CBI						X						
D711	Monitoring SBI/CBI (3rd term 2006/2007)						X						
D712	Resource Preparatory Meeting for 1st term 2007/2008							X					
D713	Head Teachers Orientation (2nd & 3rd batch)							X					
D714	Curriculum Leaders Orientation (2nd & 3rd batch)							X					
D715	Curriculum Leaders Sourcebook 1st Training (2nd & 3rd batch)							X					
D716	Report Writing Seminar								X				
D717	Monitoring SBI/CBI (1st term 2007/2008)								X				
D718	Curriculum Leader Sourcebook 2nd training (2nd & 3rd batch)								X				
D719	Information Exchange Seminar (2nd & 3rd batch)								X				
D720	Support TLM for SBI/CBI								X				

Activity List 8: Activities implemented by the Pilot District (Akuapem North)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D801	Annual Implementation Workshop				■								
D802	Head Teachers Orientation (1st batch)				■								
D803	Resource Preparatory Meeting					■							
D804	Curriculum Leaders Orientation (1st batch)					■							
D805	Curriculum Leaders Sourcebook Training (1st batch)					■							
D806	Support TLM for SBI/CBI (2nd term 2006/2007)					■							
D807	Monitoring of SBI/CBI					■							
D808	Resource Preparatory Meeting for 3rd term 2006/2007						■						
D809	Curriculum Leader Sourcebook 2nd training (1st batch)						■						
D810	Information Exchange Seminar (1st batch)						■						
D811	Support TLM for SBI/CBI						■						
D812	Monitoring SBI/CBI (3rd term 2006/2007)						■						
D813	Resource Preparatory Meeting for 3rd term 2006/2007							■					
D814	Head Teachers Orientation (2nd - 4th batch)							■					
D815	Curriculum Leaders Orientation (2nd - 4th batch)							■					
D816	Curriculum Leaders Sourcebook Training (2nd - 4th batch)							■					
D817	Support TLM for SBI/CBI							■					
D818	Resource Preparatory Meeting								■				
D819	Curriculum Leader Sourcebook 2nd training (2nd - 4th batch)								■				
D820	Information Exchange Seminar								■				
D821	Monitoring SBI/CBI (1st term 2007/2008)								■				

Activity List 9: Activities implemented by the Pilot District (Dangme West)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
D901	Annual Implementation Workshop				■								
D902	Head Teachers Orientation (1st batch)				■								
D903	Resource Preparatory Meeting					■							
D904	Curriculum Leaders Orientation (1st batch)					■							
D905	Curriculum Leaders Sourcebook Training (1st batch)					■							
D906	Support TLM for SBI/CBI (2nd term 2006/2007)					■							
D907	Monitoring of SBI/CBI					■							
D908	Resource Preparatory Meeting for 3rd term 2006/2007						■						
D909	Curriculum Leader Sourcebook 2nd training (1st batch)						■						
D910	Information Exchange Seminar (1st batch)						■						
D911	Support TLM for SBI/CBI						■						
D912	Monitoring SBI/CBI (3rd term 2006/2007)						■						
D913	Resource Preparatory Meeting for 1st term 2007/2008							■					
D914	Head Teachers Orientation (2nd & 3rd batch)							■					
D915	Curriculum Leaders Orientation (2nd & 3rd batch)							■					
D916	Curriculum Leaders Sourcebook Training (2nd & 3rd batch)							■					
D917	Support TLM for SBI/CBI							■					
D918	Resource Preparatory Meeting								■				
D919	Monitoring SBI/CBI (1st term 2007/2008)								■				
D920	Newly appointed HT/CL Orientation								■				
D921	Curriculum Leader Sourcebook 2nd training (2nd & 3rd batch)								■				
D922	Information Exchange Seminar (1st - 3rd batch)								■				
D923	Annual Progress Report Writing								■				

Activity List 10: Activities implemented by the Pilot District (Akatsi)

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
DA01	Orientation Meeting for Stakeholders				▨								
DA02	Head Teachers Orientation (1st batch)				▨								
DA03	Resource Preparatory Meeting					▨							
DA04	Curriculum Leaders Orientation (1st batch)					▨							
DA05	Curriculum Leaders Sourcebook Training (1st batch)					▨							
DA06	Support TLM for SBI/CBI (2nd term 2006/2007)					▨							
DA07	Monitoring of SBI/CBI					▨							
DA08	Resource Preparatory Meeting for 3rd term 2006/2007						▨						
DA09	Curriculum Leader Sourcebook 2nd training (1st batch)						▨						
DA10	Information Exchange Seminar (1st batch)						▨						
DA11	Resource Preparatory Meeting for 1st term 2007/2008							▨					
DA12	Head Teachers Orientation (2nd - 4th batch)							▨					
DA13	Curriculum Leaders Orientation (2nd - 4th batch)							▨					
DA14	Curriculum Leaders Sourcebook Training (2nd - 4th batch)							▨					
DA15	Monitoring SBI/CBI (1st term 2007/2008)								▨				
DA16	Curriculum Leader Sourcebook 2nd training (2nd - 4th batch)								▨				
DA17	Information Exchange Seminar (1st - 4th batch)								▨				
DA18	Co-ordination meeting for ASEI/PDSI workshop demonstration lesson								▨				
DA19	Support TLM for SBI/CBI								▨				

Appendix IIF: Cost of District Level Activities

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2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D102	Head Teachers Orientation (1st batch)	Operational Cost							11.00	15.00	26.00			
			Resource Person	32	151.00		77.00	130.00				358.00	11.1875		
			Participants	57	171.00		142.50					313.50	5.5		
			Sub Total									**697.50**			
	D103	Resource Preparatory Meeting	Operational Cost									0.00			
			Resource Person	10	100.00		50.00					150.00	15		
			Participants									0.00	N/A		
			Sub Total									**150.00**			
	D104	Curriculum Leaders Orientation (1st batch)	Operational Cost									0.00			
			Resource Person	17	170.00		118.00	170.00				458.00	26.94117647		
			Participants	20	120.00		118.00					238.00	11.9		
			Sub Total									**696.00**			
	D105	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost							38.00		38.00			
			Resource Person	17	425.00		192.98	425.00				1,042.98	61.35176471		
			Participants	20	300.00		227.02					527.02	26.351		
			Sub Total									**1,608.00**			
	D106	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	20								0.00	N/A	140.00	
			Sub Total									**0.00**			
	D107	Monitoring of SBI/CBI	Operational Cost									0.00			300 GHC is divided equally into T&T and Meal.
			Resource Person	12	150.00		150.00					300.00	25		
			Participants									0.00	N/A		
			Sub Total									**300.00**			
			Total		**1,587.00**	**0.00**	**1,075.50**	**725.00**	**0.00**	**49.00**	**15.00**	**3,451.50**		**140.00**	
			Resource Person	88	996.00	0.00	587.98	725.00	-	-	-	2,308.98			
			per Resource Person	-	11.32	0.00	6.68	8.24	-	-	-	26.24			
			Participants	117	591.00	0.00	487.52	-	-	-	-	1,078.52			
			per Participants	-	5.05	0.00	4.17	-	-	-	-	9.22			
2nd Q.	D108	Resource Preparatory meeting	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	25	250.00		125.00					375.00	15		
			Sub Total									**375.00**			
	D109	Curriculum Leader sourcebook 2nd training (1st batch)	Operational Cost							101.00		101.00			
			Resource Person	17	425.00		237.50	425.00				1,087.50	63.97058824		
			Participants	20	300.00		250.00					550.00	27.5		
			Sub Total									**1,738.50**			
	D110	Information Exchange seminar for CLs (1st batch), Head Teachers and C/S	Operational Cost									0.00			
			Resource Person	17	85.00		52.50	85.00				222.50	13.08823529		
			Participants	33	105.00		82.50					187.50	5.681818182		
			Sub Total									**410.00**			
	D111	Monitoring SBI/CBI (3rd term 2006/2007)	Operational Cost									0.00			
			Resource Person	12	120.00		36.00	120.00				276.00	23		
			Participants									0.00	N/A		
			Sub Total									**276.00**			
	D112	Support TLM for SBI/CBI	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	97								0.00	N/A	970.00	
			Sub Total									**0.00**			
			Total		**1,285.00**	**0.00**	**783.50**	**630.00**	**0.00**	**101.00**	**0.00**	**2,799.50**		**970.00**	
			Resource Person	46	630	0	326	630	-	-	-	1,586.00			
			per Resource Person	-	13.70	0.00	7.09	13.70	-	-	-	34.48			
			Participants	175	655	0	457.5	-	-	-	-	1,112.50			
			per Participants	-	3.74	0.00	2.61	-	-	-	-	6.36			
3rd Q.	D113	Monitoring SBI/CBI activities	Operational Cost									0.00			Participants are C/S.
			Resource Person	5	25.00		12.50	25.00				62.50	12.5		
			Participants	8	40.00		20.00					60.00	7.5		
			Sub Total									**122.50**			
	D114	Support to schools for SBI/CBI	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	1								0.00	N/A	10.00	
			Sub Total									**0.00**			
	D115	Monitoring SBI/CBI (3rd Term 2006/2007) 2nd monitoring	Operational Cost									0.00			
			Resource Person	23	230.00		69.00	230.00				529.00	23		
			Participants	0								0.00	N/A		
			Sub Total									**529.00**			
	D116	Resource Preparatory meeting for 1st term 2007/2008	Operational Cost									0.00			
			Resource Person	0			5.00					5.00	N/A		
			Participants	22	210.00		110.00					320.00	14.54545455		
			Sub Total									**325.00**			
	D117	Head Teacher orientation 2nd batch	Operational Cost									0.00			
			Resource Person	16	160.00		47.50					207.50	12.96875		
			Participants	31	93.00		77.50					170.50	5.5		
			Sub Total									**378.00**			
	D118	Curriculum Leader Orientation (2nd & 3rd batch)	Operational Cost							164.00		164.00			
			Resource Person	16	160.00		100.00	160.00				420.00	26.25		
			Participants	76	456.00		380.00					836.00	11		
			Sub Total									**1,420.00**			
	D119	Curriculum Leader Sourcebook Training 2nd, 3rd & 4th batch)	Operational Cost							260.00		260.00			
			Resource Person	16	400.00		237.50	400.00				1,037.50	64.84375		
			Participants	77	1,155.00		962.50					2,117.50	27.5		
			Sub Total									**3,415.00**			
			Total		**2,929.00**	**0.00**	**2,021.50**	**815.00**	**0.00**	**424.00**	**0.00**	**6,189.50**		**10.00**	
			Resource Person	76	975	0	471.5	815.00	-	-	-	2,261.50			
			per Resource Person	-	12.83	0.00	6.20	10.72	-	-	-	29.76			
			Participants	215	1954	0	1550	-	-	-	-	3,504.00			
			per Participants	-	9.09	0.00	7.21	-	-	-	-	16.30			
4th Q.	D120	Support TLM for SBI/CBI to Schools	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	98								0.00	0	980.00	
			Sub Total									**0.00**			
	D121	Monitoring SBI/CBI (1st term, 2007/2008)	Operational Cost									0.00			
			Resource Person	22	220.00		132.00	220.00				572.00	26		
			Participants	0								0.00	N/A		
			Sub Total									**572.00**			

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2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
	D122	Resource Preparatory Meeting	Operational Cost									0.00			Partcipants are C/S, DIU and DTST.
			Resource Person	0								0.00	N/A		
			Participants	26	260.00		130.00					390.00	15		
			Sub Total									390.00			
	D123	Curriculum Leader Sourcebook 2nd training (2nd, 3rd & 4th batch)	Operational Cost							403.50		403.50			
			Resource Person	17	425.00		341.10	425.00				1,191.10	70.06470588		
			Participants	79	1,185.00		987.50					2,172.50	27.5		
			Sub Total									3,767.10			
	D124	Information Exchange Seminar 2nd & 3rd batch	Operational Cost							232.25		232.25			
			Resource Person	17	85.00		103.90	85.00				273.90	16.11176471		
			Participants	88	477.00		220.00					697.00	7.920454545		
			Sub Total									1,203.15			
	D125	Report writing workshop for Annual Progress Report	Operational Cost									0.00			
			Resource Person	3			15.00	30.00				45.00	15		
			Participants	0								0.00	N/A		
			Sub Total									45.00			
			Total		2,652.00	0.00	1,929.50	760.00	0.00	635.75	0.00	5,977.25		980.00	
			Resource Person	59	730	0	592	760	-	-	-	2,082.00			
			per Resource Person	-	12.37	0.00	10.03	12.88	-	-	-	35.29			
			Participants	291	1922	0	1337.5	-	-	-	-	3,259.50			
			per Participants	-	6.60	0.00	4.60	-	-	-	-	11.20			
		Grand Total			8,453.00	0.00	5,810.00	2,930.00	0.00	1,209.75	15.00	18,417.75		2,100.00	
			Resource Person	269	3331	0	1977.48	2930	0.00	1,209.75	15.00				
			per Resource Person	-	12.3829	N/A	7.3512268	10.892193	-	-	-				
			Participants	798	5122	0	3832.52	-	-	-	-				
			per Participants	-	6.42	N/A	4.80	-	-	-	-				

