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RECORD OF DISCUSSIONS BETWEEN
THE JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE REPUBLIC OF GHANA
ON JAPANESE TECHNICAL COOPERATION
FOR PROJECT FOR STRENGTHENING THE CAPACITY
OF THE IN-SERVICE TRAINING (INSET) MANAGEMENT

Resident Representative of Japan International Cooperation Agency (hereinafter referred to as "JICA") Ghana Office made discussions for the purpose of working out the details of the technical cooperation program concerning the Project for Strengthening the Capacity of the In-Service Training (INSET) Management (hereinafter referred to as "the Project") in the Republic of Ghana.

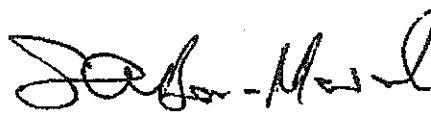
JICA exchanged views and had a series of discussions with the Ghanaian authorities concerned with respect to desirable measures to be taken by JICA and the Government of the Republic of Ghana for the successful implementation of the above-mentioned Project.

As a result of the discussions, JICA and the Ghanaian authorities concerned agreed on the matters referred to in the document attached hereto.

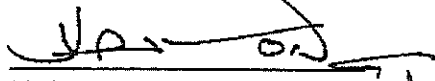
Accra, Ghana , 31st March 2009



Mr. Kunihiro Yamauchi
Resident Representative
Ghana Office
Japan International Cooperation Agency
Japan



Mr. Samuel Bannerman - Mensah
Director General
Ghana Education Service
Ministry of Education
Republic of Ghana



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Director
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THE ATTACHED DOCUMENT

I. COOPERATION BETWEEN JICA and the Government of the Republic of Ghana

1. The Government of the Republic of Ghana will implement the Project for Strengthening the Capacity of the In-Service Training (INSET) Management (hereinafter referred to as "the Project") in cooperation with JICA.
2. The Project will be implemented in accordance with the Master Plan, which is given in Annex I.

II. MEASURES TO BE TAKEN BY JICA

In accordance with the laws and regulations in force in Japan, JICA will take, at its own expense, the following measures according to the normal procedures under the Technical Cooperation Scheme of Japan.

1. DISPATCH OF EXPERTS

JICA will provide the services of the experts as listed in Annex II.


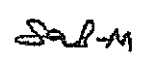
2. PROVISION OF MACHINERY AND EQUIPMENT

JICA will provide such machinery, equipment and other materials (hereinafter referred to as "the Equipment") necessary for the implementation of the Project as listed in Annex III. The Equipment will become the property of the Government of the Republic of Ghana upon being delivered C.I.F. (cost, insurance and freight) to the Ghanaian authorities concerned at the ports and/or airports of disembarkation.

3. TRAINING OF THE GHANAIAN PERSONNEL IN JAPAN OR A THIRD COUNTRY

JICA will receive the Ghanaian personnel connected with the Project for technical training in Japan or third country(ies) according to necessity.

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III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF THE REPUBLIC OF GHANA

1. The Government of the Republic of Ghana will take necessary measures to ensure that the self-reliant operation of the Project will be sustained during and after the period of Japanese technical cooperation, through full and active involvement in the Project by all related authorities, beneficiary groups and institutions.
2. The Government of the Republic of Ghana will ensure that the technologies and knowledge acquired by the Ghanaian nationals as a result of Japanese technical cooperation will contribute to the economic and social development of the Republic of Ghana.
3. The Government of the Republic of Ghana will grant privileges, exemptions and benefits as listed in Annex IV, no less favorable than those granted to experts of third countries or international organizations performing similar missions to the JICA experts referred to in II-1 above and their families
4. The Government of the Republic of Ghana will ensure that the Equipment referred to in II-2 above will be utilized and maintained effectively for the implementation of the Project in consultation with the JICA experts referred to in Annex II.
5. The Government of the Republic of Ghana will take necessary measures to ensure that the knowledge and experience acquired by the Ghanaian personnel from technical training will be shared and utilized effectively in the implementation of the Project.
6. In accordance with the laws and regulations in force in the Republic of Ghana, the Government of the Republic of Ghana will take necessary measures to provide at its own expense:
 - (1) Services of the Ghanaian counterpart personnel and administrative personnel as listed in Annex V;
 - (2) Land, buildings and facilities as listed in Annex VI;
 - (3) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project;
 - (4) Means of transport for the JICA experts for official travel within the Republic

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of Ghana;

- (5) Expenses necessary for the implementation of the Nationwide INSET Programme given in ANNEX VII;
 - (6) Other local expenses necessary for the implementation of the Project.
7. In accordance with the laws and regulations in force in the Republic of Ghana, the Government of the Republic of Ghana will take necessary measures to meet:
- (1) Expenses necessary for transportation within the Republic of Ghana of the Equipment referred to in II-2 above as well as for the installation, operation and maintenance thereof;
 - (2) Customs duties, internal taxes and any other charges, imposed in the Republic of Ghana on the Equipment referred to in II-2 above; and
 - (3) Running expenses necessary for the implementation of the Project.

IV. ADMINISTRATION OF THE PROJECT

1. The Director General of Ghana Education Service (hereinafter referred to as "GES"), as the Project Director, will bear overall responsibility for the administration and implementation of the Project.
2. The Director of Teacher Education Division, GES, as the Project Manager, will be responsible for the managerial and technical matters of the Project.
3. The JICA Chief Advisor will provide necessary recommendations and advice to the Project Director and the Project Manager on any matters pertaining to the implementation of the Project.
4. The JICA experts will give necessary technical guidance and advice to the Ghanaian counterpart personnel on technical matters pertaining to the implementation of the Project.
5. For the effective and successful implementation of technical cooperation for the Project, a Joint Coordinating Committee will be established whose functions and composition are described in Annex VIII.

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V. JOINT EVALUATION

Evaluations or Concentrated Reviews of the Project will be conducted jointly by JICA and the Ghanaian authorities concerned, at around the mid-term, six month before and three years after the end of the project period in order to examine the progress and achievement as well as to create recommendations.

VI. CLAIMS AGAINST JICA EXPERTS

The Government of the Republic of Ghana undertakes to bear claims, if any arises, against the JICA experts engaged in technical cooperation for the Project resulting from, occurring in the course of, or otherwise connected with the discharge of their official functions in the Republic of Ghana except for those arising from the willful misconduct or gross negligence of the JICA experts.

VII. MUTUAL CONSULTATION

There will be mutual consultation between the JICA and the Government of the Republic of Ghana on any major issues arising from, or in connection with this Attached Document.

VIII. MEASURES TO PROMOTE UNDERSTANDING OF AND SUPPORT FOR THE PROJECT

For the purpose of promoting support for the Project among the Ghanaian people, the Government of the Republic of Ghana will take appropriate measures to make the Project widely known to the Ghanaian people.

IX. TERM OF COOPERATION

The duration of the technical cooperation for the Project under this Attached Document will be three (3) years and nine (9) months from June 15th, 2009.

ANNEX I	MASTER PLAN
ANNEX II	LIST OF JICA EXPERTS
ANNEX III	LIST OF MACHINERY AND EQUIPMENT
ANNEX IV	PRIVILIGES, EXEMPTION AND BENEFITS FOR JICA EXPERTS
ANNEX V	LIST OF GHANAIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL
ANNEX VI	LIST OF LAND, BUILDINGS AND FACILITIES
ANNEX VII	EXPENSES FOR THE NATIONWIDE INSET PROGRAMME
ANNEX VIII	JOINT COORDINATING COMMITTEE

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ANNEX I MASTER PLAN

1. Title of the Project

The title of the Project is "Project for Strengthening the Capacity of INSET Management"

2. Coverage of the Project

The project will be implemented nationwide.

3. Objectives of the Project

(1) Overall Goal

Teaching abilities of public primary school teachers in the area of mathematics and science are improved.

(2) Project Purpose

The nationwide management system for a structured and quality INSET of mathematics and science is established and reinforced.

4. Outputs of the Project

(1) The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.

(2) The capacity of the National Trainers (NTs) for INSET delivery is enhanced.

(3) The capacity of the District INSET Committee (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.

(4) Monitoring and evaluation system is established and enhanced for a structured and quality INSET.

(5) The supporting system for INSET is strengthened..

5. Activities of the Project

<For output (1)>

(1-1) Prepare the annual schedule of the INSET activities.

(1-2) Print INSET Sourcebooks.

(1-3) Distribute INSET Sourcebooks.

(1-4) Conduct appropriate training for managing INSET for NIU.

(1-5) Arrange the orientation/training for NTs (region), DIC, and DTST.

(1-6) Review and revise the Nationwide INSET Programme.

(1-7) Review and revise the National Guidelines and INSET Sourcebooks as needed.

(1-8) Coordinate INSET-related matters within/with the GES/MOE.

(1-9) Convene the NIC meetings.


<For output (2)>

(2-1) Conduct orientation for Regional Education Office (REO) by NIU.

(2-2) Select NTs (region).

(2-3) Conduct orientation and training in INSET delivery for NTs (region).

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- (2-4) Conduct training in monitoring skills for NTs (region).
- (2-5) Provide professional support to NTs (region) for effective INSET delivery and monitoring by NIU.
- (2-6) Monitor district-level activities by NTs (region).
- <For output (3)>
- (3-1) Conduct orientation for DIC to manage INSET by NIU.
- (3-2) Support DIC to select DTST by NIU and NTs (region).
- (3-3) Conduct orientation and training in INSET delivery for DTST, District Training Office (DTO) and Assistant District Director for Supervisors by NTs.
- (3-4) Provide professional support to DIC for the smooth implementation of orientation and training for HT and CS by NIU and NTs (region).
- (3-5) Provide professional support to DTST for the smooth implementation of orientation/training for CL by NTs.
- (3-6) Identify challenges of DIC and DTST by NIU and NTs (region).
- (3-7) Conduct periodic training for DIC by NIU.
- (3-8) Conduct periodic training for DTST by NTs.
- <For output (4)>
- (4-1) Monitor the process of the Annual INSET Progress Report (AIPR) by NIU.
- (4-2) Collect the AIPR from each DEO by NIU.
- (4-3) Analyze the AIPR by NIU.
- (4-4) Feed back the analyzed outcomes into the next annual activities by NIU.
- (4-5) Make the NIU report annually.
- (4-6) Revise lesson observation tools for teachers.
- (4-7) Conduct lesson observation at the schools selected from the 10 pilot districts and the first batch districts as sampling surveys by NIU.
- (4-8) Conduct the endline survey
- <For output (5)>
- (5-1) Share the experiences, lessons, and outcomes coming from the 10 pilot districts.
- (5-2) Organize stakeholder seminars to disseminate information on INSET.
- (5-3) Publish newsletters (about three times a year).
- (5-4) Share experiences, lessons, and outcomes among African countries mainly through the SMASE-WECSA (Strengthening of Mathematics and Science Education – Western, Eastern, Central, and Southern Africa) network.
- (5-5) Promote the incentive system, such as best teacher awards, best CLs, best DTST, best NTs, etc.
- (5-6) Support GES to incorporate INSET practices into existing policies
- (5-7) Collaborate with Educational Divisions/Agencies to incorporate INSET practices into educational structures/programmes.

6. Pre-conditions of the Project

The Nationwide INSET Programme is implemented by the Government of Ghana.

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ANNEX II LIST OF JICA EXPERTS

- Chief Advisor /INSET System
- INSET Planning, Management, and Coordination
- Monitoring and Evaluation/Lesson Observation
- Mathematics and Science Education/SBI
- Financial Officer
- Other personnel will be provided when the necessity arises.

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ANNEX III LIST OF MACHINERY AND EQUIPMENT

- Equipment for common and general use for the implementation of the project

To secure the ownership and sustainability of the project, the machinery, equipment and other materials to be provided (on a cost sharing basis) are limited to those that are necessary for the transfer of technology, and for implementing the project activities by the JICA experts. Also, the machinery and equipment will be confined as much as possible to those that are only needed in the National INSET Unit of the Teacher Education Division, Ghana Education Service, as well as purchased in Ghana.

The contents, specifications and quantity of the equipment to be provided each year will be discussed, in principle, by the JICA and the Ghanaian counterpart personnel based on the annual plan of the Project, within the allocated budget for each fiscal year.

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ANNEX IV PRIVILEGES, EXEMPTION AND BENEFITS FOR JICA EXPERTS

In Accordance with the laws and regulations in force in the Republic of Ghana, the Government of the Republic of Ghana will grant the following:

1. Exemption from income tax and other charges of any kind imposed on or in connection with the living allowances remitted from abroad for the JICA experts.
2. Exemption from income tax, export duties and any other charges imposed on personal household effects of the JICA experts and their families, including vehicle, etc.
3. The Government of the Republic of Ghana will use all available means to provide medical and other necessary assistance to the JICA experts and their families.
4. To issue, upon application, entry and exit visas for the JICA experts and their families free of charge.
5. To issue identification cards to the JICA experts and their families to secure the cooperation of all governmental organization necessary for the performance of their duties.

Exemption from custom duties for import and export of machinery and equipment by the JICA experts in connection with the Project activities.

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ANNEX V LIST OF THE GHANAIAN COUNTERPARTS AND ADMINISTRATIVE PERSONNEL

For the successful conduct of the project, the Government of the Republic of Ghana will assign the following members to the project:

[Counterpart Personnel]

(1) Ghana Education Service

- a) Director General(Project Director)
- b) Director, Teacher Education Division(Project Manager)
- c) Programme Coordinator (National INSET Unit: NIU)
- d) Assistant Programme Coordinator (NIU)
- e) National Trainers (NIU) in each of the following fields:
 - Monitoring and Evaluation /Lesson Observation
 - Mathematics/School-based INSET (SBI)
 - Science /SBI

[Administrative Personnel]

The Ghanaian side agreed to assign administrative support personnel to ensure the effective operation of the Project, and to make efforts to cover the remuneration of these support personnel as much as possible. The list of personnel as agreed is as follows.

- Secretary
- Driver
- Other staff necessary for the implementation of the Project.

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ANNEX VI LIST OF LAND, BUILDINGS AND FACILITIES

The Government of the Republic of Ghana will provide the following facilities for the project:

1. Land, buildings and facilities necessary for the project
2. Room and space necessary for installation and storage of equipments
3. Office space and necessary facilities for the JICA personnel
4. Other facilities mutually agreed upon as necessary.

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ANNEX VII EXPENSES FOR THE NATIONWIDE INSET PROGRAMME

The Government of the Republic of Ghana will provide the following expenses for the implementation of the Nationwide INSET Programme:

1. Orientations /training for Regional Education Offices, National Trainers (region), District INSET Committees, District Teacher Support Teams, Circuit Supervisors, Head Teachers, and Curriculum Leaders
2. Printing costs of INSET Sourcebooks and newsletters

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ANNEX VIII JOINT COORDINATING COMMITTEE

The Joint Coordinating Committee (hereinafter referred to as "JCC"), which will consist of personnel from both the Japanese and the Ghanaian sides, will be established for the smooth and effective implementation of the Project.

1. Functions

JCC will meet once a year or whenever the necessity arises, in order to fulfill the following functions:

- (1) To review the Annual Plan of Operation of the Project,,
- (2) To review the overall progress and achievement of the Project,
- (3) To review and exchange views on major issues arising from or in connection with the Project.

