

ガーナ共和国  
初中等教員の資質向上・管理政策  
制度化支援プロジェクト  
中間レビュー調査報告書

平成 29 年 4 月  
(2017年)

独立行政法人国際協力機構  
人間開発部

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## 序 文

ガーナ共和国（以下、「ガーナ」と記す）政府は、「万人のための教育（Education for All : EFA）」を目指し、基礎教育において各種政策文書、プログラムを策定し、教育セクターの包括的な開発に取り組んでいます。これらのプログラムの推進により、2006年までに初等教育の総就学率が9割強まで上昇するなど、教育の量的拡大は進みました。しかしながら、いまだ教育の質的改善に関して多くの課題を残しています。こうした状況のなか、わが国は2000年から2013年にかけて、3つの技術協力プロジェクト「小中学校理数科教育改善（Improvement of Educational Achievement in Science, Technology and Mathematics (STM in Basic Education)）」「現職教員研修（IN-Service Education and Training : INSET）政策実施支援（INSET フェーズ1）」「INSET 運営管理能力強化（INSET フェーズ2）」を実施し、小学校理数科における学習者中心型授業の普及のため、授業研究型校内研修（及び近隣学校群研修）（School-Based INSET/Cluster-Based INSET (SBI/CBI)）の実施モデル・マニュアルを開発し、全国普及を支援しました。

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

今般、プロジェクトの中間レビューを行うことを目的として、2016年7月に調査団を派遣し、ガーナ政府及び関係機関との間で、プロジェクトの目標達成度や成果等を分析するとともに、プロジェクトの残り期間の課題について確認・協議を行いました。本報告書はこれら調査結果を取りまとめたものであり、今後のプロジェクトの展開に広く活用されることを願うものです。

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

平成29年4月

独立行政法人国際協力機構

人間開発部長 熊谷 晃子



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地 图



Political Map of Ghana

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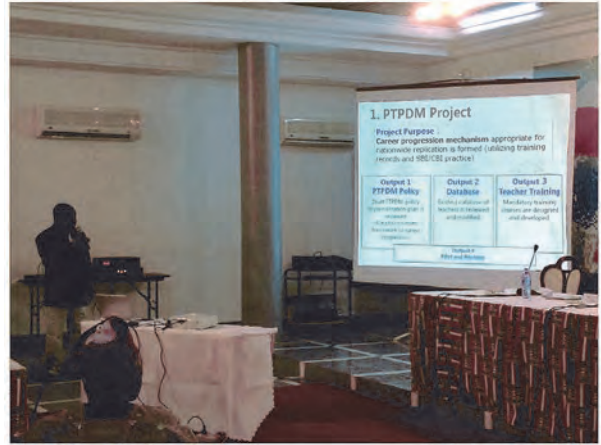


写



合同調整委員会の様子

真



教師教員局スタッフによる発表



ミニッツ署名



ミニッツ署名



## 略 語 表

略 語	英 語 名	日 本 語 名・説明
ADEOP	Annual District Education Operation Plan	年次郡教育実施計画
AIPR	Annual INSET Progress Report	年次 INSET 進捗報告書
BT	Beginning Teacher	新任教員、初任者
CBI	Cluster-Based INSET	クラスター研修
CCT-GH	Coalition of Concerned Teachers-Ghana	教員組合
CL	Curriculum Leader	教務主任
CoE	College of Education	教員養成大学
CRDD	Curriculum Research and Development Division	カリキュラム研究開発局
CS	Circuit Supervisor	指導主事
DA	District Assembly	郡政府
DBI	Department-based INSET	部門研修
DDE	District Director of Education	郡教育事務所長
DEO	District Education Office	郡教育事務所
DEOC	District Education Oversight Committee	郡の地方分権化組織 District Assembly の中にあり就学 前、小学校、中学校を管轄
DfID	Department for International Development	英国国際開発省
EFA	Education for All	万人のための教育
EMIS	Education Management Information System	教育管理情報システム
ESP	Education Strategic Plan	教育戦略計画
GES	Ghana Education Service	ガーナ教育サービス
GHS	Ghana cedi	ガーナセディ（ガーナの通貨）
GNAT	Ghana National Association of Teachers	ガーナ教員組合
GPEG	Ghana Partnership for Education Grant	教育のためのガーナ・パートナー シップ基金
HRMD	Human Resource Management Division	人的資源管理局
HoS	Head of School	校長
HR	Human Resource	人事、人材
HT	Head Teacher	校長
HTA	Head Teacher Aspirant	校長志願者
ICT	Information and Communication Technology	情報通信技術