Wa Municipal

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D201	Head Teachers Orientation (1st batch)	Operational Cost							150.60	16.00	166.60			
			Resource Person	19	95.00		55.00	95.00				245.00	12.89		
			Participants	69	207.00		172.50					379.50	5.50		
			Sub Total									**791.10**			
	D202	Resource Preparatory Meeting	Operational Cost									0.00			
			Resource Person	21	210.00		105.00					315.00	15.00		
			Participants									0.00	N/A		
			Sub Total									**315.00**			
	D203	Curriculum Leaders Orientation (1st batch)	Operational Cost									0.00			
			Resource Person	11	110.00		65.00	110.00				285.00	25.91		
			Participants	40	240.00		200.00					440.00	11.00		
			Sub Total									**725.00**			
	D204	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost							442.02	24.00	466.02			
			Resource Person	11	275.00		175.00	275.00				725.00	65.91		
			Participants	39	585.00		487.50					1,072.50	27.50	12.08	
			Sub Total									**2,263.52**			
	D205	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	54								0.00	N/A	540.00	
			Sub Total									**0.00**			
	D206	Monitoring of SBI/CBI	Operational Cost									0.00			
			Resource Person	14	70.00			70.00				140.00	10.00		
			Participants									0.00	N/A		
			Sub Total									**140.00**			
			Total		**1,792.00**	**0.00**	**1,260.00**	**550.00**	**0.00**	**592.62**	**40.00**	**4,234.62**		**552.08**	
			Resource Person	76	760	0	400	550	-	-	-	1,710.00			
			per Resource Person	-	10.00	0.00	5.26	7.24	-	-	-	22.50			
			Participants	202	1032	0	860	-	-	-	-	1,892.00			
			per Participants	-	5.11	0.00	4.26	-	-	-	-	9.37			
2nd Q.	D207	Resource Preparatory Meeting for 3rd term 2006/2007	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	21	105.00		52.50					157.50	7.50		
			Sub Total									**157.50**			
	D208	Monitoring SBI/CBI (3rd term, 2006/2007)	Operational Cost							2.25		2.25			
			Resource Person	17	85.00		25.50	85.00				195.50	11.50		
			Participants	0								0.00	N/A		
			Sub Total									**197.75**			
	D209	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost							247.25	80.00	327.25			
			Resource Person	11	275.00		162.50	275.00				712.50	64.77		
			Participants	40	600.00		500.00					1,100.00	27.50		
			Sub Total									**2,139.75**			
	D210	Information exchange seminar (1st batch) 1st time	Operational Cost							87.50		87.50			
			Resource Person	11	55.00		27.50	55.00				137.50	12.50		
			Participants	46	138.00		115.00					253.00	5.50		
			Sub Total									**478.00**			
	D211	Support TLM for SBI/CBI	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	54								0.00	N/A	540.00	
			Sub Total									**0.00**			
			Total		**1,258.00**	**0.00**	**883.00**	**415.00**	**0.00**	**337.00**	**80.00**	**2,973.00**		**540.00**	
			Resource Person	39	415	0	215.5	415	-	-	-	1,045.50			
			per Resource Person	-	10.64	0.00	5.53	10.64	-	-	-	26.81			
			Participants	161	843	0	667.5	-	-	-	-	1,510.50			
			per Participants	-	5.24	0.00	4.15	-	-	-	-	9.38			
3rd Q.	D212	Resource Preparatory Meeting for 1st term 2006/2007	Operational Cost									0.00			Participants are DTST, DIU or C/S.
			Resource Person	0								0.00	N/A		
			Participants	13	114.00		50.00					164.00	12.62		
			Sub Total									**164.00**			
	D213	Curriculum Leader Orientation (2nd batch)	Operational Cost							63.50	53.80	117.30			4 C/S and 1 EMIS are included in partcipants.
			Resource Person	7	70.00		50.00	70.00				190.00	27.14		
			Participants	29	188.00		145.00					333.00	11.48		
			Sub Total									**640.30**			
	D214	Curriculum Leader Sourcebook 1st Training (2nd batch)	Operational Cost							656.50	25.80	682.30			4 C/S and 1 EMIS are included in partcipants.
			Resource Person	8	200.00		125.00	200.00				525.00	65.63		
			Participants	29	445.00		362.50					807.50	27.84		
			Sub Total									**2,014.80**			
			Total		**1,017.00**	**0.00**	**732.50**	**270.00**	**0.00**	**720.00**	**79.60**	**2,819.10**		**0.00**	
			Resource Person	15	270	0	175	270				715.00			
			per Resource Person	-	18.00	0.00	11.67	18.00				47.67			
			Participants	71	747	-	557.5	0				1,304.50			
			per Participants	-	10.52	-	7.85	0.00				18.37			
4th Q.	D216	Support TLM for SBI/CBI (1st term 2007/2008)	Operational Cost							20.00		20.00			
			Resource Person	0	0.00		0.00	0.00				0.00	N/A		
			Participants	72								0.00	0.00	540.00	
			Sub Total									**20.00**			
	D217	Monitoring SBI/CBI (1st term, 2007/2008)	Operational Cost							2.25	74.00	76.25			
			Resource Person	17	85.00		25.50	85.00				195.50	11.50		
			Participants	0	0.00		0.00					0.00	N/A		
			Sub Total									**271.75**			
	D219	Curriculum Leader Sourcebook 2nd training (2nd batch)	Operational Cost							192.20	43.00	235.20			Including 5 C/S and 4 facilitator as participants.
			Resource Person	12	286.00		125.00	150.00				561.00	46.75		
			Participants	29	435.00		362.50					797.50	27.50		
			Sub Total									**1,593.70**			
	D220	Information Exchange Seminar 1st & 2nd batch	Operational Cost							213.70	17.20	230.90			Including 5 C/S as participants.
			Resource Person	15	65.00		42.50	50.00				157.50	10.50		
			Participants	87	261.00		217.50					478.50	5.50		
			Sub Total									**866.90**			
		Review Meeting	Operational Cost							30.75	8.60	39.35			
			Resource Person	20	100.00		35.00	100.00				235.00	11.75		
			Participants	20	11.80		50.00					61.80	3.09		
			Sub Total									**336.15**			
	D222	Report writing	Operational Cost									0.00			
			Resource Person	2	10.00		10.00	10.00				30.00	15.00		
			Participants	0								**0.00**	N/A		
			Sub Total									**30.00**			

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Wa Municipal

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
		Others	Operational Cost							234.00		234.00			The number of school and partcipants is unavailable.
			Resource Person									0.00			
			Participants									0.00			
			Sub Total									**234.00**			
			Total		**1,253.80**	**0.00**	**868.00**	**395.00**	**0.00**	**692.90**	**142.80**	**3,352.50**		**540.00**	
			Resource Person	66	546	0	238	395	-	-	-	1,179.00			
			per Resource Person	-	8.27	0.00	3.61	5.98	-	-	-	17.86			
			Participants	208	707.8	0	630	-	-	-	-	1,337.80			
			per Participants	-	3.40	0.00	3.03	-	-	-	-	6.43			
		Grand Total			**5,320.80**	**0.00**	**3,743.50**	**1,630.00**	**0.00**	**2,342.52**	**342.40**	**13,379.22**		**1,632.08**	
			Resource Person	160	1991	0.00	1028.5	1630	0.00	2,342.52	342.40				
			per Resource Person	-	12.44375	N/A	6.428125	10.1875	-	-	-				
			Participants	208	3329.8	0	2715	-	-	-	-				
			per Participants	-	208.00	N/A	13.05	-	-	-	-				

Tamale Metro

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per Person	TLM	Remarks
1st Q.	D301	Annual Implementation Workshop	Operational Cost							52.25		52.25	-		
			Resource Person									0.00	N/A		
			Participants	31	180.00		54.00					234.00	7.55		
			Sub Total									286.25	-		
	D302	Head Teachers Orientation (1st batch)	Operational Cost							75.50		75.50	-		
			Resource Person	11	55.00		27.50	55.00				137.50	12.50		
			Participants	71	213.00		177.50					390.50	5.50		
			Sub Total									603.50	-		
	D303	Resource Preparatory Meeting	Operational Cost							4.50		4.50	-		
			Resource Person	31	310.00		82.50					392.50	12.66		
			Participants									0.00	N/A		
			Sub Total									397.00	-		
	D304	Curriculum Leaders Orientation (1st batch)	Operational Cost							113.60		113.60	-		
			Resource Person	10	110.00		60.00	110.00				280.00	28.00		
			Participants	50	267.00		300.00					567.00	11.34		
			Sub Total									960.60	-		
	D305	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost							292.40		292.40	-		
			Resource Person	12	550.00		137.50					687.50	57.29		
			Participants	59	864.00		737.50					1,601.50	27.14		
			Sub Total									2,581.40	-		
	D306	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00	-		
			Resource Person									0.00	N/A		
			Participants	236								0.00	N/A	2360.00	
			Sub Total									0.00	-		
	D307	Monitoring of SBI/CBI	Operational Cost							71.25		71.25	-		
			Resource Person	29	1,180.00		354.00	1,180.00				2,714.00	93.59		
			Participants									0.00	N/A		
			Sub Total									2,785.25	-		
			Total	-	**3,729.00**	**0.00**	**1,930.50**	**1,345.00**	**0.00**	**609.50**	**0.00**	**7,614.00**		**2360.00**	
			Resource Person	93	2205	0	661.5	1345	-	-	-	4,211.50			
			per Resource Person	-	23.71	0.00	7.11	14.46	-	-	-	45.28			
			Participants	447	1524	0	1269	-	-	-	-	2,793.00			
			per Participant	-	3.41	0.00	2.84	-	-	-	-	6.25			
2nd Q.	D308	Resource Preparatory Meeting for 3rd term 2006/2007	Operational Cost							2.00		2.00			
			Resource Person	0			55.00					55.00	N/A		
			Participants	22	230.00		110.00					340.00	15.45		
			Sub Total									397.00			
	D309	Information Exchange Seminar (1st batch) 1st time	Operational Cost							15.10	8.00	23.10			
			Resource Person	15	115.00		92.50	75.00				282.50	18.83		
			Participants	59	177.00		147.50					324.50	5.50		
			Sub Total									630.10			
	D310	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost							261.30	41.00	302.30			
			Resource Person	11	550.00		362.50					912.50	82.95		
			Participants	59	665.20		737.50					1,402.70	23.77		
			Sub Total									2,617.50			
	D311	1-Day Head Teacher Orientation	Operational Cost							259.77		259.77			
			Resource Person	10	180.00		82.50	150.00				412.50	41.25		
			Participants	180	434.00		450.00					884.00	4.91		
			Sub Total									1,556.27			
	D312	2-Day Curriculum Leader Orientation	Operational Cost							621.09		621.09			
			Resource Person	10	360.00		165.00	300.00				825.00	82.50		
			Participants	192	940.00		960.00					1,900.00	9.90		
			Sub Total									3,346.09			
	D313	5-Day Curriculum Leader Sourcebook 1st training (2nd batch)	Operational Cost							354.76	91.00	445.76			12 C/S are included as participants.
			Resource Person	11	265.00		137.50	285.00				687.50	62.50		
			Participants	64	763.00		800.00					1,563.00	24.42		
			Sub Total									2,696.26			
	D313	5-Day Curriculum Leader Sourcebook 1st training (Batch III)	Operational Cost							277.04	105.00	382.04			
			Resource Person	11	265.00		100.00	285.00				650.00	59.09		
			Participants	67	863.00		837.50					1,700.50	25.38		
			Sub Total									2,732.54			
	D314	Support TLM for SBI/CBI (3rd term 2006/2007)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	236								0.00	N/A	2,360.00	
			Sub Total									0.00			
	D313	5-Day Curriculum Leader Sourcebook 1st training (4th batch)	Operational Cost							332.58	100.00	432.58			
			Resource Person	11	265.00		112.50	285.00				662.50	60.23		
			Participants	66	850.50		825.00					1,675.50	25.39		
			Sub Total									2,770.58			
			Total		**6,922.70**	**0.00**	**5,975.00**	**1,380.00**	**0.00**	**2,123.62**	**345.00**	**16,746.32**		**2360.00**	
			Resource Person	68	2,000.00	0.00	1,107.50	1,380.00	-	-	-	4,487.50			
			per Resource Person	-	29.41	0.00	16.29	20.29	-	-	-	65.99			
			Participants	642	4,922.70	0.00	4,867.50	-	-	-	-	9,790.20			
			per Participants	-	7.67	0.00	7.58	-	-	-	-	15.25			
3rd Q.	D315	Monitoring of SBI/CBI (3rd Term)	Operational Cost							191.55		191.55			Subtotal does not include 1,018 for bank charge.
			Resource Person	27	135.00		2,448.70	135.00				2,718.70	100.69		
			Participants	0	0.00		0.00					0.00	N/A		
			Sub Total									2,910.25			
			Total		**135.00**	**0.00**	**2,448.70**	**135.00**	**0.00**	**191.55**	**0.00**	**2,910.25**		**0.00**	
			Resource Person	27	135	0	2448.7	135	-	-	-	2,718.70			
			per Resource Person	-	5.00	0.00	90.69	5.00	-	-	-	100.69			
			Participants	0	0	0	0	0	-	-	-	0.00			
			per Participants	-	N/A	N/A	N/A	N/A	-	-	-	N/A			
4th Q.	D316	Resource Preparatory Meeting	Operational Cost							2.00		2.00			
			Resource Person	16	160.00			235.00				395.00	24.69		
			Participants	0								0.00	N/A		
			Sub Total									397.00			
	D317	Support TLM for SBI/CBI 1st term 2007/2008	Operational Cost							27.30		27.30			
			Resource Person	20	1,174.00		352.20	1,174.00				2,700.20	135.01		
			Participants	236								0.00	0.00	2,360.00	
			Sub Total									2,727.50			
	D318	Curriculum Leader Sourcebook 2nd Training (2nd batch)	Operational Cost							70.50	59.00	129.50			Including 4 C/S as participants.
			Resource Person	11	275.00		137.50	275.00				687.50	62.50		
			Participants	64	960.00		800.00					1,760.00	27.50		
			Sub Total									2,577.00			

Tamale Metro

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per Person	TLM	Remarks
	D318	Curriculum Leader Sourcebook 2nd Training (3rd batch)	Operational Cost							80.00	70.00	150.00			
			Resource Person	11	275.00		137.50	275.00				687.50	62.50		Including 4 C/S as participants.
			Participants	64	960.00		800.00					1,760.00	27.50		
			Sub Total									2,597.50			
	D318	Curriculum Leader Sourcebook 2nd Training (4th batch)	Operational Cost							738.42		738.42			
			Resource Person	11	275.00		137.50	275.00				687.50	62.50		Including 4 C/S as participants.
			Participants	64	960.00		800.00					1,760.00	27.50		
			Sub Total									3,185.92			
	D319	Information Exchange Seminar (1st batch) 2nd time	Operational Cost									0.00			
			Resource Person	16	95.00		42.50	95.00				232.50	14.53		Including 3 C/S as participants.
			Participants	59	177.00		147.50					324.50	5.50		
			Sub Total									557.00			
	D319	Information Exchange Seminar (2nd batch)	Operational Cost									0.00			
			Resource Person	15	75.00		35.00	75.00				185.00	12.33		
			Participants	64	192.00		160.00					352.00	5.50		
			Sub Total									537.00			
	D319	Information Exchange Seminar (3rd batch)	Operational Cost									0.00			
			Resource Person	15	75.00		30.00	75.00				180.00	12.00		
			Participants	64	192.00		160.00					352.00	5.50		
			Sub Total									532.00			
	D319	Information Exchange Seminar (4th batch)	Operational Cost							253.00		253.00			
			Resource Person	15	75.00		30.00	75.00				180.00	12.00		
			Participants	64	192.00		160.00					352.00	5.50		
			Sub Total									785.00			
	D321	Report Writing Workshop for Annunal Progress Report	Operational Cost									0.00			
			Resource Person	3	45.00		13.50					58.50	19.50		
			Participants	0								0.00	N/A		
			Sub Total									58.50			
			Total		6,157.00	0.00	3,943.20	2,554.00	0.00	1,171.22	129.00	13,954.42		2360.00	
			Resource Person	103	2,524.00	0.00	915.70	2,554.00	-	-	-	5,993.70			
			per Resource Person	-	24.50	0.00	8.89	24.80	-	-	-	58.19			
			Participants	551	3,633.00	0.00	3,027.50	-	-	-	-	6,660.50			
			per Participants	-	6.59	0.00	5.49	-	-	-	-	12.09			
		Grand Total			16,943.70	0	14297.4	5414	0	4095.891	474	41,224.99		7080.00	
			Resource Person	291	6864	0	5133.4	5,414.00	-	-	-				
			per Resource Person	-	23.59	N/A	17.64	18.60	-	-	-				
			Participants	1640	10079.7	0	9164	-	-	-	-				
			per Participants	-	6.15	N/A	5.59	-	-	-	-				

