

Ghana Education Service
Ministry of Education, Science and Sports
The Republic of Ghana

Project to Support the Operationalisation of the In-Service Training Policy in the Republic of Ghana

Final Report

November 2008

JAPAN INTERNATIONAL COOPERATION AGENCY

Ghana Education Service
Ministry of Education, Science and Sports
The Republic of Ghana

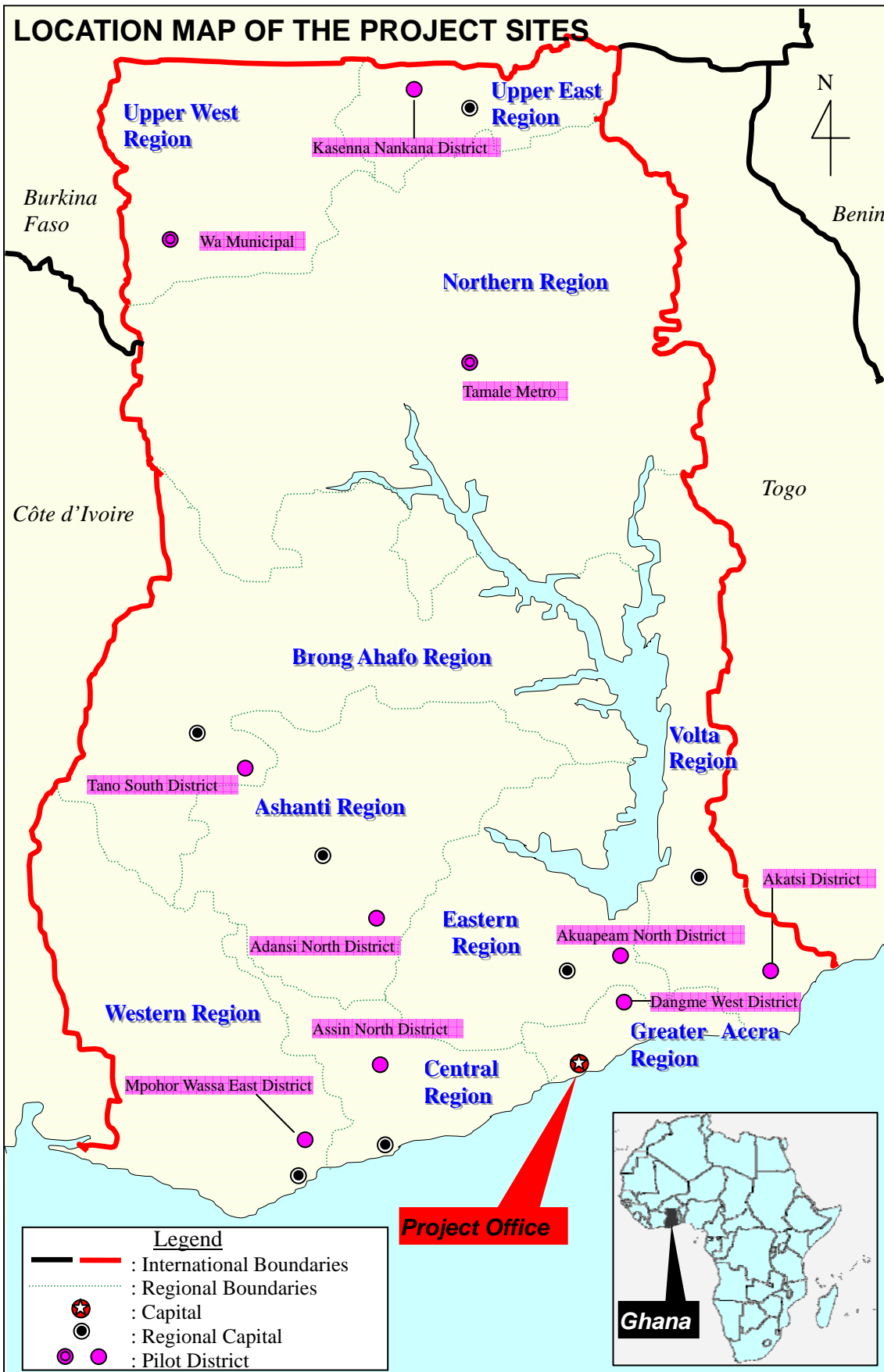
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LOCATION MAP OF THE PROJECT SITES





Project Office (TED)



National INSET Unit



JCC Meeting (Feb, 2008)



TV Programme Production



Presentation at Dissemination Workshop



DG, Regional Director and Director of TED



Sourcebook Workshop at GESDI



DIC Meeting



Workshop for District INSET Coordinators



ASEI/PDSI Workshop



Information Exchange Seminar (Tano South)



Discussion at SBI



Experiment during SBI



HT Orientation



CL Sourcebook Training



DTST Orientation

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Abbreviations

AD:	Assistant Director
AIAP:	Annual INSET Action Plan
ASEI/PDSI:	Activity, Student, Experiment, Improvisation/Plan, Do, See, Improve
BED:	Basic Education Division
CBI:	Cluster-Based INSET
CEMASTEА:	Centre for Mathematics, Science and Technology Education in Africa
CL:	Curriculum Leader
CRDD:	Curriculum Research and Development Division
CS:	Circuit Supervisor
DDE:	District Director of Education
DEO:	District Education Office
DG:	Director General
DIC:	District INSET Committee
DIU:	District INSET Unit
DP:	Development Partner
DTST:	District Teacher Support Team
ESP:	Education Strategic Plan
GES:	Ghana Education Service
GIMPA:	Ghana Institute of Management and Public Administration
GOG:	Government of Ghana
GOJ:	Government of Japan
HT:	Head Teacher
INSET:	In-Service Training
JCC:	Joint Coordinating Committee
JFY:	Japanese Fiscal Year
JICA:	Japan International Cooperation Agency
M&E:	Monitoring and Evaluation
M/M:	Minutes of Meeting
MOESS:	Ministry of Education, Science and Sports
MTEF:	Medium Term Expenditure Framework
NGO:	Non-Governmental Organization
NIC:	National INSET Committee
NIU:	National INSET Unit
NT:	National Trainer
NTC:	National Teaching Council
PBME:	Planning, Budgeting, Monitoring and Evaluation Division
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
SMC:	School Management Committee
SPIP:	School Performance Improvement Plan
STM Project:	Project of Improvement of Educational Achievement in Science, Technology and Mathematics in Basic Education
TED:	Teacher Education Division
TLM:	Teaching and Learning Materials
TTC:	Teacher Training College
UCC:	University of Cape Coast
UEW:	University of Education Winneba
WSD:	Whole School Development

Executive Summary

Introduction

The Government of Ghana (GOG) has identified education as a key development tool of the nation. Several policies and strategies such as Free Compulsory Universal Basic Education (FCUBE) and the Education Strategic Plan (ESP) for 2003-2015 were adopted to strengthen the education sector. While these improved access to education, there still remained a need to improve the quality of education. To this end, Ghana Education Service (GES) identified that the improvement in the teaching skills of teachers as essential, raising the need for In-Service Training (INSET). As School-Based INSET (SBI) helps teachers themselves to identify and continuously improve their teaching capacities efficiently, GOG requested technical assistance from Japan International Cooperation Agency (JICA) to institutionalize this needs-based INSET.

The GES-JICA Project to support operationalization of INSET policy (INSET Project) aimed to institutionalize INSET for primary school teachers. In accordance with the Record of Discussion (R/D) and Minutes of Meeting (M/M), the project was implemented from December 2005 to November 2008.

1. Outline of the Project

The Project targeted all of the public primary schools in ten pilot districts,¹ and science and mathematics were selected as pilot subjects. The long term and short term goals described in the Project Design Matrix (PDM) are as follows:

Long term goal (Target Year 2013):

- The capacity of primary school teachers for teaching delivery is improved through continuous INSET.

Short term goals (Target Year 2011):

- Capacity of GES INSET unit, District Teacher Support Team (DTST), Head Teachers (HTs), Circuit Supervisors (CSs), and Curriculum Leaders (CLs) in supporting School-Based INSET (SBI) / Cluster-Based INSET (CBI) is improved in the pilot districts.
- The INSET model is conducted nationwide.

By the end of the Project, the project is to achieve the following purpose:

Project Purpose

- A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts.

2. Resources Required for the Project

During the three years of the project, a total of 13 JICA experts were dispatched for 2560 assignment days (85.3 months) in Ghana (including travel days), and 79 assignment days (2.6 months) out of Ghana. The GES provided 4 full-time counterparts to the Project, with a project office located in Teacher Education Division (TED). Expenses incurred in the project were covered by both JICA and by GOG. The GOG used the Counter-Value Fund totalling GH¢235,183.30 to support all pilot districts in implementing their activities in JFY2006/2007.

¹ The ten pilot districts were 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).

3. Project Activities

Based on project outputs in the PDM, various activities were organised by GES/JICA.

- To establish INSET implementation structure in ten pilot districts (Output 1), criteria for the selection of the pilot districts was determined. National and district level guidelines were also developed to establish the implementation structure.
- For the development of need-based INSET modules and guidelines for the use of the Sourcebooks (Output 2), various workshops were held for development and revision of these materials.
- Capacity development of key INSET actors (Output 3) was done through the provision of various orientation and training sessions to key stakeholders at national, district, and school levels. Approximately 110,000 teachers and INSET organisers were trained during the project period.² A baseline survey was also conducted at the beginning to measure the initial level of skills.
- To develop and implement a monitoring and evaluation system for the district INSET model (Output 4), Performance Standards were developed. In addition, an Information Management System was established for the collection and management of relevant information.
- In order to raise awareness and commitment to participate in and support INSET, and to amend the INSET policy (Output 5), dissemination workshops were held, as well as newsletters issued and TV broadcasts and DVDs made. Support was provided to GES at the policy level

4. Project Achievements

The Project not only achieved all the outputs and project purpose but also has the prospect of achieving both short and long term goals. The significant achievements are as follows;

- The structured and replicable INSET model (SBI/CBI) has been successfully developed, as 92.4% of schools in the 10 pilot districts conducted SBI/CBI twice per term (data for 3rd term of 2007/2008 academic year).
- All necessary guidelines and modules were developed, i.e. National Guidelines and Sourcebook Modules 1-6.
- Positive effects have been observed in both teachers and pupils through the Impact Assessment Reports.

Furthermore, the Terminal Evaluation conducted by GES/JICA in June 2008 concluded that the Project's Relevance, Effectiveness, Efficiency and Impact are "High" and its Sustainability is "Moderately High," based on the 5 criteria outlined by the Development Assistance Committee (DAC).

The project supported TED/GES to plan the nationwide INSET to commence from Year 2009. This is also significant progress, as implementing INSET nationwide is a short-term goal of the Project. However although it is a part of the project achievement, it is shown in Appendix I.

² This includes DIU/DICs, DTSTs, CSs, HTs, and CLs who received various orientation and training on implementation of SBI/CBI as well as HTs, CLs and teachers who participated in SBI/CBI. The number of participants in SBI/CBI include totals from 2006-2008. The number of participants for 2007/2008 are based on data sheets submitted from districts (refer to Table 3.6), and the number of participants for 2006/2007 and for 1st term of 2008 are estimates based on 2007/2008 figures.

5. Recommendations for the Way Forward

Although the Project succeeded in achieving its goal of implementing INSET in 10 pilot districts, there are two main issues to be addressed in the next nationwide expansion phase:

- To enhance the motivation of stakeholders, GES must provide adequate incentives. This includes making INSET compulsory, linking INSET with promotion, improving the quality of SBI/CBI to maintain teachers' interest, and establishing a system to socially recognize teachers' achievements.
- Management of INSET can be improved by considering the various areas such as scope, schedule, time, cost, resources, communication and risk. In addition, strengthening coordination among GES Divisions and improving strengthening data collection and usage skills will also promote better management of INSET.

Conclusion

This project has achieved its purpose of establishing a structured and replicable INSET model in Science and Mathematics for primary school teachers in ten pilot districts. Building on these achievements, GOG has prepared plans for nationwide expansion of INSET (see Appendix I). Incorporating the recommendations made will allow for GES to be better prepared for nationwide INSET.

It is anticipated that with nationwide implementation, more teachers will be given the opportunity to sharpen their teaching skills through SBI/CBI. With better teachers, hopes for improved quality of education will begin to look promising.

INTRODUCTION

The Government of Ghana (GOG) has identified education as a key development tool, which follows the Ghanaian Constitution's claim to fundamental education and Free Compulsory Universal Basic Education (FCUBE) for all citizens. Ghana Poverty Reduction Strategy (GPRS I) has also identified the same educational policy. Similarly, the Ministry of Education and Sports (MOES *Present Ministry of Education, Science and Sports (MOESS)) formulated an Education Strategic Plan (ESP) for 2003-2015 which outlined a comprehensive format for sectoral development. Moreover, the Ministry's 2004 Education Whitepaper listed the sustainable implementation of In-Service Training (INSET) as a priority and since then, Ghana Education Service (GES) has focused on institutionalizing INSET for teachers as a means to enhance their teaching capacity and consequently improve educational quality.

As a result of these policies and strategies, the Gross Enrolment Rate of primary schools in Ghana increased from 75.7% (2002/2003) to 83.3% (2004/2005). However, there are still a lot of improvements to be made in the quality of education. The percentage of students who passed Science and Mathematics in the Basic Education Certificate Examination (BECE) in 2003 was 57.1% and 59.6% respectively. Results of Criterion Reference Testing in 2000 showed that only 9.6% and 4.4% of public primary schools' pupils passed the English and Mathematics tests respectively.

One of the major reasons for such low academic achievement of pupils in public primary schools was the lack of appropriate and effective teaching skills. Some teachers point out that it is due to the scarcity of Teaching and Learning Materials (TLM), especially for Science and Mathematics. However, due to the difficulty of equipping each public school with a laboratory, teachers need to have skills to develop appropriate TLM from materials available in their locality. Furthermore, addressing this need to improve teaching skills, especially in primary schools, will require long-term commitment by the Ghanaian education sector.

INSET is widely recognised as the best strategy to enhance teaching skills of teachers, thereby providing a means to address the problem. Several INSET programmes, some of which were supported by various Development Partners (DPs), have been organized in the past. However, these were mostly supply-driven and therefore there was a need to establish a structured and replicable need-based/demand-driven INSET. School-Based INSET (SBI) helps teachers themselves to identify and continuously improve their teaching skills, for example, to prepare TLM using materials available in their environment.

The Japan International Cooperation Agency (JICA) had supported the Project of Improvement of Educational Achievement in Science, Technology, and Mathematics in Basic Education Project (STM Project) between Year 2000 and 2005. The STM Project was designed to improve students' abilities and educational achievement in Science, Technology, and Mathematics in primary and junior secondary education by improving teaching content and methods at Teacher Training Colleges (TTCs). This project also developed the prototype of the need-based SBI model and was concluded in 2005. In recognition of the achievements of these initiatives, GOG requested technical assistance from the Government of Japan (GOJ) to support the institutionalisation of INSET.

JICA conducted preliminary studies and consulted with other stakeholders regarding the project scope and details in collaboration with GES. Based on the preliminary results, GES and JICA outlined a master plan, implementation structure, and division of responsibilities in the Record of Discussion (R/D) and Minutes of Meeting (M/M) which were signed in August 2005. The project (Project to Support the Operationalization of the In-Service Training Policy: INSET Project) was designed to build on the achievements of the STM Project while applying lessons learned and utilizing the personnel it developed. The overall goal of this project was to

institutionalize INSET. This project was tasked with establishing an implementation structure, developing training modules, undertaking capacity building, and establishing a monitoring and evaluation (M&E) system.

In accordance with the R/D and M/M, JICA dispatched the JICA expert team (Technical Cooperation Project Team) to support the project implementation in December 2005. In the three years of project duration, the project achieved its purpose of developing an INSET model that is replicable in all districts of Ghana, and supported GES in preparing a plan to implement Nationwide INSET from Year 2009 (refer to Appendix I for details).

This report comprises a main report which presents the process and contents of the work accomplished during the project period between December 2005 and November 2008, Appendix I (Nationwide INSET Plan) and Appendix II (reference documents).

1. Outline of the Project

1.1 Introduction

This chapter provides a brief overview of the project, including the project outline as stated in the Project Design Matrix (PDM), project output, organizational structure and implementation approach. It also includes the planned schedule and implementation of activities. Finally it presents details on the revision of PDM, as the project revised it in February 2008.

1.2 Scope and Schedule of the Project

The scope of the project as described in the PDM can be summarised as follows:

- Area: One district from each of the ten (10) regions (10 districts)
- Schools: All public primary schools in the pilot districts
- Subjects: Science and Mathematics

The coverage area of the project was one district from each of the ten regions. In these pilot districts, the project was to develop an INSET model that will be replicable in all other districts. Primary schools were selected, as improving the quality of primary school education was a critical issue. However, the INSET model was developed in consideration of its applicability to other school levels, and not meant exclusively for primary schools. Science and Mathematics were selected as the pilot subjects.

The project period was 36 months from December 2005 to November 2008, which was divided into the following four Japanese Fiscal Years (JFY).³ The project completed on schedule as initially planned.

- First Fiscal Year : December 2005 – March 2006
- Second Fiscal Year: April 2006 – March 2007
- Third Fiscal Year: April 2007 – March 2008
- Fourth Fiscal Year: April 2008 – November 2008

1.3 Goal, Purpose and Output of the Project

The long term goal, short term goal, project purpose and output of the project as stated in the PDM are as follows. (Refer to Appendix II A for the full version of the PDM)

[Long term goal: Target year 2013]

- The capacity of primary school teachers for teaching delivery is improved through continuous INSET (In-Service Training).
Note: As this project uses School-Based INSET (SBI) / Cluster-Based INSET (CBI) as a means to deliver need-based INSET, the long term goal of “continuous INSET” refers to continuous implementation of SBI/CBI.

[Short term goal: Target year 2011]

- Capacity of GES INSET Unit, District Teacher Support Team (DTST), Head Teachers (HTs), Circuit Supervisors (CSs) and Curriculum Leaders (CLs) in supporting

³ The Japanese Fiscal Year (JFY) begins in April and ends in March.

School-Based INSET (SBI) / Cluster-Based INSET (CBI) is improved in the pilot districts.

- The INSET model is conducted nationwide.

[Project Purpose]

- A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts.

[Outputs of the Project]

The expected outputs of the project are as follows.

1. INSET implementation structure is established in 10 pilot districts
2. Needs-based INSET modules and guidelines for the use of the source book are developed
3. Capacity of the key actors to support the delivery of INSET is developed
4. Monitoring and evaluation systems for the district INSET model are developed and implemented
5. Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation

1.4 List of Project Outputs

The project developed the following materials during the project period.

1. National Guidelines for Organisational Structure of INSET Implementation
2. Sourcebook
 - Module 1: District Guidelines
 - Module 2: Operational Manual for District Level INSET
 - Module 3: School-Based and Cluster-Based INSET (SBI/CBI) Manual
 - Module 4: General Pedagogy
 - Module 5: Sample Lesson Plans in Mathematics
 - Module 6: Sample Lesson Plans in Science

Note: "User Guidelines" was renamed "Users' Guide" and incorporated into each Sourcebook Module.
3. Performance Standards for Implementers of the INSET Model
4. Baseline Report on INSET Implementers based on Performance Standards
5. DVD on "CL DocuDrama" and "Documentary for In-Service Training for Teachers"

The following figure shows the structure of National Guidelines and Sourcebook Modules.