2. Composition

(1) Chairperson

Director General of Ghana Education Service, Ministry of Education

(2) Members

a) Ghanaian side

- Deputy Director General, GES
- Financial Controller, GES
- Director, Teacher Education Division, GES
- Director, Basic Education Division, GES
- Director, Institute of Education, University of Cape Coast
- Vice Chancellor, University of Cape Coast
- Vice Chancellor, University of Education, Winneba
- Representative, Regional Directors of Education (1)
- Representatives, District Directors of Education (one from each region)
- Representative, Ghana National Association of Teachers (GNAT)
- Representative, Ghana Association of Science Teachers (GAST)
- Representative, Mathematics Association of Ghana (MAG)
- Representative, Principals Conference
- Programme Coordinator, National INSET Unit (NIU)
- Other personnel as required

b) Japanese side

- JICA experts
- Representatives of JICA Ghana Office
- Other personnel relating to JICA activities, if necessary

c) Others

- Representatives from Ministry of Education
- Representatives from Development Partners, if necessary

Note: Officials from the Embassy of Japan may attend JCC meetings as observers

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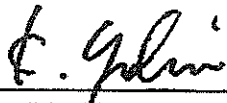
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MINUTES OF MEETING BETWEEN
THE JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE REPUBLIC OF GHANA
ON JAPANESE TECHNICAL COOPERATION
PROJECT FOR STRENGTHENING THE CAPACITY
OF INSET MANAGEMENT

The Record of Discussion (the R/D) for "The Project for Strengthening the Capacity of INSET Management" ("the Project") was signed on 31st March, 2009 between both sides.

In the process of concluding the R/D, both sides agreed to confirm the matters described in the attached document for smooth implementation of the Project.

Accra, Ghana, 31 March, 2009



Mr. Kunihiro Yamauchi
Resident Representative
Ghana Office
Japan International Cooperation Agency



Mr. Samuel Bannerman - Mensah
Director General
Ghana Education Service
Ministry of Education

ATTACHED DOCUMENT

I. Nationwide INSET Programme implemented by the Government of Ghana

The Nationwide INSET Programme implemented by the Government of Ghana is given in ANNEX I. Its structure of orientation/training and roles/responsibilities are given in ANNEX II and III.

II. Project Structure

Based on the R/D and ANNEXES I, II and III, the project structure is given in ANNEX IV.

III. Project Design Matrix

The Project Design Matrix ("PDM") agreed by both sides is as shown in ANNEX V. The PDM is commonly used as a reference of Monitoring and Evaluation for the Project with the following understanding:

1. The PDM is a logically designed matrix that defines the initial understanding of the framework of technical cooperation for the Project and indicates the logical steps toward the achievement of the Project purpose and Overall Goal.
2. The PDM is to be flexibly revised according to the progress and achievement of the Project, upon agreement by both sides.

IV. Plan of Operation

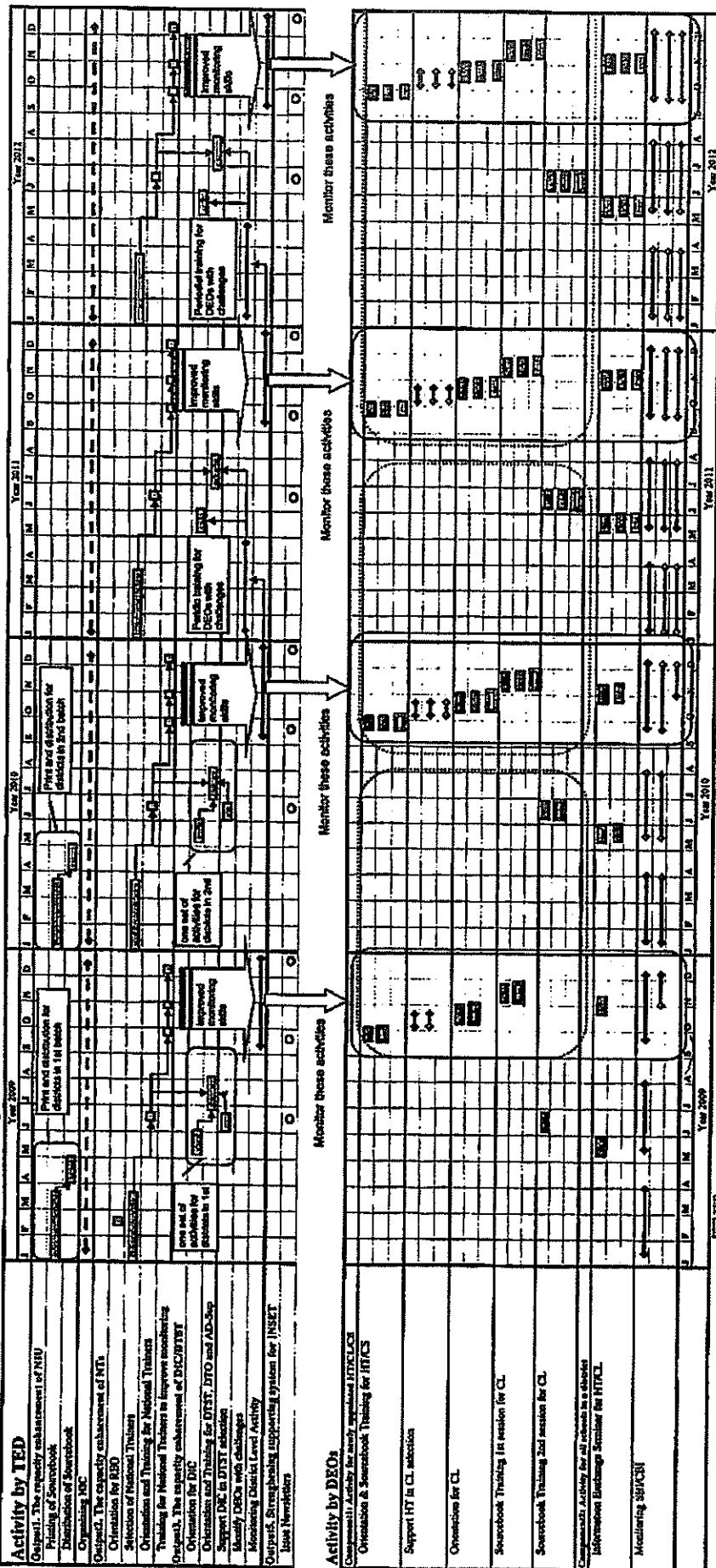
The Plan of Operation is formulated according to "the R/D", on condition that the necessary input will be allocated by both sides. The schedule is subject to change within the scope of the R/D when the necessity arises during the course of the Project implementation. The Plan of Operation is shown in ANNEX IV.

ANNEX I	NATIONWIDE INSET PROGRAMME
ANNEX II	ORIENTATION/TRAINING STRUCTURE IN THE NATIONWIDE INSET PROGRAMME (1 st Batch)
ANNEX III	INSET ROLES AND RESPONSIBILITIES
ANNEX IV	PROJECT STRUCTURE
ANNEX V	PROJECT DESIGN MATRIX
ANNEX VI	PLAN OF OPERATION

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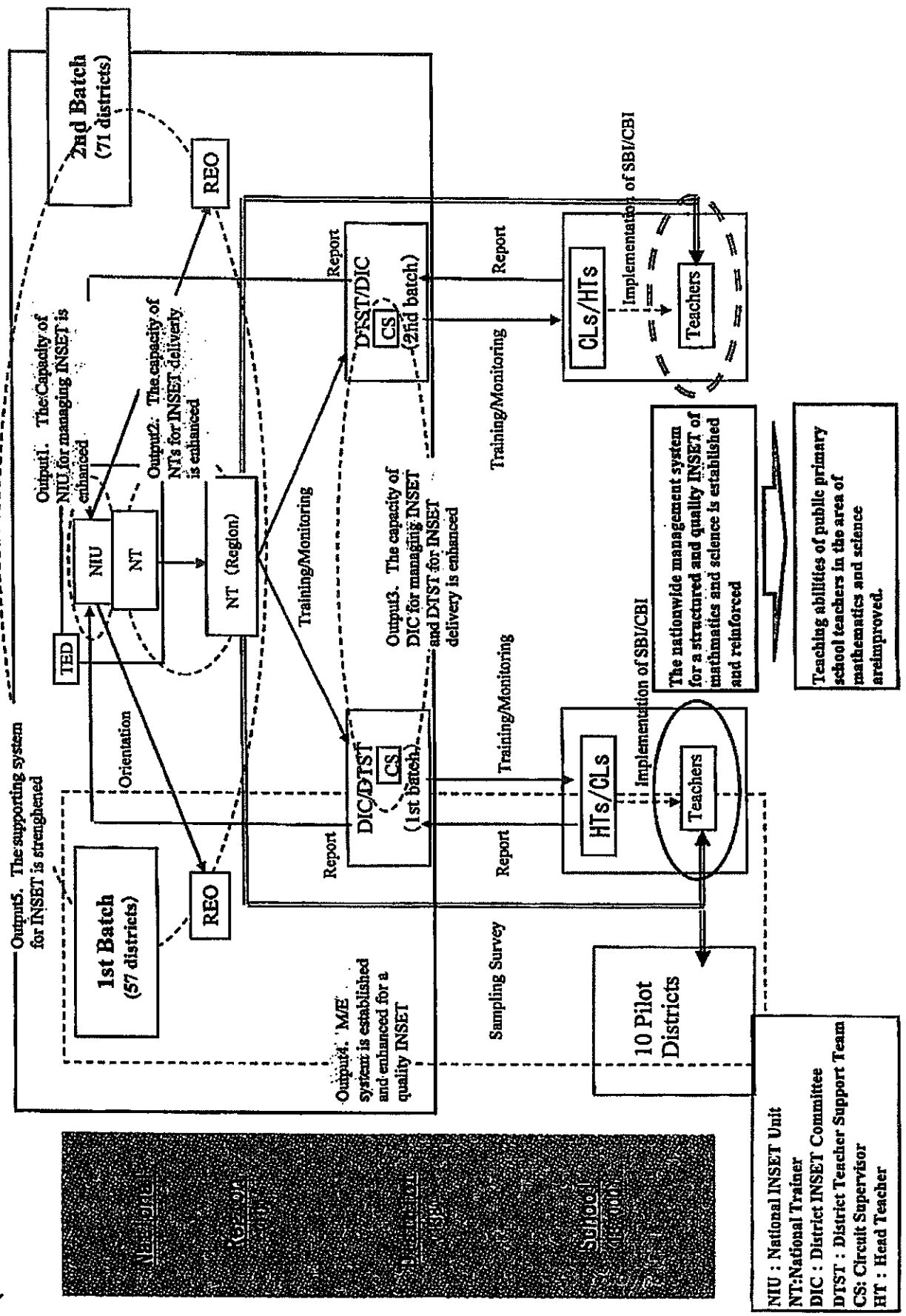
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ANNEX I. Plan of Operation for the Nationwide INSET Programme



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Project Scope

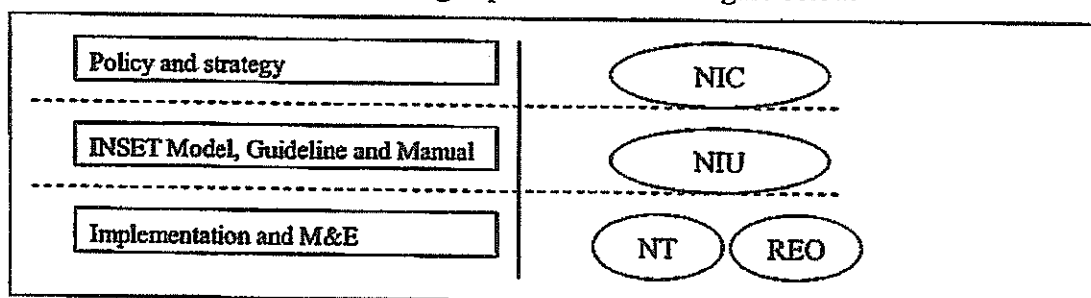


INSET Roles and Responsibilities

I. INSET Roles and Responsibilities at National Level

There are four key players at national level to implement nation-wide INSET programme. NIU is in charge of administration, the NTs provide their subject expertise to implement INSET at district level. The National INSET Committee (NIC) is responsible for INSET policy and strategic issues and Regional Education Office (REO) have a responsibility to monitor and advise each DEO to implement INSET smoothly.

The basic function of the above four groups is shown in the figure below.



1. National INSET Unit (NIU)

The NIU is a coordinating body of INSET under TED. The Director of TED in consultation with the Director General (DG) shall appoint the membership of NIU according to the following areas of expertise

1.1 Areas of expertise required

- Coordination;
- Monitoring and Evaluation(M&E);
- Planning and Budgeting; and
- Administration

1.2 Terms of Reference

- Ensure all districts implement INSET activities at district level effectively;
- Revise INSET model on a regular basis or as when it becomes immediately necessary;
- Convene a meeting of National INSET Committee if the need arise;
- Manage National Level personnel (NT and Resource Persons); and
- Coordinate National Level Issues (Policy and strategy) and activities for action to be taken by NIC.

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Members of the NIU are required to play a leading role in planning, budgeting, implementing, M&E and improvement of the whole INSET.

2. National INSET Committee (NIC)

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

2.1 Composition

- DG, GES (Chairperson);
- Deputy DG, GES;
- Financial Controller, GES;
- Director, TED, GES;
- Director, BED, GES;
- Director, ID, GES;
- Director, CRDD, GES;
- Representative, University of Education, Winneba;
- Representative, University of Cape Coast; and
- Coordinator, NIU (secretary)

2.2 Terms of Reference

- Make recommendations on national INSET issues to GES Council for consideration and approval;
- Make recommendations to GES Council through DG on the modalities for linking INSET with promotion in the service;
- Review reports submitted to it by the NIU and take necessary action;
- Recommend modalities for INSET Certification and linkage of INSET with PRESET;
- Advise NIU on INSET issues; and
- Approve appointment of NIU members

3. Regional Education Office (REO)

Regional Education Office (REO) is to

- play an advisory role;
- appoint NTs from Teacher Training College (TTC) in their region on the advice from Regional

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Inspectorate and principals of TTC in collaboration with NIU; and

- Monitor and support INSET activities in districts.

4. National Trainers (NTs)

The NT is to provide expertise in school subject areas when NIU or REO organize orientation and training for district level personnel. NTs are also to support monitoring of district level activities assigned by NIU or REO. NT is selected by NIU and REO but is assigned by REO to implement activities and undertake monitoring at district level.

4.1 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 guarantee interaction and support for participants;
- Provide 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.

4.2 Selection Criteria

Essentials

- Professional and Academic qualification in their subjects;
- Teaching experience of more than 5 years in their major subject;
- Excellent subject matter knowledge; and
- Good general teaching skills

Desirables

- Well organised, flexible with good communication and social skills; and
- Basic computer skills

4.3 Selection Method and Schedule

- Persons to be nominated and interviewed by REO in collaboration with NIU

II. INSET Roles and Responsibilities at District Level

1. District INSET Committee (DIC)

The DIC is a steering committee in DEO that handles INSET in the district. The District Director

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of Education shall appoint the members of DIC according to the composition of the table below.

Terms of Reference	Composition
<ul style="list-style-type: none"> - Conduct Needs Assessment - Coordinate all INSET activities including planning, budgeting, implementing and M&E. - Identify DTST members. 	<ul style="list-style-type: none"> - District Director of Education - AD Supervision - AD Human Resource - AD-Planning and Statistics - District Training Officer - Budget Officer

Members of the DIC are required to play a lead role in planning, budgeting, implementing, monitoring and evaluation of all district INSET programmes.