Tano South

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D401	Annual Implementation Workshop	Operational Cost							26.75		26.75			
			Resource Person	19	115.00		36.00					151.00	7.95		
			Participants									0.00	N/A		
			Sub Total									177.75			
	D402	Head Teachers Orientation (1st batch)	Operational Cost						10.00	45.00		55.00			
			Resource Person	12	60.00		15.00	60.00				135.00	11.25		
			Participants	47	108.00		117.50					225.50	4.80		
			Sub Total									415.50			
	D403	Resource Preparatory Meeting	Operational Cost						24.50			24.50			
			Resource Person	19	190.00		100.00					290.00	15.26		
			Participants									0.00	N/A		
			Sub Total									314.50			
	D404	Curriculum Leaders Orientation (1st batch)	Operational Cost						20.00	83.25		103.25			
			Resource Person	12	120.00		75.00	120.00				315.00	26.25		
			Participants	35	216.00		175.00					391.00	11.17		
			Sub Total									809.25			
	D405	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost						50.00	191.25		241.25			
			Resource Person	12	300.00		187.50	300.00				787.50	65.63		
			Participants	35	540.00		437.50					977.50	27.93		
			Sub Total									2,006.25			
	D406	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	35								0.00	N/A	560.00	
			Sub Total									0.00			
	D407	Monitoring of SBI/CBI	Operational Cost									0.00			
			Resource Person	38	190.00		57.00	190.00				437.00	11.50		
			Participants									0.00	N/A		
			Sub Total									437.00			
			Total		1,839.00	0.00	1,200.50	670.00	104.50	346.25	0.00	4,160.25		560.00	
			Resource Person	112	975	0	470.5	670	-	-	-	2,115.50			
			per Resource Person	-	8.71	0.00	4.20	5.98	-	-	-	18.89			
			Participants	152	864	0	730	-	-	-	-	1,594.00			
			per Participants	-	5.68	0.00	4.80	-	-	-	-	10.49			
2nd Q.	D408	Resource Preparatory Meeting for 3rd term 2006/2007	Operational Cost									0.00			
			Resource Person	0			25.00					25.00	N/A		
			Participants	19	190.00		95.00					285.00	15.00		
			Sub Total									310.00			
	D409	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost							191.25		191.25			
			Resource Person	12	300.00		250.00	300.00				850.00	70.83		
			Participants	34	540.00		425.00					965.00	28.38		
			Sub Total									2,006.25			
	D410	Information Exchange Seminar (1st batch) 1st time	Operational Cost									0.00			
			Resource Person	19	75.00		20.48	95.00				190.48	10.03		
			Participants	80	211.00		86.22					297.22	3.72		
			Sub Total									487.70			
	D411	Support TLM for SBI/CBI (3rd term 2006/2007)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	56								0.00	N/A	560.00	
			Sub Total									0.00			
	D412	Monitoring SBI/CBI (3rd term, 2006/2007)	Operational Cost									0.00			
			Resource Person	19	190.00		57.00	190.00				437.00	23.00		
			Participants	0								0.00	N/A		
			Sub Total									437.00			
			Total		1,506.00	0.00	958.70	585.00	0.00	191.25	0.00	3,240.95		560.00	
			Resource Person	50	565	0	352.48	585	-	-	-	1,502.48			
			per Resource Person	-	11.30	0.00	7.05	11.70	-	-	-	30.05			
			Participants	189	941	0	606.22	-	-	-	-	1,547.22			
			per Participants	-	4.98	0.00	3.21	-	-	-	-	8.19			
3rd Q.	D413	Resource Preparatory meeting for 1st term 2007/2008	Operational Cost							4.50		4.50			Participants are DTST and DIU members.
			Resource Person	0	0.00		25.00	0.00				25.00	N/A		
			Participants	19	190.00		95.00					285.00	15.00		
			Sub Total									314.50			
	D414	Head Teacher orientation (2nd batch)	Operational Cost							86.25		86.25			Including 1 C/S as a participant.
			Resource Person	7	35.00		67.50	35.00				137.50	19.64		
			Participants	18	46.00		45.00					91.00	5.06		
			Sub Total									314.75			
	D415	Curriculum Leader Orientation (2nd batch)	Operational Cost							90.00		90.00			
			Resource Person	0			120.00					120.00	N/A		
			Participants	21	310.00		105.00					415.00	19.76		
			Sub Total									625.00			
	D416	Curriculum Leader source book 1st training (2nd batch)	Operational Cost							26.50		26.50			
			Resource Person	7	35.00		462.50	35.00				532.50	76.07		
			Participants	28	640.00		350.00					990.00	35.36		
			Sub Total									1,549.00			
	D417	Support TLM for SBI/CBI (3rd term 2007/2008)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	58								0.00	N/A	559.70	
			Sub Total									0.00			
			Total		1,256.00	0.00	1,270.00	70.00	0.00	207.25	0.00	2,803.25		559.70	
			Resource Person	14	70	0	675	70	-	-	-	815.00			
			per Resource Person	-	5.00	0.00	48.21	5.00	-	-	-	58.21			
			Participants	144	1186	0	595	-	-	-	-	1,781.00			
			per Participants	-	8.24	0.00	4.13	-	-	-	-	12.37			
4th Q.	D418	Monitoring SBI/CBI (1st term, 2007/2008)	Operational Cost									0.00			
			Resource Person	12	183.24		46.00	210.00				439.24	36.60		
			Participants	0			0.00					0.00	N/A		
			Sub Total									439.24			
	D419	Curriculum leader sourcebook 2nd training (2nd batch)	Operational Cost							74.00		74.00			
			Resource Person	7	175.00		75.00	175.00				425.00	60.71		
			Participants	44	500.00		550.00					1,050.00	23.86		
			Sub Total									1,549.00			
	D420	Information exchange seminar (2nd batch)	Operational Cost									0.00			
			Resource Person	7	35.00		2.50	35.00				72.50	10.36		
			Participants	49	134.00		122.50					256.50	5.23		
			Sub Total									329.00			

Tano South

2006/ 2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/ Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
	D420	Information exchange seminar (1st batch) 2nd time	Operational Cost							47.25		47.25			
			Resource Person	15	75.00		72.50	75.00				222.50	14.83		
			Participants	36	128.00		90.00					218.00	6.06		
			Sub Total									487.75			
	D421	Review Meeting	Operational Cost									0.00			
			Resource Person	20	100.00		105.00	100.00				305.00	15.25		
			Participants	11	33.00		27.50					60.50	5.50		
			Sub Total									365.50			
			Total		1,363.24	0.00	1,091.00	595.00	0.00	121.25	0.00	3,170.49		0.00	
			Resource Person	61	568.24	0	301	595	-	-	-	1,464.24			
			per Resource Person	-	9.32	0.00	4.93	9.75	-	-	-	24.00			
			Participants	140	795	0	790	-	-	-	-	1,585.00			
			per Participants	-	5.68	0.00	5.64	-	-	-	-	11.32			
		Grand Total			5,964.24	0.00	4,520.20	1,920.00	104.50	866.00	0.00	13,374.94		1,679.70	
			Resource Person	237	2178.24	0	1798.98	1920							
			per Resource Person	-	9.190886	N/A	7.5906329	8.1012658	-	-	-				
			Participants	625	3786	0	2721.22	-	-	-	-				
			per Participants	-	6.06	N/A	4.35	-	-	-	-				

Adansi North

2006/ 2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/ Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D501	Annual Implementation Workshop	Operational Cost									0.00			211.5 GHC is divided equally into T&T and Meal.
			Resource Person	31	105.75		105.75					211.50	6.82		
			Participants									0.00	N/A		
			Sub Total									211.50			
	D502	Head Teachers Orientation (1st batch)	Operational Cost							128.50	10.00	138.50			
			Resource Person	30	90.00			65.00				155.00	5.17		
			Participants	90	90.00		125.00					215.00	2.39		
			Sub Total									508.50			
	D503	Resource Preparatory Meeting	Operational Cost									0.00			
			Resource Person	32	160.00		170.00					330.00	10.31		
			Participants		0.00		0.00					0.00	N/A		
			Sub Total									330.00			
	D504	Curriculum Leaders Orientation (1st batch)	Operational Cost									0.00			
			Resource Person	15	145.00		75.00	150.00				370.00	24.67		
			Participants	30	180.00		150.00					330.00	11.00		
			Sub Total									700.00			
	D505	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost							13.10		13.10			
			Resource Person	19	402.00		241.00	350.00				993.00	52.26		
			Participants	31	437.00		393.20					830.20	26.78	12.08	
			Sub Total									1,836.30			
	D506	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person		0.00		0.00	0.00				0.00	N/A		
			Participants	30								0.00	N/A	300.00	
			Sub Total				0.00					0.00			
	D507	Monitoring of SBI/CBI	Operational Cost									0.00			
			Resource Person	20	500.00		71.00	500.00				1,071.00	53.55		
			Participants		0.00		0.00					0.00	N/A		
			Sub Total									1,071.00			
			Total		2,109.75	0.00	1,330.95	1,065.00	0.00	141.60	10.00	4,657.30		312.08	
			Resource Person	147	1402.75	0	662.746	1065	-	-	-	3,130.50			
			per Resource Person	-	9.54	0.00	4.51	7.24	-	-	-	21.30			
			Participants	181	707	0	668.204	-	-	-	-	1,375.20			
			per Participants	-	3.91	0.00	3.69	-	-	-	-	7.60			
2nd Q.	D508	Resource Preparatory Meeting for 3rd term 2006/2007	Operational Cost									0.00			Participants are DTST.
			Resource Person	0								0.00	N/A		
			Participants	22	83.00		62.70					145.70	6.62		
			Sub Total									145.70			
	D509	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost							38.50	20.00	58.50			
			Resource Person	0			57.00					57.00	N/A		
			Participants	46	1,199.00		655.50					1,854.50	40.32		
			Sub Total									1,970.00			
	D510	Information Exchange Seminar (1st batch) 1st time	Operational Cost							38.50	11.35	49.85			15 DTST and 5 CS are included as participants.
			Resource Person	0								0.00	N/A		
			Participants	82	287.50		233.70					521.20	6.36		
			Sub Total									571.05			
	D511	Monitoring SBI/CBI (3rd term, 2006/2007)	Operational Cost									0.00			
			Resource Person	20	244.00		90.00	300.00				634.00	31.70		
			Participants	0								0.00	N/A		
			Sub Total									634.00			
	D512	Support TLM for SBI/CBI (3rd term 2006/2007)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	31								0.00	N/A	310.00	
			Sub Total									0.00			
			Total		1,813.50	0.00	1,098.90	300.00	0.00	77.00	31.35	3,320.75		310.00	
			Resource Person	20	244	0	147	300	-	-	-	691.00			
			per Resource Person	-	12.20	0.00	7.35	15.00	-	-	-	34.55			
			Participants	181	1569.5	0	951.9	-	-	-	-	2,521.40			
			per Participants	-	8.67	0.00	5.26	-	-	-	-	13.93			
3rd Q.	D513	Resource Preparatory Meeting for 1st term 2007/2008	Operational Cost									0.00			
			Resource Person	0			19.00					19.00	N/A		
			Participants	19	109.00		106.40					215.40	11.34		
			Sub Total									234.40			
	D514	Head Teacher orientation (2nd & 3rd batch)	Operational Cost							104.00		104.00			
			Resource Person	13	38.00		59.85	65.00				162.85	12.53		
			Participants	50	113.50		142.50					256.00	5.12		
			Sub Total									522.85			
	D515	Curriculum leader orientation (2nd & 3rd batch)	Operational Cost									0.00			
			Resource Person	13	130.00		96.90	75.00				301.90	23.22		
			Participants	53	245.00		302.10					547.10	10.32		
			Sub Total									849.00			
	D516	Curriculum Leader Sourcebook 1st training (3rd batch)	Operational Cost							322.50	128.75	451.25			
			Resource Person	9	127.50		156.75	200.00				484.25	53.81		
			Participants	59	705.00		840.75					1,545.75	26.20		
			Sub Total									2,481.25			
			Total		1,468.00	0.00	1,724.25	340.00	0.00	426.50	128.75	4,087.50		0.00	
			Resource Person	35	295.5	0	332.5	340	-	-	-	968.00			
			per Resource Person	-	8.44	0.00	9.50	9.71	-	-	-	27.66			
			Participants	181	1172.5	0	1391.75	-	-	-	-	2,564.25			
			per Participants	-	6.48	0.00	7.69	-	-	-	-	14.17			
4th Q.	D517	Support TLM for SBI/CBI	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	86								0.00	0.00	860.00	
			Sub Total									0.00			
	D518	Monitoring SBI/CBI	Operational Cost								1,553.65	1,553.65			
			Resource Person	20			252.00					252.00	12.60		
			Participants									0.00	N/A		
			Sub Total									1,805.65			
	D519	Curriculum Leader Sourcebook Training	Operational Cost									0.00			
			Resource Person	11	163.60		165.00	215.00				543.60	49.42		
			Participants	60	729.90		900.00					1,629.90	27.17	87.65	
			Sub Total									2,173.50			

Adansi North

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
	D520	Information Exchange Semianar 1st batch (2nd time)	Operational Cost							40.00		40.00			
			Resource Person	10	28.00		33.00					61.00	6.10		
			Participants	54	149.80		162.00					311.80	5.77		
			Sub Total									412.80			
	D520	Information Exchange Seminar 2nd batch (3rd time)	Operational Cost									0.00			
			Resource Person	15	47.00		48.00					95.00	6.33		
			Participants	120	317.90		360.00					677.90	5.65		
			Sub Total									772.90			
			Total		1,436.20	0.00	1,920.00	215.00	0.00	40.00	1,553.65	5,164.85		947.65	
			Resource Person	56	238.6	0	498.00	215	-	-	-	951.60			
			per Resource Person	-	4.26	0.00	8.89	3.84	-	-	-	16.99			
			Participants	320	1197.6	0	1422	-	-	-	-	2,619.60			
			per Participants	-	3.74	0.00	4.44	-	-	-	-	8.19			
		Grand Total			6,827.45	0.00	6,074.10	1,920.00	0.00	685.10	1,723.75	17,230.40		1,569.73	
			Resource Person	80	2180.85	0	1,640.25	1920	-	-	-				
			per Resource Person	-	27.26063	N/A	20.503075	24	-	-	-				
			Participants	320	4646.6	0	4433.854	-	-	-	-				
			per Participants	-	14.52	N/A	13.86	-	-	-	-				