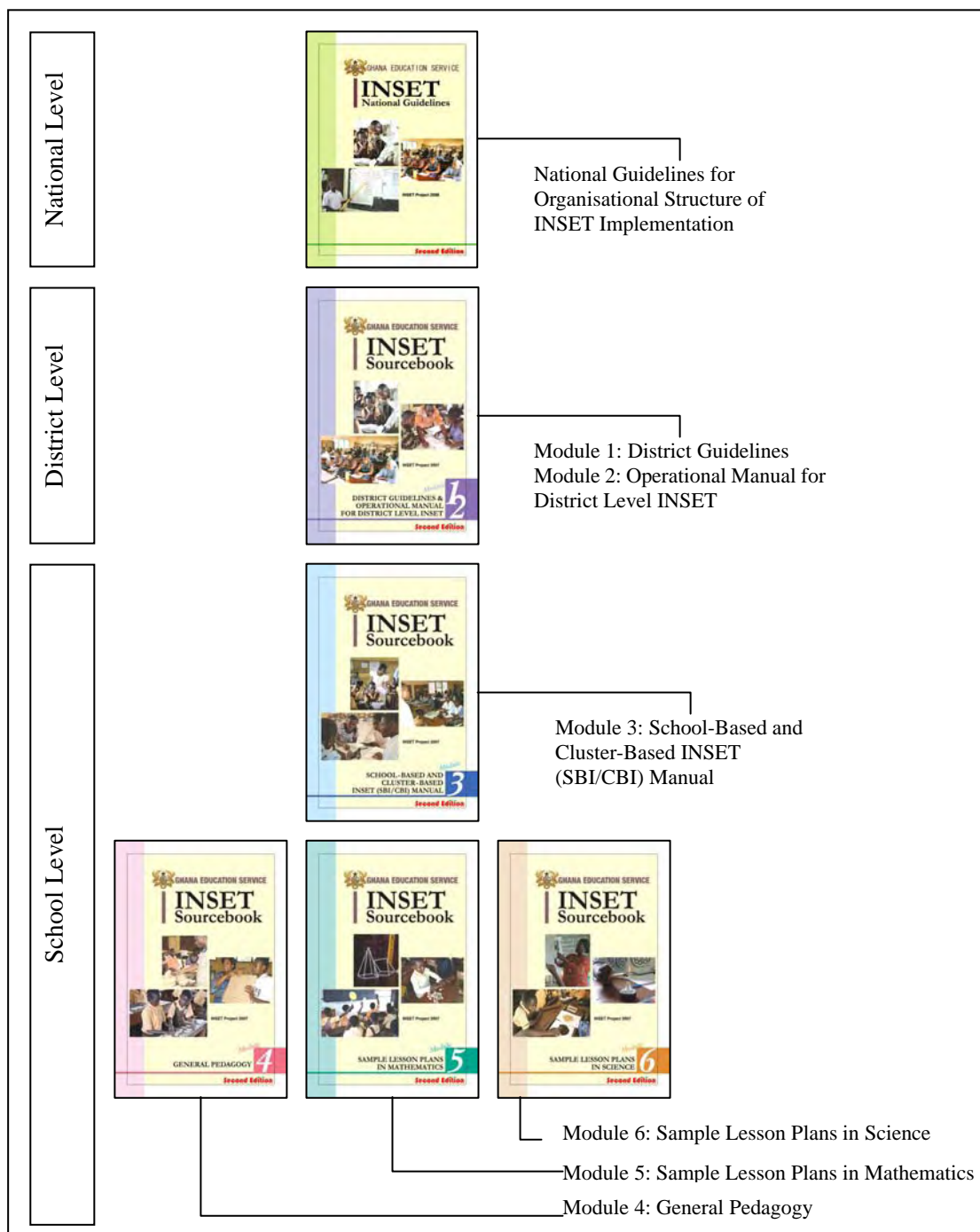


Figure 1.1 Structure of Guidelines and Sourcebook Modules

1.5 Project Implementation Structure

The implementation structure of the project is shown in Figure 1.2. It consists of four levels:

- Joint Coordinating Committee (JCC)
- National Level
- District Level
- School Level

The JCC was the highest decision-making body of the project. The chairperson of JCC was the Director General (DG) of Ghana Education Service (GES). Members of JCC were director-level personnel from relevant divisions of GES, Ministry of Education, Science and Sports (MOESS) and pilot districts. The membership was enlarged to include Regional Director of Education (RDE) from the 3rd JCC, as the National INSET Unit/Teacher Education Division (NIU/TED) started its plan of nationwide expansion in Year 2007 and found that RDEs will play a key part in its success.

The NIU in TED was the central administrative body of the whole project, and JICA experts worked with NIU to support its implementation. There were three TTCs selected by NIU to provide National Trainers (NTs), and the director of TED requested principals of those TTCs to release NTs to support the implementation and monitoring of activities in the pilot districts when needed. In addition, the NIU also had the responsibility of reporting the project's progress to the JCC.

The District INSET Committee (DIC) at the District Education Office (DEO) was the local administrative body in each pilot district. DIC controlled/supported all activities in their district and managed human resources selected for the project implementation, i.e. DTST.

At the school level, the HT and CL were responsible for the administration and coordination of SBI/CBI. CS and DTST monitored SBI/CBI and reported the results to DIC.

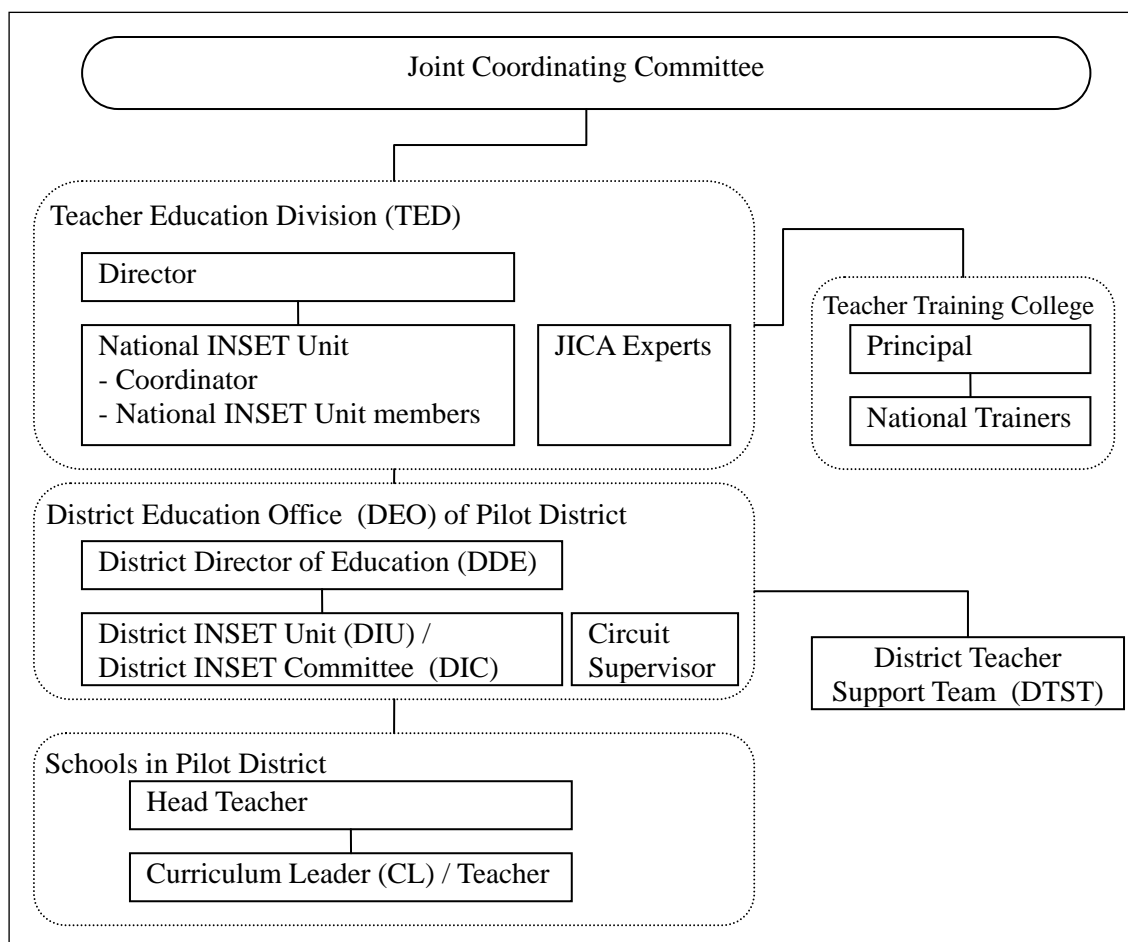


Figure 1.2 Project Implementation Structure

1.6 Implementation Approach

The Project Team used the following implementation approaches. Some approaches have changed from the beginning, since the situation changed as the project moved ahead.

1) **Make the most use of expertise and lessons from STM Project**

This project aims at designing the INSET model while effectively applying the results of the STM Project. The project utilized the expertise and lessons learned from the completed STM Project.

2) **Develop a flexible training model and materials to institutionalize INSET**

The main purpose of the overall INSET strategy is to integrate various INSET strategies that have been previously implemented by other DPs and Non-Governmental Organizations (NGOs) and build a comprehensive framework. In this way, the Project developed a structured and replicable INSET model.

3) **Coordinate and consult with the on-going education sector reforms and projects in Ghana**

For effective implementation of the project, the Project Team coordinated and consulted with other educational organisations and institutions. In addition, relevant information was collected continuously.

4) Consider sustainability

Long-term sustainability of the INSET model is a central focus of the project. It has been taken into consideration in the capacity development of INSET units at both the national and district levels. Also, estimating a manageable budget and securing the budget have been emphasized as essential components of the INSET model to ensure its sustainability.

5) Consider the school calendar and training schedule in Ghana

To increase the impact of INSET, the project timeline was designed taking into consideration school schedules. SBI/CBI was conducted on weekdays during the school term so as to avoid any additional payments for daily allowance or travel expenses.

6) Coordinate and consult with other JICA activities

The Project Team shared information with JICA's Ghana Office, as well as with the JICA Expert in educational policy who worked within the MOESS.

7) Promote public awareness

The Project placed emphasis on promoting public awareness of INSET in order to foster a broader understanding of the project's expected outcomes and activities among concerned parties (both in Japan and Ghana), as well as to solicit their support, using various methods such as TV, website, newsletters and newspapers.

1.7 Plan of Operation based on PDM

The planned schedule and implementation of activities is shown in Figure 1.3.

1.8 Revision of PDM

As the project had identified that some PDM indicators in the original PDM (PDM₀) lacked clarity or were not suitable for this project, these sections were revised as follows. The revised PDM (PDM₁) which included other minor revisions in activities of Output 5 was confirmed by both Ghanaian and Japanese sides during the 3rd JCC and became effective immediately thereafter. Both PDM₀ and PDM₁ are attached in Appendix II A.

Table 1.1 Revision of “Objectively Verifiable Indicators of Output” on PDM

Narrative Summary	Objectively Verifiable Indicators		Means of Verification	
	PDM ₀	PDM ₁	PDM ₀	PDM ₁
4. Monitoring and evaluation system for the district INSET model are developed and implemented	1. Performance standards developed	(No change)	1. Project report 2. Monitoring reports by HTs/CSs 3. District monitoring report	(No change)
	2. Tracking system of CLs operationalized	2. <u>100% of pilot districts submitted Annual Progress Report</u>		
	3. 70% of schools use the monitoring format to report on the termly performance	(No change)		
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 ⁴ /PTAs in supporting the implementation of the INSET Programme increased:	1. <u>70% of stakeholders in the pilot districts and 80% of the stakeholders at national level increased their awareness for INSET.</u>	1. Project report 2. Interviews 3. Newsletters	1. Project report 2. Interviews 3. <u>MTEF</u> ⁵ 4. Newsletters
		2. <u>GES earmarked some budget for INSET</u>		
	2. Newsletter on INSET issued quarterly	3. <u>Newsletter on INSET issued quarterly</u>		
	3. Forum to disseminate outcomes of the project conducted.	4. <u>Forum to disseminate outcomes of the project conducted.</u>		

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.

- The feasibility of developing a tracking system of CLs within the project period was low due to: 1) high attrition rate of teachers; 2) low versatility of the application used for the existing teacher database; 3) management of the existing database being done by a division out of GES. The purpose of this Output 4 was to verify the establishment of a monitoring and evaluation system, and not to establish a tracking system per se. Therefore the Project introduced a simpler and more concrete indicator, namely submission of Annual Progress Report.

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

- “Awareness of the stakeholders in the district level” did not contain a measurable indicator; therefore changes were made to include measurable indicators. Information regarding the necessary budget was also added.

⁴ School Management Committees (SMCs).

⁵ Medium Term Expenditure Framework (MTEF).

2. Resources Required for the Project

2.1 Introduction

Various resources were required to implement the project. This chapter shows input of human resources from both Japan International Cooperation Agency (JICA) and Government of Ghana (GOG), financial resources from JICA and GOG and equipment from JICA. Financial resources from GOG were utilized in pilot districts to implement the project and the general breakdown is provided in this chapter, with further details in Appendix II F.

2.2 Human Resources

JICA Side

During the three years of the project, a total of 13 JICA experts were dispatched for 2560 assignment days (85.3 months) in Ghana (including travel days), and 79 assignment days (2.6 months) out of Ghana as shown in the table 2.1.

Table 2.1 List of JICA Experts with Assigned Days⁶

Name	Assignment	Task contents	Total days	Days in each JFY			
				2005	2006	2007	2008
Chiaki KURANAMI	Team Leader	Overall supervision of JICA Experts and project	48 (20)	13 (5)	10 (4)	10 (10)	15 (1)
Takashi SOMA	Deputy Team Leader /Educational Training Management1	Ascertaining situation of education in Ghana, consultation and negotiation with Ghanaian side, development of materials, etc.	229 (24)	42 (4)	84 (3)	75 (7)	28 (10)
Kenichi TANAKA	Deputy Team Leader /Educational Training Management2	Development of materials and planning / organizing all activities, consultation and negotiation with Ghanaian side, etc.	86	0	0	28	58
Tatsuya NAGUMO	Deputy Team Leader /Educational Training Management	Development of materials and planning / organizing all activities, consultation and negotiation with Ghanaian side, etc.	802	105	271	264	162 (1)
Chikara KINONE	Mathematics Education / School Based INSET	Development / revision of Sourcebook	343	0	168	135	40
Marion YOUNG	Mathematics Education	Development of Sourcebook, National and District Guidelines	42 (14)	28 (14)	14	0	0
Kenji MATSUBARA	Science Education / School Based INSET	Development / revision of Sourcebook	284	95	168	21	0
Takashi ITO	Educational Material Development	Development / revision of Sourcebook	96	0	75	21	0
Ayako TANIGAWA	Monitoring and Evaluation	Development and strengthening of district level monitoring system, preparing for final evaluation, etc.	440	20	185	145	90
Albert Kwame AKYEAMPONG	INSET System / Education Policy	Consultation and negotiation with Ghanaian side, development/revision of National Guidelines, Performance Standard etc.	70 (21)	14	21 (14)	21 (5)	14 (2)
Eriko KUMAMOTO	Administrative coordinator	Assistance for and coordination of other experts, etc.	28	0	0	28	0
Jutaro SAKAMOTO	Administrative coordinator	Same as above	62	0	0	32	30
Megumi NABESHIMA	Administrative coordinator	Same as above	30	0	0	0	30
Total		Assignment days in Ghana incl. travel Assignment days out of Ghana	2560 (79)	317 (23)	996 (21)	780 (22)	467 (14)

Source: "GES/JICA INSET Project"

⁶ The numbers on top are number of assignment days in Ghana including travel. The numbers on the bottom (in parenthesis) are assignment days out of Ghana.

Ghana side

The key counterparts from Ministry of Education, Science and Sports (MOESS) are listed below in Table 2.2.

Table 2.2 List of Counterparts from MOESS

Name	Position in the project	Title/Organization	From	To
Michael Kenneth Nsowah	Project Director	Director General, GES	Nov-05	Jan-07
Samuel Bannerman-Mensah	Project Director	Director General, GES	Jan-07	Present
Margaret Benneth	Project Manager	Director, TED, GES	Nov-05	Mar-07
Victor Kofi Mante	Project Manager	Director, TED, GES	Apr-07	present
Stephen Adu	Programme Coordinator, National INSET Unit	Deputy Director, TED, GES	Nov-05	Oct-07
Seth Odame Baiden	Programme Coordinator, National INSET Unit	TED, GES	Apr-08	Present
Francesca Haizel	National INSET Unit	TED, GES	Nov-05	Present
Rosina Adobor	National INSET Unit	TED, GES	Nov-05	Present
Jacob Molenaar	National INSET Unit	TED, GES	Nov-05	Present
Gershon Dorfe	National INSET Unit	TED, GES	May-07	Present

The other people involved (National Trainers, Resource Persons, and District Level Personnel) are shown in Appendix II C.

Involvement of Local Personnel

The project hired the following local personnel as consultants, as the project considered the involvement of local personnel crucial for the smooth implementation of the project's activities.

Table 2.3 List of Major Local Personnel

Name	Title	Period	Remark
Michael Kenneth Nsowah	Senior Consultant (Education Administration)	JFY 2007 – JFY 2008	Immediate past Director General, GES
Lydia Osei	Senior Consultant (Education Administration)	4 days in JFY2008	Immediate past Deputy Director General, GES
Dr. Joseph Ghartey Ampiah	Senior Consultant (Education Policy / Teacher Education)	JFY2007	Senior Lecturer, Institute of Education, University of Cape Coast
Prof. Jophus Anamuah-Mensah	Senior Consultant (Education Policy / Teacher Education)	2 days in JFY 2007	Immediate past Vice Chancellor, University of Education, Winneba
Prof. A. Asabere-Ameyaw	Senior Consultant (Education Policy / Teacher Education)	2 days in JFY 2007	Vice Chancellor, University of Education, Winneba

The project also hired a Ghanaian secretary, Japanese secretary, overseas research assistants, drivers and editors to provide necessary support.

2.3 Local Expenses

Both JICA and GOG provided funds for the implementation of the project. The summary of the amount provided from each side is shown in Table 2.4. Note that the costs shown in the table do not include personnel costs of international experts or Ghanaian counterparts. It also excludes implementing costs in each pilot district in Year 2008. Each pilot district used funds from the central government of Ghana to implement their activity in JFY 2006/2007 and after that each district used their recurrent budget to continue their activities in JFY 2007/2008. The breakdown of the project costs funded by JICA (in JPY⁷) is shown in Table 2.5. As for the amount of JFY 2008, estimates are provided in the both tables.

Table 2.4 Summary of Local Costs

	from JICA		from GOG
	JPY	Exchange in GH¢	GH¢
JFY2005	4,180,150	33,862	N/A
JFY2006	38,581,228	316,562	235,183
JFY2007	46,525,749	465,406	
JFY2008	13,841,748	161,488	N/A
Total	103,128,875	977,318	235,183

Note: 1. The exchange rate is based on the end of each fiscal year. 2. ¢ (before JFY 2006) is converted to GH¢ for convenience. 3. The expenses paid by Ghana were incurred between December 2006 and December 2007.

Table 2.5 Breakdown of Local Expenses, Funded by JICA (in JPY)

Items	JFY2005	JFY2006	JFY2007	JFY2008
Labour (Secretary, Driver, Consultant, etc.)	282,329	1,484,652	6,395,892	2,179,418
Maintenance of car and office equipment	503,852	4,491,576	3,827,510	1,490,939
Consumables (Fuel, paper, toner, etc.)	349,867	4,376,374	4,883,437	1,207,835
Local Travel	0	600,080	0	0
Communication (Telephone, internet, etc.) and postal	55,655	2,647,695	1,110,838	370,330
Photocopy and PR Activity	70,367	1,611,988	6,607,842	2,658,208
Rental car	38,112	270,954	708,999	751,573
Fee for attending training at GIMPA ⁸	0	0	3,833,016	0
Maintenance of office facilities	30,550	19,175	634,748	59,707
Cost for training, meetings and development of modules (workshop)	1,417,418	6,816,715	17,939,467	3,657,695
Printing of Sourcebook	0			929,174
Cost for purchasing car and motorbike	0	9,942,469		0
Transportation of car and motorbike	0	355,550	0	0
Equipment (Computer, etc.)	1,432,000	1,001,000	584,000	536,869
Local consultant fee for Baseline Survey	0	4,963,000	0	0
Total	4,180,150	38,581,228	46,525,749	13,841,748

The GOG used the Counter-Value Fund⁹ to support each pilot district in implementing their activity in JFY 2006/2007. The summary of the budget used in each pilot district is shown in Table 2.6. The details of expenditures in each pilot district are shown in Appendix II F.

⁷ Japanese Yen (JPY).

⁸ Ghana Institute of Management and Public Administration (GIMPA).

Table 2.6 Breakdown of Project Costs, Funded by GOG (in GH¢)

District	Expenditure				Total
	Dec 2006 - Mar 2007	Apr 2007 - Jun 2007	Jul 2007 - Sep 2007	Oct 2007 - Dec 2007	
Assin North	5,933.0	4,674.4	4,916.0	6,369.4	21,892.7
Adansi North	4,969.4	3,630.8	4,087.5	6,112.5	18,800.1
Tano South	4,720.3	3,801.0	3,363.0	3,170.5	15,054.6
Dangme West	5,729.3	4,921.8	6,566.5	6,092.8	23,310.3
Tamale	9,974.0	19,106.3	2,910.3	16,314.4	48,305.0
Kassena-Nankana	3,591.5	3,769.5	6,199.5	6,957.3	20,517.8
Wa	4,786.7	3,513.0	2,819.1	3,892.5	15,011.3
Akatsi	3,906.1	2,068.6	4,991.1	8,827.3	19,793.0
Mpohor-Wassa East	4,692.9	3,449.9	9,705.8	6,846.1	24,694.7
Akuapem North	5,899.0	5,073.7	7,524.2	9,306.8	27,803.8
Total	54,202.20	54,009.00	53,083.00	73,889.60	235,183.30

2.4 Equipment

The JICA provided equipment to both the project office at Teacher Education Division (TED) and each pilot district to assist in the implementation of the project. For example:

- Two vehicles for TED
- Motorbike for District Education Offices (DEOs) of pilot districts
- Office equipment (e.g. computers for both TED and DEOs of pilot districts)

The complete list of equipment provided is shown in Appendix II D.

⁹ Counter-Value Fund is the local currency generated from the sale of rice purchased with the grant from the GOJ, to be used by the Ghanaian authorities for developmental purposes.

