

**Annex III: Achievement Grid (Inputs)**

Date: 9th March, 2011

Inputs (Planned)		Results			
Japanese Side:					
1. Personnel • Chief Advisor /INSET System • INSET Planning, Management, and Coordination • Monitoring and Evaluation/Lesson Observation • Mathematics and Science Education/SBI • Financial Officer (Administrative Coordinator) • Local Consultant		Assignment of the experts (As of 9th March, 2011)			
Types of experts		Days in each PFY		TOTAL (Man-month: M/M)	
		PFY 2009	PFY 2010 (Planned)		
Chief Advisor /INSET System 1 /Team Leader		126 (1)	71	6.57 M/M (0.03 MM)	
INSET System 2		64 (3)	56 (4)	4.00 M/M (0.23 MM)	
INSET Planning, Management, and Coordination /Deputy Team Leader		195 (2)	119	10.47 M/M (0.07 MM)	
Mathematics and Science Education /SBI /Lesson Observation 1		48 (3)	9 (4)	1.90 M/M (0.23 MM)	
Mathematics and Science Education /SBI /Lesson Observation 2		210	138	11.60 MM	
Monitoring and Evaluation /Administrative Coordinator		250	211	15.37 M/M	
Administrative Coordinator		-	60	2.00 MM	
<b>TOTAL</b>		893 (9)	664 (8)	51.90 M/M (0.57 MM)	

Note: "PFY" stands for Project Fiscal Year, and each PFY starts from August except the 1st year as shown below.  
 1st PFY: June 2009 – August 2010  
 2nd PFY: August 2010 – August 2011  
 3rd PFY: August 2011 – August 2012  
 4th PFY: August 2012 – March 2013  
 The numbers on top are number of assignment days in Ghana including travel. The numbers on the bottom (in parenthesis) are assignment days out of Ghana.  
 Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

166

2. Training of counterpart personnel in Japan and the third countries

Counterpart training in Japan and the third countries (As of 9th March, 2011)

Training	Location	Period	Participant	Outline
(1) Seminar for Educational Evaluation and Monitoring	Tokyo, Japan	23/10/2009 – 14/11/2009	2	Strengthening participants' skills for lesson evaluation
(2) Third Country Training Program on ASEI & PDSI Approach in Mathematics and Science Education in Africa	Nairobi, Kenya	19/10/2009 – 6/11/2009	6	Strengthening participants' skills of ASEI-PDSI Approach for science and math lessons
(3) Study Tour to Japan for In-Service Training	Tokyo, Okayama, Japan	14/2/2010 – 24/2/2010	2	Strengthening understanding of INSET system at policy and administrative levels
(4) Master's Programme in Improvement of Mathematics and Science Teacher Education	Naruto, Tokushima, Japan	3/2010 – Present	1	Deepening understanding of theories and practices in teacher education
(5) SESEMAT Programme 2nd International Workshop on "Learners' Thinking and Understanding during the Lesson"	Kampala, Uganda	22/3/2010 – 26/3/2010	5	Improving the teaching ability of science and mathematics teachers
(6) Seminar for Educational Evaluation and Monitoring	Tokyo, Japan	25/8/2010 - 18/9/2010	2	Strengthening participants' skills for lesson evaluation
(7) ASEI & PDSI Approach in Mathematics and Science Education in Africa	Nairobi, Kenya	25/10/2010 - 12/11/2010	6	Strengthening skills of ASEI-PDSI in science and math.
(8) Strengthening of Local Education for SMASE-WECESA in Sub-Saharan Africa	Ghana, and Sapporo, Japan	11/2010 - 5/2010	1	Acquiring skills to improve education quality through administration
(9) Improvement of Teaching Primary Education in Ghana	Fukushima, Japan	31/1/2011 - 21/2/2011	9	Acquiring theories and practices in teaching in primary education.

27

27

	<p>(10) Improvement of Lesson Evaluation in Science</p> <p>Japan</p> <p>31/1/2011 - 26/2/2011</p> <p>2</p> <p>Acquiring lesson evaluation skills in science lesson</p> <p>Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project</p>																				
<p>3. Provision of equipment Provision of machinery and equipment necessary for the project activities</p>	<p>Provision of equipment (As of 9th March, 2011)</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Major items</th> <th>Total amounts (USD)</th> <th>Total amounts (GHS)</th> <th>Exchange rate</th> </tr> </thead> <tbody> <tr> <td>PFY 2009</td> <td>Air conditioner, copier, projector, generator, desktop/laptop PC, digital camera, UPS, printer, etc.</td> <td>USD 87,431.74</td> <td>GHS 123,291.87</td> <td>1 USD = 1.41015 GHS (1st July, 2010)</td> </tr> <tr> <td>PFY 2010</td> <td>Video Camera, Scanner, Color Printer, Fax, Digital Camera</td> <td>USD 5,822.21</td> <td>GHS 9,053.71</td> <td>1 USD = 1.55503 GHS (1st Feb, 2011)</td> </tr> <tr> <td colspan="2"><b>TOTAL</b></td> <td>USD 93,253.95</td> <td>GHS 132,345.58</td> <td></td> </tr> </tbody> </table> <p>Note: Please refer to Annex IX "Equipment List" in detail.</p> <p>Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project</p>	Fiscal Year	Major items	Total amounts (USD)	Total amounts (GHS)	Exchange rate	PFY 2009	Air conditioner, copier, projector, generator, desktop/laptop PC, digital camera, UPS, printer, etc.	USD 87,431.74	GHS 123,291.87	1 USD = 1.41015 GHS (1st July, 2010)	PFY 2010	Video Camera, Scanner, Color Printer, Fax, Digital Camera	USD 5,822.21	GHS 9,053.71	1 USD = 1.55503 GHS (1st Feb, 2011)	<b>TOTAL</b>		USD 93,253.95	GHS 132,345.58	
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<p>4. Local Expenses for JICA Experts</p>	<p>Local operational expenses (As of 9th March, 2011)</p> <table border="1"> <thead> <tr> <th>Project Fiscal Year</th> <th>PFY 2009 (actual)</th> <th>PFY 2010 (planned)</th> <th>Total Amounts</th> </tr> </thead> <tbody> <tr> <td>Amounts</td> <td>JPY 8,912,000</td> <td>JPY 15,055,000</td> <td>JPY 23,967,000</td> </tr> </tbody> </table> <p>Source: JICA Project Team</p>	Project Fiscal Year	PFY 2009 (actual)	PFY 2010 (planned)	Total Amounts	Amounts	JPY 8,912,000	JPY 15,055,000	JPY 23,967,000												
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**Ghanaian Side:**

- 1. Counterpart Personnel
  - Project Director: Director General, GES
  - Project Manager: Director, TED
  - Counterparts: Programme Coordinator (NIU), Assistant Programme Coordinator (NIU), NTs (NIU)

**Assignment of the counterpart personnel from the MOE (As of 9th March, 2011)**

Position in the Project	Title/Organization	Period	
		From	To
Project Director	Director General, GES	June, 2009	Present
	Acting Director General, GES	January, 2010	Present
Project Manager	Director, TED, GES	June, 2009	Present
Program Coordinator, NIU	TED staff, GES	June, 2009	December, 2010
	TED staff, GES	Jan, 2011	Present
Assistant Program Coordinator, NIU	TED staff, GES	June, 2009	Present
Four (4) NTs of NIU	TED staff, GES	June, 2009	Present

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

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

- Secretary (1)
- Driver (2)

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<p>3. Facilities</p> <ul style="list-style-type: none"> <li>• Land, buildings, facilities and equipment necessary for the Project</li> <li>• Rooms and spaces necessary for installation and storage of equipment</li> <li>• Office space and necessary facilities for the Japanese experts</li> <li>• Other facilities mutually agreed upon as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Project office for Japanese experts and the counterparts in TED, MOE</li> <li>• Training rooms and spaces in TED, MOE</li> </ul>																				
<p>4. Expenses of orientation and training for REO, NTs (region), DIC, DTST, DTO, AD-Sups, CSs, HTs, and CLs</p>	<p>Expenses of orientation and training for the INSET-related personnel (As of December, 2010) Unit: GHS</p> <table border="1"> <thead> <tr> <th></th> <th>Year 2009 (Jan. - Dec.)</th> <th>Year 2010 (Jan. - Dec.)</th> <th>Total Amounts</th> </tr> </thead> <tbody> <tr> <td>Orientation for REO</td> <td>3,841.40</td> <td>No allocation</td> <td>3,841.40</td> </tr> <tr> <td>Orientation and training for NTs, DTST, DTO, and AS-Sup.</td> <td>22,930.00</td> <td>22,314.00</td> <td>45,244.00</td> </tr> <tr> <td>Orientation for DIC</td> <td>53,930.00</td> <td>7,022.00</td> <td>60,952.00</td> </tr> <tr> <td>Total Amounts</td> <td>80,701.40</td> <td>29,336.00</td> <td>110,037.40</td> </tr> </tbody> </table> <p>Note: The costs shown in the table do not include personnel costs of Ghanaian counterparts and implementing costs borne by the districts, which are yearly allocated from the GOG for the activities at district level. Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project</p>		Year 2009 (Jan. - Dec.)	Year 2010 (Jan. - Dec.)	Total Amounts	Orientation for REO	3,841.40	No allocation	3,841.40	Orientation and training for NTs, DTST, DTO, and AS-Sup.	22,930.00	22,314.00	45,244.00	Orientation for DIC	53,930.00	7,022.00	60,952.00	Total Amounts	80,701.40	29,336.00	110,037.40
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Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

6. Other local expenses

Expenses of orientation and training for the INSET-related personnel (As of December, 2010)	Year 2009 (Jan. - Dec.)	Year 2010 (Jan. - Dec.)	Total Amounts
Monitoring district-level activities	4,284.25	7,620.00	11,904.25

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

In addition, common service expenses for electricity, water, etc. are disbursed by the general expenses of TED, MOE.

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**Achievements**

**AnnexIV: Achievement Grid (Indicators)**  
**Narrative Summary**  
**Objectively Verifiable Indicators**

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

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.

1. Average rating of pupils' satisfaction with teachers' teaching in percentage (%)

	February 2010			February 2011		
	Pilot districts (n=1,029)	1st batch districts (n=2,001)	Total (n=3,030)	Pilot districts (n=1,018)	1st batch districts (n=2,057)	Total (n=3,075)
Lesson and teacher	85.1 %	85.1 %	85.1 %	88.7%	86.9%	87.5%
(1) Teachers' teaching skills	82.8 %	82.8 %	82.8 %	85.3%	84.7%	84.9%
(2) Teachers' attitude to lesson	83.9 %	80.1 %	81.4 %	89.9%	84.3%	86.2%
(3) Teachers' attitude to pupils	89.2 %	90.7 %	90.2 %	94.0%	91.4%	92.3%
Pupils' self-assessment	89.9 %	86.0 %	87.3 %	91.9%	90.4%	90.9%
(4) Interest	93.6 %	90.0 %	91.2 %	93.4%	93.9%	93.7%
(5) Class participation	90.6 %	89.9 %	89.5 %	92.6%	92.1%	92.3%
(6) Understanding	85.1 %	77.4 %	80.0 %	89.2%	84.6%	86.2%
<b>Average</b>	<b>86.4 %</b>	<b>85.4 %</b>	<b>85.7 %</b>	<b>89.6%</b>	<b>87.9%</b>	<b>88.5%</b>

Note: The sampling surveys were conducted by NIU members and NTs at the selected 48 schools in 12 target districts (four (4) pilot districts and eight (8) 1st batch districts) in 2009 and 2010. In each school, one (1) HT, one (1) CL, and two (2) teachers in Primary Grade 5 (PS: science) & Primary Grade 6 (P6: mathematics) respectively as well as their pupils are set as target group.

Source: 1st & 2nd Sampling Survey Reports (February 2010 and 2011) prepared by the Project

2. Not available at this moment.

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.

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516

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

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.

1. More than XX% of primary schools implement two or more SBI/CBI in mathematics and science per term by the year 2013.

3. Not available at this moment.

1. The number and percentage of primary schools in the pilot and 1st batch districts implementing SBI/CBI in mathematics or science with the frequency in the academic year

Frequency of SBI/CBI per year	2009-2010 Academic Year			Sub total
	No. of schools		1st batch districts	
	Pilot districts			
0	1	96	97	
1	14	32	46	
2	116	63	179	
3	65	20	85	501
4	42	8	50	
5	40	4	44	
6 or more	136	3	139	21.7%
Sub total	414	226	640	
Total	640			

Note 1: Assume that "6 (times) or more" in the frequency of SBI/CBI is regarded as "2 times" per term in the academic year.

Note 2: Academic Year in Ghana is from September to August of the next year.

Note 3: The Activity Implementation Report (AIR) for SBI were submitted to the Project Office from 640 schools in 18 districts.

Source: Data prepared by the Project Office

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2. 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.

2. The average rating of teachers' satisfaction with SBI/CBI with four-point scale

	February 2010			February 2011		
	Pilot districts (n=31)	1st batch districts (n=59)	Total (n=90)	Pilot districts (n=32)	1st batch districts (n=55)	Total (n=87)
General satisfaction	3.23	1.82	2.32	3.03	1.98	2.37
Contents	3.18	2.18	2.53	3.17	2.43	2.71
Environment	3.10	1.96	2.36	3.21	2.14	2.53
Management by HTs/CLs	3.31	1.96	2.43	3.26	2.21	2.60
Participation	3.57	2.15	2.63	3.63	2.46	2.90
Self-reflection	3.42	2.19	2.61	3.53	2.48	2.87
<b>Average</b>	<b>3.31</b>	<b>2.04</b>	<b>2.48</b>	<b>3.31</b>	<b>2.29</b>	<b>2.67</b>

Note: Although the sampling surveys try to fix the respondents of teachers every year, the teachers may vacate their post or transfer to different grades other than 5th and 6th grades. Thus, the average ratings might be decreased because newly replaced teachers answer the questions of the sampling surveys.

Source: 1st & 2nd Sampling Survey Reports (February 2010 and 2011) prepared by the Project

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.