Mpohor Wassa East

2006/ 2007	ID	Activity		Numbers	T&T	Night Allowance	Meal /Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D602	Head Teachers Orientation (1st batch)	Operational Cost							56.25	20.00	76.25			
			Resource Person	15	55.50		42.79	54.50				152.79	10.19		
			Participants	36	76.20		102.71					178.91	4.97		
			Sub Total									407.95			
	D603	Resource Preparatory Meeting	Operational Cost						20.00	4.00		24.00			
			Resource Person	8	50.00		110.00					160.00	20.00		
			Participants									0.00	N/A		
			Sub Total									184.00			
	D604	Curriculum Leaders Orientation (1st batch)	Operational Cost						20.00	72.05		92.05			
			Resource Person	10	100.00		60.53	100.00				260.53	26.05		
			Participants	28	194.00		169.47					363.47	12.98		
			Sub Total									716.05			
	D605	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost						50.00	226.82	60.00	336.82			
			Resource Person	15	331.00		224.18	250.00				805.18	53.68		
			Participants	31	519.00		463.32					982.32	31.69		
			Sub Total									2,124.32			
	D606	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	30								0.00	N/A	465.00	
			Sub Total									0.00			
	D607	Monitoring of SBI/CBI	Operational Cost							13.60		13.60			
			Resource Person	19	340.00		102.00	340.00				782.00	41.16		
			Participants									0.00	N/A		
			Sub Total									795.60			
			Total		1,665.70	0.00	1,275.00	744.50	90.00	372.72	80.00	4,227.92		465.00	
			Resource Person	67	876.50	0.00	539.50	744.50	-	-	-	2,160.50			
			per Resource Person	-	13.08	0.00	8.05	11.11	-	-	-	32.25			
			Participants	125	789.20	0.00	735.50	-	-	-	-	1,524.70			
			per Participants	-	6.31	0.00	5.88	-	-	-	-	12.20			
2nd Q.	D608	Resource Preparatory Meeting for 3rd term 2006/2007	Operational Cost						12.00			12.00			Participants are all C/S.
			Resource Person	0	0.00		70.00	0.00				70.00	N/A		
			Participants	8	50.00		40.00					90.00	11.25		
			Sub Total				110.00					172.00			
	D609	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost						50.00	278.90	60.00	388.90			
			Resource Person	17	370.00		300.00	250.00				920.00	54.12		
			Participants	30	537.00		375.00					912.00	30.40		
			Sub Total				675.00					2,220.90			
	D610	Imformation Exchage Seminar (1st batch) 1st time	Operational Cost						10.00		10.00	20.00			
			Resource Person	10	50.00		50.00	50.00				150.00	15.00		
			Participants	68	267.00		170.00					437.00	6.43		
			Sub Total				220.00					607.00			
	D611	Support TLM for SBI/CBI (3rd term 2006/2007)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	31								0.00	N/A	450.00	
			Sub Total									0.00			
			Total		1,274.00	0.00	2,010.00	300.00	72.00	278.90	70.00	2,999.90		450.00	
			Resource Person	27	420.00	0.00	420.00	300.00	-	-	-	1,140.00			
			per Resource Person	-	15.56	0.00	15.56	11.11	-	-	-	42.22			
			Participants	137	854.00	0.00	585.00	-	-	-	-	1,439.00			
			per Participants	-	6.23	0.00	4.27	-	-	-	-	10.50			
3rd Q.	D613	Resource Preparatory Meeting for 1st term 2006/2007	Operational Cost						20.00			20.00			
			Resource Person	0			70.00					70.00	N/A		
			Participants	8	50.00		40.00					90.00	11.25		
			Sub Total									180.00			
	D614	HT Orientation (2nd & 3rd batch)	Operational Cost								40.00	40.00			
			Resource Person	8	40.00	384.00	85.00	40.00				549.00	68.63		
			Participants	22	249.90		110.00					359.90	16.36		
			Sub Total									948.90			
	D615	Curriculum Leader Orientation (2nd & 3rd batch)	Operational Cost						40.00	125.00		165.00			
			Resource Person	6	60.00	576.00	30.00	60.00				726.00	121.00		
			Participants	73	451.50		350.00					801.50	10.98		
			Sub Total									1,692.50			
	D616	Curriculum Leader Sourcebook 1st Training (2nd & 3rd batch)	Operational Cost						100.00			100.00			
			Resource Person	8	200.00	1,344.00	150.00	200.00				1,894.00	236.75		
			Participants	73	988.00		912.50					1,900.50	26.03	17.90	
			Sub Total									3,894.50			
	D617	Support TLM for SBI/CBI (1st term 2007/2008)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	73								0.00	N/A	2,190.00	
			Sub Total									0.00			
	D618	Monitoring SBI/CBI (3rd term, 2006/2007)	Operational Cost									0.00			
			Resource Person	17	340.00		102.00	340.00				782.00	46.00		
			Participants									0.00	N/A		
			Sub Total									782.00			
			Total		2,379.40	2,304.00	1,849.50	640.00	160.00	125.00	40.00	7,497.90		2,207.90	
			Resource Person	39	640	2304	437	640	-	-	-	4,021.00			
			per Resource Person	-	16.41	59.08	11.21	16.41	-	-	-	103.10			
			Participants	249	1739.4	0	1412.5	-	-	-	-	3,151.90			
			per Participants	-	6.99	0.00	5.67	-	-	-	-	12.66			
4th Q.	D619	Report writing workshop for Annual Progress Report	Operational Cost							9.00		9.00			
			Resource Person	3			15.00	30.00				45.00	15.00		
			Participants	0								0.00	N/A		
			Sub Total									54.00			
	D620	Monitoring SBI/CBI (1st term, 2007/2008)	Operational Cost							104.50		104.50			
			Resource Person	18	360.00		108.00	360.00				828.00	46.00		
			Participants	20			50.00					50.00	2.50		
			Sub Total									982.50			
	D621	Curriculum Leader Sourcebook 2nd training (2nd batch)	Operational Cost						50.00			50.00			
			Resource Person	4	100.00	672.00	87.50	100.00				959.50	239.88		
			Participants	33	489.50		412.50					902.00	27.33		
			Sub Total									1,911.50			
	D621	Curriculum Leader Sourcebook 2nd training (3rd batch)	Operational Cost						50.00			50.00			
			Resource Person	4	100.00	672.00	37.50	100.00				909.50	227.38		
			Participants	44	616.00		550.00					1,166.00	26.50		
			Sub Total									2,125.50			

Mpohor Wassa East

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal /Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
	D622	Information Exchange Seminar (1st batch) 2nd time	Operational Cost						10.00		10.00	20.00			
			Resource Person	12	60.00		70.00	55.00				185.00	15.42		
			Participants	30	106.00		75.00					181.00	6.03		
			Sub Total									386.00			
	D622	Information Exchange Seminar (2nd batch)	Operational Cost						10.00			10.00			
			Resource Person	3	15.00	72.00	20.00	15.00				122.00	40.67		
			Participants	32	84.10		80.00					164.10	5.13		
			Sub Total									296.10			
	D622	Information Exchange Seminar (3rd batch)	Operational Cost						10.00			10.00			
			Resource Person	3	15.00	72.00	40.00	15.00				142.00	47.33		
			Participants	31	93.00		77.50					170.50	5.50		
			Sub Total									322.50			
	D622	Information Exchange Seminar (2nd batch) for Head Teachers	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	16	41.50		40.00					81.50	5.09		
			Sub Total									81.50			
	D622	Information Exchange Seminar (3rd batch) for Head Teachers	Operational Cost									0.00			
			Resource Person	0			22.50					22.50	N/A		
			Participants	31	174.50		77.50					252.00	8.13		
			Sub Total									274.50			
		Others	Operational Cost							412.00		412.00			Stationary
			Resource Person									0.00	N/A		
			Participants									0.00	N/A		
			Sub Total									412.00			
			Total		2,254.60	1,488.00	1,763.00	675.00	130.00	525.50	10.00	6,846.10		0.00	
			Resource Person	44	650.00	1,488.00	400.50	675.00	-	-	-	3,213.50			
			per Resource Person	-	14.77	33.82	9.10	15.34	-	-	-	73.03			
			Participants	175	1,604.60	0.00	1,362.50	-	-	-	-	2,967.10			
			per Participants	-	9.17	0.00	7.79	-	-	-	-	16.95			
		Grand Total			7,573.70	3,792.00	6,897.50	2,359.50	452.00	1,302.12	200.00	21,571.82		3,122.90	
			Resource Person	44	2,586.50	3,792.00	1,797.00	2,359.50	-	-	-				
			per Resource Person	-	58.78409	86.18182	40.840909	53.625	-	-	-				
			Participants	195	4,987.20	0.00	4,095.50	-	-	-	-				
			per Participants	-	25.58	N/A	21.00	-	-	-	-				

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2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D702	Head Teachers Orientation (1st batch)	Operational Cost							44.55		44.55			
			Resource Person	15	49.00		38.97	55.00				142.97	9.53		
			Participants	36	62.60		93.53					156.13	4.34		
			Sub Total									343.65			
	D703	Resource Preparatory Meeting	Operational Cost						31.50			31.50			
			Resource Person	24	260.00		145.00					405.00	16.88	30.00	
			Participants									0.00	N/A		
			Sub Total									436.50			
	D704	Curriculum Leaders Orientation (1st batch)	Operational Cost							60.00		60.00			
			Resource Person	14	140.00		70.00	140.00				350.00	25.00		
			Participants	37	216.00		180.00					396.00	10.70		
			Sub Total									806.00			
	D705	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost							56.25		56.25			
			Resource Person	25	475.00		172.02	350.00				997.02	39.88		
			Participants	84	568.00		577.98					1,145.98	13.64		
			Sub Total									2,199.25			
	D706	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants									0.00	N/A	1,017.56	
			Sub Total									0.00			
	D707	Monitoring of SBI/CBI	Operational Cost								42.00	42.00			
			Resource Person	46	1,058.00							1,058.00	23.00		
			Participants									0.00	N/A		
			Sub Total									1,100.00			
			Total		2,828.60	0.00	1,277.50	545.00	31.50	160.80	42.00	4,885.40		1,047.56	
			Resource Person	124	1,982.00	0.00	425.99	545.00	-	-	-	2,952.99			
			per Resource Person	-	15.98	0.00	3.44	4.40	-	-	-	23.81			
			Participants	157	846.60	0.00	851.51	-	-	-	-	1,698.11			
			per Participants	-	5.39	0.00	5.42	-	-	-	-	10.82			
2nd Q.	D708	Information Exchange Seminar for 3rd term 2006/2007	Operational Cost							4.50	8.00	12.50			
			Resource Person	17	85.00		45.00	85.00				215.00	12.65		
			Participants	39	104.60		97.50					202.10	5.18		
			Sub Total									429.60			
	D709	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost								20.00	20.00			
			Resource Person	14	350.00		175.00	350.00				875.00	62.50		
			Participants	40	528.40		500.00					1,028.40	25.71	24.50	
			Sub Total									1,923.40			
	D710	Resource Preparatory Meeting for 3rd term 2006/2007	Operational Cost							4.50	8.00	12.50			
			Resource Person	0								0.00	N/A		
			Participants	27	270.00		135.00					405.00	15.00		
			Sub Total									417.50			
	D711	Support TLM for SBI/CBI (3rd term 2006/2007)	Operational Cost									0.00			The number of schools for TLM is unavailable.
			Resource Person									0.00	N/A		
			Participants									0.00	N/A	1,019.92	
			Sub Total									0.00			
	D712	Monitoring SBI/CBI (3rd term, 2006/2007)	Operational Cost								20.00	20.00			
			Resource Person	23	365.00		109.50	365.00				839.50	36.50		
			Participants	0								0.00	N/A		
			Sub Total									859.50			
			Total		1,703.00	0.00	1,062.00	800.00	0.00	9.00	56.00	3,630.00		1,044.42	
			Resource Person	54	800	0	329.5	800	-	-	-	1,929.50			
			per Resource Person	-	14.81	0.00	6.10	14.81	-	-	-	35.73			
			Participants	106	903	0	732.5	-	-	-	-	1,635.50			
			per Participants	-	8.52	0.00	6.91	-	-	-	-	15.43			
3rd Q.	D713	Resource Preparatory Meeting for 1st term 2006/2007	Operational Cost							31.50		31.50			
			Resource Person	0								0.00	N/A		
			Participants	27	150.00		67.50					217.50	8.06		
			Sub Total									249.00			
	D714	HT Orientation (2nd batch)	Operational Cost							40.70		40.70			
			Resource Person	6	24.00		40.00	30.00				94.00	15.67		
			Participants	31	117.50		77.50					195.00	6.29		
			Sub Total									329.70			
	D714	HT Orientation (3rd batch)	Operational Cost							40.30		40.30			
			Resource Person	5	21.00		10.00	25.00				56.00	11.20		
			Participants	35	92.50		87.50					180.00	5.14		
			Sub Total									276.30			
	D715	Curriculum Leader Orientation (2nd batch)	Operational Cost							44.70		44.70			
			Resource Person	6	48.00		105.00	60.00				213.00	35.50		
			Participants	26	213.00		130.00					343.00	13.19		
			Sub Total									600.70			
	D715	Curriculum Leader Orientation (3rd batch)	Operational Cost							36.30		36.30			
			Resource Person	5	42.00		-10.00	50.00				82.00	16.40		
			Participants	41	202.00		205.00					407.00	9.93		
			Sub Total									525.30			
	D716	Curriculum Leader Sourcebook 1st Training (2nd batch)	Operational Cost							55.40		55.40			
			Resource Person	7	175.00		62.50	175.00				412.50	58.93		
			Participants	42	499.50		525.00					1,024.50	24.39		
			Sub Total									1,492.40			
	D716	Curriculum Leader Sourcebook 1st Training (3rd batch)	Operational Cost							23.35		23.35			
			Resource Person	6	150.00		50.00	150.00				350.00	58.33		
			Participants	35	496.50		437.50					934.00	26.69		
			Sub Total									1,307.35			
	D716	Curriculum Leader Sourcebook 1st Training (3rd batch)	Operational Cost									0.00			The number of schools for TLM is unavailable.
			Resource Person									0.00	N/A		
			Participants									0.00	N/A	135.19	
			Sub Total									0.00			
			Total		2,231.00	0.00	1,787.50	490.00	0.00	272.25	0.00	4,780.75		135.19	
			Resource Person	22	460.00	0.00	257.50	490.00	-	-	-	1,207.50			
			per Resource Person	-	20.91	0.00	11.70	22.27	-	-	-	54.89			
			Participants	160	1,771.00	-	1,530.00	0.00	-	-	-	3,301.00			
			per Participants	-	11.07	-	9.56	0.00	-	-	-	20.63			
4th Q.	D717	Report Writing Seminar	Operational Cost									0.00			
			Resource Person	3			22.50	45.00				67.50	22.50		
			Participants	0								0.00	N/A		
			Sub Total									67.50			

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2006/ 2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/ Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
	D718	Monitoring SBI/CBI	Operational Cost								69.00	69.00			
			Resource Person	26	470.00		141.00	470.00				1,081.00	41.58		
			Participants									0.00	N/A		
			Sub Total									1,150.00			
	D719	Curriculum Leader Sourcebook 2nd batch	Operational Cost							55.00		55.00			
			Resource Person	7	175.00		687.50	175.00				1,037.50	148.21		
			Participants	40	727.50		500.00					1,227.50	30.69		
			Sub Total									2,320.00			
	D719	Curriculum Leader Sourcebook 3rd batch	Operational Cost							20.70	20.00	40.70			Including 13 C/S as participants.
			Resource Person	6	150.00			150.00				300.00	50.00		
			Participants	51	593.00							593.00	11.63		
			Sub Total									933.70			
	D720	Information Exchange Seminar 2nd batch	Operational Cost									0.00			
			Resource Person	8	40.00		144.00	40.00				224.00	28.00		
			Participants	54	182.80		81.00					263.80	4.89		
			Sub Total									487.80			
	D720	Information Exchange Seminar 3rd batch	Operational Cost							20.00	10.00	30.00			
			Resource Person	9	45.00			45.00				90.00	10.00		
			Participants	64	195.60							195.60	3.06		
			Sub Total									315.60			
	D721	Support for SBI/CBI (1st team 2007/2008)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants									0.00	N/A		
			Sub Total									0.00			
		Others	Operational Cost							1,094.80		1,094.80			The number of schools and partcipants is unavailable.
			Resource Person									0.00			
			Participants									0.00			
			Sub Total									1,094.80			
			Total		2,578.90	0.00	1,576.00	925.00	0.00	1,190.50	99.00	6,369.40		0.00	
			Resource Person	59	880.00	0.00	995.00	925.00	-	-	-	2,800.00			
			per Resource Person	-	14.92	0.00	16.86	15.68	-	-	-	47.46			
			Participants	209	1,698.90	0.00	581.00	-	-	-	-	2,279.90			
			per Participants	-	8.13	0.00	2.78	-	-	-	-	10.91			
		Grand Total			9,341.50	0.00	5,703.00	2,760.00	31.50	1,632.55	197.00	19,665.55		2,227.16	
			Resource Person	259	4,122.00	0	2,007.99	2,760.00	-	-	-				
			per Resource Person	-	15.91506	N/A	7.7528571	10.656371	-	-	-				
			Participants	632	5,219.50	0	3,695.01	-	-	-	-				
			per Participants	-	8.26	N/A	5.85	-	-	-	-				