3. Project Activities

3.1 Introduction

This chapter provides details on the proceedings and implementation results of the various activities during the project period. The list in Table 3.1 indicates the activities conducted by the national level. Explanation of the ID numbers used in Table 3.1 is:

- N101 – N107: Activity to develop/revise materials organized by Teacher Education Division (TED)/Project
- N201 – N204: Coordination and Information Sharing Activity at National Level organized by TED/Project
- N301 – N305: Capacity Development supported by TED/Project
- N401 – N402: Capacity Development of National Trainers by TED/Project
- N501 – N512: Capacity Development of District and School Level personnel and monitoring by TED/Project
- N601 – N606: Sensitization

The list of district activities is shown in Appendix II E. The cost summary of district level activities is shown in Table 2.6 in Chapter 2.3. The details of expenditures in each pilot district are shown in Appendix II F.

The following sections are organized according to Outputs and corresponding activities as stated in the Project Design Matrix (PDM). However, some sections include information on activities relating to other Outputs, as there are many links among the activities of different Outputs. The Terminal Evaluation Team confirmed that all Outputs have been achieved.

Table 3.1 List of Activities and Time of Implementation

ID	Name of Activity	2006				2007				2008			
		1	2	3	4	1	2	3	4	1	2	3	4
N101	Workshops to develop Sourcebook 1st Edition				■								
N102	Workshops to revise Sourcebook Module 3-6 for 2nd Edition					■							
N103	INSET Model Evaluation Workshop								■				
N104	Workshops to revise Sourcebook Module 1&2 for 2nd Edition									■			
N105	Workshop to revise National Guidelines for 2nd Edition										■		
N106	Workshop to revise Sourcebook Module 3 for 3rd Edition											■	
N107	Baseline Survey		■	■									
N201	Joint Coordinating Committee Meeting	■				■				■		■	
N202	Pre-Joint Coordinating Committee Meeting				■								
N203	Information Sharing Meeting with DDEs			■			■						
N204	Coordination Meeting with District INSET Coordinators							■	■	■	■	■	■
N301	Counterpart Training in Japan			■									
N302	Study Tour to Japan								■				
N303	Course for Human Resource Management and Accounting for non-accountants at GIMPA								■				
N304	ASEI/PDSI ¹⁰ Approach in Secondary Mathematics and Science Education in Africa (SMASE-Kenya)				■								■
N305	JICA Long-term Training Program [Scholarship program of JICA]					Support				Support			
N401	Orientation for National Trainers			■									
N402	Training of Information Management System for National Trainers						■						
N501	Orientation for District INSET Organizers		■	■									
N502	Orientation and Subject Training for DTSTs				■								
N503	Budgeting Workshop				■								
N504	Training of Planning and Budgeting Management for DIU ¹¹ , Budgeting Officers and DTSTs				■								
N505	Training of Information Management for DIU staff				■								
N506	Orientation for Accountants						■						
N507	ASEI/PDSI Workshop								■				
N508	Orientation for new DIC members									■			
N509	Demonstration of Orientation for HTs and CSs (1 day)				■								
N510	Demonstration of Orientation (2 days) and Sourcebook Training 1st session (5 days) for CLs					■							
N511	Demonstration of Sourcebook Training 2nd session(5 days)for CLs & Information Exchange Seminar (1 day) for CLs and HTs						■						
N512	Monitoring of District Activities and SBI/CBI					■	■	■	■	■	■	■	■
N601	Inception Workshop	■											
N602	Issue newsletters							■	■	■	■	■	■
N603	Producing and Broadcasting “ Documentary on INSET” on TV							■					
N604	Broadcasting “Talking Point” on TV									■			
N605	Producing and Distributing “CL life DocuDrama” on DVD										■		
N606	Dissemination Workshop to all DDEs										■		

Note: Each year is shown in four quarters.

¹⁰ Activity, Student, Experiment, Improvisation/Plan, Do, See, Improve (ASEI/PDSI).

¹¹ District INSET Unit (DIU).

3.2 Development of National and District Level Structure

PDM Output 1: INSET implementation structure is established in 10 pilot districts

Activities in PDM Output1

- 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

Output 1 of PDM was aimed at establishing the INSET implementation structure in the pilot districts, which included developing guidelines and manuals to be used at the national and district levels. In contrast, Output 2 of PDM was targeted at establishing the structure at the school level. However, the activities to develop guidelines and manuals for national, district and school levels were mostly conducted together, as there are strong linkages among these three levels. As these are difficult to discuss separately, this section includes some parts of PDM Output 2.

3.2.1 Select Pilot Districts

The criteria to select the pilot districts were developed in consultation with Deputy Director, TED and were approved by Director General (DG) of Ghana Education Service (GES) in January 2006. The criteria developed are shown in Box 3.1.

Box 3.1 Criteria for the Selection of the Pilot Districts

- One district from each of the ten Regions is to be selected for the project.
- The district to be selected should have capable district Director.
- The District Director should have at least 3 years to retire.
- At least one of the districts should be among the deprived districts.
- The 3 STM districts should be included in the 10 districts.

The following could also be considered.

The district should have a link to a college, preferably a Science/Mathematics designated college.

The district should have a constituted District Teacher Support Team (DTST).

The district should have good financial management records.

The district should have good school records.

The district should have good classroom monitoring and reporting system.

The district should have INSET for teachers as a priority activity as provided in the budget book.

Table 3.2 shows the ten pilot districts that were selected according to the criteria developed.

Table 3.2 Pilot Districts Selected for the Project

Region	Selected District	Remarks
Greater ACCRA	Dangme West	Director well versed in INSET Policy
Eastern	Akuapem North	STM Project District
Central	Assin North	Deprived and near Science/Maths TTC
Western	Mpohor Wassa East	Deprived District
Volta	Akatsi	Near Akatsi TTC (Science/Maths college)
Ashanti	Adansi North	STM Project District
Brong Ahafo	Tano South	Near St. Joseph's TTC (Science/Maths college)
Northern	Tamale Metro	STM Project District
Upper East	Kassena-Nankana	Near St. John Bosco's TTC (Science/Maths college)
Upper West	Wa Municipal	Municipal

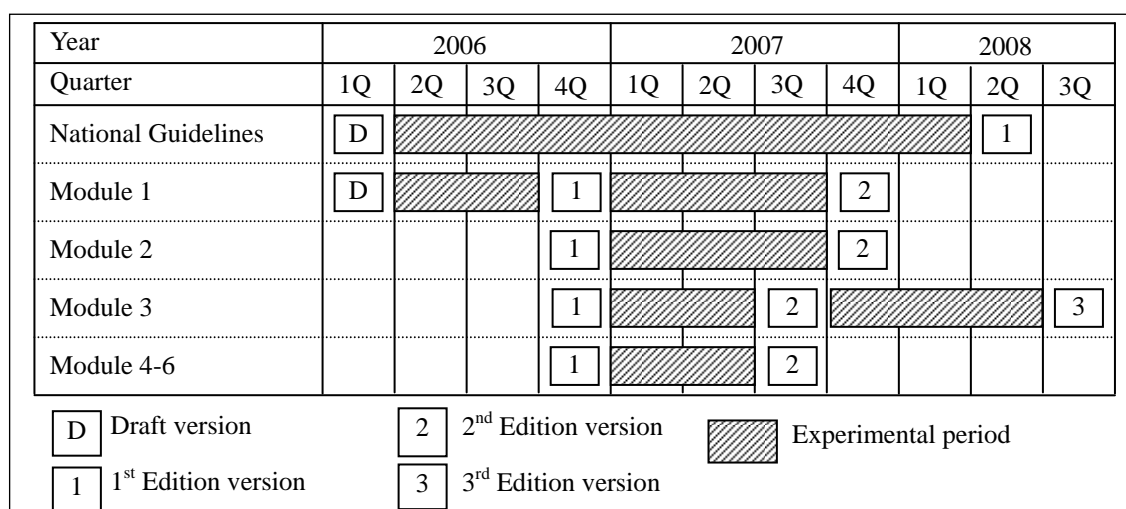
3.2.2 Developing National / District Guidelines

The materials developed by the project are categorized into three levels, namely the national level, district level and school levels, as follows:

Table 3.3 Structure of Materials developed by the Project

PDM	Level	Formal nomenclature	Abbreviated name
Output1	National Level	National Guidelines for Organisational Structure of INSET Implementation	National Guidelines
	District Level	Sourcebook Module 1&2 (District Guidelines & Operational Manual for District Level INSET)	Module 1 /District Guidelines Module 2 /District Manuals
Output2	School Level	Sourcebook Module 3: School-Based and Cluster-Based INSET (SBI/CBI) Manual	Module 3
		Sourcebook Module 4: General Pedagogy	Module 4
		Sourcebook Module 5: Sample Lesson Plans in Maths	Module 5
		Sourcebook Module 6: Sample Lesson Plans in Science	Module 6

All materials have been revised at least once during the project period by incorporating feedback from persons who used the materials during the experimental period (see Figure 3.1).

**Figure 3.1 Flow of Developing Materials and Trial Use**

Feedback on the National Guidelines and Sourcebook Modules was collected through the following:

- Meeting with stakeholders such as “Joint Coordinating Committee Meeting” (N201), “Information Sharing Meeting with DDEs” (N203), and “Coordination Meeting with District INSET Coordinators” (N204);
- Direct feedback from participants at orientation and training;
- Direct input from resource persons at workshop to develop materials;
- Monitoring district and school level (N512);
- Baseline survey (N107) conducted in 2nd to 3rd quarter of 2006; and
- Daily observation of national and district level performance by the Japan International Cooperation Agency (JICA) project team.

The following shows the process of developing materials and its trial use.

Drafting Guidelines (1st Quarter, 2006)

The National Guidelines and District Guidelines were drafted in the 1st quarter of 2006 in collaboration with the JICA expert team and counterparts (NIU). Both guidelines were developed based on the model outlined in the “Minutes of Meeting between the Japan International Cooperation Agency and Authorities concerned of the Government of the Republic of Ghana on Japanese technical cooperation for project to support the operationalisation of the in-service training policy”. The major features of both guidelines were as follows:

- Structure

Key components in the model were National INSET Unit (NIU) and National Trainers (NTs) at the national level and District INSET Unit (DIU) and District Teacher Support Team (DTST) at the district level.
- Roles and responsibilities

The NIU, the administrative body of INSET at the national level, was in charge of improving the INSET model and coordinating activities for the district level. NT was in charge of delivering training to district level and monitoring district level.

The DIU, the administrative body of INSET at the district level, was in charge of the planning and implementing of INSET activities at the school level and the monitoring of these activities. DTST was in charge of delivering both orientation and training at the school level and monitoring SBI/CBI. The recommended composition of DTST and DIU were also described in the District Guidelines, however, this composition of DIU was not mandatory as it was designed to be adaptable to each district.
- Budget

There was no specification on the source of funds for INSET in the draft version of the District Guidelines.

Establishing Structure in Each Pilot District (2nd and 3rd Quarter, 2006)

The NIU provided guidelines to all pilot districts concerning the composition of DIU. After the selection of DIU members by the District Education Office (DEO), NIU guided and supported the DIU in the selection of DTST members. The selection was to be based on the possession of rich subject knowledge. Capacity building for both DIU and DTSTs, and a baseline survey (N107) were conducted during this period.

1st Edition of Sourcebook Module 1-6 (4th Quarter 2006 – 1st Quarter 2007)

Each Sourcebook Module (1st edition) was developed through a series of workshops (N101: Workshops to develop Sourcebook 1st Edition) in collaboration with Resource Persons appointed by the NIU in JFY2006. Practical materials were developed to help enhance the teachers' instructional skills and overall teaching capacity. The modules were developed for use in district level orientation and training and were modified several times throughout the workshops (N101) to incorporate feedback from the following:

- N203 Information Sharing Meeting with DDEs
- N501 Orientation for District INSET Organizers
- N502 Orientation and Subject Training for DTSTs
- N503 Budgeting Workshop
- N504 Training of Planning and Budgeting Management for DIU, Budgeting Officers and DTSTs
- N505 Training of Information Management for DIU staff
- N107 Baseline survey

Table 3.4 shows the major feedback provided from stakeholders and countermeasures which were incorporated in the 1st edition.

Table 3.4 Feedback Obtained for Developing Sourcebooks Modules 1-6 (1st Edition)

Feedback	Revision Note
Budget for INSET was not stable and securing funds is most crucial to continue INSET	Several sources of funds were suggested in Sourcebook Module 2: -GOG (Service Activity) -District Assembly Common Fund (DACF) -Development Partners' funding -NGO's support -Internally Generated Funds (IGF) Capitation Grant was introduced for school level activities in Module 3.
Most teachers had experience of participating in SBI, but not CBI	Make an independent section for CBI.
Teachers' collaboration and participation in SBI was moderately low; Teachers' perception of their teaching skills were higher than what was rated through observation of their lessons	The word "collegiality" was introduced to enhance teachers' collaboration and participation in SBI.
All districts had DTST already, but some were not functioning. Some DTST members had monitored neither SBI nor CBI in some districts.	Restore functions of DTST by clearly describing its roles and responsibilities in Module 1 & 2.
CS did not submit reports to their districts and feedback to schools was done verbally.	Several formats of reports were introduced and roles and responsibilities of CS were clearly defined.

The Sourcebooks (1st edition) were printed and distributed to the DEOs for use in the orientation and training for Curriculum Leaders (CLs) and Head Teachers (HTs).

2nd Edition of Sourcebook Module 3-6 (2nd and 3rd Quarter, 2007)

Sourcebook Modules 3-6 (2nd edition) were revised through a series of workshops (N102 Workshops to revise Sourcebook Module 3-6 for 2nd edition) in collaboration with Resource Persons appointed by the NIU in JFY2006. Feedback on all the issues found in the area of science and mathematics education was relayed to the NIU and Resource Persons through the following occasions in order to revise the relevant parts of the Sourcebook:

- N203 Information Sharing Meeting with DDEs
- N204 Coordination Meeting with District INSET Coordinators
- N509 Demonstration of Orientation for HTs and CSs (1 day)
- N510 Demonstration of Orientation (2 days) and Sourcebook Training 1st session (5 days) for CL
- N511 Demonstration of Sourcebook Training 2nd session (5 days) for CL and Information Exchange Seminar (1 day) for CLs and HTs
- N512 Monitoring of District Activities and SBI/CBI

Table 3.5 shows some examples of feedback and measures taken in response.

Table 3.5 Feedback Obtained for Revising Sourcebook Modules 1-6 (2nd Edition)

Feedback	Revision Note
Need to use new format of lesson plan	Introduce new type of lesson plan format
Need to improve lesson plan for better quality at classroom level	All lesson plans were reviewed
Need more ideas of activities in classroom	New ideas for teaching challenging topics were introduced

The Sourcebooks (2nd edition) were printed and distributed to the DEOs for use in the orientation and training for CLs and HTs.

2nd Edition of Sourcebook Module 1&2 (4th Quarter, 2007)

Sourcebook Module 1 & 2 were not revised when Module 3-6 were revised, since the Education Reform and the revision of the Education Bill were underway. However, when it became clear that the revision of Education Bill and the commencement of Education Reform will be delayed, the project decided to revise Module 1 & 2 to reflect the actual situation at the district level through a series of workshops (N104 Workshops to revise Sourcebook Module 1&2 for 2nd Edition). Apart from N104, the following events were used to collect feedback:

- N103 INSET Model Evaluation Workshop
- N204 Coordination Meeting with District INSET Coordinators
- N512 Monitoring of District Activities and SBI/CBI

Some major changes incorporated are as follows.

- Consolidate GOG as funding source (Medium Term Expenditure Framework)

The goal of the INSET model to be developed was for it to be a replicable, structured and institutionalized INSET. However, the source of funds for DEOs in the previous version of Module 1&2 (1st edition) varied, which potentially gave readers the impression of INSET being on an “ad hoc” basis. To strengthen “institutionalization”, source of funds was consolidated to Government of Ghana (GOG).

- Harmonization with the existing educational documents

In revising Sourcebook Module 1&2, reference was made to the following documents:

- District Education Strategic Plan (DESP)
- Annual District Education Operational Plan (ADEOP)
- Annual District Education Action Plan (ADEAP)
- Work Plan for Service and Investment
- Annual District Performance Report (ADPR)
- School Performance Improvement Plan (SPIP)
- Medium Term Expenditure Framework (MTEF)

- Head Teachers Handbook
 - Circuit Supervisors Handbook
 - Operational Manual for Education Planning, Budgeting, Monitoring and Evaluation at the District Level
 - Training and Working Manual for Policy Research, Monitoring and Evaluation for District and Regional Education Personnel
- Restructuring and renaming of DIU

There were significant variations in the performance of DIU among pilot districts. Information gathered from the districts showed that the differences were due to the fact that the composition of the DIU differed from district to district. For example, DIUs which included the District Director of Education (DDE) had better and faster decision-making abilities than those that did not. The previous version of the Sourcebook had only a recommended composition of DIU, therefore, the revised edition clearly defined the composition of DIU to properly include all relevant stakeholders in the DEO (e.g. Assistant Director-Supervision, Assistant Director-Planning, and Budget Officer). The name “District INSET Unit (DIU)” was changed to “District INSET Committee (DIC)” for uniformity and to reflect its characteristic that it is a committee that convenes without having a permanent office at each DEO.

Terminal Evaluation acknowledged that changing the structure and name from DIU to DIC increased the commitment of DEO and accelerated the decision making process at the district level.

- Revised role and responsibilities of DTST

In the previous version of the Sourcebook, DTST was to deliver orientation and training to school level personnel. However, as it was realized that members of DIC can do the parts which do not require subject expertise, the roles and responsibilities of DTST were revised to providing subject expertise to schools so as to further minimise costs for allowance, etc.

Restructuring District Level INSET (1st Quarter, 2008)

Each DEO restructured their INSET implementing body, from DIU to DIC, according to the new composition outlined on the revised Module 1 & 2. The project organized an orientation for new DIC members (N508).

The Terminal Evaluation Report indicated that, many DIC members found the District Guidelines useful in the management of INSET activity at the district level.

Revising National Guidelines (2nd Quarter, 2008)

Although all other modules were revised, the National Guidelines had not been revised by the end of JFY 2007 due to the delay in passing the Education Bill. However, the National Guidelines were revised through “Workshop to revise National Guidelines for 2nd Edition (N105)” and endorsed by the Director General (DG) of GES and Director of TED in 2008.

The main objective was to re-design guidelines for nationwide INSET. Therefore, the roles and responsibilities of Regional Education Office (REO) were clearly described in consultation with a representative of Regional Directors of Education (RDE).

National INSET Committee (NIC) was also introduced in this version of the National Guidelines as the highest decision-making body for INSET, to take over the functions of Joint

Coordinating Committee (JCC) after the JICA project ends. The number of members of the NIC was drastically reduced from the membership of JCC to speed up the decision-making process.

Revising Sourcebook Module 3 (3rd Quarter, 2008)

As feedback from the users showed that there was a need to reduce the amount of paper work, the project revised Module 3 to make it more user-friendly before nationwide INSET commences in Year 2009. The module was reviewed through “Workshop to revise Sourcebook Module 3 for 3rd Edition (N106)”. Consequently, the module reduced the number of forms and modified the contents.

3.3 Development of Needs-Based INSET Modules for School Level

PDM Output 2: Needs-based INSET modules and guidelines for the use of the Sourcebook are developed

Activities in PDM Output 2

- 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.

Output 2 of PDM was targeted at establishing the structure at the school level, whereas Output 1 of PDM was aimed at establishing the structure mostly at the district level. As stated earlier, most of the process of developing the modules is included in section 3.2.

3.3.1 Resource Persons

Six resource persons were nominated from the University of Cape Coast (UCC), the University of Education Winneba (UEW), the Mathematics Association of Ghana (MAG) and the Ghana Association of Science Teachers (GAST) in the 3rd quarter of 2006 and were involved in developing the 1st edition of Sourcebook Module 1-6. They also contributed to the 2nd edition of Module 3-6. For the revision of National Guidelines and Module 1 & 2, however, the project requested representatives from several divisions in GES and MOESS as Resource Persons, in order to better harmonize INSET with the existing educational documents of GES.

The list of Resource Persons who contributed to each workshop to develop and revise the INSET model, Guidelines, manuals and materials are attached in Appendix II C.

3.3.2 Sourcebook Modules for School Level (Module 3-6)

Sourcebook Modules were developed and revised in collaboration with Resource Persons as stated in section 3.2.2. “Guidelines for the use of the Sourcebook” was renamed “Users’ Guide” and incorporated in each Sourcebook Module.

The Terminal Evaluation Team stated observations from other stakeholders. Firstly, stakeholders at the district level consider the Sourcebooks (Module 4, 5, 6) very practical and applicable to daily lessons. Secondly, DTST members feel Module 3 is very helpful for the organisation of INSET. In addition, other Development Partners (DPs) who analysed the Sourcebooks commented they are appropriate for the Ghanaian context.

3.4 Capacity Development of Key INSET Actors

PDM Output 3: Capacity of the key actors to support the delivery of INSET is developed

Activities in PDM Output 3

- 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 identified 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.

Output 3 of the PDM was aimed at strengthening the capacity of key INSET stakeholders at the district level, namely DIC and DTST, and school level, namely HTs and CLs. A baseline survey (see section 3.4.1) was conducted to assess the initial capacity of stakeholders. The results of the survey helped inform the development of the modules described in section 3.2 and those modules were used for capacity development (see section 3.4.2). This section describes both the baseline survey and capacity development.