3. (a) The average rating of teachers' teaching skills in lesson assessment with five-point scale evaluation by NIU staff and NTs

	February 2010			February 2011		
	Pilot districts (n=32)	1st batch districts (n=61)	Total (n=93)	Pilot districts (n=32)	1st batch districts (n=63)	Total (n=95)
Skills in developing lesson plans	2.88	2.78	2.81	3.58	2.89	3.10
Classroom organization and management	2.38	2.43	2.41	3.19	2.83	2.94
Teaching methodology and lesson delivery	2.45	2.48	2.47	3.19	2.79	2.92
<b>Average</b>	<b>2.60</b>	<b>2.59</b>	<b>2.59</b>	<b>3.34</b>	<b>2.84</b>	<b>2.99</b>

Source: 1st & 2nd Sampling Survey Reports (February 2010 and 2011) prepared by the Project

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(b) The average rating of teachers' teaching skills in self-assessment with four-point scale by teachers

	February 2010			February 2011		
	Pilot districts (n=32)	1st batch districts (n=62)	Total (n=94)	Pilot districts (n=31)	1st batch districts (n=60)	Total (n=91)
(1) Acquisition of knowledge and skills at SBI/CBI	3.41	2.40	2.75	3.46	2.59	2.90
(2) Change in behavior in teaching	3.34	3.04	3.14	3.46	3.21	3.29
Attitude to lesson	2.89	2.74	2.79	3.12	2.95	3.01
Attitude to pupils	3.56	3.29	3.38	3.69	3.38	3.48
Teaching skills	3.37	3.03	3.15	3.47	3.21	3.30
<b>Average</b>	<b>3.31</b>	<b>2.87</b>	<b>3.02</b>	<b>3.44</b>	<b>3.03</b>	<b>3.17</b>

Source: 1st Sampling Survey Reports (February 2010) and data prepared by the JICA Project Team

1-1.(a) The orientation in INSET management for REO (As of 9th March, 2011)

	Year 2009	Year 2010
No. of regions (10)	10	Not implemented
No. of participants	20	Not implemented

Note: It takes 0.5 days for the REO orientation.

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

**Outputs**

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

- 1-1. The orientation/training in INSET management for REO and DIC is conducted as planned.

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1-1.(b) The orientation in INSET management for DIC (As of 9th March, 2011)

	Year 2009	Year 2010
1st batch districts (57)	57 districts	1 district
2nd batch districts (43)	Not implemented	41 districts
3rd batch districts (60)	2 districts	Not implemented
Pilot districts (10)	Not implemented	1 district
Total (170)	59 districts	43 districts
No. of participants	353	256

Note: It takes three (3) days for the DIC orientation.

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

1-2. The orientation/ training in INSET delivery and monitoring skills for NTs (region) is conducted as planned.

1-2. The training in INSET delivery and monitoring training courses for regional and district NTs

	Year 2009	Year 2010
(1) INSET Delivery	4	5
No. of participants	20*	78 (from 39 districts)
(2) Monitoring (1st)	2	1
No. of participants	21*	18*
(3) Monitoring (2nd)	1	5
No. of participants	20*	78 (from 39 districts)

Note: The "\*" represents the number of existing NTs (region) who participate in the training.

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

1-3. The Nationwide INSET Programme is reviewed and revised annually.

1-3. The Nationwide INSET Programmes for the year 2009, 2010, and 2011 have been developed and revised.

The Nationwide INSET Programme for the Year 2009

The Nationwide INSET Programme faced a number of unexpected challenges in 2009 mainly due to budget availability at central and district levels, but the NIU and the JICA Project Team flexibly optimized the programme to benefit as many districts as possible. The reduction of the budget seriously affected the capacity of districts to organize INSET-related training, and as a result, most districts could not organize training for HT/CS/CL in 2009. Considering this situation, the NIU, the JICA Project Team and JICA agreed on concluding the Programme 2009 and handing over the remaining activities to the INSET Programme 2010. This agreement was made with a consensus that a budgetary cut is an external factor but the NIU and the JICA Project Team complete an introduction of INSET to all districts during the project period.

The Nationwide INSET Programme for the Year 2010

The Nationwide INSET Programme faced a number of unexpected challenges in 2010 mainly due to a change of budget allocation from central to district level for most of the planned activities due to decentralization and a delay of its disbursement due to hasty change. Because of the decentralization, a decision of commitment into INSET activities now became fully dependent on discretion of 170 District Director of Education (DDE). Under this situation, NIU and the JICA Project Team immediately started sensitization of DDEs and succeeded in securing their commitment to INSET in new 41 districts. A constant delay of budgetary disbursement however affected the schedule, and the Project was forced to wait until the beginning of November to start a series of training. A flexible optimization of schedule and cooperation of the 2nd batch districts helped the Programme complete pre-determined activities in 2010.

The Nationwide INSET Programme for the Year 2011

The Nationwide INSET Programme 2011 was developed with an assumption of covering 78 districts. However, the larger intake of 41 second batch districts in 2010 now allow the Programme to invite 62 third batch districts in 2011. This situation is supposed to make the operation plan more viable in terms of budget and schedule. Continuous support of the first and second batch districts is also planned as a activities for the year 2011.

1-4. The NIC meetings for sharing information and outcomes on INSET are convened on a regular basis.

1-4. The NIC meetings for sharing information and outcomes on INSET

Agenda	Date	No. of Participants	Remarks
(1) Creation of the Steering Committee	11 November, 2009	16	-
(2) Introduction of the Policy	13 April, 2010	47	Joint meeting of NIC meeting and Stakeholders' meeting
(3) Sharing of a draft final Policy and the NIU Report	2 July, 2010	18	-

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

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

2-1. The orientation/training in INSET delivery for DTST is conducted as planned.

2-1. The training in INSET delivery for DTST, including DTO and AD-Sups (As of 9th March, 2011)

	Year 2009	Year 2010
No. of DTST training	9	6
1st batch districts (57)	50	9
2nd batch districts (43)	-	44
3rd batch districts (60)	-	-
Pilot districts (10)	-	-
Total (170)	50	53
No. of participants	351	564

Note: It takes five (5) days for the DTST training, including DTO and AD-Sups.  
Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

2-2. Monitoring activities on orientation/training in INSET management for HTs and CSs are conducted by NTs (region) on a regular basis.

2-2. Monitoring activities on orientation in INSET management for HTs/CSs by regional NTs (As of 9th March, 2011)

	Year 2009		Year 2010	
	No. of qualified districts	No. of monitored districts	No. of qualified districts	No. of monitored districts
1st batch districts (57)	4	2	26	3
2nd batch districts (43)	-	-	-	-
3rd batch districts (60)	-	-	-	-
Pilot districts (10)	-	-	-	-
Total (170)	4	2	26	3

Note 1: "Qualified district" means the district implementing HT/CS orientation by DIC and DTST members.

Note 2: "Monitored district" means the district monitored by regional NTs regarding HT/CS orientation.

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

2-3. Monitoring activities on orientation/ training in INSET delivery for CLs are conducted by NTs (region) on a regular basis.

2-3. Monitoring activities on orientation and/or training in INSET delivery for CLs by regional NTs (As of 9th March, 2011)

	Year 2009		Year 2010	
	No. of qualified districts	No. of monitored districts	No. of qualified districts	No. of monitored districts
1st batch districts (57)	3	2	17	2
2nd batch districts (43)	-	-	-	-
3rd batch districts (60)	-	-	-	-
Pilot districts (10)	-	-	-	-
Total (170)	3	2	17	2

Note 1: "Qualified district" means the district implementing CL orientation/training by DIC and DTST members.  
 Note 2: "Monitored district" means the district monitored by regional NTs regarding CL orientation/training.  
 Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

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. The orientation and training in INSET management for HTs and CSs is conducted as planned.

3-2. The orientation/ training in INSET delivery for CLs is conducted as planned.

3-1. Refer to the "No. of qualified districts" in the indicator 2-2. HT/CS orientation was organized in 4 districts in 2009 and 26 districts in 2010.

3-2. Refer to the "No. of qualified districts" in the indicator 2-3. CL orientation/training was organized in 3 districts in 2009 and 17 districts in 2010.

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3-3. The total number of DIC participating in orientation in INSET management (As of 9th March, 2011)

		Year 2009	Year 2010
No. of DIC Orientation		4	4
No. of districts	1st batch districts (57)	57	Not implemented
	2nd batch districts (43)	Not implemented	43
	3rd batch districts (60)	2	Not implemented
	Pilot districts (10)	Not implemented	Not implemented
	Total (170)	59	43
No. of participants		353	256

Note: It takes three (3) days for the DIC orientation.

Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project

3-4. The total number of DTST/DTO/AD-Sups participating in orientation/training in INSET delivery attains to X,XXX.

3-4. Refer to the indicator 2-1.

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<p>4. Monitoring and evaluation system is established and enhanced for a structured and quality INSET.</p>	<p>4-1. The percentage of the AIPR submitted to NIU from DEO attains to more than <del>XXX</del>% every year.</p>	<p>4-1. The percentage of the AIPR submitted to NIU from DEO (As of 9th March, 2011)</p> <table border="1" data-bbox="263 481 702 1444"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">AIPR 2009</th> <th colspan="2">AIPR 2010</th> </tr> <tr> <th>No. of DEO submitted</th> <th>Rate (%)</th> <th>No. of DEO submitted</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>1st batch districts (57)</td> <td>4</td> <td>7.0</td> <td>Not submitted yet</td> <td>-</td> </tr> <tr> <td>2nd batch districts (43)</td> <td>-</td> <td>-</td> <td>Not submitted yet</td> <td>-</td> </tr> <tr> <td>3rd batch districts (60)</td> <td>-</td> <td>-</td> <td>Not submitted yet</td> <td>-</td> </tr> <tr> <td>Pilot districts (10)</td> <td>10</td> <td>100</td> <td>Not submitted yet</td> <td>-</td> </tr> <tr> <td>Total to date (67)</td> <td>14</td> <td>21</td> <td>-</td> <td>-</td> </tr> <tr> <td>Total (170)</td> <td>14</td> <td>8.2</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Note: The rate (%) is calculated from the number of each batch or pilot district. Source: Data extracted from the 3rd Progress Report (February 2011) prepared by the Project</p>		AIPR 2009		AIPR 2010		No. of DEO submitted	Rate (%)	No. of DEO submitted	Rate (%)	1st batch districts (57)	4	7.0	Not submitted yet	-	2nd batch districts (43)	-	-	Not submitted yet	-	3rd batch districts (60)	-	-	Not submitted yet	-	Pilot districts (10)	10	100	Not submitted yet	-	Total to date (67)	14	21	-	-	Total (170)	14	8.2	-	-
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<p>5. The supporting system for INSET is strengthened.</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>5-1. Publication of newsletters (As of 9th March, 2011) Due to budget deficiency in Ghana, there was no budget for publishing newsletters for the NIU in 2009 and 2010. Once the NIU secures the budgets for the newsletter in this year, the JICA Project Team will support the NIU to periodically publish the newsletter to wider stakeholders for creating supportive environment for the INSET Programme.</p> <p>5-2. Sharing of experiences, lessons, and outcomes through the SMASE-WECSA network (As of 9th March, 2011) The SMASE-WECSA Regional Conference was held in Kenya from 15th to 20th November in 2009, and sharing of experiences was done by one (1) NIU staff and one (1) JICA Expert at the SMASE-WECSA regional conference. The progress and lessons learned from participating countries were shared, and the JICA Expert also presented the current situation of the nationwide implementation of INSET in a primary school sector in Ghana.</p> <p>5-3. Incorporation of INSET practices into educational policies/structures/programmes (As of 9th March, 2011) ESP and PTPDM The JICA Project Team has supported the NIU to incorporate INSET into the core policy document in education sector, the Education Strategic Plan (ESP) 2010-2020, and succeeded in its incorporation into the draft ESP as a part of Pre-Tertiary Teacher Professional Development and Management (PTPDM). The Project keeps following up its approval so as to ensure the political grounds for its support at the nationwide implementation of the INSET Programme. Also, the</p>																																							

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intervention to the policies related to INSET by the Project has been incorporated into the development of the PTPDM Policy, which will be a core framework for the continuous teacher development described in the ESP. The NIU held the NIC meeting three times where a draft PTPDM was shared with various stakeholders along with reflection of their ideas into the PTPDM. Considering the nature of this policy-related work, the Project handed over succeeding tasks on development and approval of PTPDM to the GES Council.

Headteachers' Handbook

The JICA Project Team supported the NIU to revise a section of the Headteachers' Handbook, which is related to teacher professional development. The MOE planned to revise the existing handbook, so the NIU developed a revised draft for one of sections related to teacher professional development by incorporating the concept and procedures of INSET model to it. The revised draft was sent to the MOE as an input from the Project for the new handbook. The Project keeps following up the progress of the revision.

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**Annex V Evaluation Grid**

Implementation Process		Evaluation Questions		Results
Main Questions	Sub-questions	Are there any problems or challenges of the project activities?	Are there any problems or challenges of the project activities?	
<p>Are the project activities conducted as planned?</p>	<p>Are there any problems or challenges of the project activities?</p>	<p>Are there any problems or challenges of the project activities?</p>	<p>Are there any problems or challenges of the project activities?</p>	<ul style="list-style-type: none"> <li>The coverage of DIC orientations (112 out of 170 districts) and DTST training sessions (113 out of 170 districts) does not fully attain to the nationwide level at this moment, as of February, 2011. The number of districts has been increased from 138 districts to 170 districts after the commencement of the Project. Also, the project expenses from the GOO have been influenced by the decentralization of the country. These are the major reasons to hamper the progress of the DIC orientations and DTST training sessions.</li> <li>Activities under the Output 1:</li> <li>The planned activities for the capacity development of the National INSET Unit (NIU) were implemented with the technical transfers from the JICA Project Team. Specifically, the Project succeeded in completing a series of planned training in 2010 although the Project faced a delay of Sourcebook printing. Also, the NIU moves on the nationwide INSET Program to the 62 third batch districts with an activity schedule for the year 2011 while keeping to support the pilot, first and second batch districts.</li> <li>Activities under the Output 2:</li> <li>The planned activities for the capacity development of the National Trainers (NTs) were also done with close coordination between the NIU and the JICA Project Team. As each district is responsible for an appointment and deployment of NTs, the Project supported the second batch districts to nominate their own NTs and trained a total of 78 new NTs in INSET delivery and monitoring. The trained NTs conducted DTST training with support from NIU staff. The existing NTs also brushed up their lesson observation skills in the monitoring training.</li> <li>Activities under the Output 3:</li> <li>The activities for the capacity development of DIC / DTST were promoted as described below. Ultimately, the number of DIC/DTST members is supposed to attain to 1,020/1,380 members (six (6) members x 170 districts/ eight members (8) x 160 districts + 100 members), and 60/100 members were already trained in 2008 (previous phase). Regardless of the tight schedule, 353/256 DIC members from 0/1 pilot, 57/1 first batch, 0/41 second batch districts, and 2/0 third batch districts were successfully trained in the year of 2009/2010. A team of NIU and NTs also trained 351/564 DTST members of 50/53 districts in the year of 2009/2010.</li> <li>Activities under the Output 4:</li> <li>The planned activities for establishment and enhancement of monitoring and evaluation system were in progress. The Project keeps revising the lesson observation sheet and its criteria by holding a review session by NTs in the monitoring training.</li> <li>Activities under the Output 5:</li> <li>The planned activities for supporting the institutionalization of INSET were done in various aspects. The Project keeps following up the Education Strategic Plan (ESP) and the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy, both of which will be a basis of nationwide INSET implementation. Information sharing was made through participation to SMASE-WECSA regional conference. However, publication of newsletters has not been achieved due to the budgetary cut in the JED.</li> <li>A lack of funding and a delay of capitation grant were considered an obstacle to organize SBI/CBI as scheduled. Although SBI could be implemented without costs, HTs often need to pay for TLMs and snacks for teachers.</li> <li>A low level of teachers' motivation hampers their participation in SBI/CBI. They loathe time-consuming additional work for SBI, consider SBI as CL's work rather than their own training, and were reluctant of showing their own teaching to other colleagues.</li> <li>There was a difficulty to secure time for SBI. Limited time for preparation and implementation of SBI mainly after school is reported as an obstacle of SBI. At the same time, it is reported that other school events also affect implementation of SBI.</li> <li>An availability of TLM is often claimed as a major problem. Although TLMs are not always necessary for SBI/CBI, it is also true that some of topics in curriculum require certain types of TLMs, such as papers, midjet lamps, etc.</li> </ul>
<p>Are there no problems in the project management system? Are there any problems in the implementation process of the Project?</p>	<p>Is the INSET (SBI/CBI) favorably promoted at school level?</p>			

As the regular number of the DTST is 10 members in the 10 pilot districts, the total number in the pilot is "100".