Akuapeam North

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D801	Annual Implementation Workshop	Operational Cost									0.00			
			Resource Person	25	130.00	48.00	39.00					217.00	8.68		
			Participants									0.00	N/A		
			Sub Total									**217.00**			
	D802	Head Teachers Orientation (1st batch)	Operational Cost						10.00	151.25	20.00	181.25			
			Resource Person	12	30.00	48.00	62.98	30.00				170.98	14.25		
			Participants	19	49.00		52.02					101.02	5.32		
			Sub Total									**453.25**			
	D803	Resource Preparatory Meeting	Operational Cost									0.00			
			Resource Person	24	240.00	96.00	120.00					456.00	19.00		
			Participants									0.00	N/A		
			Sub Total									**456.00**			
	D804	Curriculum Leaders Orientation (1st batch)	Operational Cost							125.50	40.00	165.50			
			Resource Person	11	110.00	96.00	55.00	110.00				371.00	33.73		
			Participants	22	113.00		110.00					223.00	10.14		
			Sub Total									**759.50**			
	D805	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost						100.00	70.50	110.00	280.50			
			Resource Person	20	390.00	168.00	250.00	275.00				1,083.00	54.15		
			Participants	22	282.50		275.00					557.50	25.34	20.00	
			Sub Total									**1,921.00**			
	D806	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	115								0.00	N/A	1,150.00	
			Sub Total									**0.00**			
	D807	Monitoring of SBI/CBI	Operational Cost							2.25		2.25			902 GHC is divided equally into T&T and Meal.
			Resource Person	13	460.00		460.00					920.00	70.77		
			Participants									0.00	N/A		
			Sub Total									**922.25**			
			Total		1,804.50	456.00	1,424.00	415.00	110.00	349.50	170.00	4,729.00		1,170.00	
			Resource Person	105	1360	456	986.98	415	-	-	-	3,217.98			
			per Resource Person	-	12.95	4.34	9.40	3.95	-	-	-	30.65			
			Participants	178	444.5	0	437.02	-	-	-	-	881.52			
			per Participants	-	2.50	0.00	2.46	-	-	-	-	4.95			
2nd Q.	D808	Resource Preparatory Meeting for 3rd term 2006/2007	Operational Cost									0.00			Participants are DIU, DSTS and C/S.
			Resource Person	0								0.00	N/A		
			Participants	24	235.00	96.00	120.00					451.00	18.79		
			Sub Total									**451.00**			
	D809	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost						70.00	59.85	80.00	209.85			Including 9 C/S and 4 DIU as participants.
			Resource Person	11	255.00	168.00	137.50	275.00				835.50	75.95		
			Participants	35	477.50		437.50					915.00	26.14		
			Sub Total									**1,960.35**			
	D810	Information Exchange Seminar (1st batch) 1st time	Operational Cost							86.11		86.11			Including 9 C/S and 4 DIU as participants.
			Resource Person	11	55.00	72.00	32.50	55.00				214.50	19.50		
			Participants	55	152.00		137.50					289.50	5.26		
			Sub Total									**590.11**			
	D811	Support TLM for SBI/CBI (3rd term 2006/2007)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	115								0.00	N/A	1,150.00	
			Sub Total									**0.00**			
	D812	Monitoring SBI/CBI (3rd term, 2006/2007)	Operational Cost							2.25		2.25			
			Resource Person	17	920.00							920.00	N/A		
			Participants									0.00	N/A		
			Sub Total									**922.25**			
			Total		2,094.50	336.00	865.00	330.00	70.00	148.21	80.00	3,923.71		1,150.00	
			Resource Person	39	1230	240	170	330	-	-	-	1,970.00			
			per Resource Person	-	31.54	6.15	4.36	8.46	-	-	-	50.51			
			Participants	229	864.5	96	695	-	-	-	-	1,655.50			
			per Participants	-	3.78	0.42	3.03	-	-	-	-	7.23			
3rd Q.	D813	Resource Preparatory meeting for 3rd Term 2007/2008	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	19	185.00	96.00	95.00					376.00	19.79		
			Sub Total									**376.00**			
	D814	Head Teacher Orientation (2nd, 3rd & 4th batch)	Operational Cost							107.65	60.00	167.65			
			Resource Person	19	95.00	72.00	90.00	95.00				352.00	18.53		
			Participants	67	192.50		167.50					360.00	5.37		
			Sub Total									**879.65**			
	D815	Curriculum Leaders Orientation (2nd, 3rd & 4th batch)	Operational Cost							65.15	120.00	185.15			
			Resource Person	32	310.00	168.00	155.00	320.00				953.00	29.78		
			Participants	82	197.00		410.00					607.00	7.40		
			Sub Total									**1,745.15**			
	D816	Curriculum Leaders Sourcebook Training (2nd, 3rd & 4th batch)	Operational Cost							207.40	180.00	387.40			
			Resource Person	25	585.00	336.00	400.00	625.00				1,946.00	77.84		
			Participants	82	1,005.00		1,025.00					2,030.00	24.76	160.00	
			Sub Total									**4,363.40**			
			Total		2,569.50	672.00	2,342.50	1,040.00	0.00	380.20	360.00	7,364.20		160.00	
			Resource Person	76	990	576	645	1040	-	-	-	3,251.00			
			per Resource Person	-	13.03	7.58	8.49	13.68	-	-	-	42.78			
			Participants	250	1579.5	96	1697.5	-	-	-	-	3,373.00			
			per Participants	-	6.32	0.38	6.79	-	-	-	-	13.49			
4th Q.	D817	Support TLM for SBI/CBI (1st term 2007/2008)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	115								0.00	N/A	1,150.00	
			Sub Total									**0.00**			
	D818	Resource Preparatory Meeting	Operational Cost									0.00			
			Resource Person	24	235.00	96.00	120.00					451.00	18.79		
			Participants	0								0.00	N/A		
			Sub Total									**451.00**			
	D819	Curriculum Leader Sourcebook 2nd Training (2nd/3rd/4th batch)	Operational Cost						50.00	415.20	240.00	705.20			Including 11 C/S and DIU as participants.
			Resource Person	13	305.00	268.00	312.50	325.00				1,210.50	93.12		
			Participants	88	1,611.50		1,100.00					2,711.50	30.81		
			Sub Total									**4,627.20**			
	D820	Information Exchange Seminar	Operational Cost						40.00	369.64	80.00	489.64			Including 8 C/S and DIU as participants.
			Resource Person	16	80.00		252.50	152.00				484.50	30.28		
			Participants	175	697.00		437.50					1,134.50	6.48		
			Sub Total									**2,108.64**			

Akuapeam North

2006/ 2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/ Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
	D821	Monitoring SBI/CBI (1st term, 2007/2008)	Operational Cost									0.00			
			Resource Person	20	920.00							920.00	46.00		
			Participants									0.00	N/A		
			Sub Total									**920.00**			
		Others	Operational Cost							50.00		50.00			The number of schools and partcipants is unavailable.
			Resource Person									0.00	N/A		
			Participants									0.00			
			Sub Total									**50.00**			
			Total		**3,848.50**	**364.00**	**2,222.50**	**477.00**	**90.00**	**834.84**	**320.00**	**8,156.84**		**1,150.00**	
			Resource Person	73	1540	364	685	477	90	834.84	320	4,310.84			
			per Resource Person	-	21.10	4.99	9.38	6.53	1.23	11.44	4.38	59.05			
			Participants	378	2308.5	0	1537.5	-	0	0	0	3,846.00			
			per Participants	-	6.11	0.00	4.07	-	0.00	0.00	0.00	10.17			
		Grand Total			**10,317.00**	**1,828.00**	**6,854.00**	**2,262.00**	**270.00**	**1,712.75**	**930.00**	**24,173.75**		**3,630.00**	
			Resource Person	293	5,120.00	1,636.00	2,486.98	2262	-	-	-				
			per Resource Person	-	17.4744	5.583618	8.4879863	7.7201365	-	-	-				
			Participants	1035	5,197.00	0.00	4,367.02	-	-	-	-				
			per Participants	-	5.02	N/A	4.22	-	-	-	-				

Dangme West

2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	D901	Annual Implementation Workshop	Operational cost							34.00		34.00			
			Resource Person	20	100.00		50.00					150.00	7.50		
			Participants									0.00	N/A		
			Sub Total									**184.00**			
	D902	Head Teachers Orientation (1st batch)	Operational cost							48.30		48.30			
			Resource Person	14	70.00		37.44	70.00				177.44	12.67		
			Participants	29	86.50		77.56					164.06	5.66		
			Sub Total									**389.80**			
	D903	Resource Preparatory Meeting	Operational cost							46.10		46.10			
			Resource Person	20	200.00	100.00						300.00	15.00		
			Participants									0.00	N/A		
			Sub Total									**346.10**			
	D904	Curriculum Leaders Orientation (1st batch)	Operational cost							84.60		84.60			
			Resource Person	17	170.00	72.00	110.00	170.00				522.00	30.71		
			Participants	21	126.00		105.00					231.00	11.00		
			Sub Total									**837.60**			
	D905	Curriculum Leaders Sourcebook Training (1st Batch)	Operational cost							124.00		124.00			
			Resource Person	17	425.00	360.00	234.29	425.00				1,444.29	84.96		
			Participants	22	330.00		303.21					633.21	28.78		
			Sub Total									**2,201.50**			
	D906	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational cost									0.00			
			Resource Person									0.00	N/A		
			Participants	23								0.00	N/A	940.00	
			Sub Total									**0.00**			
	D907	Monitoring of SBI/CBI	Operational cost									0.00			830.25 GHC is divided equally into T&T and Meal.
			Resource Person	19	415.13		415.12					830.25	43.70		
			Participants									0.00	N/A		
			Sub Total									**830.25**			
			Total		1,922.63	532.00	1,332.62	665.00	0.00	337.00	0.00	4,789.25		940.00	
			Resource Person	107	1380.125	532	846.85	665	0	337	0	3,423.98			
			per Resource Person	-	12.90	4.97	7.91	6.21	0.00	3.15	0.00	32.00			
			Participants	95	542.5	0	485.77	-	0	0	0	1,028.27			
			per Participants	-	5.71	0.00	5.11	-	0.00	0.00	0.00	10.82			
2nd Q.	D908	Resource Preparatory Meeting for 3rd term 2006/2007	Operational cost							46.00		46.00			Participants are DIU, DTST and C/S.
			Resource Person	0			15.00					15.00	N/A		
			Participants	20	225.00		100.00					325.00	16.25		
			Sub Total									**386.00**			
	D909	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational cost							224.00		224.00			
			Resource Person	17	425.00	216.00	250.00	425.00				1,316.00	77.41		
			Participants	23	390.00		287.50					677.50	29.46		
			Sub Total									**2,217.50**			
	D910	Information Exchange Seminar (1st batch) 1st time	Operational cost							66.00		66.00			
			Resource Person	17	85.00		107.50	85.00				277.50	16.32		
			Participants	23	147.00		57.50					204.50	8.89		
			Sub Total									**548.00**			
	D911	Support TLM for SBI/CBI (3rd term 2006/2007)	Operational cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	39								0.00	N/A	940.00	
			Sub Total									**0.00**			
	D912	Monitoring SBI/CBI (3rd term, 2006/2007)	Operational cost									0.00			
			Resource Person	12	655.25		175.00					830.25	69.19		
			Participants									0.00	N/A		
			Sub Total									**830.25**			
			Total		1,927.25	216.00	992.50	510.00	0.00	336.00	0.00	3,981.75		940.00	
			Resource Person	46	1165.25	216	547.5	510	0	336	0	2,774.75			
			per Resource Person	-	25.33	4.70	11.90	11.09	0.00	7.30	0.00	60.32			
			Participants	105	762	0	445	-	0	0	0	1,207.00			
			per Participants	-	7.26	0.00	4.24	-	0.00	0.00	0.00	11.50			
3rd Q.	D913	Resource Preparatory Meeting 1st Term 2007/2008	Operational cost							46.00		46.00			Partcipants are DTST and DIU members.
			Resource Person	0			50.00					50.00	N/A		
			Participants	13	230.00		65.00					295.00	22.69		
			Sub Total									**391.00**			
	D914	Head Teachers Orientation 2nd / 3rd batch	Operational cost							4.50	43.00	47.50			
			Resource Person	10	50.00		25.00	50.00				125.00	12.50		
			Participants	60	182.00		150.00					332.00	5.53		
			Sub Total									**504.50**			
	D915	Curriculum Leaders Orientation	Operational cost							156.00	90.00	246.00			
			Resource Person	10	100.00	96.00	90.00	100.00				386.00	38.60		
			Participants	60	408.00		300.00					708.00	11.80		
			Sub Total									**1,340.00**			
	D916	Curriculum Leaders Sourcebook 1st Training	Operational cost							408.00	200.00	608.00			
			Resource Person	10	250.00	288.00	225.00	250.00				1,013.00	101.30		
			Participants	60	1,020.00		750.00					1,770.00	29.50		
			Sub Total									**3,391.00**			
	D917	Support TLM for SBI/CBI	Operational cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	27								0.00	N/A	940.00	
			Sub Total									**0.00**			
			Total		2,240.00	384.00	1,655.00	400.00	0.00	614.50	333.00	5,626.50		940.00	
			Resource Person	30	400	384	390	400	0	614.5	333	2,521.50			
			per Resource Person	-	13.33	12.80	13.00	13.33	0.00	20.48	11.10	84.05			
			Participants	220	1840	-	1265	0	0	0	0	3,105.00			
			per Participants	-	8.36	-	5.75	0.00	0.00	0.00	0.00	14.11			
4th Q.	D918	Resource Preparatory Meeting	Operational cost									0.00			Including 10 DTST as participants.
			Resource Person				0.00					0.00	N/A		
			Participants	10	100.00		50.00					150.00	15.00		
			Sub Total									**150.00**			
	D919	Monitoring SBI/CBI	Operational cost									0.00			
			Resource Person	17	680.00		150.25					830.25	48.84		
			Participants									0.00	N/A		
			Sub Total									**830.25**			