IGF	Internally Generated Fund	内部資金、自己歳入
INSET	In-Service Education and Training	現職教員研修
IPPD	Integrated Personnel Payroll Database	統合個人給与データベース
JCC	Joint Coordinating Committee	合同調整委員会
JICA	Japan International Cooperation Agency	国際協力機構
JHS	Junior High School	中学校
KG	Kindergarten	幼稚園
LI	Legislative Instruments	法令規則
M/M	Minutes of Meeting	協議議事録、ミニッツ
MM	Man Months	人月
MoE	Ministry of Education	教育省
NAGRAT	National Association of Graduate Teachers	大学教員組合
NEA	National Education Assessment	学習状況調査
NIU	National INSET Unit	国家 INSET ユニット
NTA	National Teaching Authority	国家教員評議会（NTC の改称）
NTC	National Teaching Council	国家教員評議会
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
PDSI	Plan-Do-See-Improve	計画・実行・評価・改善
PO	Plan of Operations	実施計画
PSC	Public Service Commission	公務員人事委員会
PTPDM Policy	Pre-Tertiary Teacher Professional Development and Management Policy	初中等教員の資質向上・管理政策
R/D	Record of Discussions	討議議事録
REO	Regional Education Office	州教育事務所
SBI	School-Based INSET	校内研修
SC	Steering Committee	運営委員会
SDG	Sustainable Development Goals	持続可能な開発目標
SPIP	School Performance Improvement Plan	学校活動計画
SMS	Short Message Service	ショートメッセージサービス
ST	Senior Teacher	シニア教員
STM	Improvement of Educational Achievement in Science, Technology and Mathematics (STM) in Basic Education	小中学校理数科教育改善

T-TEL Project	Transforming Teacher Education and Learning Project	DfID 支援 4 年間のプロジェクト (2018 年まで)
TED	Teacher Education Division	教師教育局
TIMSS	Trends in International Mathematics and Science Study	国際数学・理科教育動向調査
ToT	Training of Trainer	指導員訓練
TVET	Technical and Vocational Education and Training	技術職業教育訓練
UNICEF	United Nations Children's Fund	国連児童基金
USAID	United States Agency for International Development	アメリカ合衆国国際開発庁





## 中間レビュー調査結果要約表

I. 案件の概要	
国名：ガーナ	案件名：初中等教員の資質向上・管理政策制度化支援プロジェクト
分野：教育（初中等教育）	援助形態：技術協力プロジェクト
所轄部署：人間開発部 基礎教育グループ基礎 教育第二チーム	協力金額（2016年7月末時点）：約1億8700万円 （全体協力金額：約4億円）
協力 期間	2014年4月～2018 年3月（計48カ月）
	先方関係機関：教育省（MoE）、ガーナ教育サービス（GES）、教師教育局（TED）、国家教員評議会（NTC） 日本側協力機関：JICA、株式会社パデコ
<p>1-1 協力の背景と概要</p> <p>ガーナにおいては、教育の量的拡大については着実に進捗しつつある一方で、その質の向上が残された大きな課題となっている。例えば、2013年に実施された小学6年生向けサンプル学習状況調査（NEA）の結果では、到達合格ラインとされる55%の正答率を得た児童の割合は、英語は39%、算数は10.9%と報告されており、両科目ともに到達合格ラインには及んでいない。また、中学2年生を対象とした国際数学・理科教育動向調査（TIMSS）2011においては、全参加国（42カ国）のうち、数学、理科ともに最下位であった。</p> <p>このような状況を踏まえ、教育の質を担保する教員の能力向上が必要とされており、2011年にガーナ教育省が策定したセクター開発計画においては6つの教育サブセクター政策のうちの1つとして、「初中等教員の資質向上・管理（PTPDM）政策」が掲げられている。この政策は教員の能力やその向上にかかる取り組みの実施状況を考慮した人事管理を行うことで、教員の職能成長を促進しようとするものである。</p> <p>教員の能力向上にかかる重要な取り組みの1つと考えられるのが、学校や地域内での研修である。わが国は2000年から2013年にかけて、3つの技術協力プロジェクトを実施し、小学校理数科における学習者中心型授業普及のため、「授業研究」を中心とする学校内での研修の実施モデル及びそのマニュアルの開発と全国普及を支援してきた。PTPDM政策のもと、これまでの技プロで開発された教員の研修プログラムが教員の人事評価に結びつけられることにより、教員にとってそれらの研修を実施するインセンティブが強まると期待される。</p> <p>今次プロジェクトは、教員の各階梯に必要な能力を踏まえた研修の実施モデル及び教員の能力や研修受講歴等を踏まえた評価・昇進のモデルを構築することにより、教員の職能成長にかかる取り組みを促進させるシステムの整備に取り組むものである。</p> <p>1-2 協力内容</p> <p>(1) スーパーゴール</p> <p>職務の向上により、初中等教員*の能力が向上する。</p>	