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		<p>Is the monitoring mechanism functioning to improve the quality INSET?</p>	<ul style="list-style-type: none"> <li>• School level: Monitoring sheets fulfilled by NTs and DTST members are collected and analyzed, and the issues and challenges at schools are extracted from the analysis.</li> <li>• District level: The improvement measures extracted from the monitoring outcomes are incorporated into the INSET-related operations and collaborative works with the districts from the next year.</li> <li>• The sampling surveys have been conducted by the NIU members in cooperation with the NTs. The survey team was composed of 24 members and conducted the lesson observations at 48 schools by utilizing the lesson assessment sheet which was prepared in line with the objectives of the sampling survey from the aspects of the lesson observations.</li> <li>• Each district is supposed to prepare the AIPR including the components of district performances and school activities related to INSET (SBI/CBI). Afterwards, the NIU collects and compiles the AIPRs to make the NIU Annual Report. The NIU convened the AIPR workshops for 40 districts of the pilot and 1st batch districts in order to collect the AIPRs during the session because it was difficult to collect them by the remote control from Accra in practice.</li> <li>• The AIPRs are prepared only for the purpose of the INSET by each district. In consideration of data collection in a sustainable way, the Project examines the use of existing data in order to get INSET-related data and information, such as the Annual District Performance Report (ADPR), Education Management Information System (EMIS), National Education Assessment (NEA), School Education Assessment (SEA), etc.</li> <li>• There are following issues and challenges commented by the HTs and CLs for the implementation of SBI/CBI sessions at schools.</li> </ul>
<p>Relevance</p>	<p>Is the project concept consistent with the needs of the educational sector in Ghana? Also, what are the issues or challenges for the nationwide expansion of INSET?</p>	<p>Are the needs for teaching capacity enhancement of public primary school teachers high in the educational sector of Ghana? Also, what are the issues or challenges for the nationwide expansion of INSET?</p>	<p><b>HT:</b></p> <ul style="list-style-type: none"> <li>- Lack of funds to organize SBI/CBI and motivate teachers as well.</li> <li>- When funds are not available (for refreshments), it is always very difficult to invite teachers to SBI.</li> <li>- Delay in securing capitation grants to carry out SBI and purchase the relevant TLMs for SBI.</li> </ul> <p><b>CL:</b></p> <ul style="list-style-type: none"> <li>- Some head teachers feel reluctant to release funds for snacks and TLMs</li> <li>- Delay and insufficient funds (capitation grants) for purchasing and preparing appropriate and relevant TLMs which are not easy to get.</li> <li>- Lack of supervision on the implementation of SBI/CBI at school.</li> <li>- As we start the SBI sessions after school, teachers may stay for almost two hours and leave the compound without anything to enjoy. This makes us reluctant to plan and implement the SBI sessions.</li> <li>- Monitoring is a problem because there have been no external officers (NTs, DTST members, etc.) to instruct teachers and carry out post-delivery discussions.</li> <li>• Although it is necessary to have continuous training for NTs, DTSTs, CLs, and teachers in order to improve teachers' teaching skills, the attrition rate of teachers is at the high level. There are several reasons to cause the high level of teacher attrition, such as study leave, transfer to a new job, retirement of veteran teachers, etc. Also, the school environment is not satisfactory for teachers because teaching materials, including textbooks and experimental instruments, and their salaries are not sufficiently prepared and provided in schools. Thus, teachers try to find better jobs for a better environment and salary.</li> <li>• In terms of the nationwide expansion of INSET, late release of funds has been a major challenge. According to the NIU members, furthermore, teachers' attitudes and interests in SBI/CBI are reluctant because of the lack of incentives for teachers as well as the timing of the SBI/CBI conducted after school. Thus, SBI/CBI will be required for the promotions by means of the certificate of the attendance as evidence. Furthermore, as the priorities by each district are different, it is necessary to coordinate the districts to conduct INSET operations through the sensitization activities.</li> </ul>

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<p>Is the objective of the Project consistent with the National Development Plan in Ghana?</p>		<ul style="list-style-type: none"> <li>Ghana Shared Growth and Development Agenda (GSGDA) 2010-2013</li> <li>Ghana Shared Growth and Development Agenda (GSGDA) is the basis for the preparation of development plans and annual budgets at the sector and district levels through the country. In the educational sector of the GSGDA, the institutionalization of the In-service Education and Training (INSET) programme is described for enhancing the teaching abilities of primary school teachers. In addition, the policy measures to improve quality of teaching and learning include upgrading the qualifications of teaching staff, increasing management capacity to support and implement the education quality assessment, and strengthening of supervision and management in schools to constantly monitor the quality of teaching and learning with the support of district assemblies.</li> <li>Education Strategic Plan (ESP) 2010 to 2020</li> <li>In the Education Strategic Plan (ESP), "Pre-tertiary Teacher Professional Development and Management (PTPDM)" policy is described as one of educational sub-sector policies. The PTPDM policy recognizes the importance of continuous professional development through the SBI. Also, one of three thematic areas in the strategic framework is the "educational aspect" composed of teaching quality and skill development. In terms of the teaching quality, upgrading of teachers' training programmes including INSET as well as improvement of internal monitoring and supervision of literacy and numeracy teaching in schools are emphasized in the policy objectives of the ESP.</li> <li>Draft of the Pre-tertiary Teacher Professional Development and Management (PTPDM)</li> <li>The draft of the Pre-tertiary Teacher Professional Development and Management (PTPDM) policy aims to establish areas of professional standards for developing teachers' ability to adopt reflective teaching approaches to enhance the quality of lesson delivery in kindergarten, primary, junior high, senior high schools and technical and vocational institutions. The PTPDM describes that participation in SBI shall be mandatory in order to accomplish the followings: Improve teachers' capacity to promote effective teaching in the classroom, and improve teachers' subject knowledge and methods of teaching. Teachers shall receive certificates of accomplishment after attending a prescribed number of SBIs/CBIs. Certificates issued shall indicate the competencies achieved. Also, regular attendance at SBI coupled with portfolio record of teachers' professional practice shall count towards a teacher's promotion.</li> <li>Headteachers' Handbook</li> <li>The JICA Project Team supported the NIU to revise a section of the Headteachers' Handbook, which is related to teacher professional development. The MOE planned to revise the existing handbook, so the NIU developed a revised draft for one of sections, i.e., "Teacher Professional Development", by incorporating the concept and procedures of INSET model into the Handbook. The revised draft was sent to the MOE as an input from the Project for the new handbook. The revised draft explains that the SBI and CBI offer teachers opportunities to improve their competencies based on their daily teaching activities and experiences in classrooms and through sharing ideas with colleague teachers.</li> <li>Guidelines for the Distribution and Utilization of Capitation Grants</li> <li>The utilization of the Capitation Grants has been designed to empower the schools to effectively use financial resources to plan and carry out school quality improvement activities. Also, the capitation grants are to be used to support the implementation of the School Performance Improvement Plan (SPIP). The SPIP is to be designed to undertake some of key activities, including SBI/CBI. According to the director of the Financial Controller, GES, the DEOs are supposed to put the INSET-related activities in their budget because the INSET is a benchmark activity for every district across the country. The capitation grants of 4.5 GHC per pupil are presently distributed to each school and utilized for the improvement of school performances, including the improvement of teachers' teaching quality. Parts of the capitation grants are used for the INSET operations, and this is shown on the School Performance Improvement Plan (SPIP) although the "INSET" was not clearly itemized in the form of the SPIP.</li> <li>Rolling Plan for Ghana in Japan's ODA (October, 2010)</li> <li>"Rolling Plan for Ghana (October, 2010)" by the Ministry of Foreign Affairs of Japan places "Accelerating Rural Development" as one of priority areas. In the priority area, the "Program on Support of Improvement in Basic Education" is emphasized so as to provide the assistance for the improvement of access to education and quality of education through teachers' training for the achievement of universal primary education. Also, the Project is positioned in the "Program on Support of Improvement in Basic Education" in the priority area. Thus, the contents of the Project are in line with the Rolling Plan for Ghana in Japan's ODA.</li> </ul>
<p>Is the Project in line with Japan's foreign aid policy?</p>	<p>Is the Project consistent with Japan's Rolling Plan for Ghana?</p>	

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	<p>Is the Project consistent with TICAD IV?</p>	<p>Fourth Tokyo International Conference on African Development (TICAD IV: May 2008)          In the TICAD IV convened in Yokohama (May, 2008), the "Yokohama Declaration" was designed to provide a road map for the support of African growth and development. The Yokohama Action Plan, under the Declaration, describes the expansion of access to and the quality of basic education. Specifically, the basic education in the Plan focuses on the assistance to train and retain primary and secondary school teachers as well as to establish and expand teacher training systems and organizations. As proposed measures by Japan, teacher training in math and science education is supposed to be provided for 100,000 teachers in SMASE-WECSA member countries. Therefore, the direction of the Project is consistent with the Yokohama Action Plan under the TICAD IV.</p>
<p>Are there any changes in the environment of the Project?</p>		<p>Although the original plan aimed to cover 71 districts in the 2nd batch, the number was reduced to 41 districts. Presently, the 3rd batch districts are composed of the remaining 30 districts and newly-established 32 districts, and there are 170 districts in total across the country. Due to the decentralization, most of the INSET related budget for TED came to be directly disbursed to districts. This change caused a delay of planned activities in 2010 because a decision of commitment to INSET is now succeeded to 170 DDEs who have different priorities. This situation required NIU to be a facilitator of INSET activities more than before in order to convince districts to use their own resources for INSET. In addition, the NIU is more likely expected to give customized support to each district since the situation of districts varies one another. Also, districts came to select and deploy their own NTs because the districts recognized the importance to plan INSET activities in line with the national decentralization movement. The district NTs become the master trainers to support DTST members to implement SBI/CBI. The DTST members are local trainers of HTs, CLs, and teachers. In this way, district ownership is expected to be further enhanced to conduct the Nationwide INSET Program.</p>
<p>Are there prospects that the Project Purpose will be achieved within the cooperation period?</p>	<p>Are there prospects that the nationwide management system necessary for INSET will be established?          Also, are the needs for the capacity enhancement of NIU management high?</p>	<p>Quality INSET is equated with teachers' improved teaching skills and students' high achievements, and it is difficult to measure that the quality INSET has been achieved in a few years.</p> <ul style="list-style-type: none"> <li>NIU members have adequate capacity and control over the management of all the INSET sessions. Each NIU member is assigned with several districts, and they check the progresses and issues of INSET-related operations on a regular basis. Because NIU members are constrained with transportation costs to monitor the INSET-related activities in the districts, the only way to communicate with the districts is to contact by telephone. However, it is difficult for the NIU to manage and coordinate INSET operations at the district level by using telephone only as a communication method.</li> </ul>
<p>Effectiveness</p>	<p>Is the project approach adequate to produce the Project Purpose?</p>	<p>According to the Financial Controller, although the INSET is a benchmark activity for all the districts, it is quite difficult for the Project to get the data of SBI/CBI operations at schools because the progress for collecting the AIPRs from the DEOs is unfavorable. Thus, the actual progress of SBI/CBI across the country has not been fully recognized so far.</p> <ul style="list-style-type: none"> <li>The budget constraints affected the schedule and the quality of the Nationwide INSET Programme in 2009 and 2010 to a large extent. Identification of budgetary situation was one of top priorities for smooth operation of the Nationwide INSET Programme. The JICA Project Team identified difficulties of securing timely disbursement of the country budget. It is revealed that approved budget was not disbursed as planned, the Mid-Term Expenditure Framework did not function as expected, and obvious inconsistency was found in accounting reports. Under this situation, it is quite difficult to promote the project activities based on the PDM because the budget necessary for the Nationwide INSET Programme was supposed to be provided by the Government of Ghana as mentioned in the Important Assumption in the PDM.</li> <li>The Project has undertaken the establishment of the nationwide management system for the INSET at the national, regional, and district levels. At the regional and district level, however, the expenses for the NT (region/district) and DTST training as well as the DIC orientation are supposed to be secured by the Ghanaian side. At the school level, furthermore, the HT/CS orientation and CL training as well as the SBI/CBI are out of the project scope as described in the Important Assumption. Therefore, the Project is responsible for the capacity enhancement of the NIU, NT, DIC, and DTST under the condition that the Ghanaian side secures the budget for the NT and DTST training as well as the DIC orientation.</li> </ul>

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	<p>Is the teaching staff satisfied with the contents of INSET?</p>	<ul style="list-style-type: none"> <li>• Teachers feel satisfactory with the SBI/CBI sessions in order to improve teachers' teaching capacity as mentioned in the sampling survey.</li> <li>- SBI/CBI sessions are good opportunities because I can consult with my colleague teachers for the assistance in any challenging topics.</li> <li>- Through the suggestions and criticisms from colleagues, I have learned the needed skills to plan and deliver my lessons and to interact with pupils.</li> <li>- I acquired skills to develop a lesson plan which is consistent with the lesson objectives.</li> <li>- I learned how to make pupils solve problems by themselves.</li> <li>- To acquire subject knowledge and skills through the lessons delivered by colleague teachers.</li> <li>- To learn a spirit of teamwork - cooperation among teachers.</li> <li>• According to the interview with the HT and CL at Ave-Afiadenyigba R.C. Primary School<sup>2</sup> in Akasi District, teachers have improved their professional skills. Since the SBI/CBI provides an opportunity to bring the teachers together, they are able to share various and different ideas with other teachers. It also promotes the unity of teachers (enhancement of collegiality).</li> <li>• According to the interview survey, teachers have acquired new teaching skills, subject knowledge, and how to deal with challenging topics through the SBI/CBI.</li> <li>• According to the interview with the HT and CL at Agoitime Kpetoe SDA Primary School<sup>3</sup> in Adaklu Anyigbe District, although it was a first time to have a SBI session (CBI has also never done before), they wanted to continue the SBI on a regular basis in order to improve teaching skills and to learn new methods of TLMs.</li> <li>• Although the teachers at Agoitime Kpetoe SDA Primary School did not know what the SBI/CBI was, they thought that they could improve their teaching skills after experiencing with the SBI.</li> <li>• According to the interview with the HT and CL at Nana Ankobea Takyiwa Primary School<sup>4</sup> in Akwapim North District, the HT and CL were satisfied with the SBI/CBI because teachers are able to learn teaching skills and knowledge of subjects from each other. Also, as the preparation of TLMs is a type of teamwork collaboration, teachers are motivated to cooperate with each other for the preparation. However, the CL mentioned that the school budget for the TLMs was not sufficient to procure them because he purchased some materials by himself.</li> <li>• Furthermore, as it takes for a long time to prepare and pretest TLMs for teachers, it is one of the negative aspects of the SBI/CBI.</li> <li>• According to the interview with the teachers at Nana Ankobea Takyiwa Primary School, they are satisfied with the SBI/CBI sessions because of experience sharing with other teachers, improvement of the weaknesses, acquiring different teaching methodologies, etc. In terms of CBI sessions, they are able to learn new and different TLMs and various topics from other schools' teachers.</li> <li>• According to the teachers interviewed by the mid-term review study team, SBI is very helpful for teachers to identify the challenging topics and simplify them for teaching pupils. Although one of teachers confessed that the challenging topics were jumped over before initiating SBI/CBI sessions, the teacher became able to teach the challenging topics because some colleague teachers who are good at teaching the topics came to share it with other colleague teachers. Importantly, the teacher said that he could enjoy having lessons after learning those challenging topics.</li> <li>• According to the interview with HT and CLs at South Senchi I/A Primary School A &amp; B in Asuogyaman District<sup>5</sup>, they participated in the orientation and training organized by the DEO in 2009, and they were sensitized and realize the importance of the SBI/CBI.</li> </ul>
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<sup>2</sup> There are seven (7) teaching staff composed of HT (1), CL (1), trained teacher (1), and untrained teachers (4: not graduating the Colleges of Education).