3.4.1 Baseline Survey

A Baseline Survey on INSET Implementers (N107), based on the Performance Standards, was conducted in Year 2006 by interviewing the NIU, DIU, DTST, HTs, CSs, CLs and teachers. This survey was undertaken not only in the 10 pilot districts, but also in 5 additional districts, so as to gauge a nationwide profile of instructional skills and capacities of INSET-related personnel in Ghana. Some key findings were as follows:

- Most teachers had the experience of participating in SBI (84.1% of teachers had participated in SBI in the last three years);
- Less teachers (38.9%) had participated in CBI;
- Teachers' collaboration and participation in SBI was moderately low;

- Teachers' own rating of instructional planning skills and teaching methodology and delivery was higher than observational data on their lesson plans and instructional delivery;
- All districts had already established DTST through Whole School Development (WSD). Some DTSTs were involved in INSET activities in their districts, but some DTST members had not been to any INSET activities in their districts for the past two years;
- Only 72% of DTST members had monitored SBI and 47% had monitored CBI; and
- Circuit Supervisors (CSs) indicated they served as resource persons, gave demonstration lessons, and helped with the development and use of Teaching and Learning Material (TLM) during SBI. However, all CS stated that their feedback to schools on SBI activities was verbal and most did not have any written record of their involvement in INSET activities.

The results were incorporated into the District Guidelines which was revised in Year 2006 and again in Year 2007.

3.4.2 Capacity Development at National Level

National INSET Unit

A Programme Coordinator and three staff members, who were counterparts of the STM Project, were assigned to the NIU in JFY 2005. An additional member, who was a former regional coordinator of the WSD project, was also assigned to NIU in JFY 2007 to strengthen its capacity. When the Programme Coordinator was transferred to Basic Education Division (BED), a new coordinator was appointed in April 2008.

The four staff members were given on-the-job training in administrative and management skills. Apart from this training, all four staff members of the NIU received further training in Japan (N301 Counterpart Training in Japan).

National Trainers

Ten NTs who gained experience in the STM Project were selected as NTs in JFY 2005 the four that came from TED are also members of NIU. As the STM Project had already strengthened their capacity, the project provided them with an orientation. The following activities were organized for the NTs:

- N401 Orientation for National Trainers
- N402 Training of Information Management System for National Trainers

The details of each activity are described in Appendix II G.

3.4.3 Capacity Development at District Level and School Level

In collaboration with NTs, NIU provided capacity building for the pilot districts through various means such as orientation and training. NIU also utilized these opportunities to receive feedback and recommendations on the Sourcebook. The following are the activities implemented to strengthen the capacity of district and school-level personnel during the project period.

District INSET Unit / District INSET Committee

The DIU was an administrative body set up at the DEO to oversee the administration of INSET at the district level. The recommended composition of DIU was described in the District Guidelines developed in JFY 2005 and JFY2006, and the NIU guided the pilot districts in organising a more effective composition of DIU. To provide support to DEO in establishing their DIU, the project implemented the following activity.

- N501 Orientation for District INSET Organizers

Furthermore, NIU provided training to DIU/DEO to strengthen their capacity to handle INSET.

- N303 Course for Human Resource Management and Accounting for non-accountants at GIMPA
- N503 Budgeting Workshop
- N504 Training of Planning and Budgeting Management for DIU, Budgeting Officers and DTSTs
- N505 Training of Information Management for DIU staff
- N506 Orientation for Accountants

As stated in the previous chapter, the “District INSET Unit (DIU)” was renamed “District INSET Committee (DIC)”. The composition of DIC was clearly defined and it was chaired by DDE. NIU/TED provided an orientation to the newly appointed DIC members in the activity below.

- N508 Orientation for new DIC members

The project (project members, NIU staff and NTs) trained DIU/DIC in preparing their Annual INSET Action Plan (AIAP) and Annual INSET Progress Report (AIPR) through the above occasions. During the “Information Sharing Meeting with DDEs” (N203) and “Coordination Meeting with District INSET Coordinators” (N204), the NIU assisted the districts to improve their Annual INSET Action Plan (AIAP) and Annual INSET Progress Report (AIPR). As a result of these consultations by NIU, all the DEOs successfully integrated their action plans into their MTEF budget in Year 2007 for Year 2008.

DTST Members

The recommended composition of DTST was described in the Sourcebook, and the NIU provided technical advice to DIU/DIC to ensure a proper selection of DTST members who have rich knowledge of the subject. NIU provided training to selected DTST members as follows:

- N502 Orientation and Subject Training for DTSTs
- N507 ASEI/PDSI Workshop

Support DIU/DIC/DTST to Support School Level

DIU/DIC/DTST implemented INSET activities as shown in Appendix II E. NIU supported DIU/DIC/DTST in implementing comprehensive INSET activities in their districts to strengthen the capacities of the personnel through the following activities:

- N509 Demonstration of Orientation for HTs and CSs (1 day)
- N510 Demonstration of Orientation (2 days) and Sourcebook Training 1st session (5 days) for CLs
- N511 Demonstration of Sourcebook Training 2nd session (5 days) for CLs and Information Exchange Seminar (1 day) for CLs and HTs
- N512 Monitoring of District Activities and SBI/CBI

The Terminal Evaluation Team observed that HTs and CLs are generally satisfied with the quality of orientation and training conducted by DIC and DTST.

The number of DIUs/DICs, DTSTs, CS, HTs and CLs trained is shown in the next table.

Table 3.6 Number of DIUs/DICs, DTSTs, CSs, HTs and CLs Trained

ID	Name of Activities	Target											Total
			Assin North	Adansi North	Tano South	Dangme West	Tamale Metro	Kassena-Nankana	Wa Municipal	Akatsi	Mpohor-Wassa East	Akuapem North	
N303	Course for Human Resource Management and Accounting for non-accountants at GIMPA	DIU	4	3	3	3	3	3	4	4	3	4	34
N501	Orientation for District INSET Organizers	DIU	5	5	5	5	5	5	5	5	5	5	50
N502	Orientation and Subject Training for DTSTs	DTST	10	10	10	10	10	10	10	10	10	10	100
N503	Budgeting Workshop	DIC/DIU	1	1	1	1	1	1	1	1	1	1	10
N504	Training of Planning and Budgeting Management for DIU, Budgeting Officers and DTSTs	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	Training of Information Management for DIU staff	DIU	5	5	5	5	5	5	5	5	5	5	50
N506	Orientation for Accountants	DIU	2	2	2	2	2	2	2	2	2	2	20
N507	ASEI/PDSI Workshop	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	Orientation for new DIC members	DIC	6	6	6	6	6	6	6	6	6	6	60
N/A	Orientation for HTs and CSs (1 day)	HT, CS	102	140	65	89	251	88	69	95	58	86	1,043
N/A	Orientation (2 days) for CL	CL	104	83	56	81	242	96	69	100	101	104	1,036
N/A	Sourcebook Training 1st session (5 days) for CLs	CL	161	90	63	82	256	97	68	101	104	161	1,183
N/A	Sourcebook Training 2nd session(5 days)for CLs	CL	131	104	78	86	251	99	69	103	103	131	1,155
	Total		563	481	326	402	1,064	444	340	464	430	547	5,061

Source: "GES/JICA INSET Project"

The following table shows the number of teachers (including HTs and CLs) that participated in SBI/CBI during the 2007/2008 academic year.¹² In school terms where precise figures are unavailable, estimates are provided in italics.

Table 3.7 Number of Teachers that Participated in SBI

	Assin North	Adansi North	Tano South	Dangme West	Tamale Metro	Kassena -Nankana	Wa Municipal	Akatsi	Mpohor-Wassa East	Akuapem North	Total
1 st term, 2007/2008	987	767	1,015	977	4,523	1,362	1,558	790	458	901	11,782
2 nd term, 2007/2008	826	1,485	1,377	1,144	4,000	1,703	1,300	1,223	648	2,293	15,999
3 rd term, 2007/2008	952	2,294	1,311	1,162	4,638	1,069	1,300	905	511	1,743	15,885
Total	2,765	4,546	3,703	3,283	13,161	4,134	2,602	2,918	1,617	4,937	43,666

Source: SBI/CBI data sheet from districts (*italicized figures are estimates*)

Below are the approximate numbers of participants of CBI, estimated using the available data.

Table 3.8 Number of Teachers that Participated in CBI

	Assin North	Adansi North	Tano South	Dangme West	Tamale Metro	Kassena -Nankana	Wa Municipal	Akatsi	Mpohor-Wassa East	Akuapem North	Total
1 st term, 2007/2008	143	691	130	167	387	8	463	135	183	103	2,410
2 nd term, 2007/2008	215	263	260	108	300	99	400	217	165	1,059	3,086
3 rd term, 2007/2008	98	462	224	134	272	255	400	145	125	1,042	3,157
Total	456	1,416	614	409	959	362	1,263	497	473	2,204	8,653

Source: SBI/CBI data sheet from districts

3.5 Development of Monitoring and Evaluation System

PDM Output 4: Monitoring and evaluation system for the district INSET model are developed and implemented

Activities in PDM Output 4

- 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).

¹² Data for academic year 2006/2007 was also collected, but due to low capacity of field-level personnel to collect and record data, the accuracy of the data is uncertain. However, data collection skills in the pilot districts improved and therefore official data was prepared from the 2007/2008 academic year.

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).

Output 4 of the PDM was targeted at developing the M&E system of INSET. This M&E system was called “Information Management System (IMS).” The Annual INSET Action Plans (AIAPs) submitted by the districts are one of the major sources of information for IMS. However, as feedback submitted through AIAPs contributed greatly to the revision of models described in section 3.2, it is not included in this section. Similarly, INSET model evaluation and some other activities of this output which were also a source of information to revise the model are included in section 3.2. Consequently, this section describes only the Performance Standards and the Information Management System.

3.5.1 Performance Standards

Performance Standards have been developed for all the relevant parties involved in the management and delivery of the INSET model in JFY 2005. The format for assessing Performance Standards has been incorporated into the Sourcebook Module 3. Initial assessment of the INSET implementers based on the Performance Standards was carried out during the baseline survey.

3.5.2 Information Management System

Information Management System is the structured collection and management of relevant information. The system was described in the Sourcebook and was established in each pilot district (details are in 4.2). When it was established, the NIU provided training to each district in the following training programme.

- N505 Training of Information Management for DIU staff

NIU also trained NTs in the following training programme so that NTs can check the Information Management System in the pilot districts when they go to the districts for monitoring. The objective of the training was to check the progress of implementation in each district.

- N402 Training of Information Management System for National Trainers

At the school level, DIC guided schools to submit SBI/CBI records using the format developed by the project.

Through interviews with DIC and DTST, the Terminal Evaluation Team confirmed that the monitoring system is functioning and that monitoring results are being fed back to improve the INSET system.

3.6 Awareness Raising Activities and Institutionalization of INSET

PDM Output 5: Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation

Activities in PDM Output 5

- 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

Output 5 of PDM was targeted at supporting the institutionalization of INSET, whereas the other Outputs were targeted at developing the INSET model itself.

3.6.1 Awareness Raising Activities

The project implemented sensitization activities to enhance people's readiness for the next nationwide implementation of INSET, as people's awareness of INSET will contribute to its smooth progress. The implemented activities are as follows:

- N601 Inception Workshop
- N602 Issue newsletters
- N603 Producing and Broadcasting "Documentary on INSET" on TV
- N604 Broadcasting "Talking Point" on TV
- N605 Producing and Distributing "CL life DocuDrama" on DVD
- N606 Dissemination Workshop to all DDEs

The details of each activity is shown in Appendix II G.

3.6.2 Support DEOs to Conduct Workshops to Build Productive Linkages with TTCs, District Assemblies and Others

The project supported several DEOs in building relationships with Teacher Training Colleges (TTCs), District Assemblies and others. However, as it was determined that funding for district level INSET will come from the Ministry of Education, strengthening linkages with District Assemblies became less urgent for the institutionalization of INSET. This was because the decentralization process was much slower than initially expected at the beginning of the project. Therefore, emphasis was placed on stronger collaboration with TTCs.

3.6.3 Linkage between INSET and Appraisal System for Teachers

The project not only provided advice to DIU/DIC to strengthen the linkage between INSET and the appraisal system for teachers, but also provided suggestions on phased steps of introducing a promotion system to GES. Details are in section 5.2 of this report.

3.6.4 Support GES in Policy Review and Institutionalization of INSET

The project activities can be categorized into two levels, namely the National Level and the District Level. The initial plan did not place a strong focus on activities at the National Level, as the main purpose of the project was to support implementation of the existing INSET model written in the INSET policy at the district level. However, the INSET policy had yet to be finalized which consequently held back the initial progress of implementation. The following represents the stages through which the project was implemented:

- Period I (Dec 2005 to Dec 2006)

Due to the fact that a solid framework for the SBI/CBI INSET policy was not institutionalized, the project organized a Pre-Joint Coordinating Committee meeting (N202) which established a Task Force to design a permanent framework to sustain the INSET policy.

- Period II (Dec 2006 to Jul 2007)

As results of the ongoing Education Reform might affect the INSET policy to be established by the Task Force, the Task Force had to suspend its assignment. Notwithstanding this, the project continued to implement its activities by developing an INSET model at the district level on pilot basis.

- Period III (Jul 2007 to the end of the project)

The project made progress in the following areas.

- All pilot districts secured the budget for INSET in 2008 (Total 67,989 GH¢) from MTEF.
- Director General (DG) has approved commencement of Nationwide INSET from Year 2009. Following this approval, TED has incorporated budget to implement the nationwide INSET model from Year 2009.
- MTEF incorporated INSET in its list of activities from Year 2009, so that districts are able to reflect this in their budget planning by using the INSET requirements provided in the budget sheet.
- Financial Controller sensitized all DEOs to incorporate INSET into their budget in 2009.

4. Project Achievements

4.1 Introduction

This chapter provides an overview of the project's achievements from several viewpoints. It firstly explains the INSET model developed by the project, followed by the achievements based on the project purpose and goals in the Project Design Matrix (PDM). Next, the achievements at the school level, which show the field-level outcomes of the project's accomplishments are described, based on the results of the Impact Assessment Reports from each pilot district. Finally, the evaluation results from the Terminal Evaluation Team are introduced.

The project also supported Teacher Education Division / Ghana Education Service (TED/GES) in planning the nationwide INSET that will be implemented from Year 2009. This is a significant achievement, as implementing INSET nationwide is a short-term goal of the project. Details of the nationwide INSET plan are in Appendix I.

Other achievements, for example, the incorporation of INSET into Medium Term Expenditure Framework (MTEF), are described in Chapters 3 and 5.

4.2 INSET Model Developed

During the 3 years of project implementation, an INSET model was developed and established. The following were used to institutionalize the INSET (SBI/CBI) model into GES.

- Roles and Responsibilities of Stakeholders
- Structure of training/orientation activities within the INSET Programme
- Information Management System Introduced in the INSET Programme

Roles and Responsibilities of Stakeholders

There are several key players at the national, district and school level who were involved in the implementation of INSET programme.

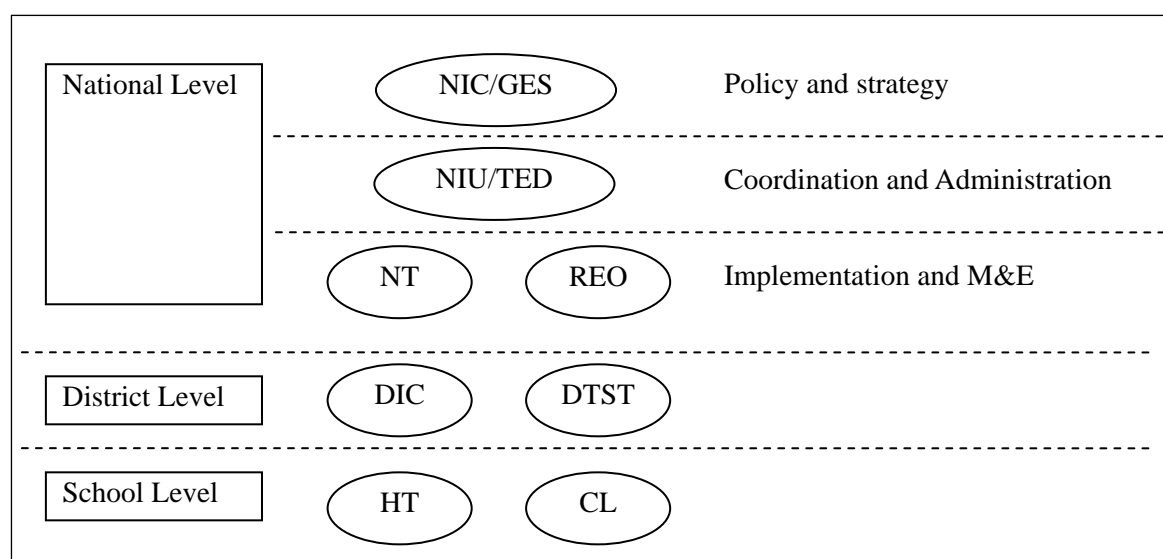


Figure 4.1 Function of Each Organization/Personnel

National Level: National INSET Committee (NIC), National INSET Unit (NIU), National Trainers (NT) and the Regional Education Office (REO).

District Level: District INSET Committee (DIC) and District Teacher Support Team (DTST)

School Level: Head Teacher (HT) and Curriculum Leader (CL)

The basic functions of the above groups are as follows.

1) National INSET Committee

The National INSET Committee (NIC) is a steering committee for INSET. A NIC meeting shall be convened by the Director General (DG) in consultation with the Director of TED twice a year. The membership and responsibilities of NIC is as follows.

Composition

- Director General, GES (Chairperson);
- Deputy Director General (Quality & Access), GES;
- Financial Controller, GES;
- Director, Teacher Education Division, GES;
- Director, Basic Education Division, GES;
- Director, Inspectorate Division, GES;
- Director, Curriculum Research and Development Division (CRDD), GES;
- Vice Chancellor, University of Education, Winneba (UEW);
- Vice Chancellor, University of Cape Coast (UCC); and
- Coordinator, National INSET Unit (NIU) (secretary)

Terms of Reference

- Forwarding national INSET issues to GES Council for approval;
- Make recommendation to GES Council through DG on possibilities of linking INSET with promotion;
- Review reports submitted by NIU and take necessary action;
- Certification and linkage of INSET with PRESET;
- Advise NIU on INSET issues; and
- Approve appointment of NIU members.

2) National INSET Unit

The National INSET Unit (NIU) is a coordinating body of INSET set up at TED. Members of the NIU are required to play a lead role in planning, budgeting, implementing, undertaking M&E and improving INSET. The Director of TED in consultation with DG shall appoint the members of NIU.

Terms of Reference

- Ensure all districts implement INSET activities at district level properly;
- Continuous revision of the INSET model;
- Convene a National INSET Committee meeting if the need arises;
- Manage national-level personnel (National Trainers and Resource Persons); and
- Coordinate national-level issues (policy and strategy) and activities.

3) National Trainers

The National Trainer (NT) is to provide expertise in school subject areas when NIU or Regional Education Office (REO) organize orientation and training for district-level personnel. NTs also

support the monitoring of district-level activities assigned by NIU or REO. The NTs are selected by NIU/REO and appointed by REO.

Terms of Reference

- Carry out orientation and training courses at the district level;
- Provide participants with methods of assisting learners to acquire skills in each subject;
- Build favourable training environments which ensure interaction and provision of support for participants;
- Provide an opportunity for participants to identify their strengths and weaknesses;
- Motivate and encourage participants to attend INSET; and
- Review INSET materials and give feedback to NIU.

4) Regional Education Office

The Regional Education Offices (REOs) are to:

- Play an advisory role;
- Appoint NTs from Teacher Training College (TTC) and Senior High School (SHS) in their region on the advice of the Regional Inspectorate; and
- Monitor and support districts.

5) District INSET Committee

The District INSET Committee (DIC) is a steering committee in the District Education Office (DEO) that handles INSET in the district. The DIC plays a critical role in the operationalization of the INSET programme at the district level. Members of the DIC are to plan, budget, implement, monitor and evaluate all district INSET programmes and identify DTST members.

Composition

- District Director of Education
- AD Supervision
- AD Human Resource
- AD Planning and Statistics
- District Training Officer
- Budget Officer

6) District Teacher Support Team

Members of the District Teacher Support Team (DTST) are to provide their subject expertise during training and monitoring when DIC need their expertise.

7) Head Teacher and Curriculum Leader

The Head Teacher (HT) of each school selects the Curriculum Leader (CL). The main responsibility of Curriculum Leaders (CLs) is to sensitise teachers and organise effective SBI/CBI in their schools. The CL works under the leadership of Head Teachers (HTs) to organize SBI/CBI.

Structure of Training/Orientation Activities within the INSET Programme

The following figure shows the structure of the training/orientation activities among the key players of the INSET programme. For example, NTs give training to DIC/DTST/CS while HT and CL receive training/orientation from DIC/DTST.