\* 「初中等教員」は、PTPDM政策が対象とするPre-Tertiaryの3つのレベルの全教員を対象としている。

(2) 上位目標

パイロット以外の郡において、キャリア階梯メカニズムが施行される。

(3) プロジェクト目標

キャリア階梯メカニズムが構築され、パイロット郡において必要な階層別研修が実施される。

(4) 成果（アウトプット）

成果 1：キャリア階梯の枠組みを含む PTPDM 政策実施計画案が更新される。

成果 2：既存の教員データベースがキャリア階梯管理のために更新される。

成果 3：必修とする研修コースが改訂／開発される。

成果 4：成果 1～3 がパイロットの結果を受けて更新される。

(5) 投入実績

日本側：

専門家派遣	合計 8 名 (50.6 MM) *2016 年 8 月までの期間
研修	合計 37 名 (本邦研修 16 名、第三国研修 21 名)
機材	総額 USD 41,443 相当の機材をプロジェクトで整備 総額 GHS 218,115 相当の事務機器を JICA ガーナ事務所を通じて整備
現地活動経費	総額合計 37,629,722 円 (2016 年 5 月末時点) (中央政府・地方自治体向けワークショップ費用 7,889,933 円を含む)

相手国側：

カウンターパート配置	合計 14 名
アドミニスタフ	秘書 1 名、ドライバー 1 名
施設・設備	プロジェクト用執務室及び会議室
プロジェクト経費	研修実施費等

II. 中間レビュー調査団の概要

調査者	<u>日本側調査団メンバー</u>	
	団 長：田中 紳一郎	国際協力専門員
	協力企画：徳川 詩織	JICA 人間開発部基礎教育グループ基礎教育第二チーム
	評価分析：荻野 有子	コーエイ総合研究所
	<u>ガーナ側合同評価メンバー</u>	
	Ms. Evelyn Owusu Oduro, TED Director (Project Manager)	
	Mr. Gershon Dorfe, NIU Coordinator	
	Ms. Grace Agyeman Duah, National Trainer	
	Mr. Emmanuel T. Aboagye, Deputy Executive Secretary, NTC	
調査期間	2016 年 7 月 4 日 (月) ～ 22 日 (金)	評価種類：中間レビュー調査

### III. レビュー結果の概要

#### 3-1 実績の確認

##### (1) 成果（アウトプット）

【成果 1】達成しつつあるが、ガイドラインならびに現職教員スタンダードは、2016/17 年度パイロット活動開始前に最終化を急ぐ必要がある。

- ・ 当初計画では、プロジェクト開始後 1 年間は制度構築に注力し、2015/16 学年度からパイロット活動を実施することを予定していたが、ガーナ教育省の強い要望により、パイロットの開始を 2014/15 年度からに前倒しし、並行して制度構築を実施するというスケジュールに変更せざるを得ない状況となった。現在は、パイロットのための枠組みとして、PTPDM 政策に関連する各コンポーネントをカバーしたガイドラインならびに現職教員スタンダードの作成を進めているところで、これらは 2016/17 年のパイロット活動開始に向けて最終化される必要がある。（指標 1-1）
- ・ 昇進のための人事考課表（appraisal form）修正については、ガーナの全公務員の評価に共通の評価フォームを公務員人事委員会（PSC）が導入することとなった機を捉えて、PSC 評価フォームと適合するように教員評価ハンドブックを開発した。GES はこのハンドブックを GES のウェブサイトに掲載し、2015/16 年度より全 GES 教職員が使用するよう指示している。このハンドブックはプロジェクト終了までに更に改訂される予定である。昇進手続きについては、ガイドラインを通じた制度構築を行っているところで、既存の GES の昇進フォーム改訂を行い、2016/17 年度のパイロット活動で検証する予定である。（指標 1-2）