<sup>3</sup> There are seven (7) teaching staff composed of HT (1), CL (1), and trained teachers (5).

<sup>4</sup> There are eight (8) teaching staff composed of HT (1), CL (1), and trained teacher (6).

<sup>5</sup> There are eighteen (18) teaching staff composed of HT (1), CLs (2), trained teacher (10), and kindergarten teachers (5).

	<p>Has the teaching capacity of public primary school teachers been improved in Ghana?</p>
<ul style="list-style-type: none"> <li>• Based on the lesson assessment through the observation of NIU staff and NTs during the sampling surveys, teaching skills of public primary school teachers (grade 5 and 6) were improved in all 13 observation items. An overall average rating was improved by 0.40 points from 2.59 in 2009 to 2.99 in 2010 with a five-point scale evaluation.</li> <li>• According to teachers' self-assessment of their teaching skills, they acquired knowledge and skills in SBI/CBI more than they had done in 2009 and also changed their teaching behaviour. The overall rating was improved by 0.15 points from 3.02 in 2009 to 3.17 in 2010 with a four-point scale.</li> <li>• As the SBI/CBI is conducted in cooperation with the HTs, CLs, and teachers, the sessions influence to the improvement of skills and knowledge of lessons as well as the improvement of collegiality and school atmosphere.</li> <li>• Some schools are making progress on teachers' teaching skills in the areas of math and science because lesson plans and TLMs have been improved through SBIs. Whereas significant differences were not observed for the teachers who have participated in SBI just once, there have been some positive improvements in the teaching of those teachers who have participated in SBI twice.</li> <li>• The HT and CL at Ave-Afiadenyigba R.C. Primary School explain that the benefits of SBI/CBI are to develop professional and new teaching skills. Also, teachers are able to evaluate lessons in various directions by using the lesson observation sheet. Although the SBIs are conducted in the 3rd and 6th weeks of each term, it is the first time for this school to be observed by the DTST members. In terms of the CBI, although it is conducted in the 9th week of each term, they feel time consuming for doing the CBI because it is necessary to use a lot of time for its planning. Also, the DTST members observed their CBI in July, 2009 since then they have not observed the SBI and CBI at this school and its cluster (two schools in this cluster).</li> <li>• Although teachers are willing to attend the SBI/CBI, they feel hungry during the sessions.</li> <li>• New teachers are explained how important the SBI/CBI is.</li> <li>• TLM is a very useful tool for teaching. It is supportive for teachers to teach the subjects easily by using the TLM.</li> <li>• According to the teachers in Ave-Afiadenyigba R.C. Primary School, the collegiality has been enhanced by exposing their teaching among other teachers, and they have been able to share experiences with their colleagues. One of teachers said that she was proud of delivering her lesson in front of other teachers through the SBI/CBI.</li> <li>• Motivations of teachers for SBI/CBI       <ul style="list-style-type: none"> <li>- New professional skills are acquired from their colleagues.</li> <li>- Teachers are able to learn teaching skills and subject knowledge especially through the challenging topics.</li> <li>- Teachers enjoy having the lesson deliveries by using concrete TLMs, such as plants, seeds, etc.</li> </ul> </li> <li>• Regarding the TLMs, although teachers did not use any real materials as shown above in the past, they came to use those materials spontaneously. In fact, however, teachers' motivations still link to the salary increase and getting higher degree.</li> <li>• Although it was the first time to have the SBI at Agotime Kpetoe SDA Primary School, they said that the SBI encourages teachers to improve their teaching skills. In fact, they participated in the orientation of the SBI/CBI at the end of the year 2010. However, they did not know how to conduct the SBI/CBI as a practical matter. Through this mid-term review study, they could have the opportunity to conduct the practical SBI session with the mission members which they did not experience in the orientation. The HT had a good impression to promote the SBI/CBI, and it seems that they try to conduct the SBI/CBI sessions on their own initiative next time. Thus, it is expected that any schools will be able to conduct SBI by themselves at least if they directly observe practical SBI in front of their eyes.</li> <li>• The DEO in Akwapim North District organizes the workshops on SBI/CBI for challenging topics, such as electronics, fraction, etc. Also, the DEO provides the list of TLMs for HTs and CLs to prepare for the lessons, and schools are able to buy TLMs based on the list although it depends on the school budget.</li> <li>• At Nana Ankobea Takyiwa Primary School in Akwapim North District, the SBIs are conducted in the 3rd/4th and 7th/8th weeks of each term. Also, as there are three schools in their cluster, they try to organize CBIs once a term as much as they can.</li> <li>• CBI sessions are one of challenging issues for Nana Ankobea Takyiwa Primary School because there are a lot of activities to prepare and arrange the sessions. The finance for the transportation and refreshment is also the issue. Furthermore, when some events take place, the CBI sessions are sometimes postponed. However, the teachers are able to learn innovative and simpler teaching methods from other schools' teachers which they are not able to learn in the SBI sessions.</li> </ul>	<p style="text-align: right;">K/c</p>

S/S

Efficiency	Are the Inputs sufficient to produce the Outputs?	Are the Important Assumptions from the Outputs to the Project Purpose correct also at the present point of time?	<ul style="list-style-type: none"> <li>Even though teachers participate in the SBI sessions many times at Nana Ankoeba Takyiwa Primary School, they are not bored because there are several variations to have SBI sessions in the subjects of science and math as well as by means of TLMs.</li> <li>According to the DTST members in the district the mid-term review study team visited, the difficulties of the SBI/CBI at school are the funds to implement SBI/CBI sessions, time factors, and the lesson observations by the DTST member. Regarding the time factors, as the SBI is conducted after school, teachers are sometimes demotivated to attend the SBI. On the other hand, since some DTST members are teachers in junior or senior high schools, they may not be able to attend SBI/CBI if the sessions are conducted during the school hours. In terms of the lesson observations by the DTST members, DTST members consider improving their subject knowledge and teaching skills through refresher training sessions.</li> <li>When schools have CBI sessions, the major problem is the distance between schools because the teachers have to move to a school to have the session.</li> <li>Because HT/CS orientations and CL training depend on the availability of the funds at the district level, it is uncertain whether or not the orientations/training sessions will be conducted in all the districts. In fact, as the disbursement of the funds is delayed at district level, the orientations/training sessions have not been promoted as expected. Thus, this would be the condition which will lead to the failure to the achievement of the Project Purpose.</li> <li>In Akasi District, CSs provide briefings for HTs but not a formal orientation. Also, the "orientation for newly appointed teachers and CSs" is conducted for new teachers of primary and junior high schools and CSs for two to three days around every September. They are able to learn lesson note preparation, record keeping, etc. Last year, there were 48 persons, including 30 new teachers and 10 CSs, attending the orientation with the budget of GHC 1,842 (DFID fund). Regarding the training for CLs, DTST members visit schools to provide briefing, not formally organized training, for newly appointed CLs.</li> <li>In Adaklu Anyigbe District, DTST members had the INSET training in October 2009. Also, two-day orientation for HTs and CLs of all primary schools was convened in November 2010 although the INSET orientation/training for HTs/CSs and CLs are not conducted.</li> <li>In Akwapim North District, the DEO organized the orientation and training sessions for the HTs, CSs, CLs, and math and science teachers at the primary and junior high school level based on the nine (9) circuits. Under the current arrangement, each school gets together at their designated circuit. They are in charge of refreshments from the school budget, and the DEO is responsible for the transportation costs of DIC and DTST members, etc.</li> <li>HTs use the capitation grants in organizing the SBI/CBI sessions. Based on the indicator (1) of the Project Purpose, the number of primary schools conducting "6 or more" SBI/CBI sessions per year is only 139 (21.7%) out of 640 primary schools in 18 districts. Hence, this condition would also be the killer assumption leading to the failure to the achievement of the Project Purpose.</li> <li>In Akasi District, 72 schools out of 99 schools conduct SBIs twice per term at least and CBI once per term if possible. Also, the SBI is supposed to be conducted every 3rd and 6th weeks and the CBI conducted every 9th week.</li> <li>In the beginning of the Project, there were one program coordinator and six members in the NIU as counterparts of the Project. However, as the former program coordinator was transferred to the Salpound Training and Courses Center, the position was replaced by one of the NIU members. Thus, it is necessary to assign one more NIU member for the replacement. The NIU members produced many outputs, such as draft version of the PTPDM, Sampling Survey Reports, the NIU Annual Report by reviewing and studying the AIPRs submitted by the DEOs. Also, the NIU members are well-adaptive to the decentralization in order to promote the coordination, planning, and implementation of the INSET at the district level.</li> </ul>
	<p>Has the orientation/training for HTs/CSs/CLs already been implemented by DIC/DTST in the first and second batch districts?</p>		
	<p>Has SBI/CBI already been implemented by HTs and CLs at the primary schools of the first and second batch districts?</p>		
	<p>Are the counterparts suitably assigned?</p>		
	<p>Do the trainees in Japan and the third countries through the SMASE-WECESA network feed back the skills they learned into the project activities?</p>		<p>Please refer to the Annex III: Achievement Grid (Inputs).</p> <ul style="list-style-type: none"> <li>As NTs and DTSTs are mainly dispatched to Japan and the third countries through the SMASE-WECESA network, they fully utilize what they have learned in their roles and responsibilities. The existing NTs (region) provide INSET delivery training for the new district NTs as well as technical supports for them during the monitoring training.</li> </ul>

ENS

96



<p>Is the Ghanaian side responsible for the printing costs of INSET Sourcebooks and newsletters?</p>	<p>According to the NIU members, the printing of INSET Sourcebooks has been delayed for almost a year. However, the Sourcebooks were printed as shown in the following table.</p> <p>Table: Number of INSET Sourcebooks ordered and printed (as of March, 2011)</p> <table border="1"> <thead> <tr> <th>Module</th> <th>Number (ordered)</th> <th>Number (printed)</th> </tr> </thead> <tbody> <tr> <td>1/2</td> <td>2,800</td> <td>1,000</td> </tr> <tr> <td>3</td> <td>10,100</td> <td>9,000</td> </tr> <tr> <td>4</td> <td>10,100</td> <td>9,700</td> </tr> <tr> <td>5</td> <td>10,100</td> <td>9,300</td> </tr> <tr> <td>6</td> <td>10,100</td> <td>10,100</td> </tr> </tbody> </table> <p>Source: Hearing results from the Project Office</p>	Module	Number (ordered)	Number (printed)	1/2	2,800	1,000	3	10,100	9,000	4	10,100	9,700	5	10,100	9,300	6	10,100	10,100
Module	Number (ordered)	Number (printed)																	
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<p>Are the expenses of orientations/trainings at the district and school levels secured as the budget necessary for the Nationwide INSET Program?</p>	<p>The newsletters have not been issued by the TED at this moment.</p> <p>According to the "Support to the Education Strategic Plan (SESP) 2006-2015" prepared by DFID, five principal outputs are supposed to be delivered and two of them are related to the Project, i.e., "(a) Improved quality of teaching and learning in primary and JSS education" and "(b) Improved management of schools and district education offices." The SESP program will support implementation of the ESP, principally through earmarked budget support channeled through the Ministry of Finance. Most of the DFID fund will pass to the GES for disbursement to district and school levels. These funds will mostly be used for improving access, enrolment and completion rates, and the quality of teaching and learning, in primary education. Thus, sensitization activities for districts are crucial to secure the budget for the INSET operations. The total SESP-DFID fund is £105 million for 10 years, and the expenses for the principal outputs (a) and (b) are £26 million and £20 million respectively. The guiding principle of SESP will identify appropriate activities in line with ESP national priorities and related local (district) priorities.</p>																		
	<table border="1"> <thead> <tr> <th>Output</th> <th>Activities</th> <th>Disbursement approach</th> <th>Budget</th> </tr> </thead> <tbody> <tr> <td>(a) Improved quality of teaching and learning in primary and JSS education</td> <td>improve PRESET and INSET, improve supervision and inspection, train HTs in professional leadership</td> <td>Average of £2.4 million per annum for 10 years, channeled through GES from MOE</td> <td>£26 million</td> </tr> <tr> <td>(b) Improved management of schools and district education offices</td> <td>supplementation of capitalization grants, HT and School Management Committee training in School Performance Improvement Plan (SPIP)</td> <td>Average of £2.0 million per annum for 10 years, with costs arising from direct grants to schools</td> <td>£20 million</td> </tr> </tbody> </table> <p>Source: Program Document of the Support to the Education Strategic Plan (SESP) 2006-2015, DFID, July 2006, p. 6</p>	Output	Activities	Disbursement approach	Budget	(a) Improved quality of teaching and learning in primary and JSS education	improve PRESET and INSET, improve supervision and inspection, train HTs in professional leadership	Average of £2.4 million per annum for 10 years, channeled through GES from MOE	£26 million	(b) Improved management of schools and district education offices	supplementation of capitalization grants, HT and School Management Committee training in School Performance Improvement Plan (SPIP)	Average of £2.0 million per annum for 10 years, with costs arising from direct grants to schools	£20 million						
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	<p>In Asuogyaman District, the sector budget from the SESP-DFID funds was disbursed to the DEO in October 2010, and the total amount was GHC 33,732. Of the total amount, GHC 952 were spent for the CL training (2nd Sourcebook Training for 68 CLs) and GHC 1,521 for the HT workshop on the preparation of the SPIP.</p> <p>According to the DEO in Asuogyaman District, schools hold the school performance appraisal meetings (SPAM) in order to find their needs and set up the targets. After the SPAMs, the DEO collects their requests and prioritizes them for the budgetary preparation. All the districts get together to discuss the budgets for their services at the regional meetings in order to secure and defend their quota as expected. Based on the prioritization, the DEO takes measures for securing the budget from the regional office.</p>																		