1.1 District Director of Education (DDE)

INSET Responsibilities	Related INSET Tasks
- Supervise all activities at the district directorate with regards to administration and instructional delivery of INSET.	- Ensure that the budget officer, AD supervision and District Training Officer (DTO) plan and budget for INSET, and incorporate it into the annual District budget.
- Co-ordinate and supervise all educational interventions for promoting INSET.	- Inform and coordinate with National INSET Unit about all planned INSET activities. - Share Information with District Education Oversight Committee (DEOC) and other stakeholders.
- Ensure that district office personnel charged with assisting and monitoring INSET are adequately resourced to ensure their effectiveness.	- Put in place a well structured DIC. - Enhance the capacity of CS for effective monitoring and supervision of INSET.
- Ensure that teachers' performance is assessed through the monitoring of lesson planning and presentation.	- Review Teacher Performance Monitoring results and feedback through Performance and Appraisal Meetings.

1.2 Assistant Director - Supervision

INSET Responsibilities	Related INSET Tasks
- Co-ordinate the activities of CS and report to the DDE	- Monthly meetings and compilation of reports from CS
- Monitor the activities of the schools to see if CSs are performing their roles effectively	- Pay regular visits to circuits and schools - Monitor INSET activities in the district.

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1.3 Assistant Director - Human Resource

INSET Responsibilities	Related INSET Tasks
- Ensure that there is an equitable distribution of teachers with required subject background to the schools	- Should know the subject background of teachers before posting is done
- Regulate transfers and make sure that newly trained teachers remain in their schools for at least three years	- Liaise with Regional managers to regulate transfers

1.4 AD-Planning and Statistics

INSET Responsibilities	Related INSET Tasks
- Provide necessary data to DIC	- Keep data on HT and CL - Provide a list of HT and CL to DIC
- Give DIC advice related to data processing	- Support DIC to design and prepare data collection tools - Support DIC to conduct data processing and needs analysis.

1.5 District Training Officer (DTO)

The DTO plays a critical role in the operationalization of the INSET programme at the district level. The DTO coordinates all activities including planning, budgeting, implementing, monitoring and evaluation in collaboration with other DIC members.

INSET Responsibilities	Related INSET Tasks
- Coordinate all INSET activities including planning, budgeting, implementation and M&E - Conduct Needs Analysis	- Collate all the needs analysis including challenging topics and prioritize them for future action. - Prepare a comprehensive budget for all INSET activities in collaboration with the budget officer. - Coordinate all INSET activities including planning, implementation and M&E in collaboration with all other members of District INSET Committee and DTST. - Coordinate the activities of INSET in various schools and make recommendations to District INSET Committee. - Submit a comprehensive quarterly report on all INSET activities to District INSET Committee.

1.6 Budget Officer

INSET Responsibilities	Related INSET Tasks
- Give DIC advice related to budgeting	- Support DIC to prepare budget for each INSET activity and Annual INSET Action Plan - Integrate INSET budget into District Education Office Budget.

2. District Teacher Support Team (DTST)

The DIC shall identify and select the members of DTST according to the composition in the table below.

Terms of Reference	Composition
- Provide expertise in subject area during INSET activity.	- Minimum of two (2) persons and maximum of six (6) persons who have teaching experience in the following subjects and others: <ol style="list-style-type: none"> 1. Mathematics 2. Science 3. English/other subjects

Members of the DTST are to provide their subject expertise during training and monitoring when DIC need their expertise.

3. Circuit Supervisor (CS)

INSET Responsibilities	Related INSET Tasks
- Keep records of all SBI/CBI activities of the responsible schools.	- Visit schools during SBI/CBI for first hand information and request reports from the schools/HTs
- Assess the performance of HTs / teachers through the monitoring of lesson planning and presentation.	- Use monitoring and information management tools to assess the performance of HTs / teachers
- Assist schools in organizing and delivering INSET	- Monitor the activities of the schools to ensure that the HT has sensitised the staff and the initial preparations for SBI/CBI have been put in place - Facilitate SBI/CBI when necessary, for example through demonstration lessons
- Assist in the selection of CL in accordance with criteria	- Liaise with HT and teachers to select a suitable person as CL

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4. Head Teacher (HT)

INSET Responsibilities	Related INSET Tasks
- Select CL	- Select CL in collaboration with members of staff and in accordance with the criteria
- Sensitise staff about the CL training concept, its implication and the importance of SBI/CBI programmes	- Organize meetings for CLs to brief the staff after every CL training
- Sensitise the community about the professional development of the teachers through advocacy and information sharing	- Call PTA meetings, hold open days, speech and prize giving days and use capable persons from the community as resource persons
- Allocate Fund for SBI/CBI	- Capture SBI/CBI into SPIP
- Organize effective SBI/CBI with CL and monitor the impact.	- Carry on needs assessment, planning, budgeting, preparation and monitoring and evaluation of SBI/CBI

5. Curriculum Leader (CL)

The CL plays a vital role in the facilitation of SBI/CBI activities. According to the INSET programme, they are to work under the guidance of the HTs in the organization and delivery of SBI/CBI.

The main responsibility of the CL is to sensitise teachers and organize effective SBI/CBI.

Terms of Reference
<ul style="list-style-type: none"> - Do effective sensitisation of teachers about SBI/CBI. - Organize (Plan, Do, See, Improve) effective SBI/CBI for teachers. - Organize SBI/CBI on good practices and SBI/CBI record keeping on a regular basis in schools, at least twice a term for SBI and once a term for CBI respectively. - Be very approachable and willing to help other teachers to overcome their difficulties in handling challenging topics in the primary syllabus.

A CL is not the same as a Lead-teacher. A Lead-teacher is given the position on account of his/her interest and expertise in a particular topic in a subject area. But a CL is given the position as a coordinator of SBI/CBI. There should, preferably be one CL in each school.

6. Teacher

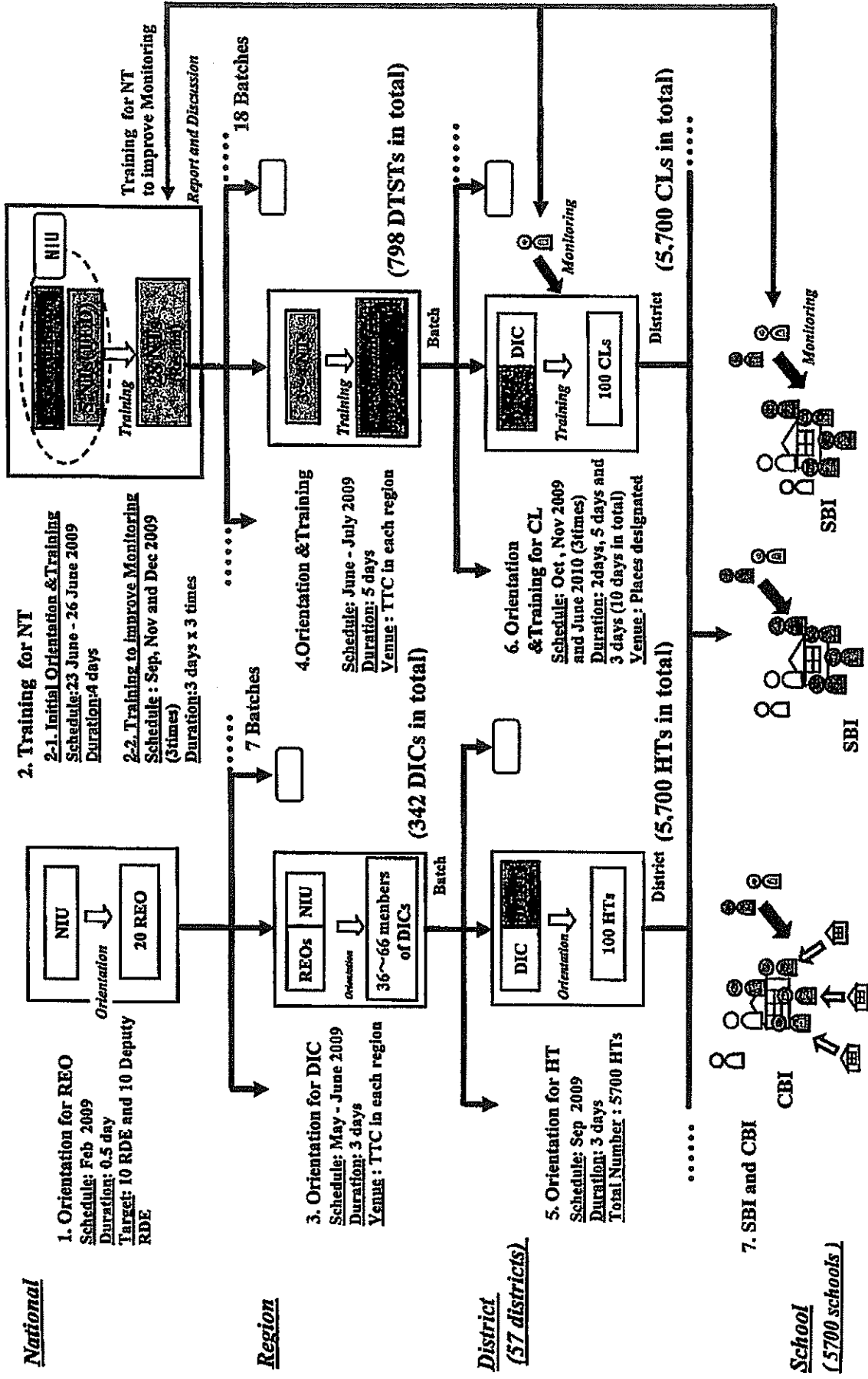
INSET Responsibilities	Related INSET Tasks
- Assist the HT to maintain discipline in the CL's class when on-training or special assignment	- Combine CLs class with their own class or give assignments to the pupils
- Collaborate with HT and CL to prepare action plan	- Submit training needs / challenging topics and contribute to discussions for

	the running of SBI/CBI
- Assist CL to prepare adequately for the SBI/CBI	- Prepare TLMs, give professional suggestions and facilitate SBI/CBI when necessary
- Implement improved teaching and learning activities from SBI/CBI	- Implement instructional plans - Develop skills in teaching methodology and delivery - Implement improved classroom organization and management practices
- Self Assessment	- Analyse feedback from pupils through class exercise, test, homework, etc.

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Simplified Training Structure (1st Batch)



National

Region

District
(57 districts)

School
(5700 schools)

Ref 7

ANNEX V: PDM₁

Project Title : Project for Strengthening the capacity of INSET management
Target Area : Nationwide

Project Period : June 15, 2009 – March 14, 2013 (Three years and nine months)

Date : March 31, 2009
Version : No. 1

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal</p> <p>Teaching abilities of public primary school teachers in the area of mathematics and science are improved.</p>	<ol style="list-style-type: none"> Satisfaction ratings of students attain more than XX on average with reference to the teaching skills, knowledge of teaching subjects, etc. of teachers by the year 2016. Satisfaction ratings of teachers attain more than XX on average with reference to INSET (SBI/CBI) at the schools selected from the second batch districts in the sampling survey by the year 2016. The percentage of teachers whose teaching delivery has been improved attains more than XX% on average at the schools selected from the second batch districts in the sampling survey by the year 2016. 	<ol style="list-style-type: none"> Questionnaire survey to students Questionnaire survey to teachers Lesson observation sheet 	<p>The policy and direction on the INSET and teacher development are not drastically changed by the MOE.</p>
<p>Project Purpose</p> <p>The nationwide management system for a structured and quality INSET of mathematics and science is established and reinforced.</p>	<ol style="list-style-type: none"> More than XX% of primary schools implement two or more SBI/CBI in mathematics and science per term by the year 2013. Satisfaction ratings of teachers attain more than XX on average with reference to INSET (SBI/CBI) at the schools selected from the 10 pilot districts and the first batch districts in the sampling survey by the year 2013. The percentage of teachers whose teaching delivery has been improved attains more than XX% on average at the schools selected from the 10 pilot districts and the first batch districts in the sampling survey by the year 2013. 	<ol style="list-style-type: none"> NIU Report/AIPR Questionnaire survey to teachers Lesson observation sheet 	
<p>Outputs</p> <ol style="list-style-type: none"> The capacity of the National INSET Unit (NIU) for managing INSET is strengthened. The capacity of the National Trainers (NTs) for INSET delivery is enhanced. 	<ol style="list-style-type: none"> 1-1. The orientation/training in INSET management for REO and DIC is conducted as planned. 1-2. The orientation/training in INSET delivery and monitoring skills for NTs (region) is conducted as planned. 1-3. The Nationwide INSET Programme is reviewed and revised annually. 1-4. The NIC meetings for sharing information and outcomes on INSET are convened on a regular basis. 2-1. The orientation/training in INSET delivery for DTST is conducted as planned. 2-2. Monitoring activities on orientation/training in INSET management for HTs and CSs are conducted by NTs (region) on a regular basis. 2-3. Monitoring activities on orientation/training in INSET delivery for CLs are conducted by NTs (region) on a 	<ol style="list-style-type: none"> 1-1. NIU report/AIPR 1-2. NIU report/AIPR 1-3. Nationwide INSET Programme 1-4. NIU report/AIPR 2-1. NIU report/AIPR 2-2. NIU report/AIPR 2-3. NIU report/AIPR 	<ol style="list-style-type: none"> The orientation/training for HTs/CSs/CLs are implemented by DIC/DTST in the first and second batch districts. SBI/CBI is implemented by HTs and CLs in the first and second batch districts. The INSET-related personnel attending orientation and training continue working.