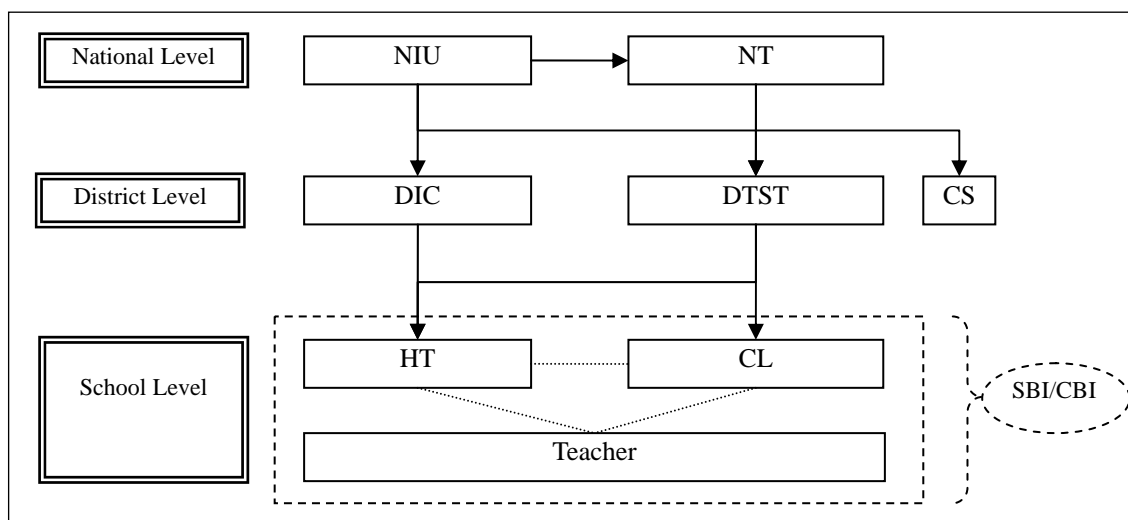


Figure 4.2 Structure of Training/Orientation Activities among Key Players

The arrows indicate the directions of the flow of training/orientation activities. Some move from higher levels to lower levels. At the school level, however, SBI/CBI training/orientation does not follow this high to low level approach. SBI/CBI places emphasis on collegial learning and sharing where teachers learn from their colleague teachers by using methods explained in the INSET Sourcebooks.

The DIC is in charge of preparing the Annual INSET Action Plan (AIAP) including the budget. Based on the AIAP, DIC and DTST conduct training for HT and CL using the funds provided by the Government of Ghana (GOG) budget.

The HTs of the schools, with cooperation of the CL, should prepare an annual SBI/CBI plan including the budget within the framework of SPIP from which Capitation Grants are based. This plan is to be approved by the District Director of Education (DDE). Based on the plan, the HT is expected to release funds for the purchase of instructional materials for each session of SBI/CBI. For monitoring and evaluation (M&E), the Circuit Supervisor (CS) is expected to visit each school to observe how SBI/CBI is conducted twice a term and produce a report to the DIC. Also, SBI/CBI Operation Summary are to be submitted by the HT to the DIC each term.

Using this structure, SBI is organized at the school level by teachers, to solve some special teaching and learning needs or deficiencies identified by teachers themselves. Mainly SBI/CBI has three types of activities; 1) Demonstration Lesson, 2) Peer Teaching and 3) Teaching and Learning Material (TLM) Preparation/Usage (see Sourcebook Module 3 for details).

Information Management System Introduced in the INSET Programme

In order to improve the INSET programme, it is necessary to collect, store, share, analyse and utilize information on the programme among all stakeholders continuously. Well-managed information can easily be analysed and shared among stakeholders, which leads to better planning. To manage information effectively, it is important to standardise the procedure and items to be collected, so that all stakeholders understand who collects the information and how it is collected.

An Information Management System is the structured collection and management of relevant information as described in Figure 4.3.

The first type of information flow (shown in broken lines and arrows) indicate the utilization of information for self-improvement at the school, district and national levels. Self-improvement involves the process whereby the facilitators utilize lessons learnt to improve the next

programmes within the same levels by analyzing the content and results of the training/orientation programmes. For instance, at the district level, DIC can regulate the planned budget better by analysing previous information gathered that are related to all the training/orientation programmes within the DEO.

The second type of information flow (shown in bold lines and arrows) signify the reporting of information on implemented INSET programmes to upper levels. With this information, upper-level personnel can advise lower levels on how to improve subsequent programmes. They can also use the information to revise and enrich the National Guidelines and INSET Sourcebook.

The third type of information flow indicates indirect feedback. This is provided through revisions of Guidelines and Sourcebooks, and changes to the contents of training and orientation sessions, using information gained from the second type of flow mentioned above.

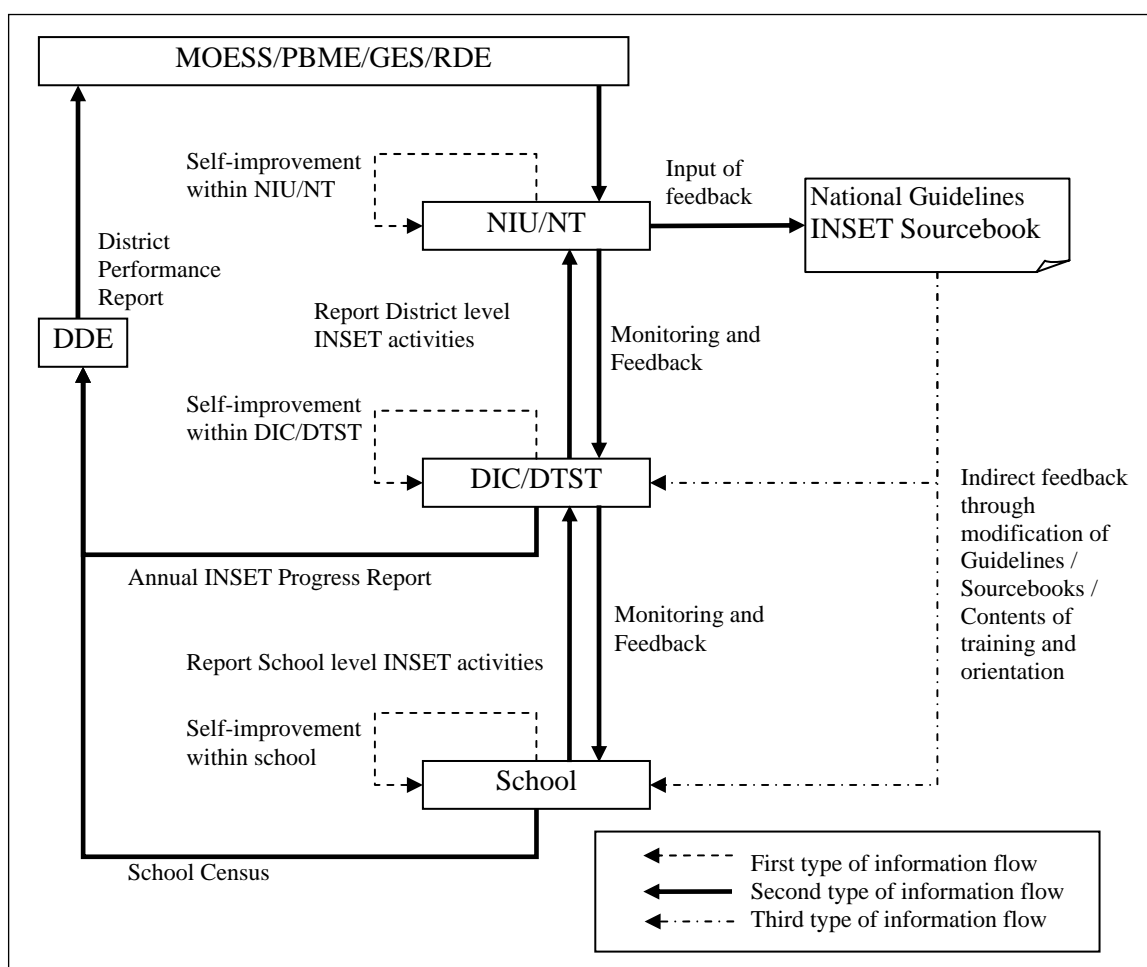


Figure 4.3 Information Management System

4.3 Achievements of the Project Purpose and Goals

The Terminal Evaluation which took place from 22 June to 10 July confirmed that the project has produced appropriate outputs, thereby accomplishing the project purpose of establishing a structured and replicable INSET model. Moreover, it has been confirmed that this has paved the way for the achievement of the long-term goals. This section mainly explains the details of the project's achievements in terms of project purpose and goal. The achievements of each output in the PDM have already been discussed in Chapter 3 under Project Activities.

Project Purpose:

A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts.

Objectively Verifiable Indicators:

All the districts developed an Action Plan for the INSET Programme and revised it annually.

100% of all district-based training / orientation for HTs, CSs and CLs were implemented.

80% of primary schools in the pilot districts organised two SBI/CBI in science and mathematics per term.

Implementation guidelines for the effective institutionalisation of INSET Policy are developed.

Overall, the project purpose has been attained. As explained in sections 3.2 and 3.3, district-based training / orientation for HTs, CSs, and CLs were implemented, and the guidelines were developed. In the end, all districts produced Annual INSET Action Plan (AIAP) and revised them annually. The percentage of schools which organised SBI/CBI at least twice a term has improved as shown in the table below.

Table 4.1 Percentage of Schools which Organised SBI/CBI at Least Twice Per Term

1 st term, 2007/8	2 nd term, 2007/8	3 rd term, 2007/8
84.9%	93.6%	92.4%

More than 80 % of the schools organised SBI/CBI throughout the school year. It can be concluded that SBI/CBI has become a routine activity among schools in the pilot districts.

Short Term Goal 1 (Target Year 2011)

Capacity of GES INSET Unit, District Teacher Support Team (DTST), Head Teachers (HTs), Circuit Supervisors (CSs) and Curriculum Leaders (CLs) in supporting School-Based INSET (SBI) / Cluster-Based INSET (CBI) is improved in the pilot districts

Objectively Verifiable Indicator:

Capacity of GES INSET Unit, District Teacher Support Team (DTST), Head Teachers (HTs), Circuit Supervisors (CSs) and Curriculum Leaders (CLs) in supporting SBI/CBI, measured by the performance standards, is improved comparing to the results of the base-line survey.

As stated in 3.4, activities to develop capacity for institutionalising INSET at national, district, and school levels were implemented. The Project Team verified through its monitoring that capacity development was effective at all levels, especially when compared to what existed at the beginning of the project. The Terminal Evaluation Team also reached the same conclusion based on their observations.

Short Term Goal 2 (Target Year 2011)

The INSET model is conducted nationwide

Objectively Verifiable Indicator:

At least twice a term, SBI/CBI are organised in the pilot districts.

The project achieved the benchmark set by the Objectively Verifiable Indicator. The Project Team considers that SBI/CBI will continue to be implemented, since a budget for these activities has been secured for both districts and schools. All districts can obtain funding for INSET through Medium Term Expenditure Framework (MTEF), and schools are able to use their Capitation Grant for SBI/CBI. The Terminal Evaluation Team advised that a detailed national operational plan needs to be developed, and the number of NIU staff and NT increased for nationwide expansion.

Long term goal (Target Year 2013)

The capacity of primary school teachers for teaching delivery is improved through continuous INSET

Objectively Verifiable Indicator:

Teachers' skills measured by the performance standards are improved comparing to the results of the base-line survey

Based on the following, the Terminal Evaluation Team concluded that this goal is possible to achieve by 2013, although they mentioned that more attention should be paid to improving the quality of school lessons:

- Impact Assessment Reports, submitted by each pilot district in June 2008 to NIU/TED, clearly indicated improvement in teachers' skills following observations of their practice; and
- Based on the observations, teachers made the effort to use TLM and delivered more child-centred lessons, however, some teachers were observed using TLM inappropriately raising the need for further improve the quality of SBI/CBI.

4.4 Major Achievements at School Level through SBI/CBI

The impact at the school level was surveyed through questionnaires and interviews from March to May 2008. Pilot districts compiled the results and submitted Impact Assessment Reports to NIU/TED. The results revealed considerable impacts on pupils as well as teachers.

Firstly, HTs have become more supportive of SBI/CBI through their involvement. They handled SBI/CBI-related activities such as applying for budgets, organising and monitoring SBI/CBI, and reporting the results to DEO. These actions fostered their own favourable attitudes towards SBI/CBI as well as enhancing their leadership skills.

Similarly, CLs have also developed their leadership skills through organising SBI/CBI. They are more prepared to act as demonstrators and help other teachers to prepare in advance when they are to facilitate SBI/CBI. In addition, CLs and colleague teachers have increased their capabilities in the following areas:

- Improvement of Teaching Skills
 - Effective TLM and chalkboard use;
 - Better understanding of child-centred lessons;
 - Preparation of better lesson notes; and
 - Good questioning skills.
- Attitude Changes
 - Better preparation for their class, i.e. preparing lesson notes and TLM, which has enhanced their confidence in lessons;
 - Better understanding of the importance of continuous teaching development;
 - Become more active in their participation in SBI/CBI; and
 - Developed positive attitudes towards sharing their knowledge with their colleague teachers.

Discussions which took place among teachers at SBI/CBI seem to have been instrumental in achieving these positive results, and furthermore, served to enhance teachers' motivation and confidence to teach challenging topics.

In addition to teachers, SBI/CBI has positively affected pupils' attitude and understanding, as classes became more activity-oriented and group-work oriented. The following are some examples:

- Created healthy competition and better learning among classmates;
- Enhanced pupils' interests in maths and science; and
- Created better understanding of questions and faster responses to them.

Their enhanced interest and better understanding led to higher attendance, and even increased test scores in some schools.

As a result of the interactions and information sharing among 1) teachers, 2) teachers and pupils, and 3) pupils, positive impacts were seen both in teachers and pupils through SBI/CBI.

However, some challenges still remain in conducting SBI/CBI. The table below shows the challenges and the suggestions on how they could be addressed, some of which were suggested in the Impact Assessment Reports.

Table 4.2 Challenges at School Level and Suggestions from the Field

Category	Challenge	Suggestions from the Field
Teachers' Attitude	-Some teachers still think SBI/CBI is extra work and refuse to attend -Some have low motivation -Some CLs claim that preparation requires a lot of time	-Avoid granting permission of absence on day of SBI/CBI except for emergencies -Link SBI/CBI to teachers' instructional needs -Regular monitoring by DIC and DTST -Use incentives to encourage teachers to devote time to prepare
Capacity of CLs/ colleague teachers	-Some CLs do not have enough capacity to lead SBI/CBI -Some teachers have inadequate knowledge about subject	-Organise regular CL training -Encourage more peer-teaching through SBI/CBI -Exchange seminar for HT and CL at circuit levels -More support from DTST through regular monitoring
Budget	-Late arrival of funds -Not enough funds -Inadequate TLM	-Incorporate SBI/CBI into school SPIP -Work towards prompt disbursement

Category	Challenge	Suggestions from the Field
INSET System	-Some teachers leave after school	-Conduct SBI/CBI during contact hours
	-A lot of paperwork	-Reduce the number of forms to be filled
	-CLs' attrition rates are high, resulting in continuous need of training for newly appointed CLs	-Maintain regular CL training
	-CBI was difficult to organise in some areas due to scattered location	-Provide transportation cost, conduct SBI instead of CBI, etc.

The Project Team valued suggestions from the field, and responded to them with the following:

- Sensitise GES to incorporate the suggestions into national policies;
- Revise Sourcebook Modules to reflect the suggestions;
- Support/advise districts to tackle feasible suggestions; and
- Provide recommendations for realistic plans in Chapter 5.

4.5 Results of the Evaluation by the Terminal Evaluation Team

The project attained its purpose stated in the PDM with the developed INSET model. It is also on track to achieve its goals written in the PDM. Based on the achievements, this section provides results of the project evaluation conducted by the Terminal Evaluation Team according to the following five criteria.

Table 4.3 Evaluation Results by Terminal Evaluation Team, 2008

Evaluation Result	Description
Relevance: High	<p>The evaluation team concludes that the relevance is high, based on the following facts:</p> <ul style="list-style-type: none"> - The top level of GOG recognised INSET importance, and the INSET activities are included in the ESP 2008 review. - According to interviews at district level, the need for INSET is also high. - To establish the replicable INSET system which capacities the district level based on minimum cost is relevance to the needs of Ghana. - SBI/CBI is cost effective and a sustainable approach. Furthermore, teachers can share ideas at local level.
Effectiveness: High	<p>The evaluation team concludes that the effectiveness is high, based on the following facts:</p> <ul style="list-style-type: none"> - From the observation of SBI/CBI and dissemination seminar, and interviews with stakeholders; it is recognised that management capacities of NIU and DIC are strengthened. Also, NT and DTST including some DIC members and CS play important roles in implementing INSET. - Materials which are revised based on users' comments are appropriate. - The INSET system is implemented well, and persons concerned follow the procedure especially utilizing related documents. - Although tasks related to the INSET Project are newly added, stakeholders at the district level execute their tasks with the understanding of the importance of the INSET according to the guidelines. - Monitoring system is functioning and the reports from districts are done, even though there are some challenges such as; constraint of fuel, delay in submitting of information documents from many schools.
Efficiency: High	<p>The evaluation team concludes that the efficiency is high, based on the following facts:</p> <ul style="list-style-type: none"> - The INSET system is designed based on minimum cost for sustainability, and all activities are handled bearing this in mind. - Utilising local experts is also very cost effective.

Evaluation Result	Description
	<ul style="list-style-type: none"> - The Project used the materials developed by STM as a basis and also CPs capacitated by STM contribute as NT and DTST in district and national level. - The Project reactivated the DTST that was originally formulated by Whole School Development project by Department for International Development (DFID). - Counterparts can get necessary support from JICA experts in their daily assignments. - From the observations in the two DEOs, equipment provided by the Project is in good condition. But the team cannot get more information about equipment from the other eight districts.
Impact: High	<p>The evaluation team concludes that the impact is high, based on the following facts:</p> <ul style="list-style-type: none"> - GES secured necessary budget for expansion nationwide and already started the process of expansion. - The INSET system is functioning as planned, and continuing the INSET cycle, teachers' skills measured by the performance standards are expected to be improved compared to the results of the base-line survey. - One district started implementing INSET with their own budget. - In the dissemination seminar, non-pilot districts showed strong interest to participate in INSET. - Pupils are very interested in the activity-based lessons with TLM. However, for pupil's academic performance in future, quality aspects of SBI/CBI need to be strengthened.
Sustainability: Moderately High	<p>The evaluation team concludes that the sustainability is moderately high, based on the following facts:</p> <ul style="list-style-type: none"> - Revising the ESP which the Project coordinator is engaging in, to factor in the JICA INSET. - Although the budget for the next three years is planned, approval has to be sought yearly. - Schools can use capitation grant for SBI/CBI, but the grant is overstretched. - DFID gives money to GES and they distribute to all districts. DFID money has a component for improving teacher capabilities so INSET falls within this, but it is up to DDE leadership to use as such. - The "11th" pilot district, one district implementing INSET by itself. - The pilot districts the evaluation team visited are aware that they are the core to expand the INSET system nationwide. - District and school level stakeholders are still motivated to organise SBI/CBI, as teachers can exchange knowledge and experiences. - However, from the field observations, in some SBI/CBI sessions, teachers' attitude seems not to be active, and most of the comments exchanged doesn't lead to the improvement of the lesson quality. - It is not known whether new pedagogical input necessary for quality improvement would be provided continuously or not.

(Quoted from "Minutes of Meetings between the Japanese evaluation team and the Ghana Education Service on the Japanese Technical Cooperation for Project to Support the Operationalisation of the In-Service Training Policy (INSET Project)", 2008.

In general, the results of the Evaluation Team's assessment was positive and it noted that the GES had taken the necessary initiatives to replicate INSET nationwide (see Appendix I for nationwide INSET plan). However, there still remain issues that require attention. Further recommendations for implementing nationwide INSET have therefore been made in the next chapter.

5. Recommendations for the Way Forward

5.1 Introduction

The Project has achieved its goal and the government of Ghana (GOG) will start implementing nationwide INSET from Year 2009 (refer Appendix I for details). Although the Project succeeded in achieving its goal of implementing INSET in 10 pilot districts, there are other issues to be addressed by Ghana Education Service (GES) in order to extend the INSET model to a nationwide programme. The two most important issues in continuing INSET can be categorized as follows.

- Enhancing motivation of stakeholders; and
- Improving management of INSET.

The following sections elaborate on these issues.

5.2 Enhancing Motivation of Stakeholders

Considering MacGregor's motivation theories, the figure below shows the level of motivation to act and its application to INSET.