BAB

16/1

	<p>Is the SBI/CBI for teachers implemented by means of the capitation grants?</p>	<p>The capitation grants are distributed from the Financial Controller, GES to each school bank account through the DEOs, and the schools are not able to spend the grants without preparing the SPIP. In order to prepare the SPIP, the school meeting is held to discuss its contents, and HTs and teachers prepare the SPIP. Then, the SPIP is authorized by the chairperson of the School Management Committee (SMC) and submitted to the DEO. After checking the contents of SPIP by CSs, the DEO director approves the SPIP. SBI/CBI is supposed to be described in the component of "provision of teaching and learning materials" in the SPIP for the expenses of TLMs, transportation costs, and refreshments. In addition, each school has to supplement school operational expenses to capitation grants through the internal generated funds, such as craft making, etc.</p> <p>The timing of the grant disbursement is supposed to be the first term of the school, it is usually delayed. Also, parts of the grants are deducted for the district sport event, etc. Schools with a few pupils are not able to obtain sufficient amounts of the grants.</p> <p>DIC and DTST members in Adaklu Anyigbe District did not recognize how to utilize the capitation grants for the SBI/CBI in an appropriate way. That is why the school also did not understand that SBI/CBI shall be contained in the SPIP for the capitation grants.</p>
	<p>Are the types, quantity, utilization, and maintenance of provided equipment appropriate?</p>	<p>Please see Annex IX.</p>
	<p>Are the experiences, lessons, and outcomes coming from the INSET in the 10 pilot districts shared?</p>	<p>According to the NIU members, it is only through INSET that teachers can have access to new skills, ideas, and strategies after leaving pre-service in order that their capacities might be improved. The INSET model is effective and has the potentials to improve the teaching skills of serving teachers if it has continuously been done. This is the reason why the INSET model developed in the 10 pilot districts has been disseminated to the first and second batch districts. Also, the good and successful practices and TLMs developed in the pilot districts are utilized as models for other districts.</p>
	<p>Are there any inhibiting factors for the achievement of the Outputs, including the Important Assumptions?</p>	<p>Two district NTIs have already been assigned in each district of the second batch. On the other hand, district NTIs have not been assigned yet in the first batch district. Thus, the Project plans to request for assigning district NTIs in the first batch. Also, the NIU members raised the merits and demerits of the district NTIs as follows.</p> <p><u>Merits:</u></p> <ul style="list-style-type: none"> <li>- Easy to control district NTIs by the DEO directors as a district property</li> <li>- Comfortable to use their budget for their training</li> <li>- Easy to contact and access to district NTIs by DEO directors and DTST members</li> </ul> <p><u>Demerits:</u></p> <ul style="list-style-type: none"> <li>- Limited access to good practices extracted from other districts</li> <li>- Limited capacity of district NTIs compared with the NTIs (region)</li> </ul> <p>The expenses for the monitoring activities of INSET operations, such as fuels, etc., depend on the DEO directors.</p> <p>As DEOs decide to allocate the budget for the INSET-related operations, it is crucial to make the directors recognize the importance of the INSET. Even though NTIs have the training of INSET delivery and monitoring, they are not assigned to conduct sourcebook training for DTST and school monitoring unless the DEOs disburse the budget for it. From the perspective of the efficiency, therefore, it is not efficient if the resource persons capacitated by the Project are not assigned to the INSET operations they are supposed to do. According to the NTIs interviewed by the mid-term review study teams, NTIs are supposed to conduct the sourcebook training for DTST members, the school monitoring of HTs and CLs, and the sampling survey. They said that the sourcebook training and school monitoring have not been conducted because the funds are not allocated for those activities by the districts. Thus, organizing INSET operations depends on the commitment of the DEO directors.</p>

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7/10

Impact		
<p>Are there prospects that the Overall Goal will be produced as an effect of the Project?</p>	<p>Are there prospects that teaching abilities of public primary school teachers in the area of mathematics and science will be improved?</p>	<ul style="list-style-type: none"> <li>• Since the improvement of teachers' teaching skills is the Overall Goal of the Project, it is too early to assert the achievement at this moment. However, teachers presently promote collaborative works for discussing their lessons with colleagues unlike previously. Although teachers hesitated to ask other teachers in the past, they became able to ask their colleagues easily because of the improvement of the school circumstance. As a result, the sampling surveys (48 schools in pilot and 1st batch districts) indicate that the collegiality (a cooperative relationship with other teachers) has been improved, i.e., teachers in the 48 schools became more likely to consult with and support other teachers for their teaching. The overall rating was improved by 0.20 points from 2.62 in 2009 to 2.82 in 2010 with a four-point scale.</li> <li>• In the past, there were no circumstances where teacher discussed their lessons each other in order to improve their lesson deliveries. However, the circumstances have been introduced in Ghana, and teachers come to discuss their lessons with their colleagues through the SBI. It is a tremendous change for teachers and schools in districts.</li> <li>• According to the NIU members, the lesson observation sheet is serving as guide as to how to award or judge lessons. This is ensuring the minimization of subjectivity because teachers are able to use the criteria for awarding the lessons and recognize the sense of judgment from the lesson observation sheet.</li> <li>• The lesson observation came to be easily conducted according to the structured format of the lesson observation sheet.</li> <li>• Ave-Afiadenyigba R.C. Primary School, teachers understand which areas and items they have to improve based on each category of the lesson observation sheet.</li> <li>• Even though it was the first time to have the SBI at Agoitime Kpetoe SDA Primary School, teachers were able to find the strengths and weaknesses as well as different aspects of the lesson delivered during the post-delivery discussions. Thus, they now consider that not only demonstrators but also other teachers can carry out their lessons in a better way by reflecting the remarks raised in the post-delivery discussions. Also, they pointed out that it was easier for them to give comments to demonstrators by using the lesson observation sheet.</li> <li>• The HT and CL at Agoitime Kpetoe SDA Primary School made the remark that the lesson observation sheet could guide teachers for the improvement of their teaching skills. Also, they said that the lesson plan was prepared with reference to the criteria of the lesson observation sheet.</li> <li>• The teaching staff at Nana Ankobea Takyiwa Primary School pointed out that the lesson observation sheet guides teachers what they should observe based on the criteria. Also, the sheet makes demonstrators recognize the strengths and weaknesses for their consideration.</li> </ul>
<p>Are there any impacts or influences beside the Overall Goal?</p>	<p>Is there any influence to the other subjects, especially English? Also, is there any influence to secondary education to some extent?</p>	<ul style="list-style-type: none"> <li>• According to the NIU, the INSET model is able to be utilized for other subjects, and the several primary schools have expanded to literacy (local languages and English) from this academic year. Furthermore, there has been a ripple effect to Junior High School in the areas of math and science in Mponoh-Wassa-East District, Adansi-North District, and Bawku-West District. The INSET was initiated by those districts on their own initiative.</li> </ul>
	<p>Are there any ripple effects to the member countries of SMASE-WECSA?</p>	<ul style="list-style-type: none"> <li>• Through experience sharing at the SMASE-WECSA conference, member countries learn from Ghana's efforts in improving the quality of science and math education. Zambia, for instance, would like to be a partner with Ghana to learn more about the steps being taken by Ghana to improve primary science and math education. Also, Sierra Leone is similarly applying the Ghanaian experiences to improve upon their pedagogical and subject knowledge of their teachers.</li> </ul>

SNF

7/1

Sustainability	
Will the support of policy also continue even after the termination of the cooperation?	<p>Are the components of INSET policy and SBI/CBI included in the revised ESP?</p> <p>Is the incentive system, such as best teacher awards, best CLs, etc. promoted?</p> <p>Are the INSET practices incorporated into the educational structures/programs in Ghana?</p>
Is the organizational capacity functional enough to continue the project activities even after the termination of the Project?	<p>Are the teaching skills and subject knowledge of NT, DTST, CL, etc. improved through the training/workshop for them?</p>
	<p>Please refer to the "Relevance" as mentioned above.</p> <ul style="list-style-type: none"> <li>According to the PBME, it is important to improve teachers' conditions with comfortable environment, especially in the deprived areas, in order to retain teachers in the educational system in Ghana. Thus, there are several policies to provide certain incentives for teachers living in the deprived areas, such as hardship allowance (deprived area incentive: +20% of salary), provision of teacher's accommodation, study leave, etc.</li> <li>In order to sustain SBI/CBI at the school level, the JICA Project Team drafted the first proposition of motivation system for INSET and shared with NIU for the development of incentive package. This package includes awards at district and school levels. In order to start this process, it is a first step to select the model districts by the NIU. After that, the incentive system will be established in the model districts.</li> <li>According to the DTST members and CSs in Akatsi District, motivation and commitment of teachers for SBI/CBI is quite low. Also, the teachers' attrition is taken place mainly because of further study and retirement. Around 40 teachers left for further study and 18 teachers retired at primary and junior high schools in Akatsi District in this academic year. However, it is difficult for the DEO to replace teachers promptly, and it takes a time to deploy new teachers for the replacement.</li> <li>The attrition rate of teachers is high in Adaklu Anyigbe District because of the deprived nature of the district. Also, there are accommodation difficulties for teachers in villages. In this way, teachers may transfer to other areas for the accessibility to water, electricity, road, health centers, etc. Also, the causes link to the further study and retirement of teachers. According to the DIC and DTST members, the actual motivations come from the salary increase, allowance, and promotion.</li> </ul> <p>The recent review of the Headteachers' Handbook contains a section of SBI/CBI activities. Also, parts of the capitation grants are used for the INSET operations, and this is shown on the School Performance Improvement Plan (SPIP) although the "INSET" was not clearly itemized in the form of the SPIP.</p> <p>Please refer to the Annex IV: Achievement Grid (Indicator 5-3, Output 5) in detail.</p> <ul style="list-style-type: none"> <li>There are several associations to improve the teaching skills and subject knowledge of DTST members, such as Ghana Association of Science Teachers (GAST), Mathematical Association of Ghana (MAG), Ghana Association of Teachers of English (GATE), etc. DTST members are able to obtain the skills and knowledge through the participation in those associations.</li> <li>Ultimately, teachers are able to obtain appropriate teaching skills through the lesson observations by NTs, DTSTs, CLs, and their colleagues. Without lesson observations and monitoring activities by NTs, DTSTs, and CLs, teachers' teaching skills will not be improved as expected. According to the NIU, there are plans to retrain all the 21 former NTs (region) who will in turn train the DTSTs and NTs (district) who provide supports for CLs and teachers in pedagogical subject knowledge. A continuous training and retraining of NTs and DTSTs are thus necessary for the improvement of teachers' teaching skills.</li> <li>In Akwapim North District, DTST members requested the mission members to have the periodic training for the improvement of their skills and subject knowledge. Periodic training for the DTST members has not been conducted so far. It is crucial to have the training for the DTST members to enhance the quality of SBI/CBI sessions.</li> <li>One of schools interviewed by the mid-term review study team explained that the school secured the budget for the CL workshop on the INSET organized by the DEO. The school allocates the budget for the INSET for teachers other than SBI/CBI with the amounts of 240 GHS for this academic year (September 2010 - July 2011), and it is used for the travel allowances and refreshments. After the CL workshop, CLs share what they have learned with other colleague teachers at schools. Also, one of teachers at the school requested that it is necessary for CLs to have periodic training to improve their teaching skills and knowledge. In fact, CLs demonstrate what they have learned through the workshop and training in the form of lessons, and other teachers observe it. After that, the teachers demonstrate their lessons and are observed by the HT and CLs. Finally, HT, CLs, and teachers get together and discuss demonstrators' lessons.</li> </ul>

ENG

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	<p>Are the monitoring activities conducted continuously?</p>	<ul style="list-style-type: none"> <li>Monitoring activities by NTs and DTSTs are quite important so as to improve and retain teachers' teaching skills. However, the monitoring activities have not constantly been conducted because the budget for the monitoring activities is not sufficiently allocated from the TED for NTs and from the DEO for DTSTs. As a result, it is difficult for them to visit schools for the purpose of the lesson observation and monitoring without means of transportation.</li> <li>According to the interview to the DTST members and CSs in Akasai District, demonstrators are able to technically improve their teaching skill through the SBI/CBI, such as communication and interaction skills with pupils, appropriate preparation and utilization of TLMs with local materials, systematic use of blackboard in lesson, etc.</li> <li>In Adaklu Anyigbe District, there are presently 71 primary schools which are divided into 10 circuits supervised by the eight (8) CSs. CSs separated into several teams visit all primary schools every term. Although they sometimes go to the deprived areas by motorbikes, the fuel expenses are not regularly secured for the school monitoring so as to collect the data and check the progress, such as lesson plans, subjects to be taught, number of teachers, gender balance, etc. After expediting with the actual SBI, the DIC and DTST members considered that the implementation of SBI/CBI shall be incorporated into the monitoring items.</li> <li>During post-delivery discussions in Akwapim North District, NTs and DTST members provide teachers with advices on their weaknesses in terms of pedagogy, subject knowledge, TLMs, etc. for the improvement of teachers' teaching abilities.</li> <li>The DEO in Akwapim North District is supposed to have several types of monitoring activities, such as INSET monitoring, math &amp; science monitoring, and CS supervision. Although those monitoring activities are to be performed by the DTST, DIC, and CS by using the district budget for the fuels, refreshments, etc., the DEO is not able to allocate sufficient amounts of the budget for monitoring activities because of the budgetary constraints. However, it is necessary for the DEO to coordinate and adjust its entire budget, including the DF-ID funds, for the allocation of the INSET monitoring.</li> <li>According to the interview with the DEO in Asuogyaman District, it is considered that the function of the CSs is crucial to conduct effective monitoring of the SBI/CBI sessions. During the monitoring activities by the CSs, although there are a number of opportunities to support teachers, it is difficult to provide appropriate supports for teachers because of a lack of knowledge and skills to do so. Presently, CSs have the orientation together with the HTs. From that reason, however, it might be better to have the training (capacity enhancement) with DTST members so as to conduct the SBI/CBI observations during the school monitoring by CSs. Also, the roles of CSs are quite similar to the roles of the DTST members.</li> <li>In Asuogyaman District, the DEO allocates the budget for school monitoring by CSs, such as transportation costs, whereas schools are supposed to cover the expenses, such as transportation costs and honorariums, for the facilitations and observations by the DTST members. If the schools do not have a sufficient school budget, DTST members are not able to visit schools on a regular basis.</li> </ul>
	<p>is the personnel assignment appropriately promoted?</p>	<p>Please refer to the "Efficiency" as mentioned above.</p>