【成果 2】データベースの枠組みは開発されたが、データ入力とその活用にかかるパイロットを 2016/17 年度で急ぎ実施する必要がある。

- ・ 教員評価やライセンス付与・キャリア階梯にかかる決定に必要な研修履歴を管理するためのデータベースの枠組みが作成された。データ収集のため、研修履歴を記載する「教員ログブック」を開発し、パイロット郡の新任教員に配布した。残り期間において、パイロット活動を通してデータベースの管理にかかわる人材育成を進めると同時に、郡のもつ教員データベースの実用可能性を含め、実際にどのような情報収集・管理方法が適切であるかを確認し、現実的に運用可能なデータベースの構築を更に推し進める予定である。（指標 2-1）

【成果 3】達成に向けて進展しているが、2016/17 年度のパイロット活動の前に、現職教員スタンダードの最終版と内容を整合させる必要がある。

- ・ 研修ニーズ調査や、先行 INSET（現職教員研修）政策実施支援計画／運営管理能力強化プロジェクトのリソースを活用し、既に初任者・校長志願者のための研修プログラム・教材を開発した。今後、2016/17 年度のパイロット活動の前に、現在改訂中の現職教員スタンダードの最終版と内容を整合させる必要がある。（指標 3-1）

【成果 4】いくつかの要素については 2014・2015 学年度のパイロット活動をもとに更新されているが、パイロット活動において「何をどのように検証するか」というリサーチクエスチョン・検証方法の枠組みが規定され関係者間で共有されていなかったことが判明。「計

画 (Plan)－実行 (Do)－評価 (See)－改善 (Improve)」の PDSI サイクルに則してパイロットを行い、成果 1～3 の更新を急ぎ全国展開可能な PTPDM 政策を実証する必要がある。

- ・ 昇進は国レベルで行われるため、パイロット郡のみで試行することはできない。よって PDM の指標 (パイロット地区において、PTPDM における SBI (校内研修) /CBI (クラスター研修) 及び研修履歴とリンクして、xx %の教員の昇進がなされる) を改訂する必要がある。SBI/CBI や研修履歴のデータ入力・活用のパイロットはまだ行われていない。2016/17 年度に、PTPDM 政策に則した昇進手続きのパイロットを実施予定。(指標 4-1)
- ・ 「枠組み」「データベース」「必修とされる研修コースのカリキュラムと教材」にかかるいくつかの要素については、これまでのパイロット活動をもとに改良されている。パイロット全 5 郡において ToT (指導員訓練) 研修は実施済みで、初任者・校長研修も実施しているが、校長志願者を対象とした研修は 2016/17 年度のパイロットで開始される。「パイロットを通じて何を、どのように検証するのか」といった点について、プロジェクト関係者の間に共通の問題設定がなされていないことも判明し、PTPDM 政策の実行可能性、効果、持続性の検証にかかる情報収集も限られる結果となっていた。今後は、パイロットで検証する設問を作成して PDSI サイクルに即してパイロットによる検証を行う必要がある。また、キャリア階梯の全ランクの研修を、郡にとって実施可能な形で位置づけることが今後の検討課題である。(指標 4-2、指標 4-3、指標 4-4)

(2) プロジェクト目標：中間レビュー調査で把握された以下の課題に取り組むことにより、プロジェクト終了 (2018 年 3 月) までに達成見込みがある。

- ①2016/17 年のパイロット活動前に PTPDM 政策枠組ガイドラインを合意 (成果 1～3)
  - ②成果 1～3 の包括的パイロットの実施、適切なモニタリングを通じ全国展開向けに最終化／パイロット活動の Plan-Do-See-Improve サイクルの確立 (成果 4)
  - ③郡レベルでの研修費用負担の実行可能なメカニズムの特定
  - ④GES/NIU (国家教員評議会) と NTC のモニタリング予算不足問題の解決
  - ⑤プロジェクトの目標とスコープを明確に規定した PDM と PO の改訂、関係者間での共有
- ・ 全国実施のためにキャリア階梯枠組み、データベース、研修コースの開発は進展しているが、教員組合を含むすべての関係者の合意形成、研修費用の確保、パイロット活動の Plan- Do-See-Improve サイクルの確立が課題となっている。(指標 1)
  - ・ 第 1 回目のパイロット終了後、2015 年 10 月に南部 3 郡に対して実施されたモニタリング調査結果では、回答した教員の 46%が PTPDM 政策を理解していた。各種広報活動とパイロットとをあわせ、PTPDM 政策を知る教員の割合は更に増加することが期待できる。(指標 2)
  - ・ パイロット郡の教育計画に必修研修が含まれているのかについては、モニタリングがなされていないため確認できない。適切なタイミングで予算計画策定プロセスに研修計画を反映させる必要があるとともに、郡政府 (DA) を含め様々な予算源にアプローチする必要がある。(指標 3)