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2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
	D920	Newly Appointed Heads/CL Orientation	Operational cost							4.50	43.00	47.50			
			Resource Person	0	0.00		12.50	0.00				12.50	N/A		
			Participants	40	170.00		100.00					270.00	6.75		
			Sub Total									330.00			
	D921	Curriculum Leader Sourcebook 2nd Training (2nd/3rd batches)	Operational cost							408.00	100.00	508.00			
			Resource Person	10	250.00		225.00	250.00				725.00	72.50		
			Participants	69	1,128.00		862.50					1,990.50	28.85		
			Sub Total									3,223.50			
	D922	Information Exchange Seminar (1st, 2nd & 3rd batch)	Operational cost							120.00		120.00			
			Resource Person	10	135.00		122.50	135.00				392.50	39.25		
			Participants	155	622.00		387.50					1,009.50	6.51		
			Sub Total									1,522.00			
	D923	Annual Progress Report Writing	Operational cost									0.00			
			Resource Person	3	14.50		7.50	15.00				37.00	12.33		
			Participants		0.00		0.00					0.00	N/A		
			Sub Total									37.00			
			Total		3,099.50	0.00	1,917.75	400.00	0.00	532.50	143.00	6,092.75		0.00	
			Resource Person	40	1079.5	0	517.75	400	-	-	-	1,997.25			
			per Resource Person	-	26.99	0.00	12.94	10.00	-	-	-	49.93			
			Participants	274	2020	0	1400	-	-	-	-	3,420.00			
			per Participants	-	7.37	0.00	5.11	-	-	-	-	12.48			
		Grand Total			9,189.38	1,132.00	5,897.87	1,975.00	0.00	1,820.00	476.00	20,490.25		2,820.00	
			Resource Person	223	4,024.88	1,132.00	2,302.10	1975	-	-	-				
			per Resource Person	-	18.04877	5.076233	10.323318	8.8565022	-	-	-				
			Participants	694	5,164.50	0.00	3,595.77	-	-	-	-				
			per Participants	-	7.44	N/A	5.18	-	-	-	-				

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2006/2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
1st Q.	DA01	Orientation Meeting for Stakeholders	Operational Cost							39.00		39.00			
			Resource Person	29	139.00		72.50					211.50	7.29		
			Participants									0.00	N/A		
			Sub Total									**250.50**			
	DA02	Head Teachers Orientation (1st batch)	Operational Cost							42.20	4.00	46.20			
			Resource Person	18	74.00		47.50	50.00				171.50	9.53		
			Participants	22	66.00		55.00					121.00	5.50		
			Sub Total									**338.70**			
	DA03	Resource Preparatory Meeting	Operational Cost							41.50		41.50			
			Resource Person	16	160.00		85.00					245.00	15.31		
			Participants									0.00	N/A		
			Sub Total									**286.50**			
	DA04	Curriculum Leaders Orientation (1st batch)	Operational Cost						20.00	46.20		66.20			
			Resource Person	12	120.00		50.00	96.00				266.00	22.17		
			Participants	22	131.40		110.00					241.40	10.97		
			Sub Total									**573.60**			
	DA05	Curriculum Leaders Sourcebook Training (1st batch)	Operational Cost						50.00	114.50		164.50			
			Resource Person	16	246.00		125.00	312.00				683.00	42.69		
			Participants	22	270.00		275.00					545.00	24.77		
			Sub Total									**1,392.50**			
	DA06	Support TLM for SBI/CBI (2nd term 2006/2007)	Operational Cost									0.00			
			Resource Person									0.00	N/A		
			Participants	29								0.00	N/A	145.00	
			Sub Total									**0.00**			
	DA07	Monitoring of SBI/CBI	Operational Cost							22.25		22.25			
			Resource Person	39	390.00		117.00	390.00				897.00	23.00		
			Participants									0.00	N/A		
			Sub Total									**919.25**			
			Total		**1,596.40**	**0.00**	**937.00**	**848.00**	**70.00**	**305.65**	**4.00**	**3,761.05**		**145.00**	
			Resource Person	130	1129	0	497	848	-	-	-	2,474.00			
			per Resource Person	-	8.68	0.00	3.82	6.52	-	-	-	19.03			
			Participants	95	467.4	0	440	-	-	-	-	907.40			
			per Participants	-	4.92	0.00	4.63	-	-	-	-	9.55			
2nd Q.	DA08	Resource Preparatory Meeting for 3rd erm 2006/2007	Operational Cost							2.55		2.55			
			Resource Person	17	85.00		85.00	85.00				255.00	15.00		
			Participants	0								0.00	N/A		
			Sub Total									**257.55**			
	DA09	Curriculum Leader Soucebook 2nd training (1st batch)	Operational Cost							76.53		76.53			
			Resource Person	12	254.00		125.00	246.00				625.00	52.08		
			Participants	22	330.00		275.00					605.00	27.50		
			Sub Total									**1,306.53**			
	DA10	Information Exchange Seminar (1st batch) 1st time	Operational Cost							12.50		12.50			
			Resource Person	17	85.00		52.50	85.00				222.50	13.09		
			Participants	49	147.00		122.50					269.50	5.50		
			Sub Total									**504.50**			
			Total		**901.00**	**0.00**	**660.00**	**416.00**	**0.00**	**91.58**	**0.00**	**2,068.58**		**0.00**	
			Resource Person	46	424	0	262.5	416	-	-	-	1,102.50			
			per Resource Person	-	9.22	0.00	5.71	9.04	-	-	-	23.97			
			Participants	71	477	0	397.5	-	-	-	-	874.50			
			per Participants	-	6.72	0.00	5.60	-	-	-	-	12.32			
3rd Q.	DA11	Resource Preparatory Meeting for 1st term 2006/2007	Operational Cost							5.95		5.95			
			Resource Person				5.00					5.00	N/A		
			Participants	16	170.00		80.00					250.00	15.63		
			Sub Total									**260.95**			
	DA12	HT Orientation (2nd batch)	Operational Cost							10.10		10.10			
			Resource Person	4	20.00		12.50	20.00				52.50	13.13		
			Participants	25	91.50		62.50					154.00	6.16		
			Sub Total									**216.60**			
	DA12	HT Orientation (3rd batch)	Operational Cost							10.10		10.10			
			Resource Person	4	20.00		15.00	20.00				55.00	13.75		
			Participants	24	69.00		60.00					129.00	5.38		
			Sub Total									**194.10**			
	DA12	HT Orientation (4th batch)	Operational Cost							10.10		10.10			
			Resource Person	4	20.00		15.00	20.00				55.00	13.75		
			Participants	24	56.50		60.00					116.50	4.85		
			Sub Total									**181.60**			
	DA13	Curriculum Leader Orientation (2nd batch)	Operational Cost							3.00		3.00			
			Resource Person	3	30.00		27.50	30.00				87.50	29.17		
			Participants	26	126.00		130.00					256.00	9.85		
			Sub Total									**346.50**			
	DA13	Curriculum Leader Orientation (3rd batch)	Operational Cost							3.00		3.00			
			Resource Person	3	30.00		32.50	30.00				92.50	30.83		
			Participants	25	146.00		125.00					271.00	10.84		
			Sub Total									**366.50**			
	DA13	Curriculum Leader Orientation (4th batch)	Operational Cost							3.00		3.00			
			Resource Person	4	40.00		27.50	40.00				107.50	26.88		
			Participants	27	148.00		135.00					283.00	10.48		
			Sub Total									**393.50**			
	DA14	Curriculum Leader Sourcebook 1st Training (2nd batch)	Operational Cost							29.85		29.85			
			Resource Person	3	70.00		100.00	75.00				245.00	81.67		
			Participants	26	375.00		325.00					700.00	26.92		
			Sub Total									**974.85**			
	DA14	Curriculum Leader Sourcebook 1st Training (3rd batch)	Operational Cost							28.85		28.85			
			Resource Person	3	70.00		100.00	75.00				245.00	81.67		
			Participants	26	385.00		325.00					710.00	27.31		
			Sub Total									**983.85**			
	DA14	Curriculum Leader Sourcebook 1st Training (4th batch)	Operational Cost							30.10		30.10			
			Resource Person	4	100.00		87.50	100.00				287.50	71.88		
			Participants	27	417.50		337.50					755.00	27.96		
			Sub Total									**1,072.60**			
			Total		**2,384.50**	**0.00**	**2,062.50**	**410.00**	**0.00**	**134.05**	**0.00**	**4,991.05**		**0.00**	
			Resource Person	25	400.00	0.00	422.50	410.00	-	-	-	1,232.50			
			per Resource Person	-	16.00	0.00	16.90	16.40	-	-	-	49.30			
			Participants	193	1,984.50	0.00	1,640.00	-	-	-	-	3,624.50			
			per Participants	-	10.28	0.00	8.50	-	-	-	-	18.78			

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2006/ 2007	ID	Activity		Numbers	T&T	Night Allowance	Meal/ Snack	ACRE	Hiring Venue	Operational Cost	Fuel	Total	per person	TLM	Remarks
4th Q.	DA15	Monitoring SBI/CBI (1st term, 2007/2008)	Operational Cost									0.00			
			Resource Person	22	352.00		88.00	440.00				880.00	40.00		
			Participants	0								0.00	N/A		
			Sub Total									**880.00**			
	DA16	Curriculum Leader Sourcebook 2nd training (2nd batch)	Operational Cost							142.50		142.50			
			Resource Person	4	100.00		75.00	100.00				275.00	68.75		
			Participants	28	400.00		350.00					750.00	26.79		
			Sub Total									**1,167.50**			
	DA16	Curriculum Leader Sourcebook 2nd training (3rd batch)	Operational Cost							142.50		142.50			
			Resource Person	4	100.00		100.00	100.00				300.00	75.00		
			Participants	26	375.00		325.00					700.00	26.92		
			Sub Total									**1,142.50**			
	DA16	Curriculum Leader Sourcebook 2nd training (4th batch)	Operational Cost							142.50		142.50			
			Resource Person	4	100.00		87.50	100.00				287.50	71.88		
			Participants	27	405.00		337.50					742.50	27.50		
			Sub Total									**1,172.50**			
	DA17	Information Exchange Seminar (2nd batch)	Operational Cost							58.10		58.10			
			Resource Person	6	30.00		30.00	30.00				90.00	15.00		
			Participants	51	133.50		127.50					261.00	5.12		
			Sub Total									**409.10**			
	DA17	Information Exchange Seminar (3rd batch)	Operational Cost							58.10		58.10			
			Resource Person	5	25.00		50.00	25.00				100.00	20.00		
			Participants	43	121.50		107.50					229.00	5.33		
			Sub Total									**387.10**			
	DA17	Information Exchange Seminar (4th batch)	Operational Cost							58.10		58.10			
			Resource Person	5	25.00		62.50	25.00				112.50	22.50		
			Participants	38	136.00		95.00					231.00	6.08		
			Sub Total									**401.60**			
	DA18	Co-ordination meeting for ASEI/PDSI workshop demonstration	Operational Cost									0.00			Including 1 C/S and 6 DTST as participants.
			Resource Person	0								0.00	N/A		
			Participants	14	36.00		21.00					57.00	4.07		
			Sub Total									**57.00**			
	DA19	Support TLM for SBI/CBI (3rd terms)	Operational Cost									0.00			
			Resource Person	0								0.00	N/A		
			Participants	112								0.00	0.00	3,210.00	
			Sub Total									**0.00**			
			Total		**2,339.00**	**0.00**	**1,856.50**	**820.00**	**0.00**	**601.80**	**0.00**	**5,617.30**		**3,210.00**	
			Resource Person	50	732.00	0.00	493.00	820.00	-	-	-	2,045.00			
			per Resource Person	-	14.64		9.86	16.40	-	-	-	40.90			
			Participants	325	1,571.00	0.00	1,363.50	-	-	-	-	2,913.50			
			per Participants	-	4.83	0.00	4.20	-	-	-	-	8.96			
		Grand Total			**7,220.90**	**0.00**	**5,516.00**	**2,494.00**	**70.00**	**1,133.08**	**4.00**	**16,437.98**		**3,355.00**	
			Resource Person	251	2,685.00	0.00	1,675.00	2,494.00	-	-	-				
			per Resource Person	-	10.69721	N/A	6.6733068	9.936255	-	-	-				
			Participants	684	4,499.90	0.00	3,401.00	-	-	-	-				
			per Participants	-	6.58	N/A	4.97	-	-	-	-				

Appendix IIG: Project Activities Implemented by National Level

Activity List 1: Workshop to develop/revise materials organized by TED/Project

ID	N101
Name of activity	Workshops to develop Sourcebook 1st Edition
Organizer	TED/Project
Venue and Schedule	1st Workshop: 2 -3 October, 2006 at Conference Room, TED, Accra 2nd Workshop: 13-14 October, 2006 at Conference Room, TED, Accra 3rd Workshop: 30 October, 2006 at Conference Room, TED, Accra
Resource Persons	1st Workshop: 11 2nd Workshop: 11 3rd Workshop: 10
Participants	N/A
Agenda/Contents	To review the Sourcebook Modules drafted by the JICA Experts, with resource persons.
Remarks, if any	The JICA Experts drafted the Sourcebook Modules before these workshops. These workshops were organized to review the drafts of the Sourcebook Modules with resource persons. The modules reviewed were as follows.

INSET Model		Sourcebook Module3	✓
National Guideline		Sourcebook Module4	✓
Sourcebook Module1	✓	Sourcebook Module5	✓
Sourcebook Module2	✓	Sourcebook Module6	✓

The result of the baseline survey was utilized to develop and review these modules. The modules developed were provided to each pilot district and used for the purpose of trial usage.

ID	N102
Name of activity	Workshops to revise Sourcebook Module 3-6 for 2nd Edition
Organizer	TED/Project
Venue and Schedule	1st Workshop: 28 May – 1 June, 2007 at Ghana Education Staff Development Institute (GESDI), Ajumako, C/R 2nd Workshop: 11 – 13 June, 2007 at GESDI, Ajumako, C/R
Resource Persons	1st Workshop: 14 2nd Workshop: 5
Participants	N/A
Agenda/Contents	To review the Sourcebook Modules, with resource persons.
Remarks, if any	The modules reviewed were as follows.

INSET Model		Sourcebook Module3	✓
National Guideline		Sourcebook Module4	✓
Sourcebook Module1		Sourcebook Module5	✓
Sourcebook Module2		Sourcebook Module6	✓

After trial use of the 1st edition of Sourcebooks at the pilot districts, two workshops were held to revise the Sourcebook Module 3-6.

To revise each module, the project utilized feedback on the usability of the Sourcebook by monitoring district and school level personnel.

ID	N103
Name of activity	INSET Model Evaluation Workshop
Organizer	TED/Project
Venue and Schedule	GESDI, Ajumako, C/R 15 – 17 October, 2007
Resource Persons	35
Participants	N/A
Agenda/Contents	To review the INSET Model
Remarks, if any	The modules reviewed were as follows.

INSET Model	✓	Sourcebook Module3	
National Guideline		Sourcebook Module4	
Sourcebook Module1		Sourcebook Module5	
Sourcebook Module2		Sourcebook Module6	

The project had identified the biggest obstacle in the institutionalization of INSET as the absence of a strong INSET policy in Ghana. In addition, the lack of linkage between INSET and teachers' promotion (career development) was another key issue to be considered. Restructuring the INSET Model, especially at the National level, was needed.