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<p>Are the sufficient budgetary measures taken in order to secure the budget, including operating expenses?</p>	<p>Is the capitation grant system promoted favorably?</p>	<ul style="list-style-type: none"> <li>According to the Financial Controller (FC) of the GES, the INSET and gender parity in enrolment are supposed to be "benchmark activities" in 2011. Thus, every district has the obligation to put those benchmark activities into the district plan and budget. If the benchmark activities are retained even after the termination of the Project, the sustainability will be secured. The budget for the benchmark activities is supported by DFID, and the flow of funds is from the FC to the DEOs.</li> <li>Also, the PBME pointed out that the district budget is not approved unless the INSET is itemized in the budget.</li> <li>There are 297 pupils in the primary level (six years) and kindergarten (two years) in Aye-Afiadenyigba R.C. Primary School. The school obtains around 900 GHC per academic year as the capitation grant after deducting event-related expenses, etc. from the total capitation grant of the school. According to the HT, around 10% (90 GHC) are utilized for the SBI/CBI. Also, the capitation grant is divided into three times to be disbursed to the school. Last academic year, the school obtained 40% in 1st term, 30% in 2nd term, and 30% in 3rd term from the total amount of the capitation grant.</li> <li>There are 285 pupils in the primary level (six years), including kindergarten (two years), at Agotime Kpetoe SDA Primary School. The school obtains 1,503 GHC per academic year 2009 - 2010 as the capitation grant. The capitation grant was utilized for the school repair works, etc.</li> <li>There are 277 pupils in the primary level (six years) at Nana Ankobea Takyiwa Primary School. According to the HT, the school obtained 388 GHC in the first term, and around 60 GHC were utilized for the SBI/CBI.</li> <li>There are 479 pupils, including 114 children of kindergarten, at South Senechi L/A Primary School A &amp; B in Asuogyaman District. The school obtains 1,575 GHC per academic year 2010 - 2011 as the capitation grant. Parts of capitation grant are utilized for SBI (104 GHC), CBI (49 GHC), and external INSET workshops and trainings for CLs and teachers (240 GHC). This school puts the SBI/CBI into the SPIP every year, and the DEO do not approve the SPIP without the SBI/CBI in it.</li> </ul> <p>The major financial resources at the district level depend on the release of SESP-DFID funds for INSET. Thus, it is necessary for the MOE, COG to prioritize the INSET operations in the ESP which will be followed by the SESP of DFID. Also, the only thing NIU can do is to advise and assist the districts so as to incorporate the INSET operations into their budgets.</p>
<p>Are the transferred technical skills being established?</p>	<p>Are the sufficient budgetary measures taken in order to secure the budget?</p>	<ul style="list-style-type: none"> <li>According to the NIU, it is beneficial if TLMs are utilized for the multiple-usage in different topics. However, there is the need to purchase several materials that could not be obtained locally.</li> <li>Both HTs and CLs raised availability of TLMs as one of the major challenges they faced in SBI/CBI. They claimed that a lack of school budgets and a delay of capitation grant were major reasons why schools cannot apply TLMs in SBI and actual lessons. This situation will raise a need of more examples of creation and a use of TLMs made from cheaper materials.</li> <li>As the electronics was included as one of topics in the science, it is sometimes difficult to get the materials for electronics, such as light bulb, diode, etc., in the local circumstance.</li> <li>By using TLMs, pupils are able to promote their understanding of lessons, which is a motivation of teachers to teach for pupils.</li> <li>Although the expenses for the TLMs are supposed to be allocated from the expense item of the SBI/CBI in the SPIP, a school did not secure the budget for it. Instead, a science teacher obtained the materials for the TLMs on one's own initiative.</li> <li>Actual and real things, such as earthquake, sounds, etc. make pupils curious about science and math by means of TLMs. In addition, TLMs, per se, are to be brushed up by getting some ideas and advices from other teachers during the SBI/CBI sessions.</li> <li>At Nana Ankobea Takyiwa Primary School in Akwapim North District, the science and math coordinator of the DEO supports the school to prepare the TLMs and procure materials if not available within the district. Also, the school purchases the TLMs through the capitation grant and PTA supports.</li> <li>At Nana Ankobea Takyiwa Primary School, it is difficult to get certain TLMs, such as scales, thermometers, cylinders, etc. As a hospital is near the school, they borrow and use the scales and thermometers of the hospital when it is necessary.</li> <li>At South Senechi L/A Primary School A &amp; B in Asuogyaman District, it is difficult to get lens, magnet, measurement equipment, etc. because it is expensive and not available in local circumstance. Importantly, the TLMs have a potential to convey further concrete messages to pupils.</li> </ul>

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	<p>Are the content and quality of advice by the DTST guaranteed in the post-delivery discussions?</p>	<ul style="list-style-type: none"> <li>• According to the NIU, teachers are able to learn a lot from discussions, such as new methods of teaching, class control measures, appropriate concepts and terminologies, etc. However, teachers are still battling with how to critique and not to target teachers personally. Teachers are advised to critique the lessons rather than the demonstrators during the post-delivery discussions.</li> <li>• As the professional skills of the DTST members are higher than teachers, the inputs from the DTST members are valuably accepted as valuable comments. Those professional advice from the members contributes to the improvement of the lesson preparation and TLMs, such as doing the pre-test of TLMs before the lesson, etc. As a result, teachers are able to enhance their teaching performances. The SBI/CBI is not the time for the criticism of demonstrators but the time for discussing the demonstrators' lessons in a constructive way so as to improve the teaching and subject skills not only for the demonstrators but also for all the teachers in the schools.</li> <li>• Although it was the first time for the DIC and DTST members to participate in the SBI in Adaklu Anyigbe District, they considered that the SBI was essential to make teachers know the strengths and weaknesses of their lessons. Also, the DIC and DTST members would have liked to inspire teachers to deliver better lessons as one of their tasks.</li> <li>• Even though the DTST members have the training sessions on the INSET model for five days, they are able to go through SBI/CBI approach only. In a practical sense, it is difficult to have the topic of the post-delivery discussion for the appropriate advice to teachers within five days. However, it is still effective for the DTST members to instruct teachers participating in SBI/CBI sessions even without post-delivery discussions. Incidentally, the DTST training was designed in that manner in that manner in the previous phase.</li> <li>• At Nana Ankobea Takiywa Primary School, DTST members visit this school once per term. They provide teachers with useful advices on weak points in order to improve their teaching methods as necessary. Also, teachers are able to reflect the advices into the next lessons.</li> <li>• At South Senchi L/A Primary School A &amp; B, DTD members are invited to the SBI sessions. The advices of DTST members are very helpful and useful for the improvement of teachers' teaching skills. After taking the advices, teachers readdress their teaching in a different way.</li> </ul>
<p>Is there any possibility that a sustained effect is impeded through a lack of consideration for the social, cultural, and environmental aspects?</p>		<p>Teacher shortage, which is largely associated with the high level of teacher attrition, has been identified as one of the most difficult problems facing the education system in Ghana. This is because Ghana's education sector is facing many challenges including poor and inadequate infrastructure, insufficient financing and shortage of teachers especially in the rural areas. In order to retain teachers in the education system, the policy of the education sector is to give teachers the opportunity to pursue further studies with study leave after teaching in deprived areas of the country for three years. Teachers that get posted to other areas are qualified to apply for study leave with salary after five years. This policy causes a cohort of trained teachers leaving the classroom in three to five years. Considering the internal efficiency of the system, it means that study leave generally is considered an incentive for would-be teachers to enter Colleges of Education as a rewarding package to pursue further studies and then leave the education system rather than to upgrade pedagogical skills in basic education.</p> <p>In Ghana, teachers who are posted to areas that have critical challenges in terms of areas without the basic infrastructure, such as water, electricity and accessible roads, tend to vacate the post sooner than is expected. Teachers who have high academic ability have higher probability to vacate the post than their counterparts with little academic ability. Furthermore, most teachers want to acquire higher knowledge which may have positive effects on the quality of education. However, it may also be an indication of the rate at which teachers want to leave the classroom. In this way, teachers who pursue further education on full time basis are likely to stay out of the classroom for between two and five years depending on the course of study.</p>

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\* "An inquiry into the continuous fall in the percentage of trained teachers in public basic schools in Ghana", Ministry of Education, January 2011

**Annex VI Comparison between Original Project Design Matrix (PDM) and Modified PDM**

<b>Item in PDM</b>	<b>Original version (Annex VII)</b>	<b>Modified version (Annex VIII)</b>	<b>Reason of modification</b>
Super goal	None	<p><u>Pupil's performance is improved</u></p> <p><b>Objectively Verifiable Indicators</b></p> <ol style="list-style-type: none"> <li><u>Result of National Education Assessment (NEA) in mathematics is improved by X.X. %.</u></li> <li><u>Result of TIMS (Trends in International Mathematics and Science Study) is improved by X.X. %.</u></li> <li><u>Result of School Education Assessment (SEA) is improved by X.X. %.</u></li> </ol>	To clarify the ultimate goal the project aims at.
Objectively Verifiable Indicators for Overall goal	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The percentage of teachers whose teaching delivery</li> </ol>	<ol style="list-style-type: none"> <li>Satisfaction ratings of students attain more than <u>90 %</u> on average with reference to the teaching skills, knowledge of teaching subjects, etc. of teachers at the schools selected <u>nationwide (the 10 pilot districts and the first batch districts) in a sampling survey</u> by the year 2016.</li> <li>The percentage of teachers whose teaching delivery has been improved attains more than <u>3.5 (1 to 5 scale)</u> on average at the schools selected</li> </ol>	<p>The indicator figures were defined through discussion between the Ghanaian side and the Team.</p> <p>The original indicator 2 is removed since it is captured in the indicator in Project Purpose.</p>

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	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.	<u>nationwide (the 10 pilot districts and the first batch districts) in a sampling survey</u> by the year 2016.	
Objectively Verifiable Indicators for Project Purpose	<ol style="list-style-type: none"> <li>1. More than XX% of primary schools implement two or more SBI/CBI in mathematics and science per term by the year 2013.</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>More than 60% of districts conduct the CL Sourcebook training 1 in INSET delivery for CLs.</u></li> <li>2. More than <u>80%</u> of primary schools <u>whose CLs have participated in the CL sourcebook training 1</u> implement <u>at least three SBI/CBI</u> in mathematics and science <u>per year</u> by the year 2013.</li> <li>3. Satisfaction ratings of teachers attain more than <u>2.8 (1 to 4 scale)</u> on average with reference to INSET (SBI/CBI) at the schools selected <u>nationwide (the 10 pilot districts and the first batch districts)</u> in the sampling survey by the year 2013.</li> </ol>	<p>The indicator figures were defined through discussion between the Ghanaian side and the Team.</p> <p>In the current circumstances where the budget for INSET related training is dependent on a decision of DDE, the original indicator (two or more SI/CBI per term) is challenging and needs to be adjusted to the appropriate figure.</p>
Outputs	<ol style="list-style-type: none"> <li>1. The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.</li> <li>2. The capacity of the National Trainers (NTs) for INSET delivery is enhanced.</li> <li>3. The capacity of the District INSET Committee (DIC) for managing INSET and the District</li> </ol>	<ol style="list-style-type: none"> <li>1. The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.</li> <li>2. The capacity of the <u>Regional Master Trainers (RMTs) and District Master Trainers (DMTs)</u> for INSET delivery is enhanced.</li> <li>3. The capacity of the District INSET</li> </ol>	Since each district have / will have its own National Trainers, the Project renamed 'Regional National Trainer' as 'Regional Master Trainer' and 'District National Trainer' as 'District Master Trainer.'

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	<p>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>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>Activities for Output 1</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><b>Objectively Verifiable Indicators 1</b></p> <p>1-1. The orientation/training in INSET management for</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. <u>Sensitize DDEs on securing INSET-related budget.</u></p> <p>1-6. Arrange the orientation/training for DMTs, DIC, and DTST.</p> <p>1-7. <u>Assist DDEs to conduct HT orientation and CL orientation/training.</u></p> <p>1-8. <u>Follow up on HT orientation and CL orientation/ training</u></p> <p>1-9. Review and revise the Nationwide INSET Programme.</p> <p>1-10. Review and revise the National Guidelines and INSET Sourcebooks as needed.</p> <p>1-11. Coordinate INSET-related</p>	<p>Due to the decentralisation, NIU is required to play more and more important role to facilitate districts to conduct INSET related activities, hence, some of the activities are added to achieve Output 1.</p>

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	<p>REO and DIC is conducted as planned.</p> <p>1-2. The orientation/training in INSET delivery and monitoring skills for NTs (region) is conducted as planned.</p> <p>1-3. The Nationwide INSET Programme is reviewed and revised annually.</p> <p>1-4. The NIC meetings for sharing information and outcomes on INSET are convened on a regular basis.</p>	<p>matters within/with the GES/MOE.</p> <p>1-12. Convene the NIC meetings.</p> <p><b>Objectively Verifiable Indicators 1</b></p> <p>1-1. All the districts prepare district budget which include INSET components.</p>	
Activities for Output 2	<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><b>Objectively Verifiable Indicators 2</b></p> <p>2-1. The orientation/training in INSET delivery for DTST is conducted as planned.</p> <p>2-2. Monitoring activities on orientation/training in INSET</p>	<p>2-1. Conduct orientation for Regional Education Office (REO) and <u>District Education Office (DEO)</u> by NIU.</p> <p>2-2. Select <u>MTs</u>.</p> <p>2-3. Conduct orientation and training in INSET delivery for <u>MTs</u>.</p> <p>2-4. Conduct training in monitoring skills for <u>MTs</u>.</p> <p>2-5. Provide professional support to <u>MTs</u> for effective INSET delivery and monitoring by NIU.</p> <p>2-6. Monitor district-level activities by <u>MTs</u>.</p> <p><b>Objectively Verifiable Indicators 2</b></p> <p>2-1. Monitoring activities on orientation/training in INSET management for HTs and CSs are conducted by <u>MTs</u> on a regular basis.</p>	<p>Since each district have / will have its own DMTs besides existing RMTs, the expressions are modified to reflect the current situation.</p>