(3) 上位目標：上位目標の達成は、プロジェクト目標の達成、非パイロット郡の ToT 費用確保、

教育省主導による全国展開計画策定（予算措置含む）へのコミットメント次第である。

- ・ 既に非パイロット郡でも、教員評価ハンドブックの使用や GPEG（教育のためのガーナ・パートナーシップ基金）及び UNICEF 資金の活用により研修活動が開始されるなど、部分的な施行が開始されている。課題は残り 132 郡の ToT 研修費用や全国での初任者、校長志願者向けの必修研修ならびにその他ランクの研修費用の経常的な予算確保の制度化である。また、パイロットの検証結果が出る前に、非パイロット郡における研修が開始されたことで今後の調整も必要である。（指標 1）
- (4) スーパーゴール：理論的に達成可能である。
- ・ キャリア階梯メカニズムが施行されれば、能力に基づいた昇進が行われるため、理論的に職務の向上により初中等教員の能力が向上することとなる。

### 3-2 評価結果の要約

- (1) 妥当性：政策との整合性、ニーズ、プロジェクトのアプローチの観点で妥当である。プロジェクトの妥当性に影響を与えるような要因は確認されない。
- ・ PTPDM 政策は、ガーナの教育法（2008）に基づき策定され、国会通過を待っている教育法案（2015）とも整合している。教育戦略計画（ESP）2010-2020 においてサブセクターの政策として位置づけられ、「持続可能な開発目標（SDGs）」に対応した新教育政策（2016～2030 年）にも含まれる見込みである。また、日本の開発援助政策とも整合している。
  - ・ ガーナにおいては、教育の質向上に向け、教員にとっては能力・専門性に基づく教員のキャリア階梯を通じた継続的能力強化ニーズがあり、児童／生徒には質の高い教育を受けるニーズがある。また、政策策定者にとっては教職のイメージを向上させたいというニーズがあり、本プロジェクトはそれぞれのニーズに即した支援である。
  - ・ 「能力に基づく評価と昇進を可能にするキャリア階梯メカニズム」を通じた専門職としての教員の継続的能力開発制度を構築したことや、キャリア階梯の中でも特に研修カリキュラム・教材を新任教員と校長に必要なコンピテンシーに基づき開発したことは妥当である。また、パイロット郡の選定も妥当であり、関連する他の支援との連携による相乗効果もあることから、プロジェクトのアプローチは妥当である。
- (2) 有効性：プロジェクトの有効性は、中間レビュー調査で特定された課題（含む予算措置）に取り組むことにより高まる。
- ・ プロジェクト目標の達成は、プロジェクトの実績でも既述のとおり、中間レビューで特定された課題の解決次第である。
  - ・ 成果の具体的な範囲、プロジェクトのスコープ外と整理している全国展開等も含め再整理する必要がある。
  - ・ 公務員の評価制度改革の初期の段階で技術協力を開始したことは、プロジェクトの有効性を高める促進要因であり、ガーナ側の財政状況や 2016 年 12 月に予定されている大統領選挙はリスク要因である。

(3) 効率性：先行プロジェクトの成果を活用することにより効率性を高めた。他方、当初計画の前倒しに伴い、パイロットの全体計画なくして 2014/15 年に部分的なパイロットを開始したことや、予算不足は効率性を阻害した。

- ・ 当初計画の前倒しにより専門家の投入を増加するなどして対応したが、フルスケールのパイロットの開始は 2016/17 年度からとなり、成果の達成は当初計画に比べて遅れている。ガーナ側投入については、カウンターパートの配置、予算ともに努力しているが、特に予算不足の問題が成果の達成にも影響を与えた。
- ・ 先行案件の INSET にかかるアセット（人材、制度、ネットワーク、教材等）は効率性を高めたが、PTPDM 政策にかかるパイロットの全体計画なくして、パイロットを 1 年間前倒しして実施したため制度構築に時間がかかったことや、パイロット活動の PDSI サイクルが定着していないことは、効率性に影響を与えた。

(4) インパクト：上位目標の達成は、プロジェクト目標の達成と研修費用確保次第である。また、分権化の進展に伴い想定される郡間の格差が拡大しないような対策が必要。他方、非パイロット郡でも GPEG と UNICEF 資金により活動が開始されたことや、教育省による全国展開計画策定の担当者が指名されたことは促進要因である。