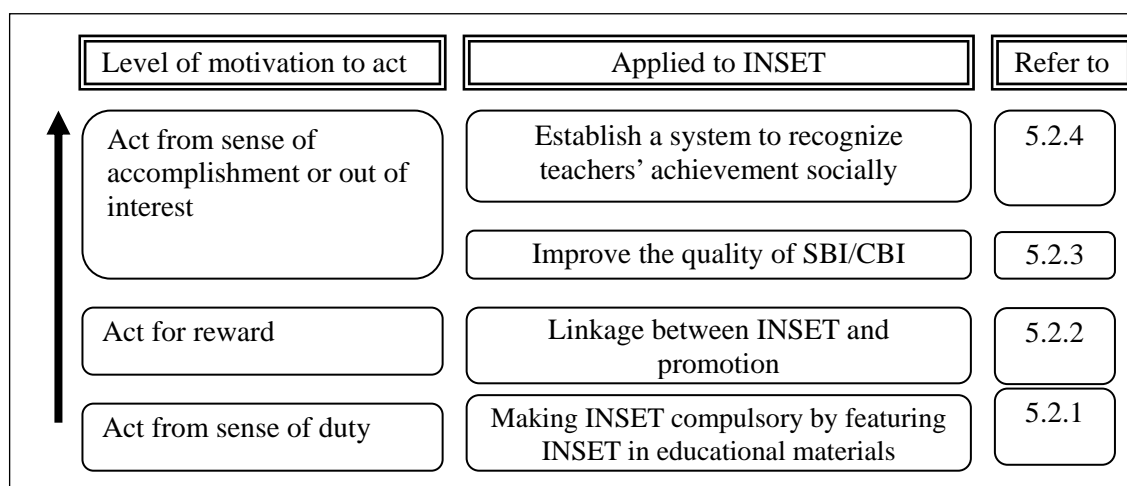


Figure 5.1 Linkage between Motivation and Activities Needed

Establishing a mandatory system is the minimal level required to motivate stakeholders to implement INSET. Once this level is established, teachers will start INSET regardless of their inclination towards it. However, we cannot expect self-improvement among stakeholders with only this system; higher levels are needed.

The second level is to establish a link between INSET and a rewards system for stakeholders. Linkage with promotion / salary / allowance is one example to get stakeholders to volunteer to be involved.

The third level maximizes the involvement of stakeholders. Improving the quality of SBI/CBI makes INSET more interesting, which will stimulate each stakeholder to participate in INSET. In addition, providing a proper, socially recognized goal to be achieved will heighten the self-esteem of the stakeholders. In this situation, each stakeholder becomes ambitious, self-motivated, and eager to accept and exercise greater responsibility.

There is a need to consider enhancing the motivation of stakeholders to implement the INSET system nationwide. This section describes what is meant by enhancing motivation of stakeholders.

5.2.1 Making INSET Compulsory by featuring INSET in Educational Materials

This section describes the first steps in making INSET compulsory for teachers by incorporating and/or maintaining INSET in relevant educational documents and manuals. It is essential that this be done at all three levels, from national to school level documents.

A) National Level

Current Situation

According to the report by the evaluation team, it is possible to expand the INSET model nationwide, but to do so, GES must show commitment through financial support which it has promised.

The Project has suggested to GES to incorporate INSET into the Education Strategic Plan (ESP). That suggestion is being incorporated into the ESP revision which is being undertaken by Planning, Budgeting, Monitoring and Evaluation Division (PBME) of the Ministry of Education, Science and Sports (MOESS).

Recommended Step after the Project

The Project recommends National INSET Unit / Teacher Education Division (NIU/TED) work in collaboration with PBME to monitor the progress of incorporating INSET into the ESP to ensure that it is done, in cooperation with PBME.

B) District Level

Current Situation

Administrative reports for District Education Office (DEO) do not include INSET in their forms and manuals that are related to the ESP. These are:

- District Education Strategic Plan (DESP)
- Annual District Education Operational Plan (ADEOP)
- Annual District Education Action Plan (ADEAP)
- Annual District Performance Report (ADPR)
- Related manuals for the above

These forms / manuals provided by PBME need to incorporate INSET so that it is validated and featured in their planned activities. These issues have been raised in the third progress report.

Recommended Step after the Project

It is important to monitor the progress of incorporating INSET into these documents and manuals when the time comes for them to be revised, which is likely to be after the revision of ESP. NIU/TED shall take responsibility of tracking the progress of this integration.

C) School Level

Current Situation

The following handbooks have featured INSET in them:

- Head Teachers Handbook
- Circuit Supervisors Handbook

- School Management Committee Handbook
- Capitation Grant Handbook

The experience is that stakeholders do not necessarily consider INSET as a priority. Furthermore, as these are key materials for monitoring the impact of INSET, it is necessary and crucial to ensure that the role of INSET is maintained in these materials.

Recommended Step after the Project

It is recommended that NIU/TED continue to sensitize stakeholders so that INSET is always prioritized. BED is also planning to revise the Head Teachers Handbook and School Management Committee Handbook with involvement from NIU/TED.

To enhance commitment of teachers to participate in INSET, the project also recommends NIU/TED to consolidate what the project has established. An example of consolidation is as follows:

- As the National Teaching Council (NTC) will have authority to regulate and define the Teacher's Standard, it is recommended that NIU/TED appeal to the NTC to incorporate INSET participation into the Teacher's Standard.
- There is no mention of INSET in the current curriculum of Teacher Training Colleges (TTCs). Ensuring that INSET is featured prominently in TTC textbooks and syllabi is important for enhancing teachers' readiness to participate in INSET.

5.2.2 Linkage between INSET and Promotion

Linking INSET to teacher promotion will be a big step towards making it a key part of the professional development of all teachers in Ghana. The third progress report recommends the following stages for achieving this purpose.

Trial Stage

- GES could issue a uniform certificate signed by either the Director General (DG) or Regional Directors of Education (RDEs), which can legitimize active participation in INSET and give it value for enhancing promotion. These certificates can be issued through NIU for Head Teachers (HTs) and Curriculum Leaders (CLs) who have completed orientation and training.
- Proper guidelines for issuing certificates at the district level must be developed, for example, specific competencies to be acquired and a means to verify them should be clearly outlined in the guidelines before certificates are issued. This is to avoid the situation where certificates are issued merely for attending INSET.
- At the end of the year, certificates could be issued to teachers who have fully attended SBI/CBI throughout the year. These certificates can indicate the competencies acquired.
- Districts could introduce these certificates as one of their criteria for basic school teacher promotion.

Policy Support Stage

- Once the INSET certificates become widely acknowledged, GES, in consultation with the teachers associations could suggest a policy framework for making INSET an essential part of a teacher promotion system.

Consolidation Stage

- After a full feasibility study to extend INSET to all teachers has been carried out, GES can then take the final steps to make this a nationwide policy. These can give support to

the proposed National Teaching Council (NTC) which will be responsible for determining various certification criteria in the teaching profession.

5.2.3 Improve the Quality of SBI/CBI

Making INSET interesting is key to motivating stakeholders (National Trainers, district level personnel, teachers, School Management Committees) to continue to participate in INSET. The Evaluation Team also suggested improving this area as follows.

The quality of INSET is crucially important. Even though there is a policy and a system for INSET, unless the CBI/SBI is interesting and addressing the classroom needs/tasks for the participants, the participants will eventually not attend. Thus, it is important to continuously improve the quality of CBI/SBI so that the participants can learn something new every time they attend.

(Quoted from M/M of Terminal Evaluation of the INSET Project)

To achieve this high level of interest, the following steps are recommended.

A) Strengthening the Capacity of National Trainers

The Terminal Evaluation Team made suggestions to increase the number of National Trainers (NTs) and establish a structured training system for them.

This project developed a model suitable for nationwide expansion of INSET and for strengthening capacity at the district level. NIU/TED has developed plans for nationwide INSET starting from Year 2009 which includes increasing the number of NTs and their training (see Appendix I). It is strongly recommended that NIU/TED take the appropriate steps to ensure successful implementation of these plans.

B) System of Continuous Improvement of District Teacher Support Team Capacity

The quality of comments District Teacher Support Teams (DTSTs) offer in the post-delivery discussions during their monitoring is one of the major factors in the improvement of teachers' skills, and therefore, key to determining the quality of SBI/CBI. To this end, the Terminal Evaluation Team made the following suggestions:

- DTST members need to monitor SBI/CBI as often as possible; and
- Establish a system that allows for the continuous improvement of the skills and knowledge of DTSTs, to enhance their ability to provide relevant and useful comments during monitoring of SBI/CBI.

National Guidelines developed by the Project describe measures to respond to the above suggestions. One such measure entails identifying districts with challenges and providing appropriate support. Identifying districts which face particular challenges is key to improving the whole INSET programme.

C) Enrich Contents of Sourcebooks

One of the measures to improve the quality of SBI/CBI is to enrich the contents of the existing Sourcebooks and develop new modules for other subjects. Some examples are shown below:

- Module 5 (Mathematics) and 6 (Science)
Enriching these modules by revising and developing new contents and incorporating good practices from CLs and teachers on the ground.
- Module 4 (General Pedagogy)
In order to improve classroom practices, teachers need to be equipped not only with subject content knowledge and teaching strategy but also knowledge of pedagogical

contents which provide teachers with multiple perspectives on how to use Teaching and Learning Materials (TLM), how to enhance pupils' learning, how to analyse pupils' mistakes, etc. The Terminal Evaluation Team noted the need to improve the following:

- Pupils' mistakes were not well dealt with. Utilizing pupils' mistakes can be one of the most effective strategies; hence error analysis is one of the skills that teachers should have. Negative attitudes of pupils and teachers towards mistakes should be changed.
- For some teachers, the use of TLM seemed to be the main purpose of lessons. Although using TLM is important, some teachers used them in the wrong way, which may have confused pupils. Teachers should have more insights on knowing how to teach by using TLM. Thus, DTST members also need to be equipped with such knowledge and skills.

(From M/M of Terminal Evaluation of the INSET Project)

- New modules for other subjects

The project developed the INSET modules for Science and Mathematics, but this does not limit the INSET model to these two subjects. Developing modules for English, for instance, will enhance stakeholders' enthusiasm to be involved in INSET activities.

The project recommends NIU/TED to implement these activities after Year 2010, as Year 2009 is an initial year for sensitisation and capacity building for nationwide INSET.

5.2.4 Establish a System to Recognize Teachers' Achievement

Establishing a system that recognizes teachers' achievement in INSET can serve as an incentive to enhance stakeholders' motivation. The following are some examples:

- Linking attendance and/or performance at INSET as criteria for the selection of Best Teacher Awards;
- Establishing awards for Best CLs, Best DTSTs, etc.; and
- Identifying good practices from reports and/or monitoring, and disseminating them through newsletters and/or other publications with the names and districts of contributors.

5.3 Improving Management of INSET

Management means the act of getting people to work together to reach desired goals. It comprises management of the various areas such as scope, schedule, time, cost, quality human resource, communication and risk. The following are some examples:

Communication

Strengthening of communication management is crucial, as the expansion of the INSET model from 10 pilot districts to 138 districts will require NIU/TED to manage this effectively. The following are examples of communication management strategies for nationwide INSET:

- There should be greater involvement at the regional level since NTs are to be selected from TTCs and Senior High Schools (SHS) in each region and Regional Education Office (REO) are main stakeholders in selecting NTs. One example of such involvement is to organize information-sharing seminars with REOs.
- The use of internet facilities, fax, telephone, etc., between national, regional, district and school levels should be strengthened to promote effective communication.

Strengthen Coordination among Divisions within GES

Currently, various Divisions in GES organize INSET for different purposes, some of which overlap in schedule and participants. For example, there may be instances in which HTs are to attend more than one INSET organized by different Divisions of GES in the same week. This situation makes INSET more expensive and wastes resources. Coordinating all INSET so that such duplications are minimized would be a more effective management of time, resources, and personnel at national, regional, district and school levels.

The INSET model developed by the project, in which the NIU coordinates INSET, can be used as a platform to deliver all types of training programs. The NIU can play the pivotal role in the delivery of INSET by coordinating the various INSET with different Divisions to avoid duplications and schedule conflicts. Aligning all INSET using this model can prevent confusion of field level personnel and facilitate effective management at all levels.

It is also important to ensure that requests for training from field-level personnel are relayed to the national level via the NIU, so that demand-driven INSET is implemented. It is hoped that in the future, NIU can take on this role of being the coordinating body of bottom-up and top-down INSET.

Institutionalization of INSET encompasses a wide-range of issues, such as assigning personnel at the national, regional, and district levels, securing budgets, developing modules on subject content. The alignment of INSET activities is another example. Therefore, the management body of INSET must coordinate with various Divisions of GES for effective coordination and management of INSET. In view of this, National INSET Committee (NIC) becomes the highest decision-making body of INSET with overall responsibility on policy matters. It is strongly recommended for NIC to manage INSET with NIU/TED as its secretariat.

Strengthening Data Management and Usage Capability

NIU/TED provided support to each pilot district in solving some of their challenges in implementing INSET. However, as the number of target districts grows, there is the need to strengthen the research capability of the NIU/TED so that information is produced to support the expanded nationwide INSET.

The following table shows the steps of data management and issues that need to be addressed to achieve the goal.

Table 5.1 Steps of Data Management and Issues to be Addressed

No	Steps	Issues to be addressed
1	Collection of data through monitoring, reporting and from other sources	Need to consolidate the system to collect data and receive reports from: <ul style="list-style-type: none"> • Regions; • Districts; • NTs who monitor districts; and • Other divisions from which data is needed. Need to establish effective system of reporting.
2	Storage of data (data input)	Not enough capacity (number of personnel to input data)
3	Extracting data	Not enough skills
4	Analysis of data	Not enough skills

NIU/TED has the following three options in providing adequate information to decision makers.

- Conduct data collection and analysis by NIU/TED;
- Outsource data collection and analysis to other institutions; and
- Blend of the above two options.

An in-depth analysis of the pros and cons of these options is needed to determine which of the above is appropriate for NIU/TED. The following table shows the currently identifiable advantages and disadvantages of retaining a service that is in-house or outsourcing to others, for example, to Planning, Budgeting, Monitoring and Evaluation Division (PBME), Curriculum Research and Development Division (CRDD), and universities.

Table 5.2 Advantages and Disadvantages of “In-house” and “Outsourcing”

	Advantage	Disadvantage
In-house	<ul style="list-style-type: none"> • Flexible • Motivate NIU/TED staff • Knowledge is accumulated at NIU/TED • Usage of daily experience and easiness of feedback to daily work 	<ul style="list-style-type: none"> • Need capacity building of comprehensive skills for NIU/TED staff • Risk of losing human resource after they have gained skills
Outsourcing	<ul style="list-style-type: none"> • Output could be stable, as NIU/TED can change institutions if their performance is not good • Less capacity building is needed for NIU/TED staff • Time and human resources saved from outsourcing can be utilized for other tasks 	<ul style="list-style-type: none"> • Inflexible for changing contents and schedule. Researchers may not respond to time schedule. • Less development of capacity at NIU/TED • Less usage of daily experiences • Risk of low ability of researchers

TED/NIU could add more information to the list and decide which strategy they will adopt. In addition, consideration of the third option is also necessary.

CONCLUSION

In recent years, Ghana experienced an increase in the enrolment of students in basic schools due to increased accessibility. However, there are still challenges in the quality of education being provided in schools. To improve the academic achievement of children, there was a need to improve the teaching skills of teachers. As needs-based INSET is widely accepted as the best means to improve the teaching skills of in-service teachers, Ghana Education Service (GES), with support from Japan International Cooperation Agency (JICA), embarked upon this project to operationalize INSET.

In the three years of project duration, the project fulfilled its purpose of establishing a structured and replicable INSET model in Science and Mathematics for primary school teachers, and put into practice in ten pilot districts. Indicators in the Project Design Matrix (PDM) as well as results from the Terminal Evaluation verify this accomplishment. The capacity of stakeholders to implement and institutionalize INSET has been developed, paving the way for nationwide expansion. Although it is expected that effects of INSET will not be immediate, already there have been noticeable improvements in the teaching skills of teachers who have participated in SBI/CBI and as well, positive changes in pupil's attitudes in the classroom have also been observed.

Building on the achievements of this project, the government of Ghana (GOG) will initiate a nationwide expansion of INSET in Year 2009. The project has supported Teacher Education Division / National INSET Unit (TED/NIU) in the preparation of nationwide INSET plans (see Appendix I) and has identified two key recommendations. First, there is a need to enhance the motivation of stakeholders so their interest in participating in INSET remains high. Second, the management of INSET must be strengthened to ensure its efficiency and effectiveness. Incorporating these recommendations will allow GES to be further equipped to initiate and ensure the sustainability of INSET.

It is hoped that through a nationwide implementation of INSET, SBI/CBI will provide further opportunities for teachers to strengthen their teaching capabilities in the classroom and as a result, improve the quality of education in Ghana.

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
CEMASTEА:	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 (PDM₁) 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 DIC¹, DTSTs², HTs³, CSs⁴ and CLs⁵ in supporting SBI/CBI⁶ is improved nationwide

Note: In PDM₁, 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)

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.

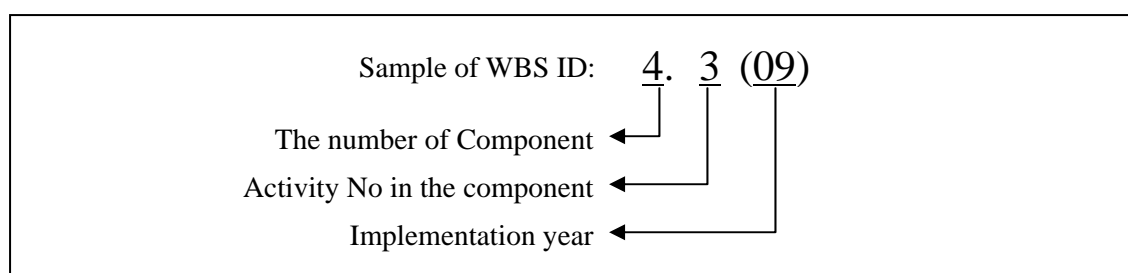


Figure 1.1 Explanation of WBS ID

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 WBS 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	1.1(11)	N/A
Distribution of Sourcebook	1.2(09)	1st	1.2(10)	2nd	1.2(11)	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	3.1(10)	N/A	3.1(11)	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	6.1(11)	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

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 2 nd 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

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			Year 2009			Year 2010			Year 2011											
		Total			Newly appointed			Newly appointed			Newly appointed											
		S	M	E	S	M	E	S	M	E	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	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.

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	CEMASTE, 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 (CEMASTE), Kenya.

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

No.	Subject	Sex	Age	Full Name as written in Passport			Name of TTC
				Family Name	First Name	Middle Name	
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)	1 st	1st Q	109,800.00
Distribution of Sourcebook	1.2(09)	1 st	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)	1 st	2nd Q	61,823.00
Orientation and Training for DTST, DTO and AD-Sup	5.2(09)	1 st	2nd Q	166,661.00
Component 6: Support District Level				
Support DIC in DTST selection	6.1(09)	1 st	2nd Q	0.00
Identify DEO with challenges	6.2(09)	Pilot /1 st		0.00
Monitoring District Level Activity	6.3(09)	Pilot /1 st	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.

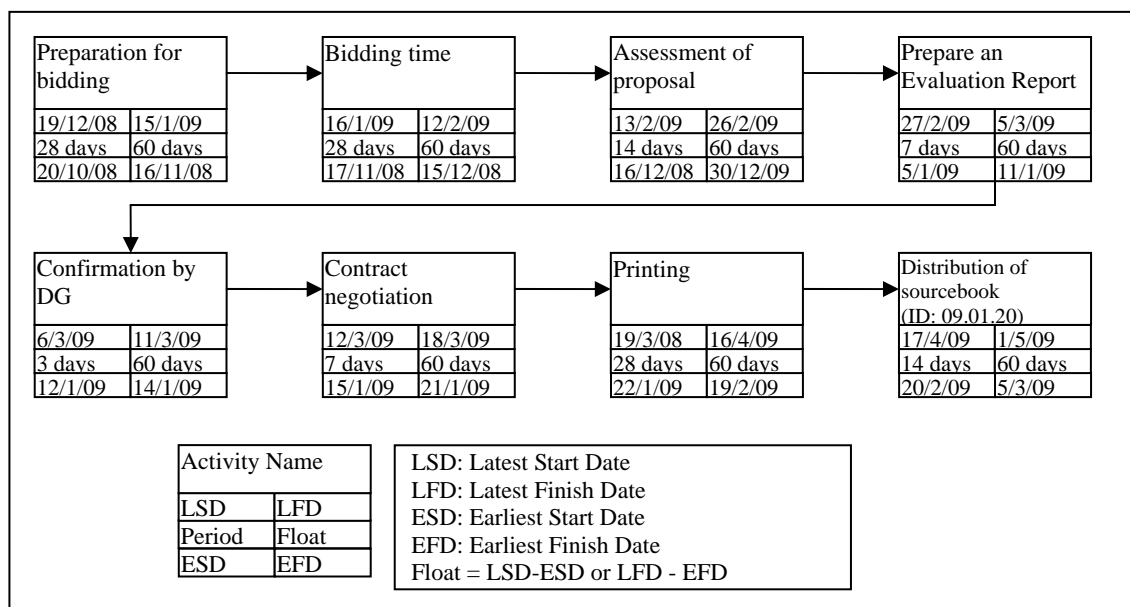


Figure.1 Sub-activity Flow and Schedule

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 4 th 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	SHS¹⁵ 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

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 <i>(Re-calculation needed before implementation)</i>
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 <ul style="list-style-type: none"> – Budget disbursement – Progress of printing the Sourcebook
2nd Meeting	Apr 2009	Periodical meeting <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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 <i>(Re-calculation needed before implementation)</i>
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.

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

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		

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 <i>(Re-calculation needed before implementation)</i>
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	Mfantiman	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.

$$\text{Distance to venue from their district} \times 2 \text{ (round trip)} \times 0.20$$

The amount has been rounded-up.