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<p>3. The capacity of the District INSET Committees (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.</p> <p>4. Monitoring and evaluation system is established and enhanced for a structured and quality INSET.</p> <p>5. The supporting system for INSET is strengthened.</p>	<p>regular basis.</p> <p>3-1. The orientation and training in INSET management for HTs and CSs is conducted as planned.</p> <p>3-2. The orientation/training in INSET delivery for CLs is conducted as planned.</p> <p>3-3. The total number of DIC participating in orientation/training in INSET management attains to XXX.</p> <p>3-4. The total number of DTST/DTO/AD-Sups participating in orientation/training in INSET delivery attains to X,XXX.</p> <p>4-1. The percentage of the AIPR submitted to NIU from DEO attains to more than XX% every year.</p> <p>5-1. The newsletters are published as planned.</p> <p>5-2. Sharing of experiences, lessons, and outcomes among African countries mainly through the SMASE-WECSA network is conducted.</p> <p>5-3. A number of INSET practices are incorporated into educational policies/structures/programmes.</p>	<p>3-1. NIU report/AIPR</p> <p>3-2. NIU report/AIPR</p> <p>3-3. NIU report/AIPR</p> <p>3-4. NIU report/AIPR</p> <p>4-1. NIU report/AIPR</p> <p>5-1. NIU report/AIPR</p> <p>5-2. NIU report/AIPR</p> <p>5-3. NIU report/AIPR</p>	<p>4. Knowledge and skills obtained by HTs and CLs through the orientation and training are shared and disseminated within the schools.</p>
<p>Activities</p> <p>1-1 Prepare the annual schedule of the INSET activities.</p> <p>1-2 Print INSET Sourcebooks.</p> <p>1-3 Distribute INSET Sourcebooks.</p> <p>1-4 Conduct appropriate training for managing INSET for NIU.</p> <p>1-5 Arrange the orientation/training for NTs (region), DIC, and DTST.</p> <p>1-6 Review and revise the Nationwide INSET Programme.</p> <p>1-7 Review and revise the National Guidelines and INSET Sourcebooks as needed.</p> <p>1-8 Coordinate INSET-related matters within/with the GES/MDE.</p> <p>1-9 Convene the NIC meetings.</p> <p>2-1 Conduct orientation for Regional Education Office (REO) by NIU.</p> <p>2-2 Select NTs (region).</p> <p>2-3 Conduct orientation and training in INSET delivery for NTs (region).</p> <p>2-4 Conduct training in monitoring skills for NTs (region).</p> <p>2-5 Provide professional support to NTs (region) for effective INSET delivery and monitoring by NIU.</p> <p>2-6 Monitor district-level activities by NTs (region).</p> <p>3-1 Conduct orientation for DIC to manage INSET by NIU.</p> <p>3-2 Support DIC to select DTST by NIU and NTs (region).</p> <p>3-3 Conduct orientation and training in INSET delivery for DTST, District Training Officer (DTO) and Assistant District Director for Supervisors (AD-Sups) by NTs.</p> <p>3-4 Provide professional support to DIC for the smooth implementation of orientation and training for HT and CS by NIU and NTs (region).</p> <p>3-5 Provide professional support to DTST for the smooth implementation of</p>	<p>Inputs</p> <p>Japanese side</p> <p>1. Personnel Experts Chief Advisor /INSET System INSET Planning, Management, and Coordination Monitoring and Evaluation/Lesson Observation Mathematics and Science Education/SBI Financial Officer Local Consultants</p> <p>2. Training of counterpart personnel in Japan and the third countries</p> <p>3. Provision of equipment Provision of machinery and equipment necessary for the project activities</p> <p>4. Local expenses for JICA experts</p>	<p>Ghanaian side</p> <p>1. Counterpart personnel Director General, GES (Project Director) Director, TBD (Project Manager) Programme Coordinator (NIU) Assistant Programme Coordinator (NIU) Coordinator (NIU) NTs (NIU)</p> <p>2. Administrative personnel Secretary Driver Other staff necessary for the implementation of the Project</p> <p>3. Facilities - Land, buildings, facilities and equipment necessary for the Project - Rooms and spaces necessary for installation and storage of equipment - Office space and necessary</p>	<p>The budget and human resources necessary for the Nationwide INSET Programme are provided by the Government of Ghana.</p>

<p>orientation/training for CL by NTs.</p> <p>3-6 Identify challenges of DIC and DTST by NIU and NTs (region). 3-7 Conduct periodic training for DIC by NIU. 3-8 Conduct periodic training for DTST by NTs.</p> <p>4-1 Monitor the process of the Annual INSET Progress Report (AIPR) by NIU. 4-2 Collect the AIPR from each DEO by NIU. 4-3 Analyze the AIPR by NIU. 4-4 Feed back the analyzed outcomes into the next annual activities by NIU. 4-5 Make the NIU report annually. 4-6 Revise lesson observation tools for teachers. 4-7 Conduct lesson observation at the schools selected from the 10 pilot districts and the first batch districts as sampling surveys by NIU. 4-8 Conduct the endline survey.</p> <p>5-1 Share the experiences, lessons, and outcomes coming from the 10 pilot districts. 5-2 Organize stakeholder seminars to disseminate information on INSET. 5-3 Publish newsletters (about three times a year). 5-4 Share experiences, lessons, and outcomes among African countries mainly through the SMASE-WECSA (Strengthening of Mathematics and Science Education – Western, Eastern, Central, and Southern Africa) network. 5-5 Promote the incentive system, such as best teacher awards, best CLs, best DTST, best NTs, etc. 5-6 Support GES to incorporate INSET practices into existing policies. 5-7 Collaborate with Educational Divisions/Agencies to incorporate INSET practices into educational structures/programmes.</p>	<p>facilities for the Japanese experts - Other facilities mutually agreed upon as needed</p> <p>4. Expenses of orientation and training for REO, NTs (region), DIC, DTST, DTO, AD-Sups, CSs, HTs, and CLs</p> <p>5. Printing costs of INSET Sourcebooks and newsletters</p> <p>6. Other local expenses</p>	<p>Pre-conditions</p> <p>The Nationwide INSET Programme is implemented by the Government of Ghana.</p>
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Annex VI: Plan of Operation (PO) I: Project for the Strengthening the Capacity of INSET Management in Ghana
***Schedule of the Implementation and Responsible Persons**

Version 1: March 31, 2009

Year	2009												2010												2011												2012												2013												Responsible Persons in charge
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	
Total months													12												12												12												12												Coordinator of the National INSET Unit (NIU), Teacher Education Division (TED), Ghana Education Service (GES)
OUTPUT 1: The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.																																																													Assistant Coordinator of NIU, TED, GES
1-1 Prepare the annual schedule of the INSET activities.																																																													Assistant Coordinator of NIU, TED, GES
1-2 Print INSET Sourcebooks.																																																													Coordinator of NIU, TED, GES
1-3 Distribute INSET Sourcebooks.																																																													Assistant Coordinator of NIU, TED, GES
1-4 Conduct appropriate training for managing INSET for NIU.																																																													Assistant Coordinator of NIU, TED, GES
1-5 Arrange the orientation/training for NTs (region), DIC, and DTST.																																																													Assistant Coordinator of NIU, TED, GES
1-6 Review and revise the Nationwide INSET Programme.																																																													Coordinator of NIU, TED, GES
1-7 Review and revise the National Guidelines and INSET Sourcebooks as needed.																																																													Coordinator of NIU, TED, GES
1-8 Coordinate INSET-related matters within the GES/MOE.																																																													Coordinator of NIU, TED, GES
1-9 Convene the NIC meetings.																																																													Coordinator of NIU, TED, GES
OUTPUT 2: The capacity of the National Trainers (NTs) for INSET delivery is enhanced.																																																													Assistant Coordinator of NIU, TED, GES
2-1 Conduct orientation for Regional Education Office (REO) by NIU.																																																													Assistant Coordinator of NIU, TED, GES
2-2 Select NTs (region).																																																													Assistant Coordinator of NIU, TED, GES
2-3 Conduct orientation/training in INSET delivery for NTs (region).																																																													Assistant Coordinator of NIU, TED, GES
2-4 Conduct training in monitoring skills for NTs (region).																																																													Assistant Coordinator of NIU, TED, GES
2-5 Provide professional support to NTs (region) for effective INSET delivery and monitoring by NIU.																																																													Assistant Coordinator of NIU, TED, GES
2-6 Monitor district-level activities by NTs.																																																													Assistant Coordinator of NIU, TED, GES
OUTPUT 3: The capacity of the District INSET Committees (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.																																																													Assistant Coordinator of NIU, TED, GES
3-1 Conduct orientation for DIC to manage INSET by NIU.																																																													Assistant Coordinator of NIU, TED, GES
3-2 Support DIC to select DTST by NIU and NTs (region).																																																													Assistant Coordinator of NIU, TED, GES
3-3 Conduct orientation/training in INSET delivery for DTST, District Training Officer (DTCO) and Assistant District Director for Supervisors (AD Sup) by NTs.																																																													Assistant Coordinator of NIU, TED, GES
3-4 Provide professional support to DIC for the smooth implementation of orientation and training for HT and CS by NIU and NTs (region).																																																													Assistant Coordinator of NIU, TED, GES
3-5 Provide professional support to DTST for the smooth implementation of orientation/training for CL by NTs.																																																													Assistant Coordinator of NIU, TED, GES
3-6 Identify challenges of DIC and DTST by NIU and NTs (region).																																																													Assistant Coordinator of NIU, TED, GES

**MINUTES OF MEETINGS BETWEEN
JAPANESE DETAILED DESIGNED SURVEY TEAM AND
THE AUTHORITIES CONCERNED OF
THE GOVERNMENT OF THE REPUBLIC OF GHANA ON
JAPANESE TECHNICAL COOPERATION FOR
PROJECT FOR STRENGTHENING THE CAPACITY OF INSET MANAGEMENT**

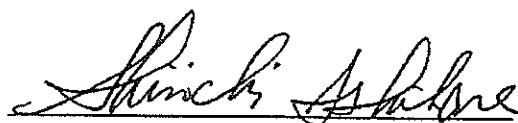
The Japanese Detailed Designed Survey Team (hereinafter referred to as "the Team"), organized by Japan International Cooperation Agency (hereinafter referred to as "JICA") and headed by Mr. Shinichi Ishihara, visited the Republic of Ghana from 8th Feb to 18th Feb 2009 in order to agree on the details of the Project for Strengthening the capacity of INSET management (hereinafter referred to as "the Project").

During its stay in Ghana, the Team exchanged views through a series of discussions with the Ghanaian authorities (hereinafter referred to as "Ghanaian side") on the formulation of the Project. As a result of the discussions, both the Ghanaian side and the Team jointly drew up the Project in the document attached hereto.

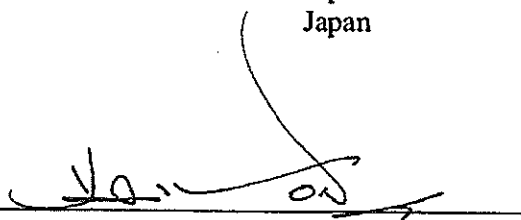
Accra, 18th February, 2009



Mr. Samuel Bannerman-Mensah
Director General,
Ghana Education Service
Ministry of Education
Republic of Ghana



Mr. Shinichi Ishihara
Leader
Japanese Detailed Designed Survey Team
Japan International Cooperation Agency
Japan



Mr. Yaw Okyere-Nyako
Director,
External Resource Mobilisation (Bilateral)
Ministry of Finance and Economic Planning
Republic of Ghana

ATTACHED DOCUMENT

ATTENDANCE LIST

The meetings between the Ghanaian side and the Team regarding the Project were held mainly in Accra from 9th to 18th February, 2009. The participants are listed below:

Ghanaian Side:

Ministry of Finance

Mr. Yaw Okyere-Nyako

Director, External Resource Mobilisation (Bilateral)

Mr. Samuel Abu-Bonsrah

Chief Economist, External Resource Mobilisation
(Bilateral) Division

Ministry of Education

Mr. Charles Tsegah

Director, Planning, Budgeting, Monitoring and
Evaluation (PBME) Division, Ministry of Education

Ghana Education Service (GES)

Mr. Samuel Bannerman-Mensah

Director General, GES

Mr. Victor Mante

Director, Teacher Education Division (TED), GES

Mr. E. O. Asare

Deputy Director, TED, GES

Mr. Stephen Adu

Director, Basic Education Division, GES

Mrs Sarah Agyeman-Duah

Director, Curriculum Research and Development
Division (CRDD), GES

Mr. Lionel Kwaku Mensah

Acting Director, Inspectorate Division, GES

Mr. Charles Otoo

Financial Controller, GES

Mrs Rosemond Blay

Regional Director of Education, Central Region

Mrs. Ernestina A. Fosah

Regional Director of Education, Gt. Accra Region

Rev. W. E. Ashigbi

Represented by the Regional Planning Officer, Volta
Regional Education Office

Mrs. Juliana Ayeh-Gyampoh

District Director of Education, Assin North, Central
Region

Mr. R. E. D. Bedzoe

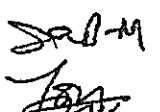
District INSET Coordinator, Akatsi District
Education Office, Akatsi, Volta Region

Mr. Alfred K. Osei

District Director of Education, Akuapem North,
Eastern Region

Mrs Helena Arkoh

District Director of Education, Assin South, Central
Region



Mr. Emmanuel Adanu	Deputy District Director of Education, Adaklu – Anyigbe, Volta Region
Mr. Seth Baiden	National INSET Coordinator, TED GES
Ms. Rosina Adobor	National INSET unit, TED, GES
Mrs. Evelyn Oduro	National INSET unit, TED, GES
Mr. J.W. Molenaar	National INSET unit, TED, GES
Mr. Gershon K. Dorfe	National INSET unit, TED, GES
Mr. Michael Kenneth Nsowah	Former Senior Consultant to the INSET Project, and Former Director General of GES

Japanese Side:

Japanese Detailed Designed Survey Team

Mr. Shinichi Ishihara	Director, Basic Education Division II, JICA
Mr. Tomohiro Kozono	Staff, Basic Education Division II, JICA
Mr. Takaaki Hirakawa	Manager, Evaluation Study Division, Social Development Department, INTEM Consulting, Inc.

JICA Ghana Office

Mr. Kunihiro Yamauchi	Resident Representative
Mr. Masato Kumagai	Deputy Resident Representative
Mr. Yuji Wakasugi	Assistant Resident Representative (Head of Education and Industry Section)
Ms. Mama Owusu	Education Advisor
Mr. Tatsuya Nagumo	Consultant to the follow up cooperation to the INSET Project, JICA

Others:

Embassy of Japan in Ghana

Mr. Kentaro Mizuuchi	Coordinator for Economic Cooperation
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Development Partners

Ms Eunice Dapaah	Senior Education Specialist, World Bank
Mr. Bob Davidson	Chief of Education, USAID
Mr. Eric Johnson	Education Advisor, USAID

ABBREVIATIONS AND ACRONYMS

AIPR:	Annual INSET Progress Report
CBI:	Cluster-based INSET
CL:	Curriculum Leader
CS:	Circuit Supervisors
DDE:	District Director of Education
DEO:	District Education Office
DIC:	District INSET Committee
DTO:	District Training Office
DTST:	District Teacher Support Team
ESP:	Education Strategic Plan
GES:	Ghana Education Service
HT:	Head Teacher
INSET:	In-Service Training
JICA:	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
MOE:	Ministry of Education
NIU:	National INSET Unit
NT(s):	National Trainer(s)
PBME:	Planning, Budgeting, Monitoring and Evaluation
PTA:	Parent and Teacher Association
RDE:	Regional Director of Education
REO:	Regional Education Office
SBI:	School-Based INSET
SMASE-WECSA:	Strengthening Mathematics and Science Education – Western, Eastern, Central and Southern Africa
TED:	Teacher Education Division
TTC:	Teacher Training College

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[Signature]

I. Project Framework

On the basis of the proposal of the Project, the two parties have discussed and agreed on the Project framework. The details of the agreed documents are attached as annexes I - VI. The major points of the Project Framework that have been agreed upon are as follows:

1. Title of the Project

Strengthening the capacity of INSET management

2. Objectives of the Project

(1) Overall Goal

Teaching abilities of public primary school teachers in the area of Mathematics and Science are improved.

(2) Project Purpose

The nationwide management system for a structured and quality INSET of Mathematics and Science is established and reinforced.

3. Expected Outputs

- (1) The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.
- (2) The capacity of the National Trainers (NTs) for INSET delivery is enhanced.
- (3) The capacity of the District INSET Committee (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.
- (4) Monitoring and evaluation system is established and enhanced for a structured and quality INSET.
- (5) The supporting system for INSET is strengthened.

4. Duration of the Project

The duration of the Project will be three (3) years and nine (9) months from June 15, 2009 to March 14, 2013.

The commencement of the Project is subject to the progress of the preparation by both sides.