- ・ 上位目標の達成には、まずプロジェクト目標が達成される必要があり、パイロット活動の検証の結果、PTPDM 政策が全国展開可能・妥当と認められることが前提となる。残りの 132 郡については、ToT 予算確保の見通しが立っていないことや、階層別必修研修予算が課題。
- ・ 全国展開可能な PTPDM 政策実現時にかかる各コンポーネントの試行・検証が不十分な段階で非パイロット郡の研修が開始されているが、今後、最終化されたガイドラインの内容に応じて調整も必要である。
- ・ ガーナ側主導での全国展開が推進される可能性が高い兆候も認められ、アフリカ諸国との情報共有等、正の波及効果も認められる。負のインパクトは現時点では確認されないが、分権化の進展に伴い懸念される郡間の格差が拡大しないような対策が必要である。

(5) 持続性：政策面、GES/TED の技術面については高い持続性が見込まれる。ただし、地方分権化が進展し、中央から地方レベルにいたる GES の構造改革や人員削減が行われた場合の影響への対応策を講じておく必要がある。また、PTPDM 政策の実現を主導すべき教育省の主体的関与や、NTC の組織能力ならびに全国展開に必要な予算措置が課題。

- ・ 政策・制度面：PTPDM 政策が、教育省にとって今後も優先度の高い政策である可能性は高い。また、プロジェクトの成果であるガイドライン、ハンドブック、フォーマット等については、教育法案通過後に法令規則（LI）として活用する方針であるため、制度面での持続性強化が期待できる。教育法案の通過・施行と分権化による PTPDM 政策実施への影響には正負両面が見込まれ、これらを念頭に、ガイドライン等の最終化ならびに全国展開計画策定を行う必要がある。
- ・ 組織・人材面：NTC の PTPDM 政策における重要な役割にかんがみ、NTC の組織強化が必要である。教員免許制度（ライセンス化）についても、NTC の方針が明確にされる必要がある。地方分権化の促進により、GES の構造改革や TED 人員の削減、NTC への吸収統合等も見込

まれ、郡レベルでも人事や予算措置の仕組みが変わることが予想される。本プロジェクトではこれら地方分権化が進んだ場合でも影響が出ないよう留意するが、GES の構造改革や TED 人員削減による停滞等は持続性のリスク要因である。また、PTPDM 政策全体の全国展開という観点では、教育省の主体的関与が求められる状況である。

- ・ 技術面：TED/NIU については人材が育っており、ToT の実施は自立して可能である。ただし、新任人材の育成を急ぐ必要がある。郡レベルの研修についても、先行プロジェクトを通じ、郡レベルのトレーナー人材が育成されていることから技術的に可能とみられる。データベースについては、GES-ICT によるデータベース管理も技術的に可能である。また、学校レベル（ログブック）、郡レベル（学校情報の集約、入力、活用）、中央レベル（活用）についても、技術的に高度なものを必要としないため可能とみられるが、実施可能性の検証や関係者への訓練はこれから実施される。
- ・ 財政面：財政面の主な課題は、研修費用である。残り 132 郡の ToT 費用については、目途が立っていない。階層別必修研修費用については、費用面でも全国展開が実施可能であるような必修研修をデザインすることがまず基本となる。そのうえで、財政的持続性確保のため、様々な予算源の開拓支援を行う必要がある。早い段階で、必要なコスト項目やユニットコストを見積もり、財政面も含めた全国展開実施計画が策定される必要がある。

### 3-3 効果発現に貢献した要因

#### (1) 計画内容に関すること

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

#### (2) 実施プロセスに関すること

- ・ PSC フォーマットを活用した教員評価ハンドブックの作成は、公務員の評価制度改革の初期の段階で連携を開始したことでプロジェクトの有効性を高めた。
- ・ 先行案件のアセット（経験、人材、制度、ネットワーク、教材等）を有効に活用したことで、プロジェクトの効率性を高めた。
- ・ 2016 年 8 月で期限が終わる GPEG 資金の活用に努力したことにより、パイロット郡及び非パイロット郡で研修活動を実施することができた。
- ・ 本邦研修は、教育省事務次官をはじめとする参加者の能力強化ならびにプロジェクトの理解と支援促進の面でも有効に働いた。