Activity ID	5.2(09)
Activity Name	Orientation and Training for DTSTs, DTOs and AD-Sups (districts in 1 st 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	<table><tr><td>Batch 1</td><td>Batch 2</td></tr><tr><td>– Central Gonja, N/R</td><td>– East Mamprusi, N/R</td></tr><tr><td>– Tolon-Kumbungu, N/R</td><td>– Savelugu-Nanton, N/R</td></tr><tr><td>– West Gonja, N/R</td><td>– West Mamprusi, N/R</td></tr></table>	Batch 1	Batch 2	– Central Gonja, N/R	– East Mamprusi, N/R	– Tolon-Kumbungu, N/R	– Savelugu-Nanton, N/R	– West Gonja, N/R	– West Mamprusi, N/R
Batch 1	Batch 2								
– Central Gonja, N/R	– East Mamprusi, N/R								
– Tolon-Kumbungu, N/R	– Savelugu-Nanton, N/R								
– West Gonja, N/R	– West Mamprusi, N/R								
Resource Persons	<ul style="list-style-type: none">– 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	<table><tr><td>Batch 3</td><td>Batch 4</td></tr><tr><td>– Gushiegu, N/R</td><td>– Bunkpurugu-Yunyoo, N/R</td></tr><tr><td>– Karaga, N/R</td><td>– Saboba-Chereponi, N/R</td></tr><tr><td>– Yendi, N/R</td><td>– Zabzugu/Tatale, N/R</td></tr></table>	Batch 3	Batch 4	– Gushiegu, N/R	– Bunkpurugu-Yunyoo, N/R	– Karaga, N/R	– Saboba-Chereponi, N/R	– Yendi, N/R	– Zabzugu/Tatale, N/R
Batch 3	Batch 4								
– Gushiegu, N/R	– Bunkpurugu-Yunyoo, N/R								
– Karaga, N/R	– Saboba-Chereponi, N/R								
– Yendi, N/R	– Zabzugu/Tatale, N/R								
Resource Persons	<ul style="list-style-type: none">– 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	<ul style="list-style-type: none"> – East Gonja, N/R – Nanumba North, N/R – Nanumba South, N/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Nkoranza, BA/R – Tain, BA/R – Wenchi, BA/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Atebubu-Amantin, BA/R – Pru, BA/R – Sene, BA/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Bolgatanga-Municipal, UE/R – Bongo, UE/R – Builsa, UE/R – Talensi-Nabdam, UE/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Bawku East Municipal, UE/R – Bawku West, UE/R – Garu-Tempene, UE/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Krachi East, V/R – Krachi West, V/R – Nkwanta, V/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Bia, W/R – Juabeso, W/R – Sefwi-Wiawso, W/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Aowin/Suama, W/R – Wasa Amenfi East, W/R – Wasa Amenfi West, W/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Abura/Asebu/Kwamankese, C/R – Komenda/Edina/Eguafo/Abirem, C/R – Mfantiman, C/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Asikuma/Odoben/Brakwa, C/R – Assin South, C/R – Gomoa, C/R
Resource Persons	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Asuogyaman, E/R – Birim North, E/R – Kwahu North (Afram Plains), E/R – Adaklu-Anyigbe, V/R
Resource Persons	<ul style="list-style-type: none"> – 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 <i>(Re-calculation needed before implementation)</i>
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¢ <i>(Re-calculation needed before implementation)</i>
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 <i>(Re-calculation needed before implementation)</i>
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 <i>(Re-calculation needed before implementation)</i>
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	Sekyer 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/Eguafu/Abirem	67	70	73	76	80
16	C/R	Mfantiman	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/Kraboaa/ 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)	IC-3
Training for National Trainers to Improve Monitoring (WBS ID 4.3)	IC-6
Orientation and Training for DTST, DTO and AD-Sup (WBS ID: 5.2)	IC-11

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

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 recorded 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.

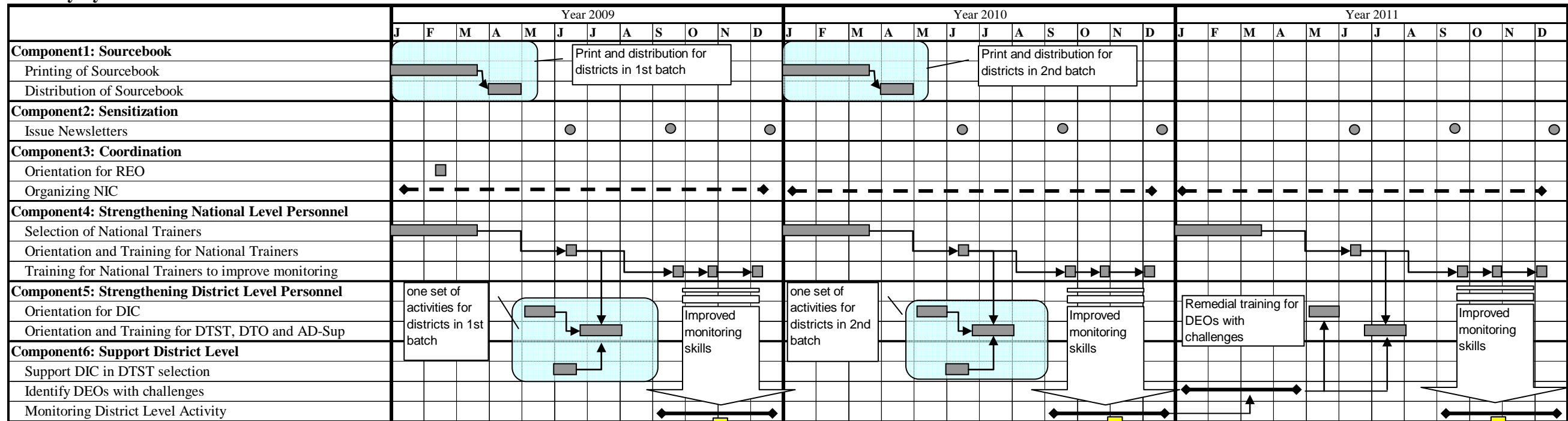
b) Study on SBI/CBI Activity Based on the Role-play (3)

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

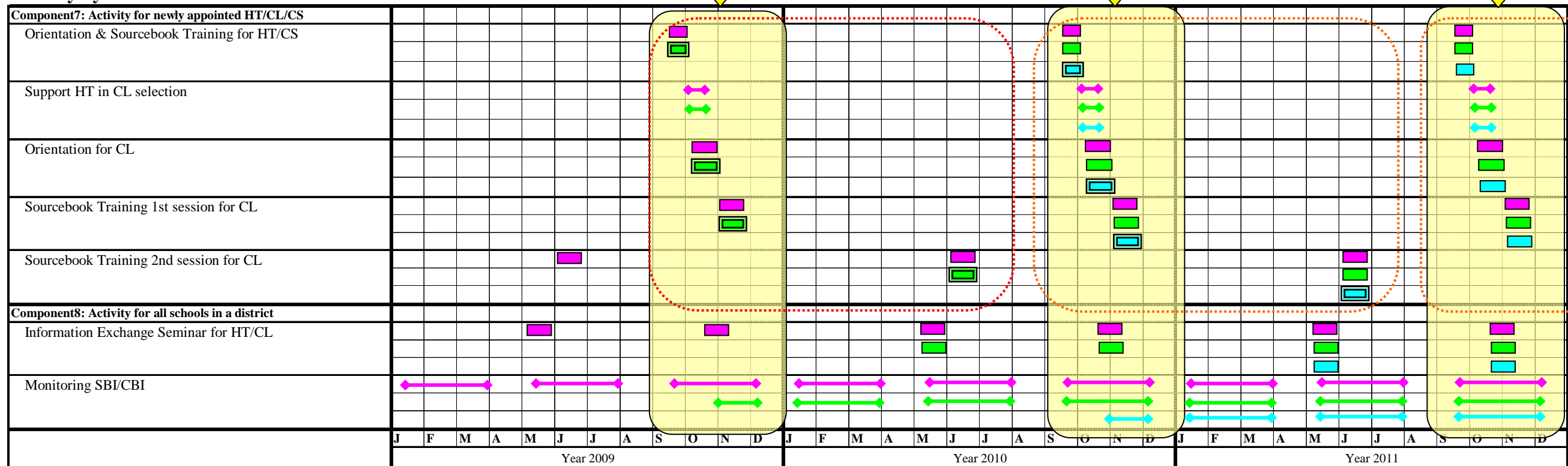


Monitor these activities

Monitor these activities

Monitor these activities

Activity by DEOs



- 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

Appendix II

Appendix IIA: Project Design Matrix

Project Design Matrix Ver.0	IIA-3
Project Design Matrix Ver.1	IIA-7

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

*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.

<p>ACTIVITIES:</p> <p>OUTPUT1: INSET implementation structure is established in 10 pilot districts</p> <ul style="list-style-type: none"> 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 	<p>INPUTS:</p> <p>Japanese side:</p> <ol style="list-style-type: none"> 1. Long-Term Experts <ul style="list-style-type: none"> - Chief Advisor / Management of Teachers Training - Project Coordinator / Monitoring 2. Short-Term Expert <p>Short-Term experts will be dispatched when necessity arises.</p> 	
<p>OUTPUT2: Needs-based INSET modules and guidelines for the use of the source book are developed</p> <ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 3. Provision of Equipment <ul style="list-style-type: none"> - 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 	
<p>OUTPUT3: Capacity of the key actors to support the delivery of INSET in developed</p> <ul style="list-style-type: none"> 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. 	<p>Ghanaian side:</p> <ol style="list-style-type: none"> 1. Counterpart Personnel <ol style="list-style-type: none"> (1) Ghana Education Service <ol style="list-style-type: none"> a) Director General b) Director, Teacher Education Division c) Full-time Counterpart personnel in each of the following fields: <ul style="list-style-type: none"> - Programme coordinator (1) - Mathematics (2-3) - Science (2-3) (2) 10 Pilot Districts <ol style="list-style-type: none"> a) District Director of Education b) District INSET Unit c) District Teacher Support Team 	

<p>OUTPUT4: Monitoring and evaluation system for the district INSET model are developed and implemented</p> <p>develop the performance standards for key actors in supporting the Operationalisation of the structured INSET (for a base-line survey and post-project monitoring)</p> <p>Support DTST to develop and update an information management system.</p> <p>Support the DTST to analyse the teachers' training needs.</p> <p>Support the district INSET Units to evaluate the annual progress of the Action Plan of the INSET Programme (district monitoring report).</p> <p>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).</p>	<p>2. Administrative Personnel</p> <ul style="list-style-type: none"> - Secretary - Driver - Other staff necessary for the implementation of the project <p>3. Facilities</p> <ul style="list-style-type: none"> - 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 <p>Other facilities mutually agreed upon as necessary</p>	
<p>OUTPUT5: Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation</p> <p>Organize dissemination workshop of the project</p> <p>Support the district INSET Units to establish/strengthen a linkage between the INSET programme and current appraisal system for teachers.</p> <p>Share the experiences of the project.</p> <p>Support DEOs to conduct workshops to build productive linkages among the following:</p> <ul style="list-style-type: none"> - DEOs/district stakeholders and TTCs (Teachers Training Colleges) - DEOs and District Assemblies - DEOs and NGOs/communities (PTAs, SMCs) <p>Support GES to make necessary review/amendment on the INSET Policy for the effective institutionalization of INSET Policy.</p> <p>Support GES to make implementation guidelines for the effective institutionalization of INSET Policy.</p>	<p>4. Local costs</p>	

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
<p>Goal: Long-Term (Target Year 2013)</p> <p>The capacity of primary school teachers for teaching delivery is improved through continuous INSET</p>	<p>1. Teachers' skills measured by the performance standards are improved comparing to the results of the base-line survey</p>	<p>1. Base-line survey report</p> <p>2. Monitoring reports</p>	<ul style="list-style-type: none"> - Continuous teacher development policy remains - Necessary resources are available at national, district and school levels
<p>Short-Term (Target Year 2011)</p> <p>1. Capacity of GES INSET Unit, DTSTs, HTs, CSs and CLs in supporting SBI/CBI is improved in the pilot districts</p> <p>2. The INSET model is conducted nationwide</p>	<p>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</p> <p>2. At least twice/term of SBI/CBI are organized in the pilot districts</p>	<p>1. Updated sources book every 5 years</p> <p>2. Report by GES INSET Unit</p> <p>3. Report by District INSET Unit</p> <p>4. Report by HTs/CSs</p> <p>5. Base-line survey report</p>	<ul style="list-style-type: none"> - Adequate resources to support the Operationalisation of the INSET structure are provided after the end of the project
<p>Purpose: A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts</p>	<p>1. All the pilot districts developed an Action Plan for the INSET Programme and revised it annually</p> <p>2. District-based training/orientation for HTs, CSs and CLs implemented 100%</p> <p>3. 80% (*1) of primary schools in the pilot districts organized two SBI/CBI in science and mathematics pre term</p> <p>4. Implementation guidelines for the effective institutionalization of INSET Policy are developed</p>	<p>1. Report by District INSET Unit</p> <p>2. Report by HTs/CSs</p> <p>3. Project Report</p>	<ul style="list-style-type: none"> - 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.

<p>ACTIVITIES:</p> <p>OUTPUT1: INSET implementation structure is established in 10 pilot districts</p> <p>1.1 Develop guidelines for the selection of pilot districts.</p> <p>1.2 Select 10 pilot districts.</p> <p>1.3 Develop guidelines (national level)</p> <p>1.4 Develop guidelines (district level)</p> <p>1.5 Establish or strengthen district INSET Units in the pilot districts.</p> <p>1.6 Support the district INSET Units to identify the members of DTST</p>	<p>INPUTS:</p> <p>Japanese side:</p> <p>1. Long-Term Experts</p> <ul style="list-style-type: none"> - Chief Advisor / Management of Teachers Training - Project Coordinator / Monitoring <p>2. Short-Term Expert</p> <p>Short-Term experts will be dispatched when necessity arises.</p>	
<p>OUTPUT2: Needs-based INSET modules and guidelines for the use of the source book are developed</p> <p>2.1 Appoint resource persons.</p> <p>2.2 Review the existing INSET documents.</p> <p>2.3 Develop the modules of source book in science and mathematics</p> <p>2.4 Develop the modules of source book in English as a tool for supporting understanding of science and mathematics.</p> <p>2.5 Develop guidelines for the use of source book.</p> <p>2.6 Print and distribute the source books to the pilot districts.</p>	<p>3. Provision of Equipment</p> <ul style="list-style-type: none"> - Equipment for the field of Mathematics - Equipment for the field of science - Equipment for common and general use <p>4. Counterpart training in Japan International Cooperation Agency</p>	
<p>OUTPUT3: Capacity of the key actors to support the delivery of INSET in developed</p> <p>3.1 Conduct a base-line survey by applying the performance standards to be developed in (4.1).</p> <p>3.2 Identify the national trainers and provide them with orientation.</p> <p>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).</p> <p>3.4 Support the district INSET Units to develop the INSET Programme and the Action Plan.</p> <p>3.5 Support the district INSET Units and DTST to identify CLs in collaboration with HTs and CSs.</p> <p>3.6 Support DTST to conduct the following INSET to CLs.</p> <p>3.7 Support HTs/CLs to conduct SBI/CBI.</p> <p>3.8 Support DTST in programming the annual INSET for CLs.</p> <p>3.9 Support the district INSET Units to revise the Action Plan (annually), taking the district monitoring report (4.4) into account.</p>	<p>Ghanaian side:</p> <p>1. Counterpart Personnel</p> <p>(1) Ghana Education Service</p> <ul style="list-style-type: none"> a) Director General b) Director, Teacher Education Division c) Full-time Counterpart personnel in each of the following fields: <ul style="list-style-type: none"> - Programme coordinator (1) - Mathematics (2-3) - Science (2-3) <p>(2) 10 Pilot Districts</p> <ul style="list-style-type: none"> a) District Director of Education b) District INSET Unit c) District Teacher Support Team 	

<p>OUTPUT4: Monitoring and evaluation system for the district INSET model are developed and implemented</p> <p>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)</p> <p>4.2 Support DTST to develop and update an information management system.</p> <p>4.3 Support the DTST to analyse the teachers' training needs.</p> <p>4.4 Support the district INSET Units to evaluate the annual progress of the Action Plan of the INSET Programme (district monitoring report).</p> <p>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).</p>	<p>2. Administrative Personnel</p> <ul style="list-style-type: none"> - Secretary - Driver - Other staff necessary for the implementation of the project <p>3. Facilities</p> <ul style="list-style-type: none"> - 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 <p>4. Local costs</p>	
<p>OUTPUT5: Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation</p> <p>5.1 Organize dissemination workshop of the project</p> <p>5.2 Support the district INSET Units to establish/strengthen a linkage between the INSET programme and current appraisal system for teachers.</p> <p>5.3 Support DEOs to conduct workshops to build productive linkages among the following:</p> <ul style="list-style-type: none"> - DEOs/district stakeholders and TTCs (Teachers Training Colleges) - DEOs and District Assemblies - DEOs and NGOs/communities (PTAs, SMCs) <p>5.4 Support GES to make necessary review/amendment on the INSET Policy for the effective institutionalization of INSET Policy.</p> <p>5.5 Support GES to make implementation guidelines for the effective institutionalization of INSET Policy.</p> <p>5.6 Issue Newsletter quarterly.</p> <p>5.7 Produce and broadcast TV programme about the effectiveness of INSET for teachers</p>		

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

1.0 ATTENDANCE

GHANAIAI 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. Akyeamong 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 out 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 not take 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. Akyeamong 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:

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| 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:

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|--------------------------|---|
| 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:

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| 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 UNICEF 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 address 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. Opere - 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

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| 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 Shoji | - INSET Project, JICA |

DEVELOPMENT PARTNERS

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|--------------------------|--|
| 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 Tschiggfey | - Education Specialist, French Embassy |
| 5. Kwasi Asare Odoi Anim | - Education Specialist, UNESCO |

OBSERVER

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| 1. Mr. Edward Twumasi | - District INSET Coordinator, Tano South |
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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. <u>GES</u> 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. <u>MTEF</u> (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 representative of 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
<p>Goal: Long-Term (Target Year 2013)</p> <p>The capacity of primary school teachers for teaching delivery is improved through continuous INSET</p>	<p>1. Teachers' skills measured by the performance standards are improved comparing to the results of the base-line survey</p>	<p>1. Base-line survey report 2. Monitoring reports</p>	<p>- Continuous teacher development policy remains - Necessary resources are available at national, district and school levels</p>
<p>Short-Term (Target Year 2011)</p> <p>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</p>	<p>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</p>	<p>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</p>	<p>- Adequate resources to support the Operationalisation of the INSET structure are provided after the end of the project</p>
<p>Purpose: A structured and replicable INSET model of science and mathematics for primary school teachers is in operation in pilot districts</p>	<p>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</p>	<p>1. Report by District INSET Unit 2. Report by HTs/CSs 3. Project Report</p>	<p>- MOES/GES take full responsibility for operationalising INSET while managing donor involvement - Adequate resources to support the Operationalisation of the INSET structure are provided</p>

*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.

<p>ACTIVITIES:</p> <p>OUTPUT1: INSET implementation structure is established in 10 pilot districts</p> <ol style="list-style-type: none"> 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 	<p>INPUTS:</p> <p>Japanese side:</p> <ol style="list-style-type: none"> 1. Long-Term Experts <ul style="list-style-type: none"> - Chief Advisor / Management of Teachers Training - Project Coordinator / Monitoring 2. Short-Term Expert Short-Term experts will be dispatched when necessity arises. 	
<p>OUTPUT2: Needs-based INSET modules and guidelines for the use of the source book are developed</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 3. Provision of Equipment <ul style="list-style-type: none"> - 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 	
<p>OUTPUT3: Capacity of the key actors to support the delivery of INSET in developed</p> <ol style="list-style-type: none"> 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. 		