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	<p>management for HTs and CSs are conducted by NTs (region) on a regular basis.</p> <p>2-3. Monitoring activities on orientation/training in INSET delivery for CLs are conducted by NTs (region) on a regular basis.</p>	<p>2-2. Monitoring activities on orientation/training in INSET delivery for CLs are conducted by <u>MTs</u> on a regular basis.</p>	
<p>Activities for Output 3</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 orientation/training for CL by NTs.</p> <p>3-6. Identify challenges of DIC and 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>3-1. Conduct orientation for DIC to manage INSET by NIU.</p> <p>3-2. Support DIC to select DTST by NIU and <u>MTs</u>.</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 <u>MTs</u>.</p> <p>3-4. Provide professional support to DIC for the smooth implementation of orientation for HT and CS by NIU and <u>MTs</u>.</p> <p>3-5. Provide professional support to DTST for the smooth implementation of orientation/training for CL by <u>MTs</u>.</p> <p>3-6. Identify challenges of DIC and DTST by NIU and <u>MTs</u>.</p> <p>3-7. <u>Conduct mop-up orientation for newly appointed DIC members</u> by NIU.</p> <p>3-8. <u>Promote</u> periodic</p>	<p>Since each district have / will have its own DMTs besides existing RMTs, the expressions are modified to reflect the current situation.</p> <p>To strengthening the knowledge and skills of CLs, periodic training is considered important, however, the expression is changed from 'Conduct' to 'Promote' due to budgetary constraints.</p> <p>The indicators are re-examined and modified to capture more clearly the achievement of Output 3.</p> <p>The indicator figures were defined through discussion between the Ghanaian side and the Team.</p>

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	<p><b>Objectively Verifiable Indicators 3</b></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>training for DTST by <u>MTs</u>.</p> <p><b>Objectively Verifiable Indicators 3</b></p> <p>3-1. <u>The orientation/training in INSET management for REO and DIC is conducted as planned.</u></p> <p>3-2. <u>The orientation/training in INSET delivery for DTST is conducted as planned.</u></p> <p>3-3. <u>More than 60% of districts conduct the orientation and training in INSET management for HTs and CSs.</u></p>	
<p>Activities for Output 4</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</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</p>	<p>To specify endline survey as 'sampling survey.'</p> <p>The indicator figures were defined through discussion between the Ghanaian side and the Team.</p>

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	<p>batch districts as sampling surveys by NIU.</p> <p>4-8. Conduct the endline survey.</p> <p><b>Objectively Verifiable Indicators 4</b></p> <p>4-1. The percentage of the AIPR submitted to NIU from DEO attains to more than XX% every year.</p>	<p>first batch districts as sampling surveys by NIU.</p> <p>4-8. Conduct the endline survey (<u>sampling survey</u>).</p> <p><b>Objectively Verifiable Indicators 4</b></p> <p>4-1. The percentage of the AIPR submitted to NIU from DEOs <u>which have conducted CL Sourcebook training</u> reaches more than 80%.</p>	
<p>Activities for Output 5</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-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. Support GES to incorporate INSET practices into existing policies.</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 <u>annual</u> newsletter. ]</p> <p>5-4. Promote the incentive system, such as best teacher awards, best CLs, best DTST, best DMTs, etc.</p> <p>5-5. Support <u>MOE Divisions and Agencies/ GES Divisions</u> to incorporate INSET practices into existing policies/programmes.</p> <p><b>Objectively Verifiable Indicators 5</b></p> <p>5-1. The newsletters are published as planned.</p> <p>5-2. A number of</p>	<p>The activities to achieve Output 5 were reexamined and modified.</p>

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	<p>5-7. Collaborate with Educational Divisions/Agencies to incorporate INSET practices into educational structures/programmes.</p> <p><b>Objectively Verifiable Indicators 5</b></p> <p>5-1. The newsletters are published as planned.</p> <p>5-1. Sharing of experiences, lessons, and outcomes among African countries mainly through the SMASE-WECSA network is conducted.</p> <p>5-2. A number of INSET practices are incorporated into educational policies/structures/programmes</p>	<p>INSET practices are incorporated into educational policies/structures/programmes.</p>	
<p>Important Assumptions for Output level</p>	<ol style="list-style-type: none"> <li>1. The orientation/training for HTs/CSs/CLs are implemented by DIC/DTST in the first and second batch districts.</li> <li>2. SBI/CBI is implemented by HTs and CLs in the first and second batch districts.</li> <li>3. The INSET-related personnel attending orientation and training continue working.</li> <li>4. Knowledge and skills obtained by HTs and CLs through the orientation and training are shared and disseminated within the schools.</li> </ol>	<p>Knowledge and skills obtained by HTs and CLs through the orientation and training are shared and disseminated within the schools.</p>	<p>Since orientation for HTs/CSs and orientation/training for CLs are captured in Activities, some of the Important Assumptions for Output level are internalized in Activities.</p>

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Important Assumptions for Activity level	The budget and human resources necessary for the Nationwide INSET Programme are provided by the Government of Ghana.	<ol style="list-style-type: none"> <li>1. The budget necessary for the Nationwide INSET Programme are provided by the Government of Ghana <u>at the national, district, and school levels.</u></li> <li>2. <u>The attrition rate of INSET-related personnel does not increase drastically.</u></li> </ol>	<p>Since the budget for INSET related training is dependent on district and the budget for SBI/CBI is dependent on school, Important Assumptions for Activity level are modified to clarify each level of budgetary sources (national, district and school levels).</p> <p>Since attrition rate will continue to be high, the expression is modified as "does not increase drastically".</p>
Pre-conditions	The Nationwide INSET Programme is implemented by the Government of Ghana.	The Nationwide INSET Programme is <u>officially approved</u> by the Government of Ghana.	To modify the expression more appropriately.

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**ANNEX VII: Original PDM**

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><b>Overall Goal</b></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"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>Questionnaire survey to students</li> <li>Questionnaire survey to teachers</li> <li>Lesson observation sheet</li> </ol>	<p>The policy and direction on the INSET and teacher development are not drastically changed by the MOE.</p>
<p><b>Project Purpose</b></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"> <li>More than XX% of primary schools implement two or more SBI/CBI in mathematics and science per term by the year 2013.</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>NIU Report/AIPR</li> <li>Questionnaire survey to teachers</li> <li>Lesson observation sheet</li> </ol>	
<p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.</li> <li>The capacity of the National Trainers (NTs) for INSET delivery is enhanced.</li> </ol>	<ol style="list-style-type: none"> <li>1-1. The orientation/training in INSET management for REO and DIC is conducted as planned.</li> <li>1-2. The orientation/training in INSET delivery and monitoring skills for NTs (region) is conducted as planned.</li> <li>1-3. The Nationwide INSET Programme is reviewed and revised annually.</li> <li>1-4. The NIC meetings for sharing information and outcomes on INSET are convened on a regular basis.</li> <li>2-1. The orientation/training in INSET delivery for DTST is conducted as planned.</li> <li>2-2. Monitoring activities on orientation/training in INSET management for HTs and CSs are conducted by NTs (region) on a regular basis.</li> <li>2-3. Monitoring activities on orientation/training in INSET delivery for CLs are conducted by NTs (region) on a</li> </ol>	<ol style="list-style-type: none"> <li>1-1. NIU report/AIPR</li> <li>1-2. NIU report/AIPR</li> <li>1-3. Nationwide INSET Programme</li> <li>1-4. NIU report/AIPR</li> <li>2-1. NIU report/AIPR</li> <li>2-2. NIU report/AIPR</li> <li>2-3. NIU report/AIPR</li> </ol>	<ol style="list-style-type: none"> <li>The orientation/training for HTs/CSs/CLs are implemented by DIC/DTST in the first and second batch districts.</li> <li>SBI/CBI is implemented by HTs and CLs in the first and second batch districts.</li> <li>The INSET-related personnel attending orientation and training continue working.</li> </ol>

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<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/DIO/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>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.</p> <p>District Training Officer (DTO) and Assistant District Director</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>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>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. 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>The budget and human resources necessary for the Nationwide INSET Programme are provided by the Government of Ghana.</p>

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<p>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 orientation/training for CL by NTs.</p> <p>3-6 Identify challenges of DIC and 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>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>- Office space and necessary 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, CSs, HTs, and CLs</p> <p>5. Printing costs of INSET Sourcebooks and newsletters</p> <p>6. Other local expenses</p>	<p><b>Pre-conditions</b></p> <p>The Nationwide INSET Programme is implemented by the Government of Ghana.</p>
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Outputs	Description	Key Indicators	Notes
<p>1. The capacity of the National INSET Unit (NIU) for managing INSET is strengthened.</p> <p>2. The capacity of the Regional Master Trainers (RMTs) and District Master Trainers (DMTs) for INSET delivery is enhanced.</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>1-1. All the districts prepare district budget which include INSET components.</p> <p>2-1. Monitoring activities on orientation/training in INSET management for HTs and CSs are conducted by MTs on a regular basis.</p> <p>2-2. Monitoring activities on orientation/training in INSET delivery for CLs are conducted by MTs on a regular basis.</p> <p>3-1. The orientation/training in INSET management for REO and DIC is conducted as planned.</p> <p>3-2. The orientation/training in INSET delivery for DTST is conducted as planned.</p> <p>3-3. More than 60% of districts conduct the orientation and training in INSET management for HTs and CSs.</p> <p>4-1. The percentage of the AIPR submitted to NIU from DEOs which have conducted CL Sourcebook training reaches more than 80%.</p> <p>5-1. The newsletters are published as planned.</p> <p>5-2. A number of INSET practices are incorporated into educational policies/structures/programmes.</p>	<p>1-1. NIU report/AIPR</p> <p>2-1. NIU report/AIPR</p> <p>2-2. NIU report/AIPR</p> <p>3-1. NIU report/AIPR</p> <p>3-2. NIU report/AIPR</p> <p>3-3. NIU report/AIPR</p> <p>4-1. NIU report/AIPR</p> <p>5-1. Published newsletter</p> <p>5-2. Policies such as ESP etc</p>	<p>Knowledge and skills obtained by HTs and CLs through the orientation and training are shared and disseminated within the schools.</p>
<p><b>Activities</b></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 Sensitize DDEs on securing INSET-related budget.</p> <p>1-6 Arrange the orientation/training for DMTs, DIC, and DTST.</p> <p>1-7 Assist DDEs to conduct HT orientation and CL orientation/training.</p> <p>1-8 Follow up on HT orientation and CL orientation/ training</p> <p>1-9 Review and revise the Nationwide INSET Programme.</p> <p>1-10 Review and revise the National Guidelines and INSET Sourcebooks as needed.</p> <p>1-11 Coordinate INSET-related matters within/with the GES/MOE.</p> <p>1-12 Convene the NIC meetings.</p> <p>2-1 Conduct orientation for Regional Education Office (REO) and District Education Office (DEO) by NIU.</p> <p>2-2 Select MTs.</p> <p>2-3 Conduct orientation and training in INSET delivery for MTs.</p> <p>2-4 Conduct training in monitoring skills for MTs.</p> <p>2-5 Provide professional support to MTs for effective INSET delivery and monitoring by NIU.</p> <p>2-6 Monitor district-level activities by MTs.</p>	<p><b>Inputs</b></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>Administrative Coordinator</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>Chanaian 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>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</p>	<p>1. The budget necessary for the Nationwide INSET Programme are provided by the Government of Ghana at the national, district, and school levels.</p> <p>2. The attrition rate of INSET-related personnel does not increase drastically.</p>

12

<p>3-1 Conduct orientation for DIC to manage INSET by NIU.  3-2 Support DIC to select DTST by NIU and MTs.  3-3 Conduct orientation and training in INSET delivery for DTST, District Training Officer (DTO) and Assistant District Director for Supervisors (AD-Sups) by MTs.  3-4 Provide professional support to DIC for the smooth implementation of orientation for HT and CS by NIU and MTs.  3-5 Provide professional support to DTST for the smooth implementation of orientation/training for CL by MTs.  3-6 Identify challenges of DIC and DTST by NIU and MTs.  3-7 Conduct mop-up orientation for newly appointed DIC members by NIU.  3-8 Promote periodic training for DTST by MTs.  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 (sampling survey).  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 annual newsletter.  5-4 Promote the incentive system, such as best teacher awards, best CLs, best DTST, best DMTs, etc.  5-5 Support MOE Divisions and Agencies/GES Divisions to incorporate INSET practices into existing policies/programmes.</p>	<p>- 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> <p>4. Expenses of orientation and training for REO, MTs, 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><b>Pre-condition</b>  The Nationwide INSET Programme is officially approved by the Government of Ghana.</p>
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Annex IX: Equipment List

No.	Date of registration D/M/Y	Name of Equipment	Specification	Qty	Unit Price	Place to keep (User)	Condition	Usage
1	08/06/2009	Air Conditioner	Fujitec, F124X, 24000 Btu/Hour	2	GHS 1,476.00	TED, Accra	A	A
2	22/06/2009	Copier	Canon IR 3035N, black and white, A3-A5, 35ppm	1	USD 6,913.04	TED, Accra	A	A
3	23/06/2009	Vehicle (4WD)	Toyota Prado GX, 2,986cc, 7 seats, Dark Grey coloured	1	USD 43,597.00	TED, Accra	A	A
4	23/06/2009	Vehicle (Sedan)	Toyota Corolla 1.6, 1,600cc, 5 seater, grey coloured.	1	USD 20,437.00	TED, Accra	A	A
5	24/06/2009	Projector	Epson LCD Projector H283B	3	USD 1,150.00	TED, Accra	A	B
6	24/06/2009	Projector Screen	Sahara Tripod Screen, 1750x1759, Steel screen case	3	USD 55.00	TED, Accra	A	B
7	24/06/2009	Generator	Honda EP2500CX, Type R, 50Hz, 220V	3	USD 1,690.00	TED, Accra	A	D
8	24/06/2009	Cell Phone	Nokia 6500 Classic	1	GHS 350.00	Japanese Experts	A	A
9	03/07/2009	Desktop PC	HP DC 7900 SFF, Windows XP, MS Office 2007, HP L1910 Monitor	1	GHS 2,079.40	TED, Accra	A	A
10	09/07/2009	Laptop PC	HP-2230S-FU327 EA, Windows Vista, MS Office 2007, Mouse, Bag	3	GHS 2,522.14	TED, Accra	A	A
11	15/07/2009	Digital Camera	Sony CyberShot DSC-W120, Memory Stick 2GB, Case	1	GHS 450.00	TED, Accra	A	C
12	28/07/2009	UPS	APC UPS 3000VA	2	GHS 2,425.00	TED, Accra	A	A
13	29/07/2009	UPS	PCE XP 2000p 2000VA	5	GHS 509.99	TED, Accra	A	A
14	31/07/2009	Printer	HP Laser Jet 5200dtn	1	USD 2,494.62	TED, Accra	A	A
15	10/08/2009	Com-Binding Machine	Ibico Kombo, 22-page 80gsm	1	GHS 670.00	TED, Accra	A	C
16	30/06/2010	Laptop PC	HP 4510S C2D T6570, RAM 3GB, 320GB HDD, Windows 7 Professional, Office 2007	1	GHS 2,515.20	TED, Accra	A	A
17	14/07/2010	Laptop PC	HP G60-633, 2.1GHz, 3GM. Ram, 320GB HDD, Windows 7, Office 2007	1	GHS 2,248.00	TED, Accra	A	A
18	14/07/2010	Cupboard	Wooden Cupboard, 195x80	6	GHS 400.00	TED, Accra	A	A
19	22/09/2010	Video Camera	Sony HDR-XR550, 120GB	1	GHS 3,000.00	TED, Accra	A	C
20	22/09/2010	Scanner	HP Scanjet n6310	1	GHS 1,552.96	TED, Accra	A	A
21	22/09/2010	Color Printer	HP Color Laser Jet CP4525dn	1	GHS 3,552.75	TED, Accra	A	A
22	22/09/2010	Fax	HP Officejet 4500	1	GHS 348.00	TED, Accra	A	A
23	28/09/2010	Digital Camera	Sony DSC-W360	1	GHS 600.00	TED, Accra	A	B

Category of Condition (Annual average)

- A: Excellent
- B: Fair
- C: Poor
- D: Unable to use

Note: Equipment with highlight was purchased by JICA Ghana Office.