### 3-4 問題点及び問題を惹起した要因

#### (1) 計画内容に関すること

- ・ 政策・制度構築支援を行うことから TED のマニフェストを超えていることや、NTC の組織としての機能が十分でないことなどから、プロジェクトチームによる他関係機関との調整業務が多く、進捗にも影響を与えた。また、教育省に PTPDM コーディネーター等適切なカウンターパートの配置がないことが、プロジェクトの円滑な活動実施や持続性にも影響を及ぼしている。



## (2) 計画実施プロセスに関すること

- ・ 当初計画を早めてパイロットを1年前倒ししたことにより、準備が整わない中でパイロットを開始せざるを得ず、パイロットと並行して制度構築を実施するというスケジュールに変更せざるを得ない状況となった結果、パイロット活動が一部に限って開始されてしまった。また、制度構築にも時間がかかることとなるなど、プロジェクト活動全般に影響を与えた。
- ・ 「パイロットを通じて何をどのように検証するのか」といった点について、プロジェクト関係者の間に共通の問題設定がなされておらず、パイロットの PDSI サイクルが定着していないことにより、パイロットを通じた実証が不十分であり有効性、効率性を阻害した。
- ・ 先方の予算不足から、パイロット活動の遅れやモニタリングの不足など、成果の達成に影響を与えた。
- ・ 成果1では PTPDM 政策にかかるコンポーネント全般の制度設計をカバーする必要がある、同時に、それらに関係者との合意形成をはかりながら進めていくため、当初想定していた以上の作業時間を要した。

## 3-5 結 論

本プロジェクトは、教師のキャリア階梯、評価、昇進、階層別研修（初任者向け、校長候補者向け）等、PTPDM 施策の主要部分を開発し、これらに基づき「政策枠組みガイドライン」や「教員評価ハンドブック」を整備してきた。階層別研修は5郡で試行され、本研修が郡の人材による実施や、研修経費の自己／郡政府／学校負担による開催が可能であることを示せたのは大きな成果である。

しかし、現在までの実証成果は PTPDM 施策領域の総体の一部に限られ、コンピテンシー記述に基づく教員の評価や昇進の実践の実現、また（論理的には PDM の範疇外ではあるが）その結果としての政策効果の発現は未確認である。本プロジェクトはパイロットを通じて全国適用に耐える施策の開発を目的とするが、目的達成には未確認の領域を明文化しこれを検証していくことが不可欠である。

パイロットの前倒しにより、今回の中間レビュー実施時にはパイロット活動が終了しているはずであるが、今回のレビューにおいて3回目のパイロット活動を実施する必要性が認められた。その理由としては、改訂版昇進フォームの適用やデータベースシステムの試行など一部未実施の活動があること、パイロットの検証が不十分であること、またガーナの経済悪化により全国展開の目途がまだたっていないことがある。今次、少なくとも2016/17学年度においてもモニタリングを含めたパイロット活動を実施する必要がある点について、ガーナ教育省と合意している。

## 3-6 提 言

- (1) 研修を軸とした PTPDM 施策の実施可能性、その効果（政策課題解決効果）及び持続性を検証するための調査設問を考案し、パイロット活動においてその検証を試みる。PTPDM 政策が SBI/CBI/DBI の実践や教員の能力向上に結びつき、ひいては児童・生徒の学びの改善に貢献することが、今後の取り組みのなかで検証されることが望ましい。能力強化された教員によって特に困難な状況にある児童・生徒の学びの改善に貢献することで、学習格差についても是正される必要がある。

(2) 教育法案が成立することを見据えて、次の観点からパイロット活動を再点検・更新する。

- ① 2018年以降、郡（DEO）が現実的に提供できる研修の規模や内容への示唆が得られるか
- ② NTA（現在のNTC）の機能と整合するか
- ③ なるべく簡易でありつつも、効果が期待できるか
- ④ 全国展開に向けてパイロット活動における検証に必要な情報が収集できるか

(3) パイロットの結果に基づき、関係者が具体的な行動を想起できるよう、具体的に PTPDM 政策枠組み文書やハンドブックを作成する。また、上記のパイロット活動設計時の点検事項に加え、少なくとも以下の観点からもガイドラインの記述を点検する。