II. Project Scope

The Ghana Education Service (GES) through the Teacher Education Division (TED) plans to expand the implementation and institutionalization of the INSET model nationwide from the Year 2009. As shown in ANNEX III, the Project will support the Nationwide INSET Programme in terms of capacity and quality as follows:

- The Project will mainly focus on the enhancement of the capacity of NIU, NTs, DIC and DTST to manage a structured nationwide INSET as planned, whereas orientation/training by DIC, DTST, Head Teacher(HT), Curriculum Leader(CL) will be implemented by the Ghanaian side under the Nationwide INSET Programme.
- The Project will support the establishment and enhancement of a monitoring and evaluation system for a structured and quality INSET. Besides the regular monitoring through Information Management System, and in order to assess the improvement of teaching skills of teachers, lesson observations at selected schools from the ten (10) pilot districts and the first batch districts as sampling survey will be supported by the Project.
- Furthermore, sensitization activities for teachers and other stakeholders; sharing the experiences, lessons and outcomes within Ghana and among African countries, and collaboration with other organisations to incorporate INSET practices into educational structures/programmes will be promoted.

III. Training Structure

1. Target Group for Orientation and Training

The target group for orientation and training of the Project to expand the implementation of the INSET model nationwide in 2009 and 2010 will be summarized as follows:

(1) Orientation

Level	Target	Trainer	Venue	Duration
Region	RDE(10) Deputy RDE(10)	NIU	TTC	0.5 day
District	DIC (768) (*6 members x 128 Districts)	NIU and REOs	TTC	3 days

(2) Training

Level	Target	Trainers	Venue	Duration
National	NTs (28)	NIU	TTC	4 days (Initial) 3 days x 3 times (Monitoring)
District	DTST (approximately 1,792) *14 members x 128 Districts	NTs	TTC	5 days

Periodic training will be conducted from 2011 to continuously improve the INSET delivery for

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DIC and DTST.

Orientation and training for HT/CL will be implemented by the Ghanaian side under the Nationwide INSET Programme. Subsequently, SBI and CBI will be facilitated by CL supported by HT.

2. Operation for Orientation and Training

The Nationwide INSET Programme will be divided into two phases: 57 districts for first batch in Year 2009 and 71 for second batch in Year 2010. The detailed operation for the first batch is shown in ANNEX IV. Both sides agreed that the plan for the second batch should be revised based on the review of the first batch operation .

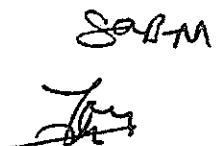
IV. Inputs

1. Ghanaian side

- (1) Counterpart personnel
 - Director General, GES (Programme Director)
 - Director, TED (Programme Manager)
 - Programme Coordinator, NIU
 - Assistant Programme Coordinator, NIU
 - NTs (NIU)
- (2) Administrative personnel
 - Secretary
 - Driver
 - Other staff necessary for the implementation of the Project
- (3) Facilities
 - Land, buildings, and facilities necessary for the Project
 - Rooms and spaces necessary for installation and storage of equipment
 - Office space and necessary facilities for the Japanese experts
 - Other facilities mutually agreed upon as needed
- (4) Expenses of orientation and training for REO, NTs (region), DIC, DTST, CS, HT and CL
- (5) Printing costs of INSET Sourcebooks and newsletters
- (6) Other local expenses

2. JICA side

- (1) Personnel
 - Experts
 - Chief Advisor
 - INSET Planning, Management and Coordination
 - Monitoring and Evaluation/Lesson Observation
 - Mathematics and Science Education/SBI
 - Financial Officer
 - Local Consultants
- (2) Training of counterpart personnel in Japan and third countries



(3) Provision of equipment
Provision of machinery and equipment necessary for the project activities

(4) Local expenses for JICA experts

V. Management Structure

INSET roles and responsibilities from the national to school level is attached as ANNEX V. For the effective and successful implementation of technical cooperation for the Project, a Joint Coordination Committee (JCC) will be established whose functions and composition are described in ANNEX VI.

VI. INSET Policy

It is confirmed that the revision process of the Education Strategic Plan (ESP) is on-going, and an INSET policy is being discussed for inclusion within the Ministry of Education (MOE). According to the Director, Planning, Budgeting, Monitoring and Evaluation (PBME) Division of MOE, the draft of the revised ESP will be presented at a stakeholder meeting in June 2009. The Team recommends that the GES should take initiative to continuously incorporate INSET-related issues in the ESP in order to institutionalize the Nationwide INSET Programme at policy level.

VII. Promotion of Regional Cooperation among African Countries

JICA has promoted experience sharing on mathematics and science education and INSET system among African countries through the SMASE-WECSA (Strengthening Mathematics and Science Education – Western, Eastern, Central and Southern Africa) network. Ghana is a member of SMASE-WECSA association and has played a vital role especially in West Africa. In this regard, Ghana will share experiences with other African countries and promote regional cooperation as part of the Project.

VIII. Way Forward

Date	Event	Remarks
February – March, 2009	Internal Assessment Procedure of JICA	Internal assessment procedure for the final approval of the Project at JICA Headquarters (Tokyo)
April, 2009	Signing of Record of Discussions (R/D)	R/D is the official document of agreement for the Project between JICA and the Ghanaian authorities.
April – June, 2009	Selection of a contractor	Procedure for the selection of a contractor for the Project at JICA Headquarters (Tokyo)
June, 2009	Commencement of the Project	

The above schedule will depend on the progress of the preparation by both sides.

ANNEX LIST

I. Project Design Matrix

II.-1. Plan of Operation

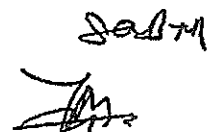
-2 Plan of Operation for Nationwide INSET Programme (Major Activities)

III. Project Scope

IV. Training Structure

V. INSET Roles and Responsibilities

VI. Joint Coordination Committee



ANNEX I: PDM₀ (Tentative Version)

Project Title : Project for Strengthening the capacity of INSET management
Target Area : Nationwide

Project Period : June 15, 2009 – March 14, 2013 (Three years and nine months)

Date : February 18, 2009
Version : No. 0

Overall Goal	Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Teaching abilities of public primary school teachers in the area of mathematics and science are improved.</p>	<p>1. Satisfaction ratings of students attain more than X.X on average with reference to the teaching skills, knowledge of teaching subjects, etc. of teachers by the year 2016. 2. Satisfaction ratings of teachers attain more than X.X on average with reference to INSET (SBI/CBI) at the schools selected from the second batch districts in the sampling survey by the year 2016. 3. The percentage of teachers whose teaching delivery has been improved attains more than XX% on average at the schools selected from the second batch districts in the sampling survey by the year 2016.</p>	<p>1. Questionnaire survey to students 2. Questionnaire survey to teachers 3. Lesson observation sheet</p>	<p>The policy and direction on the INSET and teacher development are not drastically changed by the MOE.</p>	
<p>Project Purpose The nationwide management system for a structured and quality INSET of mathematics and science is established and reinforced.</p>	<p>1. More than XX% of primary schools implementing two or more SBI/CBI in mathematics and science per term are carried out by the year 2013. 2. Satisfaction ratings of teachers attain more than X.X on average with reference to INSET (SBI/CBI) at the schools selected from the 10 pilot districts and the first batch districts in the sampling survey by the year 2013. 3. The percentage of teachers whose teaching delivery has been improved attains more than XX% on average at the schools selected from the 10 pilot districts and the first batch districts in the sampling survey by the year 2013.</p>	<p>1. NIU Report/AIPR 2. Questionnaire survey to teachers 3. Lesson observation sheet</p>		
<p>Outputs 1. The capacity of the National INSET Unit (NIU) for managing INSET is strengthened. 2. The capacity of the National Trainers (NTs) for INSET delivery is enhanced.</p>	<p>1-1. The orientation in INSET management for REO and DIC is conducted as planned. 1-2. The training in INSET delivery and monitoring skills for NTs (region) is conducted as planned. 1-3. The Nationwide INSET Programme is reviewed and revised annually. 1-4. The NIC meetings for sharing information and outcomes on INSET are convened on a regular basis. 2-1. The training in INSET delivery for DTST is conducted as planned. 2-2. Monitoring activities on orientation in INSET management for HTs and CSs are conducted by NTs (region) on a regular basis. 2-3. Monitoring activities on training in INSET delivery for CLs are conducted by NTs (region) on a regular basis.</p>	<p>1-1. NIU report/AIPR 1-2. NIU report/AIPR 1-3. Nationwide INSET Programme 1-4. NIU report/AIPR 2-1. NIU report/AIPR 2-2. NIU report/AIPR 2-3. NIU report/AIPR</p>	<p>1. The orientation for HTs and CSs and the training for CLs are implemented by DIC and DTST in the first and second batch districts. 2. SBI/CBI is implemented by HTs and CLs in the first and second batch districts. 3. The INSET-related personnel attending orientation and training continue working.</p>	

<p>3. The capacity of the District INSET Committee (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.</p> <p>4. Monitoring and evaluation system is established and enhanced for a structured and quality INSET.</p> <p>5. The supporting system for INSET is strengthened.</p>	<p>3-1. The orientation and training in INSET management for HTs and CSs is conducted as planned.</p> <p>3-2. The training in INSET delivery for CLs is conducted as planned.</p> <p>3-3. The total number of DIC participating in orientation in INSET management attains to XXX.</p> <p>3-4. The total number of DTST participating in training in INSET delivery attains to X,XXX.</p> <p>4-1. The percentage of the AIPR submitted to NIU from DEO in the first batch (57 districts) attains to more than XX% every year.</p> <p>5-1. The newsletters are published quarterly.</p> <p>5-2. Sharing of experiences, lessons, and outcomes among African countries mainly through the SMASE-WECSA network is conducted.</p> <p>5-3. A number of INSET practices are incorporated into educational structures/programmes.</p>	<p>3-1. NIU report/AIPR</p> <p>3-2. NIU report/AIPR</p> <p>3-3. NIU report/AIPR</p> <p>3-4. NIU report/AIPR</p> <p>4-1. NIU report/AIPR</p> <p>5-1. NIU report/AIPR</p> <p>5-2. NIU report/AIPR</p> <p>5-3. NIU report/AIPR</p>	<p>4. Knowledge and skills obtained by HTs and CLs through the orientation and training are shared and disseminated within the schools.</p>
<p>Activities</p> <p>1-1 Prepare the annual schedule of the INSET activities.</p> <p>1-2 Print INSET Sourcebooks.</p> <p>1-3 Distribute INSET Sourcebooks.</p> <p>1-4 Conduct appropriate training for managing INSET for NIU.</p> <p>1-5 Arrange the orientation/training for NTs (region), DIC, and DTST.</p> <p>1-6 Review and revise the Nationwide INSET Programme based on Activity 4-3 and 4-4.</p> <p>1-7 Review and revise the National Guidelines and INSET Sourcebooks based on Activity 4-3 and 4-4 as needed.</p> <p>1-8 Coordinate INSET-related matters within/with the GES/MOE.</p> <p>1-9 Convene the NIC meetings.</p> <p>2-1 Conduct orientation for Regional Education Office (REO) by NIU.</p> <p>2-2 Select NTs (region).</p> <p>2-3 Conduct training in INSET delivery for NTs (region).</p> <p>2-4 Conduct training in monitoring skills for NTs (region).</p> <p>2-5 Provide professional support to NTs (region) for effective INSET delivery and monitoring skills by NIU.</p> <p>2-6 Monitor district-level activities by NTs (region).</p> <p>3-1 Conduct orientation for DIC to manage INSET by NIU.</p> <p>3-2 Support DIC to select DTST by NIU and NTs (region).</p> <p>3-3 Conduct training in INSET delivery for DTST by NTs.</p> <p>3-4 Provide professional support to DIC for the smooth implementation of orientation for HT/CS by NIU and NTs (region).</p> <p>3-5 Provide professional support to DTST for the smooth implementation of training for CL by NTs.</p> <p>3-6 Identify challenges of DIC/DTST by NIU and NTs (region).</p> <p>3-7 Conduct periodic training for DIC by NIU.</p> <p>3-8 Conduct periodic training for DTST by NTs.</p>	<p>Inputs</p> <p>Japanese side</p> <p>1. Personnel</p> <p>Experts</p> <p>Chief Advisor</p> <p>INSET Planning, Management, and Coordination</p> <p>Monitoring and Evaluation/Lesson Observation</p> <p>Mathematics and Science Education/SB1</p> <p>Financial Officer</p> <p>Local Consultants</p> <p>2. Training of counterpart personnel in Japan and the third countries</p> <p>3. Provision of equipment</p> <p>Provision of machinery and equipment necessary for the project activities</p> <p>4. Local expenses for JICA experts</p>	<p>Ghanaian side</p> <p>1. Counterpart personnel</p> <p>Director General, GES (Programme Director)</p> <p>Director, TED (Programme Manager)</p> <p>Programme Coordinator (NIU)</p> <p>Assistant Programme Coordinator (NIU)</p> <p>NTs (NIU)</p> <p>2. Administrative personnel:</p> <p>Secretary</p> <p>Driver</p> <p>Other staff necessary for the implementation of the Project</p> <p>3. Facilities</p> <ul style="list-style-type: none"> - Land, buildings, and facilities necessary for the Project - Rooms and spaces necessary for installation and storage of equipment - Office space and necessary facilities for the Japanese experts - Other facilities mutually agreed upon as needed 	<p>The budget and human resources necessary for the Nationwide INSET Programme are provided by the Government of Ghana.</p>

<p>4-1 Monitor the process of the Annual INSET Progress Report (AIPR) by NIU.</p> <p>4-2 Collect the AIPR from each DEO by NIU.</p> <p>4-3 Analyze the AIPR by NIU.</p> <p>4-4 Feed back the analyzed outcomes into the next annual activities by NIU.</p> <p>4-5 Make the NIU report annually.</p> <p>4-6 Develop lesson observation tools for teachers.</p> <p>4-7 Conduct lesson observation at the schools selected from the 10 pilot districts and the first batch districts as sampling surveys by NIU.</p> <p>4-8 Conduct the endline survey.</p> <p>5-1 Share the experiences, lessons, and outcomes coming from the 10 pilot districts.</p> <p>5-2 Organize stakeholder seminars to disseminate information on INSET.</p> <p>5-3 Publish newsletters quarterly.</p> <p>5-4 Share experiences, lessons, and outcomes among African countries mainly through the SMASE-WECSA (Strengthening of Mathematics and Science Education – Western, Eastern, Central, and Southern Africa) network.</p> <p>5-5 Promote the incentive system, such as best teacher awards, best CLs, best DTST, best NTs, etc.</p> <p>5-6 Collaborate with Educational Divisions/Agencies to incorporate INSET practices into educational structures/programmes.</p>	<p>4. Expenses of orientation and training for REO, NTs (region), DIC, DTST, CSs, HTs, and CLs</p> <p>5. Printing costs of INSET Sourcebooks and newsletters</p> <p>6. Other local expenses</p>	<p>Pre-conditions</p> <p>The Nationwide INSET Programme is supported by the Government of Ghana.</p>
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Annex II: Plan of Operation (PO: Tentative Version)
 Schedule of the Implementation and Responsible Persons