Category of Usage (Annual average)

- A: Every week
- B: Every other week
- C: Every month
- D: Less than every month

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**Annex X: Local cost born by the GOG in 2009 and 2010**

**Table 1 Summary of Local Costs in 2009 (January to December)**

Activity Name	Amount Projected (GH ¢)	Amount Released (GH ¢)	Note
<b>Component 1: Sourcebook</b>			
Printing of Sourcebook	109,800.00	66,820.95	Disbursed
Distribution of Sourcebook	9,104.00	8,084.00	Disbursed
<b>Component 2: Sensitization</b>			
Issue Newsletters	136,500.00	0.00	No allocation
<b>Component 3: Coordination</b>			
Orientation for REO	3,612.00	3,841.40	Disbursed
<b>Component 4: Strengthening National Level Personnel</b>			
Selection of National Trainers	N/A	N/A	
Orientation and Training for National Trainers <sup>1</sup>	N/A	N/A	
Training for National Trainers to improve monitoring	15,138.00	- <sup>2</sup>	Partly Disbursed
<b>Component 5: Strengthening District Level Personnel</b>			
Orientation for DIC	61,823.00	53,930.00	Disbursed
Orientation and Training for DTST, DTO and AD-Sup	166,661.00	22,930.00	Partly Disbursed through Districts
<b>Component 6: Supporting District Level</b>			
Support DIC in DTST selection	N/A	N/A	
Identify DEO with challenges	N/A	N/A	
Monitoring District Level Activity	22,420.00	4,284.25	Partly Disbursed
<b>Total</b>	<b>525,058.00</b>	<b>159,890.60</b>	

Source: Teacher Education Division

<sup>1</sup> Both a projected amount and an actual expense for "Orientation and Training for National Trainers" are added up with the ones for "Orientation and Training for DTST, DTO and AD-Sup".

<sup>2</sup> Expense for "Training for National Trainers to improve monitoring" was added up with that of "Orientation and Training for DTST, DTO and AD-Sup".

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**Table 2 Summary of Local Costs in 2010 (January to December)**

Activity Name	Amount Projected (GH ¢)	Amount Released (GH ¢)	Note
<b>Component 1: Sourcebook</b>			
Printing of Sourcebook	155,850.00	0.00	
Distribution of Sourcebook	11,112.00	0.00	
<b>Component 2: Sensitization</b>			
Issue Newsletters	144,300.00	0.00	No allocation
<b>Component 3: Coordination</b>			
Organizing NIC	604.00	302.00	
<b>Component 4: Strengthening National Level Personnel</b>			
Selection of National Trainers	24.00	0.00	
Orientation and Training for National Trainers <sup>3</sup>	N/A	N/A	
Training for National Trainers to improve monitoring	17,256.00	7,698.00	
<b>Component 5: Strengthening District Level Personnel</b>			
Orientation for DIC	74,355.00	7,022.00	
Orientation and Training for DTST, DTO and AD-Sup	188,190.00	14,616.00	
<b>Component 6: Supporting District Level</b>			
Support DIC in DTST selection	142.00	0.00	
Identify DEO with challenges	0.00	0.00	
Monitoring District Level Activity	40,588.00	7,620.00	
<b>Equipment</b>			
Procurement of computers	7,966.00	0.00	
<b>Total</b>	<b>640,387.00</b>	<b>37,258.00</b>	

Source: Teacher Education Division

Note: The costs shown in the table do not include the following;

- Personnel costs of Ghanaian counterparts
- Implementing costs borne by districts, which are yearly allocated from the GOG for the activities at district level.

<sup>3</sup> Both a projected amount and an actual expense for "Orientation and Training for National Trainers" are added up with the ones for "Orientation and Training for DTST, DTO and AD-Sup".

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2. PDM 改訂版 (和文)

プロジェクト名：ガーンナ国 現職教員研修運営管理能力強化プロジェクト  
 作成日：2009年3月31日 改訂日 2011年3月8日  
 プロジェクト実施期間：2009年6月15日～2013年3月14日 (3年9ヵ月)  
 対象地域：全国  
 バージョン：No. 2

プロジェクト要約	指標	入手段	外部条件
<p><b>スーパーゴール</b></p> <p>児童の成績が向上する。</p>	<p><b>指標</b></p> <ol style="list-style-type: none"> <li>学習状況調査 (NEA) の算数の成績が <math>X.X\%</math> 以上向上する。</li> <li>国際数学・理科教育動向調査 (TIMSS) の成績が <math>X.X\%</math> 以上向上する。</li> <li>全国標準学力検査 (SEA) の成績が <math>X.X\%</math> 以上向上する。</li> </ol>	<p><b>入手段</b></p> <ol style="list-style-type: none"> <li>NEA</li> <li>TIMSS</li> <li>SEA</li> </ol>	
<p><b>上位目標</b></p> <p>理数科分野における公立小学校教員の指導力が向上する。</p>	<ol style="list-style-type: none"> <li>サンプリング調査として、全国 (パイロット10郡及び第1バッチ郡) から選定された学校において、教員の指導技能、指導教科の知識などに関する児童の満足度 (レーティング) が2016年までに平均で90%以上に達する。</li> <li>サンプリング調査として、全国 (パイロット10郡及び第1バッチ郡) から選定された学校において、教員の指導力が2016年までに平均で3.5ポイント以上 (1-5段階のレーティング) に達する。</li> </ol>	<p><b>入手段</b></p> <ol style="list-style-type: none"> <li>児童への質問票調査</li> <li>授業観察シート</li> </ol>	<p>INSET や教員育成に関する教育省 (MOE) の政策・方針が大幅に変更されない。</p>
<p><b>プロジェクト目標</b></p> <p>理数科分野において、体系的かつ質の高い現職教員研修 (INSET) を全国展開するための運営管理体制が確立・強化される。</p>	<ol style="list-style-type: none"> <li>60%以上の郡が CL ソースブック研修1 を実施する。</li> <li>CL ソースブック研修1 に CL が参加した小学校のうち 80%以上が、2013 年までに理数科の SBI/CBI を少なくとも年3 回実施する。</li> <li>サンプリング調査として、全国 (パイロット10郡及び第1バッチ郡) から選定された学校において、INSET (SBI/CBI) に関する教員の満足度が、2013 年までに平均で2.8ポイント以上 (1-4 段階のレーティング) に達する。</li> </ol>	<ol style="list-style-type: none"> <li>NIU 年次報告書/年次 INSET 進捗報告書 (AIPR)</li> <li>NIU 年次報告書/年次 INSET 進捗報告書 (AIPR)</li> <li>サンプリングサーベイ</li> </ol>	
<p><b>アウトプット</b></p> <ol style="list-style-type: none"> <li>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。</li> <li>リージョナル・マスター・トレーナー (RMT) 及びディストリクト・マスター・トレーナー (DMT) の INSET に関する指導力が向上する。</li> </ol>	<ol style="list-style-type: none"> <li>1-1. すべての郡が INSET 関連の項目を含む郡予算を作成する。</li> <li>1-1. トレーナーにより、校長 (HT) 及び指導主事 (CS) を対象とした INSET 運営管理オリエンテーション/研修に関するモニタリング活動が定期的に実施される。</li> </ol>	<ol style="list-style-type: none"> <li>1-1. NIU 年次報告書/AIPR</li> <li>2-1. NIU 年次報告書/AIPR</li> </ol>	<p>オリエンテーション/研修を通じて習得された HT や CL の知識や技能が、学校内で共有される。</p>

<p>3. 郡 INSET 委員会 (DIC) の INSET に関する運営管理能力、並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>4. INSET の体系化及び質の向上に向けたモニタリング・評価体制が確立・強化される。</p> <p>5. INSET 支援体制が強化される。</p>	<p>2-2. トレーナーにより、教務主任 (CL) を対象とした INSET 指導オリエンテーション/研修に関するモニタリング活動が定期的の実施される。</p> <p>3-1. 州教育事務所 (REO) や DIC を対象とした INSET 運営管理オリエンテーション/研修が計画どおり実施される。</p> <p>3-2. DTST を対象とした INSET 指導オリエンテーション/研修が計画どおり実施される。</p> <p>3-3. 60%以上の郡が HT 及び CS を対象とした INSET 運営管理オリエンテーション/研修を実施する。</p> <p>4-1. CL ソースブック研修 1 を実施した郡教育事務所 (DEO) から NIU に提出される AIPR の割合が 80%以上に達する。</p> <p>5-1. ニュースレターが計画どおり発行される。</p> <p>5-2. INSET に関する複数の実践内容が教育政策/システム/プログラムに組み込まれる。</p>	<p>2-2. NIU 年次報告書/AIPR</p> <p>3-1. NIU 年次報告書/AIPR</p> <p>3-2. NIU 年次報告書/AIPR</p> <p>3-3. NIU 年次報告書/AIPR</p> <p>4-1. NIU 年次報告書/AIPR</p> <p>5-1. ニュースレター</p> <p>5-2. 教育戦略計画 (ESP) 等の政策類</p>	
<p><b>活動</b></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 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 郡教育事務所長 (DDE) に対して INSET 関連予算の確保を働きかける。</p> <p>1-6 DMT、DIC 及び DTST を対象としたオリエンテーション/研修実施のための調整を行う。</p> <p>1-7 HT オリエンテーション及び CL オリエンテーション/研修の実施に向けて DDE を支援する。</p> <p>1-8 HT オリエンテーション及び CL オリエンテーション/研修の実施をフォローする。</p> <p>1-9 INSET 全国展開プログラムの内容を再検討・改訂する。</p> <p>1-10 必要に応じて INSET 国家ガイドライン及び INSET ソースブックの内容を再検討・改訂する。</p> <p>1-11 ガーナ教育サービス (GES) 及び教育省 (MOE) 内の INSET 関連事項を調整する。</p> <p>1-12 国家 INSET 委員会 (NIC) 会議を開催する。</p> <p>2-1 NIU は REO 及び郡教育事務所 (DEO) を対象としたオリエンテーションを行う。</p> <p>2-2 トレーナーを選定する。</p> <p>2-3 トレーナーを対象とした INSET の指導に関するオリエンテーション及び研修を行う。</p> <p>2-4 トレーナーを対象としたモニタリング研修を行う。</p>	<p><b>投入</b></p> <p>日本側</p> <p>1. 人材 専門家 チーフ・アドバイザー/INSET 制度 INSET 計画・管理・調整 モニタリング・評価/授業観察 理教科教育/校内研修 (SBI) 業務調整 ローカル・コンサルタント</p> <p>2. 本邦及び第三国研修</p> <p>3. 機材供与 プロジェクト活動に必要な機材供与</p> <p>4. JICA 専門家の活動に必要な現地活動費</p>	<p>ガーナ側</p> <p>1. 人材 GES 総裁 (プロジェクト・ディレクター) 教師教育局 (TED) 局長 (プロジェクト・マネージャー) NIU プログラム・コーディネーター NIU 副プログラム・コーディネーター 中央レベルのナショナル・トレーナー (NT/NIU)</p> <p>2. 事務職員 秘書 運転手 プロジェクトの実施に必要なその他の職員</p> <p>3. 施設設備 - プロジェクト実施に必要な土地、建物、施設及び機材</p>	<p>1. INSET 全国展開プログラムに必要な予算が、ガーナ国政府により国家・郡・学校それぞれレベルで提供される。</p> <p>2. オリエンテーション/研修を受講した INSET 関係者の離職率が急激に増加しない。</p>

<p>2-5 NIU はトレナーに対して、効果的な INSET 指導及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 トレナーは郡レベルの活動をモニタリングする。</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 及びトレナーは DIC に対して、DTST メンバーを選定するための支援を行う。</p> <p>3-3 トレナーは、DTST、郡研修担当官(DTO)、指導担当郡教育事務所次長(AD-Sups)を対象とした INSET 指導に関するオリエンテーション及び研修を行う。</p> <p>3-4 NIU 及びトレナーは、DIC に対して、HT 及び CS 対象のオリエンテーション及び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>3-5 トレナーは DTST に対して、CL 対象の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 及びトレナーは DIC 及び DTST の課題を確認する。</p> <p>3-7 NIU は新しく任命された DIC メンバーに対するオリエンテーションを行う。</p> <p>3-8 トレナーは定期的な DTST 研修を促進する。</p> <p>4-1 NIU は AIPR の作成状況をモニタリングする。</p> <p>4-2 NIU は各 DEO から AIPR を収集する。</p> <p>4-3 NIU は AIPR を分析する。</p> <p>4-4 NIU は分析結果を次年度の年間活動にフィードバックする。</p> <p>4-5 NIU 年次報告書を作成する。</p> <p>4-6 教員のための授業観察ツールを改訂する。</p> <p>4-7 サンプリング調査として、NIU はパイロット 10 郡及び第 1 バッチ郡から選定された学校において授業観察を行う。</p> <p>4-8 エンドライン調査(サンプリング調査)を行う。</p> <p>5-1 パイロット 10 郡から抽出された経験、教訓及び結果を共有する。</p> <p>5-2 INSET に関する情報を普及させるための関係者セミナーを開催する。</p> <p>5-3 年次ニュースレターを発行する。</p> <p>5-4 ベスト教員賞、ベスト CL 賞、ベスト DTST 賞、ベスト MT 賞のような奨励制度を推進する。</p> <p>5-5 INSET 実践内容を教育政策文書/プログラムに組み込むために、MOE 関連組織・部局及び GES 部局との連携を進める。</p>	<p>- 機材の設置・保管に必要な部屋及び場所</p> <p>- JICA 専門家に必要な執務室及び施設設備</p> <p>- 両者で同意に至った場合、必要に応じてその他の施設</p> <p>4. REO、MT、DIC、DTST、DTO、AD-Sups、CS、HT 及び CL を対象としたオリエンテーション/研修に必要な費用</p> <p>5. INSET ソースブック及びニュースレターの印刷費</p> <p>6. その他の現地活動費</p>	<p><b>前提条件</b></p> <p>INSET 全国展開プログラムがガーナ国政府により公式に承認される。</p>
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