The project organized this workshop to achieve this need, but it was difficult to restructure the INSET Model until the proposed new Education Bill and National Education Reform were completed. Although the education reform was launched, the new education bill was still under deliberation in the cabinet at this time. Therefore, the project did not amend the INSET model for the national level, but instead concentrated on the district level. However, the project made recommendations to GES to revise the Education Strategic Plan (ESP) to incorporate INSET, so that the ESP can be used as a basis to secure the budget at the district level and as policy support.

ID	N104
Name of activity	Workshops to revise Sourcebook Module 1 & 2 for 2nd Edition
Organizer	TED/Project
Venue and Schedule	1st Workshop: 12 – 16 November, 2007 at GESDI, Ajumako, C/R 2nd Workshop: 3 – 7 December, 2007 at GESDI, Ajumako, C/R
Resource Persons	1st Workshop: 25 2nd Workshop: 23
Participants	N/A
Agenda/Contents	Revision of the Sourcebook Module 1 and 2 as a part of a series of workshops (N106, 107 and 108)
Remarks, if any	The modules reviewed were as follows.

INSET Model		Sourcebook Module3	
National Guideline		Sourcebook Module4	
Sourcebook Module1	✓	Sourcebook Module5	
Sourcebook Module2	✓	Sourcebook Module6	

ID	N105
Name of activity	Workshop to revise National Guidelines for 2nd Edition
Organizer	TED/Project
Venue and Schedule	19 – 20 May, 2008 at GESDI, Ajumako, C/R
Resource Persons	14
Participants	N/A
Agenda/Contents	Revision of the National Guidelines
Remarks, if any	

The modules reviewed were as follows.

INSET Model		Sourcebook Module3	
National Guideline	✓	Sourcebook Module4	
Sourcebook Module1		Sourcebook Module5	
Sourcebook Module2		Sourcebook Module6	

The project judged not to revise the National Guideline in JFY 2007, as the proposed new Education Bill had not passed the cabinet and National Education Reform was still incomplete. However, the project decided to revise the guidelines as it was drafted in JFY 2005 and needed to be revised before the project ended.

ID	N106
Name of activity	Workshop to revise Sourcebook Module 3 for 3rd Edition
Organizer	TED/Project
Venue and Schedule	GNAT Hall, Ho, V/R 28 – 30 July, 2008
Resource Persons	20
Participants	N/A
Agenda/Contents	Revision of the Sourcebook Module 3
Remarks, if any	The modules reviewed were as follows.

INSET Model		Sourcebook Module3	✓
National Guideline		Sourcebook Module4	
Sourcebook Module1		Sourcebook Module5	
Sourcebook Module2		Sourcebook Module6	

The revision of Module 1 (District Guideline) and Module 2 (District Level Manual) in JFY2007 created some inconsistencies between those modules and Module 3 (School Level Manual). Therefore there was a need to revise Module 3 again, although it was revised in the beginning of JFY 2007.

ID	N107
Name of activity	Baseline Survey
Organizer	University of Cape Coast and University of Education Winneba, TED/Project
Venue and Schedule	June- July, 2006
Resource Persons	N/A
Participants	N/A
Agenda/Contents	Conduct baseline survey
Remarks, if any	A Baseline Study on INSET Implementers, based on the Performance Standards (PS), was conducted by interviewing the National INSET Unit, DIU, District Teacher Support Team (DTST), HTs, Circuit Supervisors (CSs), CLs and teachers. This survey was undertaken not only in the 10 pilot districts, but also in 5 other districts, so as to gauge a nationwide profile of instruction skills in INSET related personnel in Ghana.

Activity List 2: Coordination and Information Sharing Activity at National Level organized by TED/Project

ID	N201
Name of activity	Joint Coordinating Committee Meeting
Organizer	TED/Project
Venue and Schedule	1st JCC Meeting: 23 February, 2006 at Erata Hotel, Accra 2nd JCC Meeting: 21 February, 2007 at M-Plaza Hotel, Accra 3rd JCC Meeting: 28 February, 2008 at M-Plaza Hotel, Accra 4th JCC meeting: 14 October, 2008 at M-Plaza Hotel, Accra
Resource Persons	N/A
Participants	1st JCC Meeting: 54 2nd JCC Meeting: 48 3rd JCC Meeting: 54 4th JCC meeting: 60
Agenda/Contents	Dissemination of the project's progress
Remarks, if any	Refer to Appendix B for details

ID	N202
Name of activity	Pre- Joint Coordinating Committee Meeting
Organizer	TED/Project
Venue and Schedule	Director General's Conference Room, Accra 28 September, 2006
Resource Persons	N/A
Participants	17
Agenda/Contents	Establish Task Force to design a sustainable INSET policy
Remarks, if any	As the project found that the INSET policy had yet to be clearly written and approved, the project organized this workshop to involve stakeholders to design the INSET Policy. The Task Force was established by this workshop, but the Task Force decided not to design the INSET Policy at that time, but continue to implement the project activity as the result of the project could provide the framework of the policy. Refer to Appendix B for meeting minutes.

ID	N203
Name of activity	Information Sharing Meeting with DDEs
Organizer	TED/Project
Venue and Schedule	1st Meeting: 22 September, 2006 at JICA Ghana Office, Accra 2nd Meeting: 6 June, 2007 at M-Plaza Hotel, Accra
Resource Persons	1st Meeting: 8 2nd Meeting: 9
Participants	1st Meeting: 18 2nd Meeting: 20
Agenda/Contents	To share INSET implementation plans of each pilot district to enhance effectiveness of implementation at each district.
Remarks, if any	DDEs of each pilot district presented their implementation plan for INSET and shared their ideas. The project analyzed their plans, identified potential difficulties in implementation, designed follow-up activities to provide them with support after the meeting and carried out the plans.

ID	N204
Name of activity	Coordination Meeting with District INSET Coordinators
Organizer	TED/Project
Venue and Schedule	1st Meeting: 4 – 6 July, 2007 at STM Resource Centre at Presbyterian Training College (PTC), Akropong, Akuapeam North District, E/R 2nd Meeting: 6 October, 2007 at GESDI, Ajumako, C/R 3rd Meeting: 14 – 15 January, 2008 at GESDI, Ajumako, C/R 4th Meeting: 16 May, 2008 at GESDI, Ajumako, C/R 5th Meeting: 19-20 September, 2008 at GESDI, Ajumako, C/R
Resource Persons	1st Meeting: 13 4th Meeting: 6 2nd Meeting: 13 5th Meeting: 4 3rd Meeting: 8
Participants	1st Meeting: 10 4th Meeting: 10 2nd Meeting: 10 5th Meeting:16 3rd Meeting: 10
Agenda/Contents	To share INSET progress of each pilot district to enhance effectiveness of implementation. Main agenda for each activity is as follows: 1st Meeting: − Orientation for Module 3-6; − Submission of Return of the Counter-Value Fund; − Review annual action plan for year 2008; and − Coordination of Monitoring for 3rd quarter. 2nd Meeting: − Submission of Return of the Counter-Value Fund; − Review annual action plan for year 2008; − Coordination of Monitoring for 4th quarter and ASEI/PDSI Workshop; and − Follow-up of monitoring by DEO. 3rd Meeting − Submission of Return of the Counter-Value Fund; − Coordination of Monitoring for 1st quarter; and − Follow-up of monitoring by DEO. 4th Meeting: − Share the progress of the project; − Collecting of the report of Impact Assessment; and − Collecting of SBI/CBI record (2nd term of 2008). 5th Meeting − Orientation for Module 3 3rd edition; − Share the progress of the project; and − Share information on the condition of equipment provided by the project to each pilot district
Remarks, if any	

Activity List 3: Capacity Development supported by TED/Project

ID	N301
Name of activity	Counterpart Training in Japan
Organizer	JICA
Venue and Schedule	Japan 4 August – 3 September, 2006
Resource Persons	N/A
Participants	4 The list of participants of this training is as follows:

Name	Post/Organization
Francesca Haizel	National INSET Unit, TED, GES
Rosina Adobor	National INSET Unit, TED, GES
Jacob Molenaar	National INSET Unit, TED, GES
Gershon Dorfe	National INSET Unit, TED, GES

Agenda/Contents	To strengthen the administrative competency of NIU
Remarks, if any	

ID	N302
Name of activity	Study Tour to Japan
Organizer	JICA
Venue and Schedule	Japan 16 – 25 November, 2007
Resource Persons	N/A
Participants	The list of participants of this training is as follows:

Name	Post/Organization
Ms. Naana Biney	Deputy Director-General, GES
Ms. Scholastica Gyiele	Municipal Director of Education, Wa Municipal

Agenda/Contents	Visit university, local board of education and teacher training centre to learn from the Japanese experience.
Remarks, if any	Two GES high ranking officials participated in Counterpart Training in Japan from 16th of November to 25th of November, 2007.

ID	N303
Name of activity	Course for Human Resource Management and Accounting for non-accountants at GIMPA
Organizer	The project financed the cost of the course
Venue and Schedule	Course for Human Resource Management : 3 September – 5 October, 2007 at Ghana Institute of Management and Public Administration (GIMPA), Accra Course for Accounting for non-accountants: 17 – 28 September, 2007 at GIMPA, Accra
Resource Persons	N/A
Participants	Course for Human Resource Management : 20 Course for Accounting for non-accountants: 14
Agenda/Contents	
Remarks, if any	

The list of participants of this training is as follows:

District	Human Resource Management	Accounting for non-accountants
	Name of participant	**Name of participant**
DEO, Assin North	Prince Fosu	Isaac Acquah-Arhin Bernard Kojo Nyewan Eugene Essel
DEO, Akatsi	David K. Agudzemegah	Ruth W. Zagblenku Perpetual G. Wemakor Gideon Mensah
DEO, Dangme West	Mercy Lamptey Martin Agorme	Richardson Atiemo
DEO, Akuapem North	Alexander Duah Bene	Rhoda Asiedua Nanor Augustin Dah Patrick
DEO, Adansi North	Kate Agyeman-Badu Stephen Owusu-Kwaah	Sampson Owusu Boateng
DEO, Tano South	Edward Twumasi Marcus Sarpong	Prince Adu-Gyamfi
DEO, Mpohor Wassa East	George K. Adams Aloysius Cobbinah	Joseph Tetteh
MEO, Tamale Metro	Yahaya Abudulai Charles Manglamba	Mutaka Taminu
DEO, Kasena-Nankana	Rose Achana Augustin Ayirezang	Edward Puruse
MEO, Wa Municipal	Clement Balor	Imoro Mahama Salamatu K. Kappiah Alvin Ansuura

ID	N304
Name of activity	ASEI/PDSI Approach in Secondary Mathematics and Science Education in Africa (SMASE-Kenya)
Organizer	JICA
Venue and Schedule	Training in 2006: 2 – 27 October, 2006 at Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), Kenya Training in 2008: 6 – 31 October, 2008 at CEMASTEA, Kenya
Resource Persons	N/A
Participants	Training in 2006: 8 Training in 2008: 8
Agenda/Contents	To strengthen teaching skills for Science and Mathematics
Remarks, if any	The training for year 2008 was originally planned to take place in January 2008 and was postponed to February 2008 due to disturbances in Kenya. In February, it was cancelled due to the decision made by JICA that Kenya was not safe at that time. It was rescheduled for October 2008.

The list of participants of this training is as follows:

Year	Name	Post/Organization
Year 2006	Addai Kwasi Francis	Akrokerri Training College
	Gyabaah Daniel	Presby Secondary School
	Quaning Kwabena Andrews	Assin Foso District Education Office
	Kwameh Richard Duamor	Ghana Secondary School
	Ainoo Francis	Daboase District Education Office
	Abubakar Mutiu-Rahaman	NJA Teacher Training College
	Buabasah Daniel Yao	Akatsi Secondary Technical School
	Abagali Kubirizegah Oscar	Navrongo Secondary School
Year 2008	Mahama Baako John	Bagabaga Teacher Training College
	Joseph Coleman	Wiawso Teacher Training College
	Francis Abban-Acquah	Wiawso Teacher Training College
	Michael Ananey – Aboagye	St. Francis' Teacher Training College
	Emmanuel Tamakloe Yaw	St. Francis' Teacher Training College
	Nyamadi Kafui Marlene	OLA Teacher Training College
	Patrick Fynn Malcolm	OLA Teacher Training College
	Joseph Enchill Yaw	St. Joseph's Teacher Training College

ID	N305
Name of activity	JICA Long-term Training Program [Scholarship program of JICA]
Organizer	JICA
Venue and Schedule	See table below
Resource Persons	N/A
Participants	See table below
Agenda/Contents	To strengthen capacity of National Level for the future
Remarks, if any	

Year	Participants	University	Course	Period
2007	Mr. Samuel Agbenyega Searyoh, DEO, Dangme West District	Ritsumeikan Asia Pacific University, Japan	"Local Governance / Human Resource Management" Graduate School of Asia Pacific Studies	September 2007 – September 2009
2009	Mr. Mark Mishiwo, Akatsi TTC	Hiroshima University, Japan	Graduate School for International Development and Cooperation Hiroshima University	April 2009 – March 2011

Activity List 4: Capacity Development of National Trainers by TED/Project

ID	N401
Name of activity	Orientation for National Trainers
Organizer	TED/Project
Venue and Schedule	Conference Room, Teacher Education Division, Accra 25 – 26 September, 2006
Resource Persons	6
Participants	6
Agenda/Contents	To orient newly appointed National Trainers to be able to provide support to the district level
Remarks, if any	

ID	N402
Name of activity	Training of Information Management System for National Trainers
Organizer	TED/Project
Venue and Schedule	STM Resource Centre at Presbyterian Training College (PTC), Akropong, Akuapeam North District, E/R 23 May, 2007
Resource Persons	6
Participants	6
Agenda/Contents	To train National Trainers to be able to monitor usage of Information Management System in each pilot district
Remarks, if any	The project team developed the contents of the one-day training on information management for district level personnel. The team implemented training for National Trainers with the same contents, so that they would be able to provide the same quality of training to District INSET Unit (DIU). The course contents are: (1) how to input data into Excel files; and (2) how to extract the data needed from the file.

Activity List 5: Capacity Development of District and School Level personnel and monitoring by TED/Project

ID	N501
Name of activity	Orientation for District INSET Organizers
Organizer	TED/Project
Venue and Schedule	

Date (2006)	Venue	Participating Districts
27 June – 28 June	Akrokerri Training College (Adansi North, A/R)	Adansi North, A/R Tano South, BA/R Assin North, C/R Mpohor Wassa, W/R
30 June– 1 July	Bagabaga Training College (Tamale Metro, N/R)	Tamale Metro, N/R Kassena-Nankana, UE/R Wa Municipal, UW/R
4 July– 5 July	Presbyterian Training College (Akuapem North, E/R)	Akuapem North, E/R Dangme West, GA/R Akatsi, V/R

Resource Persons	3
Participants	87
Agenda/Contents	
Remarks, if any	Orientation was organised utilising the contents garnered from the assessment of INSET implementation capabilities and the need for training at DIU and DEO. Special attention was paid to mobilising human and financial resources in such a way that understanding of the needs, planning and cost estimation would be realised.