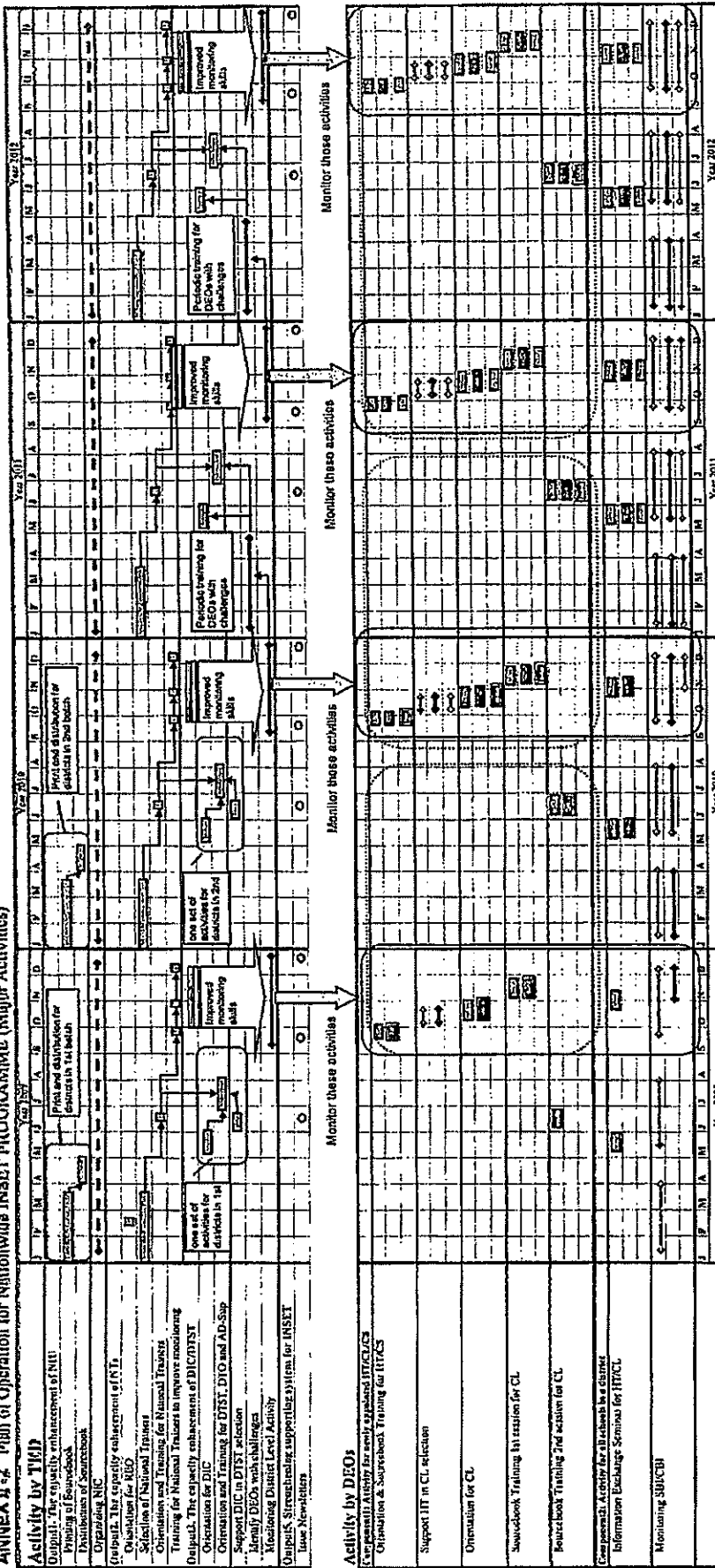
Date: Feb. 18, 2009

Year	Y2009												Y2010												Y2011												Y2012												Y2013												Responsible Persons in charge
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	
OUTPUT 1: The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.	[Gantt chart showing activity bars across months for years 2009-2013]																																																												Coordinator of the National INSET Unit (NIU), Teacher Education Division (TED), Ghana Education Service (GES)
1-1 Prepare the annual schedule of the INSET activities.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
1-2 Print INSET Sourcebooks.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
1-3 Distribute INSET Sourcebooks.	[Gantt chart showing activity bars]																																																												Coordinator of NIU, TED, GES
1-4 Conduct appropriate training for managing INSET for NIU.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
1-5 Arrange the orientations/training for NTs (region), DIC, and DTST.	[Gantt chart showing activity bars]																																																												Coordinator of NIU, TED, GES
1-6 Review and revise the Nationwide INSET Programme based on Activity 4-3 and 4-4.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
1-7 Review and revise the National Guidelines and INSET Sourcebooks based on Activity 4-3 and 4-4 as needed.	[Gantt chart showing activity bars]																																																												Coordinator of NIU, TED, GES
1-8 Coordinate INSET-related matters within with the GES/MOE.	[Gantt chart showing activity bars]																																																												Coordinator of NIU, TED, GES
1-9 Convene the NIC meetings.	[Gantt chart showing activity bars]																																																												Coordinator of NIU, TED, GES
OUTPUT 2: The capacity of the National Trainers (NTs) for INSET delivery is enhanced.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
2-1 Conduct orientation for Regional Education Office (REO) by NIU.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
2-2 Select NTs (region).	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
2-3 Conduct training in INSET delivery for NTs (region).	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
2-4 Conduct training in monitoring skills for NTs (region).	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
2-5 Provide professional support to NTs (region) for effective INSET delivery and monitoring skills by NIU.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
2-6 Monitor district-level activities by NTs (region).	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
OUTPUT 3: The capacity of the District INSET Committee (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
3-1 Conduct orientation for DIC to manage INSET by NIU.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
3-2 Support DIC to select DTST by NIU and NTs (region).	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
3-3 Conduct training in INSET delivery for DTST by NTs.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
3-4 Provide professional support to DIC for the smooth implementation of orientation for HT/CS by NIU and NTs (region).	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
3-5 Provide professional support to DTST for the smooth implementation of training for CL by NTs.	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES
3-6 Identify challenges of DIC/DTST by NIU and NTs (region).	[Gantt chart showing activity bars]																																																												Assistant Coordinator of NIU, TED, GES

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ANNEX II-2 Plan of Operation for Nationwide INSET PROGRAMME (Major Activities)

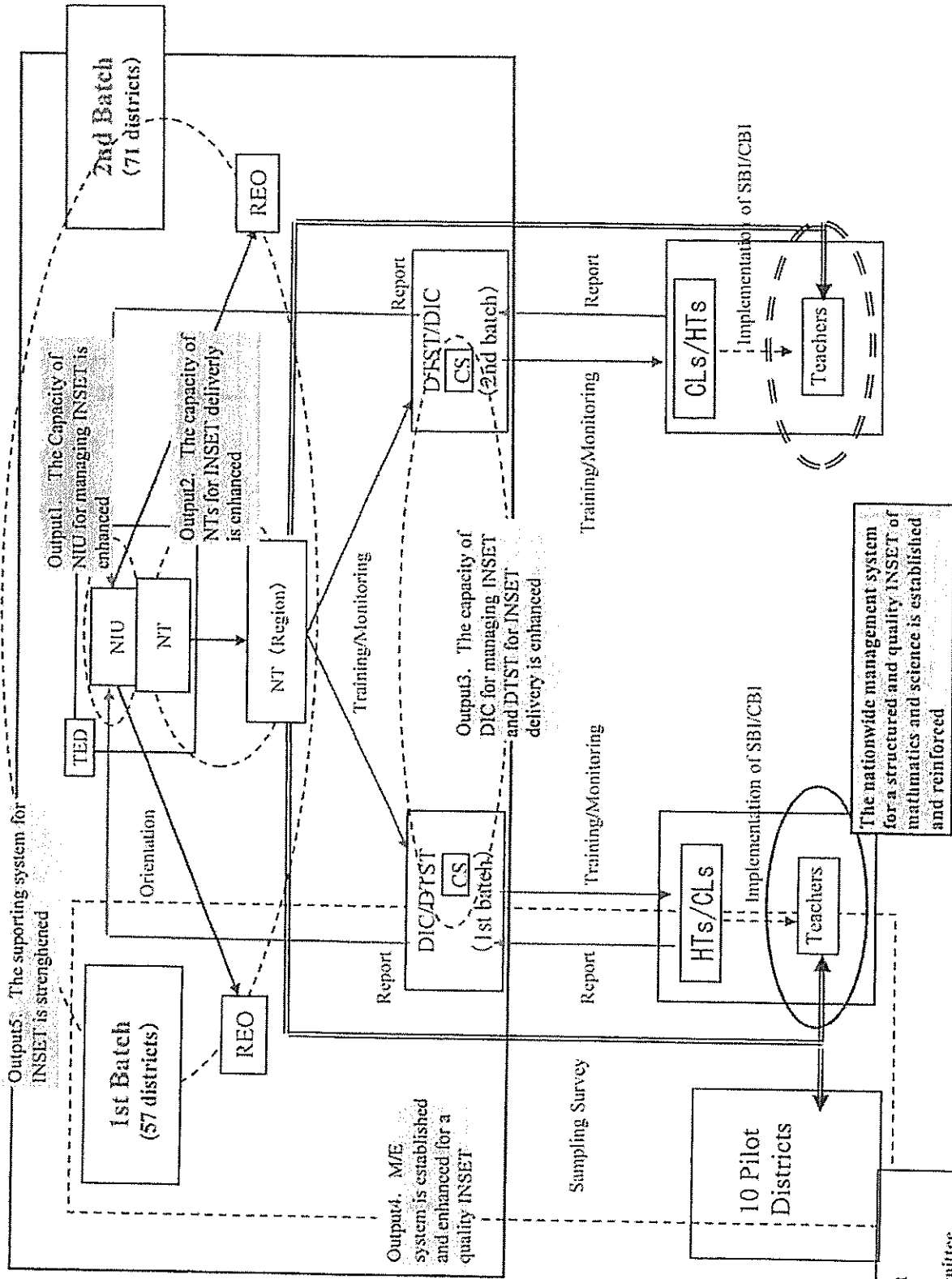


- Fiscal development of activity
- Recurrent activities
- One set of training sessions
- Pilot district (10 districts)
- District in 1st batch (57 districts)
- District in 2nd batch (71 districts)

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Project Scope



National

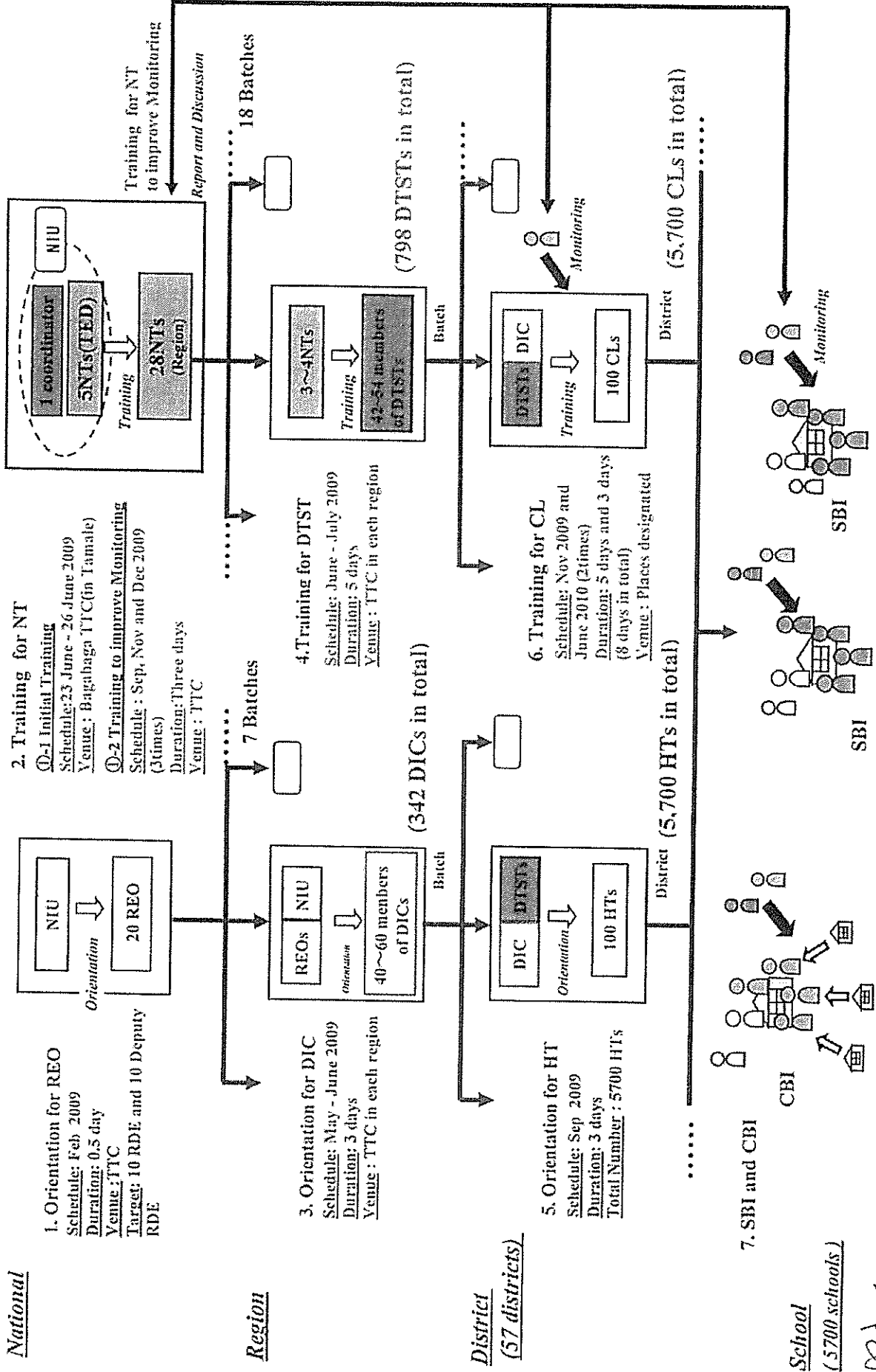
Region (10)

District (138)

School (13,000)

NIU : National INSET Unit
 NT: National Trainer
 DIC : District INSET Committee
 DTST : District Teacher Support Team
 CS: Circuit Supervisor
 HT : Head Teacher

Training Structure (1st Batch)



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National

Region

District
(57 districts)

School
(5,700 schools)

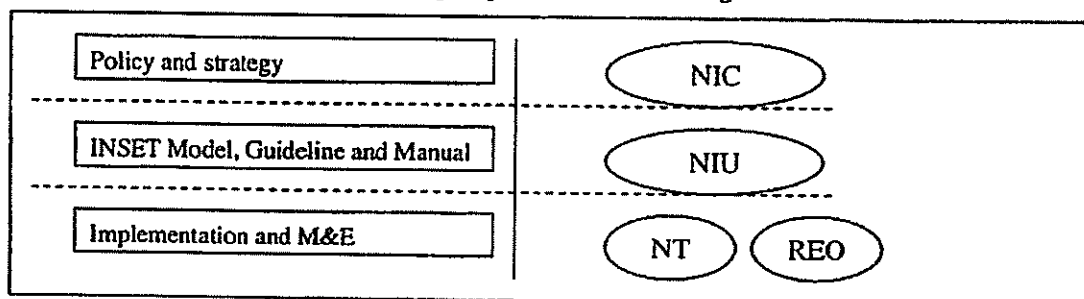
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INSET Roles and Responsibilities

I. INSET Roles and Responsibilities at National Level

There are four key players at national level to implement nation-wide INSET programmes. NIU is in charge of administration, the NTs provide their subject expertise to implement INSET at district level. The National INSET Committee (NIC) is responsible for INSET policy and strategic issues and Regional Education Office (REO) have a responsibility to monitor and advise each DEO to implement INSET smoothly.