<p>OUTPUT4: Monitoring and evaluation system for the district INSET model are developed and implemented</p> <p>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)</p> <p>4.2 Support DTST to develop and update an information management system.</p> <p>4.3 Support the DTST to analyse the teachers’ training needs.</p> <p>4.4 Support the district INSET Units to evaluate the annual progress of the Action Plan of the INSET Programme (district monitoring report).</p> <p>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).</p>	<p>Ghanaian side:</p> <p>1. Counterpart Personnel</p> <p>(1) Ghana Education Service</p> <p>a) Director General</p> <p>b) Director, Teacher Education Division</p> <p>c) Full-time Counterpart personnel in each of the following fields:</p> <ul style="list-style-type: none"> - Programme coordinator (1) - Mathematics (2-3) - Science (2-3) <p>(2) 10 Pilot Districts</p> <p>a) District Director of Education</p> <p>b) District INSET Unit</p> <p>c) District Teacher Support Team</p>	
<p>OUTPUT5: Awareness and commitment to participate in and support the INSET are improved, and the INSET Policy is amended for the smooth implementation</p> <p>5.1 Organize dissemination workshop of the project</p> <p>5.2 Support the district INSET Units to establish/strengthen a linkage between the INSET programme and current appraisal system for teachers.</p> <p>5.3 Support DEOs to conduct workshops to build productive linkages among the following:</p> <ul style="list-style-type: none"> - DEOs/district stakeholders and TTCs (Teachers Training Colleges) - DEOs and District Assemblies - DEOs and NGOs/communities (PTAs, SMCs) <p>5.4 Support GES to make necessary review/amendment on the INSET Policy for the effective institutionalization of INSET Policy.</p> <p>5.5 Support GES to make implementation guidelines for the effective institutionalization of INSET Policy.</p> <p>5.6 Issue Newsletter quarterly.</p> <p>5.7 Produce and broadcast TV programme about the effectiveness of INSET for teachers</p>	<p>2. Administrative Personnel</p> <ul style="list-style-type: none"> - Secretary - Driver - Other staff necessary for the implementation of the project <p>3. Facilities</p> <ul style="list-style-type: none"> - 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 <p>4. Local costs</p>	

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

GHANAIIAN 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 Boaky- 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 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 uncertainty 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 Narko	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 Officer	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 Acquah-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 Bantui	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				
Gifted 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. Sirikiyi	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. Sirikiyi	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

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 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 technician
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 Monochrome 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	

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 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 Monochrome 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	

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 Reference
2006/3/31	Copy Machine (Black and White)	CANON IR 2016 Monochrome 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 Monochrome 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 Monochrome 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	

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 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 Monochrome 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 Monochrome Printer	1	DEO, Mpohor Wassa East, W/R	
2006/3/31	Fax Machine	CANON Fax L-100	1	DEO, Mpohor Wassa East, W/R	

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 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 Monochrome 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	

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 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 Monochrome 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 Monochrome 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	Akrokerrri Training College, A/R	

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 Reference
2006/3/31	Desktop PC(B)	HP DX2000 Desktop Computer Mini Tower	1	Akrokerr Training College, A/R	
2006/3/31	Lazer Printer (A4 Black and White)	HP Lazer Jet 1320n Printer	1	Akrokerr Training College, A/R	
2006/3/31	UPS	Powerware Line interactive UPS	1	Akrokerr 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	

取得年月日 Date of Registration in JICA	資機材名 Description/Name of Equipment/Goods	仕様・規格 Specification・Standard	数量 Quantity	供用者 User	備考 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	ABLREX 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)												
D602	Resource Preparatory Meeting												
D603	Curriculum Leaders Orientation (1st batch)												
D604	Curriculum Leaders Sourcebook Training (1st batch)												
D605	Support TLM for SBI/CBI (2nd term 2006/2007)												
D606	Monitoring of SBI/CBI												
D607	Resource Preparatory Meeting for 3rd term 2006/2007												
D608	Curriculum Leader Sourcebook 2nd training (1st batch)												
D609	Information Exchange Seminar (1st batch)												
D610	Support TLM for SBI/CBI												
D611	Resource Preparatory Meeting for 1st term 2007/2008												
D612	Head Teachers Orientation (2nd & 3rd batch)												
D613	Curriculum Leaders Orientation (2nd & 3rd batch)												
D614	Curriculum Leaders Sourcebook 1st Training (2nd & 3rd batch)												
D615	Support TLM for SBI/CBI												
D616	Monitoring SBI/CBI (3rd term 2006/2007)												
D617	Report writing workshop for Annual Progress Report												
D618	Monitoring SBI/CBI (1st term 2007/2008)												
D619	Curriculum Leader Sourcebook 2nd training (2nd & 3rd batch)												
D620	Information Exchange Seminar (1st - 3rd batch)												

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)												
D702	Resource Preparatory Meeting												
D703	Curriculum Leaders Orientation (1st batch)												
D704	Curriculum Leaders Sourcebook Training (1st batch)												
D705	Support TLM for SBI/CBI (2nd term 2006/2007)												
D706	Monitoring of SBI/CBI												
D707	Information Exchange Seminar (1st batch)												
D708	Curriculum Leader Sourcebook 2nd training (1st batch)												
D709	Resource Preparatory Meeting for 3rd term 2006/2007												
D710	Support TLM for SBI/CBI												
D711	Monitoring SBI/CBI (3rd term 2006/2007)												
D712	Resource Preparatory Meeting for 1st term 2007/2008												
D713	Head Teachers Orientation (2nd & 3rd batch)												
D714	Curriculum Leaders Orientation (2nd & 3rd batch)												
D715	Curriculum Leaders Sourcebook 1st Training (2nd & 3rd batch)												
D716	Report Writing Seminar												
D717	Monitoring SBI/CBI (1st term 2007/2008)												
D718	Curriculum Leader Sourcebook 2nd training (2nd & 3rd batch)												
D719	Information Exchange Seminar (2nd & 3rd batch)												
D720	Support TLM for SBI/CBI												

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

Kasena-Nankana

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					
		Resource Person	12	150.00		150.00							300.00	25		300 GHC is divided equally into T&T and Meal.	
		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					
			Resource Person	5	25.00		12.50	25.00					62.50	12.5		Participants are C/S.	
			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	-	-	-	-	-	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					

Kasena-Nankana

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			Participants 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	-	-	-	-					

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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.	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			
			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			
			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			
			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			
			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				
		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			

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 participants 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	-				
		Resource Person	11	265.00		137.50	285.00						687.50	62.50		12 C/S are included as participants.	
		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	-				
			Resource Person	27	135.00		2,448.70	135.00					2,718.70	100.69		Subtotal does not include 1,018 for bank charge.	
			Participants		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	-				
		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											2,577.00	-			

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 Annual 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					
			Resource Person	0	0.00		25.00	0.00					25.00	N/A		Participants are DTST and DIU members.	
			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				
			Resource Person	7	35.00		67.50	35.00						137.50	19.64		Including 1 C/S as a participant.
			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 2nd 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	1188	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				
			Resource Person	0										0.00	N/A	15 DTST and 5 CS are included as participants.	
			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				
			Resource Person	0	0.00		70.00	0.00					70.00	N/A		Participants are all C/S.	
			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	Information Exchange 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				110.00							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				
			Resource Person										0.00	N/A		Stationary
			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	-	-	-	-	-					

Assin 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.	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				
			Resource Person											0.00	N/A		
			Participants											0.00	N/A	1,019.92	The number of schools for TLM is unavailable.
	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					
		Resource Person											0.00	N/A			
		Participants											0.00	N/A	135.19	The number of schools for TLM is unavailable.	
	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			

Assin North

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			
			Resource Person	6	150.00			150.00				300.00	50.00		Including 13 C/S as participants.
			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 participants 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					
			Resource Person	13	460.00		460.00							920.00	70.77		
			Participants											0.00	N/A		902 GHC is divided equally into T&T and Meal.
			Sub Total											922.25			
Total				105	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					
			Resource Person	0									0.00	N/A			
			Participants	24	235.00	96.00	120.00							451.00	18.79		Participants are DIU, DSTS and C/S.
			Sub Total											451.00			
	D809	Curriculum Leader Sourcebook 2nd training (1st batch)	Operational Cost						70.00	59.85	80.00	209.85					
			Resource Person	11	255.00	168.00	137.50	275.00						835.50	75.95		Including 9 C/S and 4 DIU as participants.
			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					
			Resource Person	11	55.00	72.00	32.50	55.00						214.50	19.50		Including 9 C/S and 4 DIU as participants.
			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				39	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				76	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					
			Resource Person	13	305.00	268.00	312.50	325.00						1,210.50	93.12		Including 11 C/S and DIU as participants.
			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					
			Resource Person	16	80.00		252.50	152.00						484.50	30.28		Including 8 C/S and DIU as participants.
			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			
			Resource Person									0.00	N/A		The number of schools and participants is unavailable.
			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						
		Resource Person	19	415.13		415.12							830.25	43.70		830.25 GHC is divided equally into T&T and Meal.		
		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						
			Resource Person	0			15.00						15.00	N/A		Participants are DIU, DTST and C/S.		
			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						
			Resource Person	0			50.00						50.00	N/A	Participants are DTST and DIU members.			
			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				130	1,596.40	0.00	937.00	848.00	70.00	305.65	4.00	3,761.05		145.00			
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					
2nd Q.	DA08	Resource Preparatory Meeting for 3rd term 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 Sourcebook 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				25	2,384.50	0.00	2,062.50	410.00	0.00	134.05	0.00	4,991.05		0.00			
Resource Person				400.00	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					
			Resource Person	0									0.00	N/A		Including 1 C/S and 6 DTST as participants.	
			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.....	IIG-3
Activity List 2: Coordination and Information Sharing Activity at National Level organized by TED/Project.....	IIG-7
Activity List 3: Capacity Development supported by TED/Project.....	IIG-10
Activity List 4: Capacity Development of National Trainers by TED/Project.....	IIG-14
Activity List 5: Capacity Development of District and School Level personnel and monitoring by TED/Project.....	IIG-15
Activity List 6: Sensitization.....	IIG-22

Activity List 1: Workshop to develop/revise materials organized by TED/Project

ID	N101																
Name of activity	Workshops to develop Sourcebook 1 st 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	<p>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.</p> <p>The modules reviewed were as follows.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">INSET Model</td> <td style="width: 5%;"></td> <td style="width: 42.5%;">Sourcebook Module3</td> <td style="width: 4.5%; text-align: center;">✓</td> </tr> <tr> <td>National Guideline</td> <td></td> <td>Sourcebook Module4</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Sourcebook Module1</td> <td style="text-align: center;">✓</td> <td>Sourcebook Module5</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Sourcebook Module2</td> <td style="text-align: center;">✓</td> <td>Sourcebook Module6</td> <td style="text-align: center;">✓</td> </tr> </table> <p>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.</p>	INSET Model		Sourcebook Module3	✓	National Guideline		Sourcebook Module4	✓	Sourcebook Module1	✓	Sourcebook Module5	✓	Sourcebook Module2	✓	Sourcebook Module6	✓
INSET Model		Sourcebook Module3	✓														
National Guideline		Sourcebook Module4	✓														
Sourcebook Module1	✓	Sourcebook Module5	✓														
Sourcebook Module2	✓	Sourcebook Module6	✓														

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	<p>The modules reviewed were as follows.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">INSET Model</td> <td style="width: 5%;"></td> <td style="width: 42.5%;">Sourcebook Module3</td> <td style="width: 4.5%; text-align: center;">✓</td> </tr> <tr> <td>National Guideline</td> <td></td> <td>Sourcebook Module4</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Sourcebook Module1</td> <td></td> <td>Sourcebook Module5</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Sourcebook Module2</td> <td></td> <td>Sourcebook Module6</td> <td style="text-align: center;">✓</td> </tr> </table> <p>After trial use of the 1st edition of Sourcebooks at the pilot districts, two workshops were held to revise the Sourcebook Module 3-6.</p> <p>To revise each module, the project utilized feedback on the usability of the Sourcebook by monitoring district and school level personnel.</p>	INSET Model		Sourcebook Module3	✓	National Guideline		Sourcebook Module4	✓	Sourcebook Module1		Sourcebook Module5	✓	Sourcebook Module2		Sourcebook Module6	✓
INSET Model		Sourcebook Module3	✓														
National Guideline		Sourcebook Module4	✓														
Sourcebook Module1		Sourcebook Module5	✓														
Sourcebook Module2		Sourcebook Module6	✓														

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	<p>The modules reviewed were as follows.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">INSET Model</td> <td style="width: 5%; text-align: center;">✓</td> <td style="width: 30%;">Sourcebook Module3</td> <td style="width: 15%;"></td> </tr> <tr> <td>National Guideline</td> <td></td> <td>Sourcebook Module4</td> <td></td> </tr> <tr> <td>Sourcebook Module1</td> <td></td> <td>Sourcebook Module5</td> <td></td> </tr> <tr> <td>Sourcebook Module2</td> <td></td> <td>Sourcebook Module6</td> <td></td> </tr> </table> <p>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.</p> <p>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.</p>			INSET Model	✓	Sourcebook Module3		National Guideline		Sourcebook Module4		Sourcebook Module1		Sourcebook Module5		Sourcebook Module2		Sourcebook Module6	
INSET Model	✓	Sourcebook Module3																	
National Guideline		Sourcebook Module4																	
Sourcebook Module1		Sourcebook Module5																	
Sourcebook Module2		Sourcebook Module6																	

ID	N104																		
Name of activity	Workshops to revise Sourcebook Module 1 & 2 for 2 nd 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	<p>The modules reviewed were as follows.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">INSET Model</td> <td style="width: 5%;"></td> <td style="width: 30%;">Sourcebook Module3</td> <td style="width: 15%;"></td> </tr> <tr> <td>National Guideline</td> <td></td> <td>Sourcebook Module4</td> <td></td> </tr> <tr> <td>Sourcebook Module1</td> <td style="text-align: center;">✓</td> <td>Sourcebook Module5</td> <td></td> </tr> <tr> <td>Sourcebook Module2</td> <td style="text-align: center;">✓</td> <td>Sourcebook Module6</td> <td></td> </tr> </table>			INSET Model		Sourcebook Module3		National Guideline		Sourcebook Module4		Sourcebook Module1	✓	Sourcebook Module5		Sourcebook Module2	✓	Sourcebook Module6	
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 2 nd 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	<p>The modules reviewed were as follows.</p> <table border="1"> <tr> <td>INSET Model</td> <td></td> <td>Sourcebook Module3</td> <td></td> </tr> <tr> <td>National Guideline</td> <td>✓</td> <td>Sourcebook Module4</td> <td></td> </tr> <tr> <td>Sourcebook Module1</td> <td></td> <td>Sourcebook Module5</td> <td></td> </tr> <tr> <td>Sourcebook Module2</td> <td></td> <td>Sourcebook Module6</td> <td></td> </tr> </table> <p>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.</p>	INSET Model		Sourcebook Module3		National Guideline	✓	Sourcebook Module4		Sourcebook Module1		Sourcebook Module5		Sourcebook Module2		Sourcebook Module6	
INSET Model		Sourcebook Module3															
National Guideline	✓	Sourcebook Module4															
Sourcebook Module1		Sourcebook Module5															
Sourcebook Module2		Sourcebook Module6															

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	<p>The modules reviewed were as follows.</p> <table border="1"> <tr> <td>INSET Model</td> <td></td> <td>Sourcebook Module3</td> <td>✓</td> </tr> <tr> <td>National Guideline</td> <td></td> <td>Sourcebook Module4</td> <td></td> </tr> <tr> <td>Sourcebook Module1</td> <td></td> <td>Sourcebook Module5</td> <td></td> </tr> <tr> <td>Sourcebook Module2</td> <td></td> <td>Sourcebook Module6</td> <td></td> </tr> </table> <p>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.</p>	INSET Model		Sourcebook Module3	✓	National Guideline		Sourcebook Module4		Sourcebook Module1		Sourcebook Module5		Sourcebook Module2		Sourcebook Module6	
INSET Model		Sourcebook Module3	✓														
National Guideline		Sourcebook Module4															
Sourcebook Module1		Sourcebook Module5															
Sourcebook Module2		Sourcebook Module6															

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 Atiemoo
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 (CEMASTEА), Kenya Training in 2008: 6 – 31 October, 2008 at CEMASTEА, 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	<table border="1"> <thead> <tr> <th>Date (2006)</th> <th>Venue</th> <th>Participating Districts</th> </tr> </thead> <tbody> <tr> <td>27 June – 28 June</td> <td>Akrokerrri Training College (Adansi North, A/R)</td> <td>Adansi North, A/R Tano South, BA/R Assin North, C/R Mpohor Wassa, W/R</td> </tr> <tr> <td>30 June– 1 July</td> <td>Bagabaga Training College (Tamale Metro, N/R)</td> <td>Tamale Metro, N/R Kassena-Nankana, UE/R Wa Municipal, UW/R</td> </tr> <tr> <td>4 July– 5 July</td> <td>Presbyterian Training College (Akuapem North, E/R)</td> <td>Akuapem North, E/R Dangme West, GA/R Akatsi, V/R</td> </tr> </tbody> </table>	Date (2006)	Venue	Participating Districts	27 June – 28 June	Akrokerrri 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
Date (2006)	Venue	Participating Districts											
27 June – 28 June	Akrokerrri 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	<p>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.</p> <p>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.</p>												

ID	N502																				
Name of activity	Orientation and Subject Training for DTSTs																				
Organizer	TED/Project																				
Venue and Schedule	<table border="1"> <thead> <tr> <th>Date (2006)</th> <th>Team 1</th> <th>Team 2</th> <th>Team 3</th> </tr> </thead> <tbody> <tr> <td>9 – 13 Oct</td> <td>Tamale Metro</td> <td>Assin North</td> <td>Akuapem North</td> </tr> <tr> <td>16 – 20 Oct</td> <td>Kassena-Nankana</td> <td>Mpohor Wassa East</td> <td>Dangme West</td> </tr> <tr> <td>23 – 27 Oct</td> <td>Wa Municipal</td> <td>Tano South</td> <td>Akatsi</td> </tr> <tr> <td>30 Oct – 3 Nov</td> <td>-</td> <td>Adansi North</td> <td>-</td> </tr> </tbody> </table>	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	-
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 1 st and 2 nd 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																																				
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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	<table border="1"> <thead> <tr> <th>Date (2006)</th> <th>Team 1</th> <th>Team 2</th> <th>Team 3</th> </tr> </thead> <tbody> <tr> <td>30 November</td> <td colspan="3">Dangme West</td> </tr> <tr> <td>4 December</td> <td>Tamale Metro</td> <td>Adansi North</td> <td>Akuapem North</td> </tr> <tr> <td>6 December</td> <td>Kassena-Nankana</td> <td>Assin North</td> <td>Akatsi</td> </tr> <tr> <td>8 December</td> <td>Wa Municipal</td> <td>Mpohor W. East</td> <td>Tano South</td> </tr> </tbody> </table>				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																
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Remarks, if any	<p>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.</p>																																							

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																																						
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Agenda/Contents																																							
Remarks, if any	<p>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.</p> <p>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.</p>																																						

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 1 st session for CLs (1st batch) was organised in JFY 2006. The 2 nd session for the 1 st 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 2 nd 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 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<table border="1"> <thead> <tr> <th>Date</th> <th>Venue</th> </tr> </thead> <tbody> <tr> <td>9th June (Mon), 2008</td> <td>Koforidua</td> </tr> <tr> <td>11th June (Wed) , 2008</td> <td>Ho</td> </tr> <tr> <td>13th June (Fri) , 2008</td> <td>Cape Coast</td> </tr> <tr> <td>16th June (Mon) , 2008</td> <td>Takoradi</td> </tr> <tr> <td>18th June (Wed) , 2008</td> <td>Kumasi</td> </tr> <tr> <td>20th June (Fri) , 2008</td> <td>Sunyani</td> </tr> <tr> <td>23rd June (Mon) , 2008</td> <td>Tamale</td> </tr> <tr> <td>25th June (Wed) , 2008</td> <td>Bolgatanga</td> </tr> <tr> <td>27th June (Fri) , 2008</td> <td>Wa Municipal</td> </tr> </tbody> </table>	Date	Venue	9 th June (Mon), 2008	Koforidua	11 th June (Wed) , 2008	Ho	13 th June (Fri) , 2008	Cape Coast	16 th June (Mon) , 2008	Takoradi	18 th June (Wed) , 2008	Kumasi	20 th June (Fri) , 2008	Sunyani	23 rd June (Mon) , 2008	Tamale	25 th June (Wed) , 2008	Bolgatanga	27 th June (Fri) , 2008	Wa Municipal
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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																					

Typical time table used for the workshops at each venue

9:00	Opening Ceremony
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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)	<u>Ashanti Region (21/21):</u> 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 <u>Western Region (4/13)</u> Bia Bibiani/Anhwiaso/ Bekwai Juabeso Sefwi-Wiawso
GNAT Hall in Sunyani (19)	<u>Brong Ahafo Region (19/19):</u> 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)	<u>Central Region (13/13):</u> 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 Mfantisman Twifo/Heman/Lower/Denkyira Upper Denkyira
GNAT Hall in Koforidua (23)	<u>Eastern Region (17/17):</u> Afram Plains (Kwahu North) Akuapim North Akuapim South Asuogyaman Birim South East Akim New-Juaben Municipal Suhum/Krabo/Coaltar	Fanteakwa Atiwa Birim North Kwaebibirem Kwahu South Kwahu West Manya Krobo West Akim Yilo Krobo	<u>Greater Accra Region (6/6):</u> Accra Metropolitan Dangme East Dangme West Ga East Ga West Tema Municipal
GNAT Hall in Tamale (16)	<u>Northern Region (16/18):</u> 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)	<u>Upper East Region (8/8):</u> Bawku Municipal Bawku West	Bolgatanga-Municipal Bongo Builsa	Garu-Tempane Kassena-Nankana Talensi-Nabdama
GNAT Hall in Wa Municipal (10)	<u>Upper West Region (8/8):</u> Jirapa/Lambussie Lawra Nadowli Sissala East	Sissala West Wa East Wa Municipal Wa West	<u>Northern Region (2/18):</u> Bole Sawla-Tuna-Kalba
GNAT Hall in Ho (15)	<u>Volta Region (15/15):</u> 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)	<u>Western Region (9/13):</u> Ahanta West Aowin/Suama	Jomoro Mpohor/Wassa East Nzema East	Shama-Ahanta-East-Metropolitan Wasa Amenfi East Wasa Amenfi West Wassa West