To implement the orientation, a zonal system was employed as shown in "venue and schedule" above. The ten pilot districts were arranged into three zones and the orientation was conducted in each zonal centre. |

ID	N502
Name of activity	Orientation and Subject Training for DTSTs
Organizer	TED/Project
Venue and Schedule	

Date (2006)	Team 1	Team 2	Team 3
9 – 13 Oct	Tamale Metro	Assin North	Akuapem North
16 – 20 Oct	Kassena-Nankana	Mpohor Wassa East	Dangme West
23 – 27 Oct	Wa Municipal	Tano South	Akatsi
30 Oct – 3 Nov	-	Adansi North	-

Resource Persons	10
Participants	163
Agenda/Contents	Provide orientation and training for DTST to be able to organize core INSET activities for school level personnel.
Remarks, if any	A five-day orientation and subject training were organised for DTST, making use of newly developed District Guidelines and training contents. National Trainers were dispatched to the pilot districts for this purpose. The orientation and training were conducted by three teams.

ID	N503
Name of activity	Budgeting Workshop
Organizer	TED/Project
Venue and Schedule	Conference Room, Teacher Education Division, Accra 1 – 2 November, 2006
Resource Persons	N/A
Participants	9
Agenda/Contents	Prepare budget sheet for the Year 2007
Remarks, if any	GES determined to release the Counter-Value Fund to each pilot district to implement district and school level activity for the activities between November 2006 and December 2007. A two-day workshop on budgeting was held in Accra on 1st and 2nd of November 2006, to support all pilot districts in determining the budget.

ID	N504
Name of activity	Training of Planning and Budgeting Management for DIU, Budgeting Officers and DTSTs
Organizer	TED/Project
Venue and Schedule	(see table below)

Date (2006)	Team 1	Team 2	Team 3
13 Nov (Day1)	Dangme West		
14 Nov (Day2)			
16 Nov (Day1)	Tamale Metro	Adansi North	Akuapem North
17 Nov (Day2)			
20 Nov (Day1)	Kassena-Nankana	Assin North	Akatsi
21 Nov (Day2)			
23 Nov (Day1)	Wa Municipal	Mpohor Wassa East	Tano South
24 Nov (Day2)			

Resource Persons	6
Participants	150
Agenda/Contents	Day 1: Planning and Budgeting, Day 2: Information Management.
Remarks, if any	National INSET Unit implemented the two-day training at each district in November 2006. Day 1 was training in planning and budgeting for DIU staff, including budgeting officers and DTST. Day 2 was training in Information Management for DIU (N505).

ID	N505
Name of activity	Training of Information Management for DIU staff
Organizer	TED/Project
Venue and Schedule	Same as above
Resource Persons	
Participants	
Agenda/Contents	
Remarks, if any	This task was conducted together as part of the administrative training shown in N504. The National INSET Unit implemented the two-day training in November 2006. Day 2 of this two-day training was to train DIU on Information Management.

ID	N506
Name of activity	Orientation for Accountants
Organizer	TED/Project
Venue and Schedule	District Education Office (DEO) at each pilot district One day at each venue in June 2007
Resource Persons	2
Participants	30
Agenda/Contents	To train accountants of each pilot district
Remarks, if any	The project identified that the capacity of accountants in the pilot districts was not enough to handle the Counter-Value Fund disbursed by GES and needed to be trained. Therefore, although it was not planned before, this training was implemented in June 2007.

ID	N507
Name of activity	ASEI/PDSI Workshop
Organizer	TED/Project
Venue and Schedule	GESDI, Ajumako, C/R 2 days preparation + 5 days workshop for two batches in October 2007
Resource Persons	17 (incl. 2 Kenyan and one JICA expert from SMASSE, Kenya)
Participants	160 (+2 from Sierra Leone)
Agenda/Contents	To strengthen teaching skills for Science and Mathematics
Remarks, if any	The project organized the five-day workshop in collaboration with the SMASSE project in Kenya, which dispatched two Kenyan counterparts and one Japanese expert to Ghana for two weeks. The participants were DIC, DTST and CL from each pilot district and two personnel from Sierra Leone during the second week.

ID	N508
Name of activity	Orientation for new DIC members
Organizer	TED/Project
Venue and Schedule	GESDI, Ajumako, C/R 12 – 14 February, 2008
Resource Persons	7
Participants	73
Agenda/Contents	Provide orientation for new members of the restructured District INSET Committee
Remarks, if any	After the amendment of the District Guideline (Sourcebook Module 1) and district level manual (Sourcebook Module 2), National INSET Unit implemented an orientation for National Trainers and new DIC members. After this orientation, DIC conducted a brief orientation for DTST and CS at their education offices. NTs and NIU staff monitored their orientation.

ID	N509
Name of activity	Demonstration of Orientation for HTs and CSs 1st batch (1 day)
Organizer	TED/Project
Venue and Schedule	

Date (2006)	Team 1	Team 2	Team 3
30 November	Dangme West		
4 December	Tamale Metro	Adansi North	Akuapem North
6 December	Kassena-Nankana	Assin North	Akatsi
8 December	Wa Municipal	Mpohor W. East	Tano South

Resource Persons	10 (National Trainers)
Participants	

Districts	No of DIU, DTST, etc	No of HT /CS
Adansi North	20	28
Akuapem North	6	19
Assin North	15	36
Akatsi	18	22
Dangme West	14	29
Mpohor Wassa East	15	31
Kassena-Nankana	18	15
Tamale Metro	11	49
Tano South	12	37
Wa Municipal	11	42
Total	140	308

Agenda/Contents	
Remarks, if any	One-day orientation for HTs (1st batch) and CSs was organised as per the schedule above. Although DTST are supposed to organise and facilitate the orientation, National Trainers demonstrated for the 1st batch to assist DTSTs in preparing orientation for subsequent batches.

ID	N510 + N512
Name of activity	Demonstration of Orientation (2 days) and Sourcebook Training 1st session (5 days) for CLs (1st batch) + Monitoring of District Activities and SBI/CBI
Organizer	TED/Project
Venue and Schedule	

Date (2007)	Contents	Target district
18 Jan – 19 Jan	Orientation (2 days)	Akuapem North District
22 Jan – 26 Jan	Sourcebook Training (5 days)	(Demonstration District)
1 Feb – 2 Feb	Orientation (2 days)	9 pilot districts except
5 Feb – 9 Feb	Sourcebook Training (5 days)	Akuapem North District

Resource Persons

Resource Persons for demonstration and monitoring: 10 (National Trainers)
Resource Persons at each district:

Districts	Orientation	Sourcebook Training
Adansi North	15	19
Akuapem North	11	20
Assin North	14	25
Akatsi	12	18
Dangme West	17	17
Mpohor Wassa East	10	15
Kassena-Nankana	17	17
Tamale Metro	10	12
Tano South	12	12
Wa Municipal	11	11
Total	**129**	**166**

Participants

Districts	Orientation	Sourcebook Training
Adansi North	30	31
Akuapem North	22	22
Assin North	37	37
Akatsi	22	22
Dangme West	21	22
Mpohor Wassa East	28	30
Kassena-Nankana	20	20
Tamale Metro	50	57
Tano South	35	35
Wa Municipal	40	39
Total	**305**	**315**

Agenda/Contents

Remarks, if any

The orientation and Sourcebook training were combined and conducted as scheduled above. Both orientation and training were given to the 1st batch of CLs in each district.

To improve the quality of this activity, the project selected a district for demonstration and invited one DTST member from each pilot district except the demonstrating district, so that each district would have at least one DTST member who knows the standardised orientation and training. Akuapem North District was selected as the demonstration district.

ID	N511
Name of activity	Demonstration of Sourcebook Training 2nd session (5 days) for CLs and Information Exchange Seminar (1 day) for CLs and HTs
Organizer	TED/Project
Venue and Schedule	Tamale Metro, N/R 29 April – 4 May, 2007
Resource Persons	12
Participants	29
Agenda/Contents	
Remarks, if any	The 1st session for CLs (1st batch) was organised in JFY 2006. The 2nd session for the 1st batch and Information Exchange Seminar, which is to share information about best implementation practices, the lessons learned, and to conduct a needs analysis, were organised in April and May of 2007. To maintain the quality of training, the project conducted a demonstration of training methods at Tamale Metro. The project invited one DTST member from each pilot district to attend the 2nd session, so that each district would have at least one DTST member who understands the standardised training. The training for subsequent batches and newly appointed CLs in each district was conducted after the Sourcebook was revised in JFY 2007 (in July and August 2007). The NIU and NTs supported DTST and DIC for better implementation.

ID	N512
Name of activity	Monitoring of District Activities and SBI/CBI
Organizer	TED/Project
Venue and Schedule	
Resource Persons	National Trainers
Participants	
Agenda/Contents	To monitor district and school level activities and offer them necessary advice. The information obtained during monitoring by NT staff was used to amend the Sourcebook.
Remarks, if any	

Activity List 6: Sensitization

ID	N601
Name of activity	Inception Workshop
Organizer	TED/Project
Venue and Schedule	GNAT Hall, Accra 9 March, 2006
Resource Persons	National INSET Unit (4) JICA Team (4)
Participants	144 • National Trainers (6) • Resource Persons selected to develop the sourcebook (6) • Personnel from each pilot district (124) • Others
Agenda/Contents	Disseminate the launch of the INSET Project
Remarks, if any	

ID	N602
Name of activity	Issue Newsletters
Organizer	TED/Project
Venue and Schedule	N/A
Resource Persons	N/A
Participants	N/A
Agenda/Contents	• To share project information and best practices; and • To develop project supporters
Remarks, if any	The newsletter was published 6 times during the project period and was distributed to all schools in each pilot district and all 138 DEOs.

ID	N603
Name of activity	Producing and Broadcasting " Documentary on INSET" on TV
Organizer	TED/Project
Venue and Schedule	June 2007
Resource Persons	N/A
Participants	N/A
Agenda/Contents	To sensitize Ghanaian citizens about INSET; TV documentary was produced and was broadcasted on GTV three times.
Remarks, if any	

ID	N604
Name of activity	Broadcasting "Talking Point" on TV
Organizer	TED/Project
Venue and Schedule	December 2007
Resource Persons	N/A
Participants	N/A
Agenda/Contents	To sensitize Ghanaian citizens about INSET, the Project had the INSET programme featured on "Talking Point" on GTV
Remarks, if any	

ID	N605
Name of activity	Producing and Distributing "CL life DocuDrama" on DVD
Organizer	TED/Project
Venue and Schedule	March 2008
Resource Persons	N/A
Participants	N/A
Agenda/Contents	DVD was developed by the project so users of Sourcebook Module 3 can better understand its use by watching the DocuDrama.
Remarks, if any	

ID	N606
Name of activity	Dissemination Workshop to all DDEs
Organizer	TED/Project
Venue and Schedule	
Resource Persons	National INSET Unit (4)
Participants	138 DDE + 10 RDE
Agenda/Contents	To disseminate project achievement to all District Director of Education (DDE) and Regional Director of Education (RDE) and sensitize them to start INSET.
Remarks, if any	

Date	Venue
9th June (Mon), 2008	Koforidua
11th June (Wed) , 2008	Ho
13th June (Fri) , 2008	Cape Coast
16th June (Mon) , 2008	Takoradi
18th June (Wed) , 2008	Kumasi
20th June (Fri) , 2008	Sunyani
23rd June (Mon) , 2008	Tamale
25th June (Wed) , 2008	Bolgatanga
27th June (Fri) , 2008	Wa Municipal

Typical time table used for the workshops at each venue

9:00	Opening Ceremony
	• Opening Prayer • Introduction of Chairperson (Regional Director) • Chairperson's response • Introduction of Participants (district) • Welcome address by representative of Ghana National Association of Teachers (GNAT) Hall • Chairperson's Remarks
9:30	Need of Continuous Professional Development
10:00	Report on Overview of INSET Model and National Guideline
10:30	Tea Break
11:00	Report on Sourcebook Module 1 to 6
	• Module 1&2: 80 mins • Module 3: 30 mins • Module 4-6: 10 mins
13:00	Lunch (showing TV documentary on INSET)
14:00	Securing budget
14:40	Open Forum (Sharing the experience of pilot district)
15:30	Closing Ceremony

List of districts invited to each venue

Venue	District to participate		
Ghana National Association of Teachers (GNAT) Hall in Kumasi (25)	**Ashanti Region (21/21):** Ahafo Ano South Ahafo. Ano.North Afigya Sekyeree Bosomtwi-Atwima-Kwanhuma Sekyere West Atwima Mponua Ejura Sekyedumase Adansi North	Adansi South Atwima Nwabiagya Obuasi Municipal Amansie Central Amansie East Amansie West Sekyere East Asante Akim North Asante Akim South	Kwabre Offinso Ejisu-Juabeng Kumasi Metropolitan **Western Region (4/13)** Bia Bibiani/Anhwiaso/ Bekwai Juabeso Sefwi-Wiawso
GNAT Hall in Sunyani (19)	**Brong Ahafo Region (19/19):** Asunafo North Asunafo South Asutifi Atebubu-Amantin Berekum Jaman North	Jaman South Kintampo North Kintampo South Nkoranza Pru Sene Tano South	Tano North Sunyani Municipal Tain Techiman Municipal Wenchi Dormaa
GNAT Hall in Cape Coast (13)	**Central Region (13/13):** Abura/Asebu/Kwamankese Agona Ajumako/Enyan/Essiam Asikuma/Odoben/Brakwa	Assin North Assin South Awutu/Effutu/Senya Cape Coast Municipal	Gomoa Komenda/Edina/Eguafo/Abirem Mfantsiman Twifo/Heman/Lower/Denkyira Upper Denkyira
GNAT Hall in Koforidua (23)	**Eastern Region (17/17):** Afram Plains (Kwahu North) Akuapim North Akuapim South Asuogyaman Birim South East Akim New-Juaben Municipal Suhum/Kraboa/ Coaltar	Fanteakwa Atiwa Birim North Kwaebibirem Kwahu South Kwahu West Manya Krobo West Akim Yilo Krobo	**Greater Accra Region (6/6):** Accra Metropolitan Dangme East Dangme West Ga East Ga West Tema Municipal
GNAT Hall in Tamale (16)	**Northern Region (16/18):** Bunkpurugu-Yunyoo East Gonja East Mamprusi Gushiegu Karaga	Nanumba North Nanumba South Saboba-Chereponi Savelugu-Nanton Tamale Metropolitan Tolon-Kumbungu	West Gonja West Mamprusi Yendi Zabzugu/Tatale Central Gonja
GNAT Hall in bolga (8)	**Upper East Region (8/8):** Bawku Municipal Bawku West	Bolgatanga-Municipal Bongo Builsa	Garu-Tempane Kassena-Nankana Talensi-Nabdam
GNAT Hall in Wa Municipal (10)	**Upper West Region (8/8):** Jirapa/Lambussie Lawra Nadowli Sissala East	Sissala West Wa East Wa Municipal Wa West	**Northern Region (2/18):** Bole Sawla-Tuna-Kalba
GNAT Hall in Ho (15)	**Volta Region (15/15):** Adaklu-Anyigbe Akatsi Ho Municipal Hohoe	Jasikan Kadjebi Keta Ketu Kpando	Krachi East Krachi West Nkwanta North Tongu South Dayi South Tongu
GNAT Hall in Takoradi (9)	**Western Region (9/13):** Ahanta West Aowin/Suama	Jomoro Mpohor/Wassa East Nzema East	Shama-Ahanta-East-Metropolitan Wasa Amenfi East Wasa Amenfi West Wassa West