The basic function of the above four groups is shown in the figure below.



1. National INSET Unit (NIU)

The NIU is a coordinating body of INSET under TED. The Director of TED in consultation with the Director General (DG) shall appoint the membership of NIU according to the following areas of expertise

1.1 Areas of expertise required

- Coordination;
- Monitoring and Evaluation(M&E);
- Planning and Budgeting; and
- Administration

1.2 Terms of Reference

- Ensure all districts implement INSET activities at district level effectively;
- Revise INSET model on a regular basis or as when it becomes immediately necessary;
- Convene a meeting of National INSET Committee if the need arise;
- Manage National Level personnel (NT and Resource Persons); and
- Coordinate National Level Issues (Policy and strategy) and activities for action to be taken by NIC.

Members of the NIU are required to play a ~~leading~~ role in planning, budgeting, implementing, M&E and improvement of the whole INSET.

2. National INSET Committee (NIC)

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

2.1 Composition

- DG, GES (Chairperson);
- Deputy DG, GES;
- Financial Controller, GES;
- Director, TED, GES;
- Director, BED, GES;
- Director, ID, GES;
- Director, CRDD, GES;
- Representative, University of Education, Winneba;
- Representative, University of Cape Coast; and
- Coordinator, NIU (secretary)

2.2 Terms of Reference

- Make recommendations on national INSET issues to GES Council for consideration and approval;
- Make recommendations to GES Council through DG on the modalities for linking INSET with promotion in the service;
- Review reports submitted to it by the NIU and take necessary action;
- Recommend modalities for INSET Certification and linkage of INSET with PRESET;
- Advise NIU on INSET issues; and
- Approve appointment of NIU members

3. Regional Education Office (REO)

Regional Education Office (REO) is to

- play an advisory role;
- appoint NTs from Teacher Training College (TTC) in their region on the advice from Regional

Inspectorate and principals of TTC in collaboration with NIU; and
 - Monitor and support INSET activities in districts.

4. National Trainers (NTs)

The NT is to provide expertise in school subject areas when NIU or REO organize orientation and training for district level personnel. NTs are also to support monitoring of district level activities assigned by NIU or REO. NT is selected by NIU and REO but is assigned by REO to implement activities and undertake monitoring at district level.

4.1 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 guarantee interaction and support for participants;
- Provide 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.

4.2 Selection Criteria

Essentials

- Professional and Academic qualification in their subjects;
- Teaching experience of more than 5 years in their major subject;
- Excellent subject matter knowledge; and
- Good general teaching skills

Desirables

- Well organised, flexible with good communication and social skills; and
- Basic computer skills

4.3 Selection Method and Schedule

- Persons to be nominated and interviewed by REO in collaboration with NIU

II. INSET Roles and Responsibilities at District Level

1. District INSET Committee (DIC)

The DIC is a steering committee in DEO that handles INSET in the district. The District Director

of Education shall appoint the members of DIC according to the composition of the table below.

Terms of Reference	Composition
<ul style="list-style-type: none"> - Conduct Needs Assessment - Coordinate all INSET activities including planning, budgeting, implementing and M&E. - Identify DTST members. 	<ul style="list-style-type: none"> - District Director of Education - AD Supervision - AD Human Resource - AD-Planning and Statistics - District Training Officer - Budget Officer

Members of the DIC are required to play a lead role in planning, budgeting, implementing, monitoring and evaluation of all district INSET programmes.

1.1 District Director of Education (DDE)

INSET Responsibilities	Related INSET Tasks
- Supervise all activities at the district directorate with regards to administration and instructional delivery of INSET.	- Ensure that the budget officer, AD supervision and District Training Officer (DTO) plan and budget for INSET, and incorporate it into the annual District budget.
- Co-ordinate and supervise all educational interventions for promoting INSET.	<ul style="list-style-type: none"> - Inform and coordinate with National INSET Unit about all planned INSET activities. - Share Information with District Education Oversight Committee (DEOC) and other stakeholders.
- Ensure that district office personnel charged with assisting and monitoring INSET are adequately resourced to ensure their effectiveness.	<ul style="list-style-type: none"> - Put in place a well structured DIC. - Enhance the capacity of CS for effective monitoring and supervision of INSET.
- Ensure that teachers' performance is assessed through the monitoring of lesson planning and presentation.	- Review Teacher Performance Monitoring results and feedback through Performance and Appraisal Meetings.

1.2 Assistant Director - Supervision

INSET Responsibilities	Related INSET Tasks
- Co-ordinate the activities of CS and report to the DDE	- Monthly meetings and compilation of reports from CS
- Monitor the activities of the schools to see if CSs are performing their roles effectively	<ul style="list-style-type: none"> - Pay regular visits to circuits and schools - Monitor INSET activities in the district.

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1.3 Assistant Director - Human Resource

INSET Responsibilities	Related INSET Tasks
- Ensure that there is an equitable distribution of teachers with required subject background to the schools	- Should know the subject background of teachers before posting is done
- Regulate transfers and make sure that newly trained teachers remain in their schools for at least three years	- Liaise with Regional managers to regulate transfers

1.4 AD-Planning and Statistics

INSET Responsibilities	Related INSET Tasks
- Provide necessary data to DIC	- Keep data on HT and CL - Provide a list of HT and CL to DIC
- Give DIC advice related to data processing	- Support DIC to design and prepare data collection tools - Support DIC to conduct data processing and needs analysis.

1.5 District Training Officer (DTO)

The DTO plays a critical role in the operationalization of the INSET programme at the district level. The DTO coordinates all activities including planning, budgeting, implementing, monitoring and evaluation in collaboration with other DIC members.

INSET Responsibilities	Related INSET Tasks
- Coordinate all INSET activities including planning, budgeting, implementation and M&E - Conduct Needs Analysis	- Collate all the needs analysis including challenging topics and prioritize them for future action. - Prepare a comprehensive budget for all INSET activities in collaboration with the budget officer. - Coordinate all INSET activities including planning, implementation and M&E in collaboration with all other members of District INSET Committee and DTST. - Coordinate the activities of INSET in various schools and make recommendations to District INSET Committee. - Submit a comprehensive quarterly report on all INSET activities to District INSET Committee.

1.6 Budget Officer

INSET Responsibilities	Related INSET Tasks
- Give DIC advice related to budgeting	- Support DIC to prepare budget for each INSET activity and Annual INSET Action Plan - Integrate INSET budget into District Education Office Budget.

2. District Teacher Support Team (DTST)

The DIC shall identify and select the members of DTST according to the composition in the table below.

Terms of Reference	Composition
- Provide expertise in subject area during INSET activity.	- Minimum of two (2) persons and maximum of six (6) persons who have teaching experience in the following subjects and others: <ol style="list-style-type: none"> 1. Mathematics 2. Science 3. English/other subjects

Members of the DTST are to provide their subject expertise during training and monitoring when DIC need their expertise.

3. Circuit Supervisor (CS)

INSET Responsibilities	Related INSET Tasks
- Keep records of all SBI/CBI activities of the responsible schools.	- Visit schools during SBI/CBI for first hand information and request reports from the schools/HTs
- Assess the performance of HTs / teachers through the monitoring of lesson planning and presentation.	- Use monitoring and information management tools to assess the performance of HTs / teachers
- Assist schools in organizing and delivering INSET	- Monitor the activities of the schools to ensure that the HT has sensitised the staff and the initial preparations for SBI/CBI have been put in place - Facilitate SBI/CBI when necessary, for example through demonstration lessons
- Assist in the selection of CL in accordance with criteria	- Liaise with HT and teachers to select a suitable person as CL

4. Head Teacher (HT)

INSET Responsibilities	Related INSET Tasks
- Select CL	- Select CL in collaboration with members of staff and in accordance with the criteria
- Sensitise staff about the CL training concept, its implication and the importance of SBI/CBI programmes	- Organize meetings for CLs to brief the staff after every CL training
- Sensitise the community about the professional development of the teachers through advocacy and information sharing	- Call PTA meetings, hold open days, speech and prize giving days and use capable persons from the community as resource persons
- Allocate Fund for SBI/CBI	- Capture SBI/CBI into SPIP
- Organize effective SBI/CBI with CL and monitor the impact.	- Carry on needs assessment, planning, budgeting, preparation and monitoring and evaluation of SBI/CBI

5. Curriculum Leader (CL)

The CL plays a vital role in the facilitation of SBI/CBI activities. According to the INSET programme, they are to work under the guidance of the HTs in the organization and delivery of SBI/CBI.

The main responsibility of the CL is to sensitise teachers and organize effective SBI/CBI.

Terms of Reference
<ul style="list-style-type: none"> - Do effective sensitisation of teachers about SBI/CBI. - Organize (Plan, Do, See, Improve) effective SBI/CBI for teachers. - Organize SBI/CBI on good practices and SBI/CBI record keeping on a regular basis in schools, at least twice a term for SBI and once a term for CBI respectively. - Be very approachable and willing to help other teachers to overcome their difficulties in handling challenging topics in the primary syllabus.

A CL is not the same as a Lead-teacher. A Lead-teacher is given the position on account of his/her interest and expertise in a particular topic in a subject area. But a CL is given the position as a coordinator of SBI/CBI. There should, preferably be one CL in each school.

6. Teacher

INSET Responsibilities	Related INSET Tasks
- Assist the HT to maintain discipline in the CL's class when on training or special assignment	- Combine CLs class with their own class or give assignments to the pupils
- Collaborate with HT and CL to prepare action plan	- Submit training needs / challenging topics and contribute to discussions for

	the running of SBI/CBI
- Assist CL to prepare adequately for the SBI/CBI	- Prepare TLMs, give professional suggestions and facilitate SBI/CBI when necessary
- Implement improved teaching and learning activities from SBI/CBI	- Implement instructional plans - Develop skills in teaching methodology and delivery - Implement improved classroom organization and management practices
- Self Assessment	- Analyse feedback from pupils through class exercise, test, homework, etc.

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JOINT COORDINATION COMMITTEE

The Joint Coordination Committee (hereinafter referred to as "JCC"), which will consist of personnel from both the Japanese and the Ghanaian sides, will be established for the smooth and effective implementation of the Project.

1. Functions

JCC will meet once a year or whenever the necessity arises, in order to fulfill the following functions:

- (1) To review the Annual Plan of Operation of the Project,
- (2) To review the overall progress of the Project and achievement of the technical cooperation program as well as the Annual Plan of Operation,
- (3) To review and exchange views on major issues arising from or in connection with the Project.

1. Composition

(1) Chairperson

Director General of Ghana Education Service, Ministry of Education

(2) Members

a) Ghanaian side

Deputy Director General
 Director, Teacher Education Division, GES
 Director, Basic Education Division, GES
 Director, Institute of Education, University of Cape Coast
 Vice Chancellor, University of Cape Coast
 Vice Chancellor, University of Education, Winneba
 Representative, Regional Directors of Education (1)
 Representatives, District Directors of Education (one from each region)
 Representative, Ghana National Association of Teachers (GNAT)
 Representative, Ghana Association of Science Teachers (GAST)
 Representative, Mathematics Association of Ghana (MAG)
 Representative, Principals Conference
 Programme Coordinator, National INSET Unit (NIU)
 Other personnel as required

b) Japanese side

Japanese experts
 Representatives of JICA Ghana Office
 Other personnel relating to JICA activities, if necessary

c) Others

Representatives from Ministry of Education
 Representatives from Development Partners, if necessary

Note: Officials from the Embassy of Japan may attend JCC as observers

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[Signature]
 JAPAN

PDM₁

Project Title : Project for Strengthening the capacity of INSET management
Target Area : Nationwide

Project Period : June 15, 2009 – March 14, 2013 (Three years and nine months)

Date : March 31, 2009
Version : No. 1

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal</p> <p>Teaching abilities of public primary school teachers in the area of mathematics and science are improved.</p>	<ol style="list-style-type: none"> Satisfaction ratings of students attain more than XX on average with reference to the teaching skills, knowledge of teaching subjects, etc. of teachers by the year 2016. Satisfaction ratings of teachers attain more than XX on average with reference to INSET (SBI/CBI) at the schools selected from the second batch districts in the sampling survey by the year 2016. The percentage of teachers whose teaching delivery has been improved attains more than XX% on average at the schools selected from the second batch districts in the sampling survey by the year 2016. 	<ol style="list-style-type: none"> Questionnaire survey to students Questionnaire survey to teachers Lesson observation sheet 	<p>The policy and direction on the INSET and teacher development are not drastically changed by the MOE.</p>
<p>Project Purpose</p> <p>The nationwide management system for a structured and quality INSET of mathematics and science is established and reinforced.</p>	<ol style="list-style-type: none"> More than XX% of primary schools implement two or more SBI/CBI in mathematics and science per term by the year 2013. Satisfaction ratings of teachers attain more than XX on average with reference to INSET (SBI/CBI) at the schools selected from the 10 pilot districts and the first batch districts in the sampling survey by the year 2013. The percentage of teachers whose teaching delivery has been improved attains more than XX% on average at the schools selected from the 10 pilot districts and the first batch districts in the sampling survey by the year 2013. 	<ol style="list-style-type: none"> NIU Report/AIPR Questionnaire survey to teachers Lesson observation sheet 	
<p>Outputs</p> <ol style="list-style-type: none"> The capacity of the National INSET Unit (NIU) for managing INSET is strengthened. The capacity of the National Trainers (NTs) for INSET delivery is enhanced. 	<ol style="list-style-type: none"> 1-1. The orientation/training in INSET management for REO and DIC is conducted as planned. 1-2. The orientation/training in INSET delivery and monitoring skills for NTs (region) is conducted as planned. 1-3. The Nationwide INSET Programme is reviewed and revised annually. 1-4. The NIC meetings for sharing information and outcomes on INSET are convened on a regular basis. 2-1. The orientation/training in INSET delivery for DTST is conducted as planned. 2-2. Monitoring activities on orientation/training in INSET management for HTs and CSs are conducted by NTs (region) on a regular basis. 2-3. Monitoring activities on orientation/training in INSET delivery for CLs are conducted by NTs (region) on a 	<ol style="list-style-type: none"> 1-1. NIU report/AIPR 1-2. NIU report/AIPR 1-3. Nationwide INSET Programme 1-4. NIU report/AIPR 2-1. NIU report/AIPR 2-2. NIU report/AIPR 2-3. NIU report/AIPR 	<ol style="list-style-type: none"> The orientation/training for HTs/CSs/CLs are implemented by DIC/DTST in the first and second batch districts. SBI/CBI is implemented by HTs and CLs in the first and second batch districts. The INSET-related personnel attending orientation and training continue working.

<p>3. The capacity of the District INSET Committee (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.</p> <p>4. Monitoring and evaluation system is established and enhanced for a structured and quality INSET.</p> <p>5. The supporting system for INSET is strengthened.</p>	<p>regular basis.</p> <p>3-1. The orientation and training in INSET management for HTs and CSs is conducted as planned.</p> <p>3-2. The orientation/training in INSET delivery for CLs is conducted as planned.</p> <p>3-3. The total number of DIC participating in orientation/training in INSET management attains to XXX.</p> <p>3-4. The total number of DTST/DTO/AD-Sups participating in orientation/training in INSET delivery attains to X,XXX.</p> <p>4-1. The percentage of the AIPR submitted to NIU from DEO attains to more than XX% every year.</p> <p>5-1. The newsletters are published as planned.</p> <p>5-2. Sharing of experiences, lessons, and outcomes among African countries mainly through the SMASE-WECSA network is conducted.</p> <p>5-3. A number of INSET practices are incorporated into educational policies/structures/programmes.</p>	<p>3-1. NIU report/AIPR</p> <p>3-2. NIU report/AIPR</p> <p>3-3. NIU report/AIPR</p> <p>3-4. NIU report/AIPR</p> <p>4-1. NIU report/AIPR</p> <p>5-1. NIU report/AIPR</p> <p>5-2. NIU report/AIPR</p> <p>5-3. NIU report/AIPR</p>	<p>4. Knowledge and skills obtained by HTs and CLs through the orientation and training are shared and disseminated within the schools.</p>
<p>Activities</p> <p>1-1 Prepare the annual schedule of the INSET activities.</p> <p>1-2 Print INSET Sourcebooks.</p> <p>1-3 Distribute INSET Sourcebooks.</p> <p>1-4 Conduct appropriate training for managing INSET for NIU.</p> <p>1-5 Arrange the orientation/training for NTs (region), DIC, and DTST.</p> <p>1-6 Review and revise the Nationwide INSET Programme.</p> <p>1-7 Review and revise the National Guidelines and INSET Sourcebooks as needed.</p> <p>1-8 Coordinate INSET-related matters within/with the GES/MOE.</p> <p>1-9 Convene the NIC meetings.</p> <p>2-1 Conduct orientation for Regional Education Office (REO) by NIU.</p> <p>2-2 Select NTs (region).</p> <p>2-3 Conduct orientation and training in INSET delivery for NTs (region).</p> <p>2-4 Conduct training in monitoring skills for NTs (region).</p> <p>2-5 Provide professional support to NTs (region) for effective INSET delivery and monitoring by NIU.</p> <p>2-6 Monitor district-level activities by NTs (region).</p> <p>3-1 Conduct orientation for DIC to manage INSET by NIU.</p> <p>3-2 Support DIC to select DTST by NIU and NTs (region).</p> <p>3-3 Conduct orientation and training in INSET delivery for DTST, District Training Officer (DTO) and Assistant District Director for Supervisors (AD-Sups) by NTs.</p> <p>3-4 Provide professional support to DIC for the smooth implementation of orientation and training for HT and CS by NIU and NTs (region).</p> <p>3-5 Provide professional support to DTST for the smooth implementation of</p>	<p>Inputs</p> <p>Japanese side</p> <p>1. Personnel</p> <p>Experts</p> <p>Chief Advisor /INSET System</p> <p>INSET Planning, Management, and Coordination</p> <p>Monitoring and Evaluation/Lesson Observation</p> <p>Mathematics and Science Education/SBI</p> <p>Financial Officer</p> <p>Local Consultants</p> <p>2. Training of counterpart personnel in Japan and the third countries</p> <p>3. Provision of equipment</p> <p>Provision of machinery and equipment necessary for the project activities</p> <p>4. Local expenses for JICA experts</p>	<p>Ghanaian side</p> <p>1. Counterpart personnel</p> <p>Director General, GES (Project Director)</p> <p>Director, TED (Project Manager)</p> <p>Programme Coordinator (NIU)</p> <p>Assistant Programme Coordinator (NIU)</p> <p>NTs (NIU)</p> <p>2. Administrative personnel</p> <p>Secretary</p> <p>Driver</p> <p>Other staff necessary for the implementation of the Project</p> <p>3. Facilities</p> <p>- Land, buildings, facilities and equipment necessary for the Project</p> <p>- Rooms and spaces necessary for installation and storage of equipment</p> <p>- Office space and necessary</p>	<p>The budget and human resources necessary for the Nationwide INSET Programme are provided by the Government of Ghana.</p>

<p>orientation/training for CL by NTIs.</p> <p>3-6 Identify challenges of DIC and DTST by NIU and NTIs (region).</p> <p>3-7 Conduct periodic training for DIC by NIU.</p> <p>3-8 Conduct periodic training for DTST by NTIs.</p> <p>4-1 Monitor the process of the Annual INSET Progress Report (AIPR) by NIU.</p> <p>4-2 Collect the AIPR from each DEO by NIU.</p> <p>4-3 Analyze the AIPR by NIU.</p> <p>4-4 Feed back the analyzed outcomes into the next annual activities by NIU.</p> <p>4-5 Make the NIU report annually.</p> <p>4-6 Revise lesson observation tools for teachers.</p> <p>4-7 Conduct lesson observation at the schools selected from the 10 pilot districts and the first batch districts as sampling surveys by NIU.</p> <p>4-8 Conduct the endline survey.</p> <p>5-1 Share the experiences, lessons, and outcomes coming from the 10 pilot districts.</p> <p>5-2 Organize stakeholder seminars to disseminate information on INSET.</p> <p>5-3 Publish newsletters (about three times a year).</p> <p>5-4 Share experiences, lessons, and outcomes among African countries mainly through the SMASE-WECESA (Strengthening of Mathematics and Science Education – Western, Eastern, Central, and Southern Africa) network.</p> <p>5-5 Promote the incentive system, such as best teacher awards, best CLs, best DTST, best NTs, etc.</p> <p>5-6 Support GES to incorporate INSET practices into existing policies.</p> <p>5-7 Collaborate with Educational Divisions/Agencies to incorporate INSET practices into educational structures/programmes.</p>	<p>facilities for the Japanese experts</p> <p>- Other facilities mutually agreed upon as needed</p> <p>4. Expenses of orientation and training for REO, NTs (region), DIC, DTST, DTO, AD-Sups, CSSs, HTs, and CLs</p> <p>5. Printing costs of INSET Sourcebooks and newsletters</p> <p>6. Other local expenses</p>	<p>Pre-conditions</p> <p>The Nationwide INSET Programme is implemented by the Government of Ghana.</p>
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Plan of Operation (PO) 1: Project for the Strengthening the Capacity of INSET Management in Ghana
 *Schedule of the Implementation and Responsible Persons

Year	Y2009												Y2010												Y2011												Y2012												Y2013												Responsible Persons in charge												
	1			2			3			4			5			6			7			8			9			10			11			12			1			2			3			4			5			6			7			8				9			10			11			12		
	Month	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11		12											
Total months																																																																									
OUTPUT 1: The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.																																																																									
1-1 Prepare the annual schedule of the INSET activities.																																																													Coordinator of the National INSET Unit (NIU), Teacher Education Division (TED), Ghana Education Service (GES)												
1-2 Print INSET Sourcebooks.																																																													Assistant Coordinator of NIU, TED, GES												
1-3 Distribute INSET Sourcebooks.																																																													Assistant Coordinator of NIU, TED, GES												
1-4 Conduct appropriate training for managing INSET for NIU.																																																													Coordinator of NIU, TED, GES												
1-5 Arrange the orientation/training for NTs (region), DIC, and DTST.																																																													Assistant Coordinator of NIU, TED, GES												
1-6 Review and revise the Nationwide INSET Programme.																																																													Coordinator of NIU, TED, GES												
1-7 Review and revise the National Guidelines and INSET Sourcebooks as needed.																																																													Coordinator of NIU, TED, GES												
1-8 Coordinate INSET-related matters within/with the GES/MOE.																																																													Coordinator of NIU, TED, GES												
1-9 Convene the NIC meetings.																																																													Coordinator of NIU, TED, GES												
OUTPUT 2: The capacity of the National Trainers (NTs) for INSET delivery is enhanced.																																																																									
2-1 Conduct orientation for Regional Education Office (REO) by NIU.																																																													Assistant Coordinator of NIU, TED, GES												
2-2 Select NTs (region).																																																													Assistant Coordinator of NIU, TED, GES												
2-3 Conduct orientation/training in INSET delivery for NTs (region).																																																													Assistant Coordinator of NIU, TED, GES												
2-4 Conduct training in monitoring skills for NTs (region).																																																													Assistant Coordinator of NIU, TED, GES												
2-5 Provide professional support to NTs (region) for effective INSET delivery and monitoring by NIU.																																																													Assistant Coordinator of NIU, TED, GES												
2-6 Monitor district-level activities by NTs.																																																													Assistant Coordinator of NIU, TED, GES												
OUTPUT 3: The capacity of the District INSET Committee (DIC) for managing INSET and the District Teacher Support Team (DTST) for INSET delivery is enhanced.																																																																									
3-1 Conduct orientation for DIC to manage INSET by NIU.																																																													Assistant Coordinator of NIU, TED, GES												
3-2 Support DIC to select DTST by NIU and NTs (region).																																																													Assistant Coordinator of NIU, TED, GES												
3-3 Conduct orientation/training in INSET delivery for DTST, District Training Officer (DTO) and Assistant District Director for Supervisors (AD-Sups) by NTs.																																																													Assistant Coordinator of NIU, TED, GES												
3-4 Provide professional support to DIC for the smooth implementation of orientation and training for HT and CS by NIU and NTs (region).																																																													Assistant Coordinator of NIU, TED, GES												
3-5 Provide professional support to DTST for the smooth implementation of orientation/training for CL by NTs.																																																													Assistant Coordinator of NIU, TED, GES												
3-6 Identify challenges of DIC and DTST by NIU and NTs (region).																																																													Assistant Coordinator of NIU, TED, GES												

Plan of Operation (PO) 1: Project for the Strengthening the Capacity of INSET Management in Ghana
 *Schedule of the Implementation and Responsible Persons

Version 1: March 31, 2009

Month	Year			Y2009			Y2010			Y2011			Y2012			Y2013			Responsible Persons in charge											
	2	3	4	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3		4	5	6	7	8	9	10	11	12	1	2
3-7 Conduct periodic training for DIC by NIU.																														Assistant Coordinator of NIU, TED, GES
3-8 Conduct periodic training for DTST by NTs.																														Assistant Coordinator of NIU, TED, GES
OUTPUT 4: Monitoring and evaluation system is established and enhanced for a quality INSET.																														
4-1 Monitor the process of the Annual INSET Progress Report (AIPR) by NIU.																														Assistant Coordinator of NIU, TED, GES
4-2 Collect the AIPR from each DEO by NIU.																														Assistant Coordinator of NIU, TED, GES
4-3 Analyze the AIPR by NIU.																														Assistant Coordinator of NIU, TED, GES
4-4 Feed back the analyzed outcomes into the next annual activities by NIU.																														Assistant Coordinator of NIU, TED, GES
4-5 Make the NIU report annually.																														Assistant Coordinator of NIU, TED, GES
4-6 Revise lesson observation tools for teachers.																														Assistant Coordinator of NIU, TED, GES
4-7 Conduct lesson observation at the schools selected from the 10 pilot districts and the first batch districts as sampling surveys by NIU.																														Assistant Coordinator of NIU, TED, GES
4-8 Conduct the endline survey.																														Coordinator of NIU, TED, GES
OUTPUT 5: The supporting system for INSET is strengthened.																														
5-1 Share the experiences, lessons, and outcomes coming from the 10 pilot districts.																														Assistant Coordinator of NIU, TED, GES
5-2 Organize stakeholder seminars to disseminate information on INSET.																														Coordinator of NIU, TED, GES
5-3 Publish newsletters (about three times a year).																														Assistant Coordinator of NIU, TED, GES
5-4 Share experiences, lessons, and outcomes among African countries mainly through the SMASE-WECESA (Strengthening of Mathematics and Science Education – Western, Eastern, Central, and Southern Africa) network.																														Coordinator of NIU, TED, GES
5-5 Promote the incentive system, such as best teacher awards, best CLs, best DTST, best NTs, etc.																														Coordinator of NIU, TED, GES
5-6 To support GES to incorporate INSET practices into existing policies																														Coordinator of NIU, TED, GES
5-7 Collaborate with Educational Divisions/Agencies to incorporate INSET practices into educational structures/programmes.																														Coordinator of NIU, TED, GES

Note: The start of the Project, schedules described in this chart, and so on are subject to modifications through further examinations and discussions in future.

■ To complete project activities within the solid line.

▨ To continuously conduct project activities during the dotted line.

△ To conduct meetings, seminars, preparation of documents, etc.

添付資料X:活動計画表(PO:案)
実施スケジュールおよび責任者

2009年2月23日

年	2009年												2010年												2011年												2012年												2013年												責任者
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	
<p>アウトライト1: 国家INSETユニット(NIU)のINSETに関する運営管理能力が強化される。</p>																																																													
<p>1-1 INSET関連活動の年間スケジュールを作成する。</p>																																																													
<p>1-2 INSETソースブックを印刷する。</p>																																																													
<p>1-3 INSETソースブックを配布する。</p>																																																													
<p>1-4 国家INSETユニット(NIU)を対象としたINSETに関する運営管理研修を実施する。</p>																																																													
<p>1-5 州レベルのナショナル・トレナー(NT)、師INSET委員会(DIC)および郡教員支援チーム(DTST)を対象としたオリエンテーション/研修実施を調整する。</p>																																																													
<p>1-6 活動4-3および4-4に基づいて、INSET全国展開プログラムの内容を再検討/改訂する。</p>																																																													
<p>1-7 活動4-3および4-4に基づいて、必要に応じてINSET国家ガイドラインおよびINSETソースブックの内容を再検討/改訂する。</p>																																																													
<p>1-8 ガーナー教育サービス(GES)および教育省内のINSET関連事項を調整する。</p>																																																													
<p>1-9 国家INSET委員会(NIC)会議を開催する。</p>																																																													
<p>アウトライト2: ナショナル・トレナー(NT)のINSETに関する指導力が向上する。</p>																																																													
<p>2-1 NIUは州教育事務所(CEO)を対象としたオリエンテーションを行う。</p>																																																													
<p>2-2 州レベルのNTを選定する。</p>																																																													
<p>2-3 州レベルのNTを対象としたINSETの指導に関するオリエンテーション/研修を行う。</p>																																																													
<p>2-4 州レベルのNTを対象としたモニタリング研修を行う。</p>																																																													
<p>2-5 NIUは州レベルのNTに対して、効果的なINSET指導およびモニタリングのための専門的な支援を提供する。</p>																																																													
<p>2-6 州レベルのNTは郡レベルの活動をモニタリングする。</p>																																																													
<p>アウトライト3: 郡INSET委員会(DIC)のINSETに関する運営管理能力、ならびに郡教員支援チーム(DTST)のINSETに関する指導力が強化される。</p>																																																													
<p>3-1 NIUはDICを対象としたINSET運営管理のためのオリエンテーションを行う。</p>																																																													
<p>3-2 NIUおよび州レベルのNTはDICに対して、DTSTを選定するための支援を行う。</p>																																																													
<p>3-3 中央州レベルのNTはDTSTを対象としたINSET指導に関するオリエンテーション/研修を行う。</p>																																																													
<p>3-4 NIUおよび州レベルのNTはDICに対して、校長(MT)、指導主事(CS)オリエンテーションの円滑な実施のための専門的な支援を提供する。</p>																																																													
<p>3-5 中央州レベルのNTはDTSTに対して、教務主任(CL)オリエンテーション/研修の円滑な実施のための専門的な支援を提供する。</p>																																																													
<p>3-6 NIUおよび州レベルのNTはDICおよびDTSTの課題を調整する。</p>																																																													