- ・ 地方分権化にかかる教育法案との整合性を担保すること
- ・ ガイドラインやハンドブックの使用者にとって内容がわかりやすいこと
- ・ 必須の活動と郡の責任において PTPDM の施策の展開が可能な活動を明確に峻別し示すこと（特にライセンスの発行に関して）。また、郡によって柔軟に評価等の管理ができるよう留意して、必須研修等、郡にとって「必須（義務）」とする範囲を明確にすること。
- ・ すべての教員ランクの必修研修について、研修の要件をその具体例とともに示し、郡がガイドラインやハンドブックを参照しつつも柔軟に研修を設計できることを明示すること。（例えば、すべての教員ランクにおける必修研修を郡が実施する必要はなく、郡主催の必修研修に代わるものとして SBI/CBI/DCI の実施を推奨することが考えられる）
- ・ 郡主催の研修への参加履歴が評価・昇進で勘案される場合には、以下の項目に留意すること
  - できるだけ実施コストをおさえること
  - 郡による研修経費負担を基本とすること
  - 研修参加者が経費を負担する場合には、学校や郡政府による経費支弁を勧奨し、教員自身による負担は最後の手段として提示すること
  - ガイドラインに明記される活動と現行の郡主催の現職教員研修との関係を明らかにすること
  - 郡や学校レベルにおける PTPDM 施策計画（例：郡主催の研修、SBI/CBI/DBI）を記載すべき文書（例：年次郡活動計画（ADEOP）、学校活動計画（SPIP））を明示すること
  - パイロットにおいて全国展開が妥当と判断された場合、簡易かつ効果的な全国展開導入策を示すこと

(4) 地方分権化に際し郡レベルにおける新しい教員採用の方法（教員養成大学卒業生自身が申請する州／郡を選択し、州／郡が申請者のなかから採用を行うというもの）に適合するよう、ガイドラインやハンドブックを作成する。

(5) プロジェクトは現職教員を対象としているが、PTPDM 施策には教員養成等の隣接領域が勘案される必要があることを示す。

(6) 2018年3月までに、プロジェクト終了まで及び終了後をカバーする PTPDM 施策展開計画を策定し、MOE/GES/DEO の各機関が 2018年からの全国適用に向けて準備する。教育法の成立後

は、PTPDM 施策は郡の責任に委ねられ、GES-TED は NTC による規定に基づき郡の施策展開を支援・助言する立場である。これを念頭に、本計画には少なくとも以下を含めることが推奨される。

(プロジェクト終了まで)

- ・ PTPDM 政策における NTC の役割の明確化
- ・ GES における PTPDM 政策責任者の指名
- ・ カウンターパートへの完全な機能移管スケジュール
- ・ GES-TED によるパイロット活動の進捗管理
- ・ パイロット対象地域以外へのガイドラインの配布
- ・ 校長ハンドブックにおける評価・昇進の項目に、PTPDM 政策ガイドラインや新教員評価ハンドブックに沿った内容を記載すること
- ・ GES、DEO による全国への PTPDM 政策の周知と PTPDM 施策予算確保（2018/2019 学年度に全国展開を開始するためには 2017 年 1 月から予算確保の準備が必要となる）

(プロジェクト終了後)

- ・ プロジェクト終了後 3～5 年を目途とする PTPDM 全国展開

## The Summary of Mid-term Review

<b>1. Outline of the Project</b>	
<b>Country:</b> The Republic of Ghana	<b>Project Title:</b> The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy
<b>Issue/Sector:</b> Education (Pre-Tertiary)	<b>Cooperation Scheme:</b> Technical Cooperation
<b>Division in Charge:</b> Basic Education Division II, Basic Education Group, Human Development Department	<b>Total Cost</b> (at the time of Mid-term Review): About 187 million yen
<b>Period of Cooperation</b>	April 2014 ~ March 2018 (48 months)
	<b>Partner Country's Implementation Organization:</b> Ministry of Education (MoE), Ghana Education Service (GES), Technical Education Division (TED), National Teaching Council (NTC) <b>Supporting Organization in Japan:</b> JICA, PADECO
<b>1-1 Background of the Project</b>	
<p>While the Government of Ghana (GoG) has expanded access to education steadily, the quality of education is still a concern for the government. According to the academic achievement of 6<sup>th</sup> grade of sampled primary school pupils in National Education Assessment (NEA) in 2013, the percentage of pupils who correctly answered 55% or more of the items and were considered to have achieved proficiency in the subject matter was 39.0% in English and 10.9% in Mathematics respectively. Ghana was placed in the bottom among participating 42 countries in TIMSS 2011 targeting 2<sup>nd</sup> grade students of Junior High School.</p> <p>Under such circumstances, the improvement of teachers' capacity to contribute to educational quality is a pressing need. One of the six educational sub-sector policies of the ESP of MoE was the "Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy". The PTPDM Policy focuses on strategic human resource management based on competencies and efforts in capacity improvement as a basis of career progression to facilitate professional development of teachers.</p> <p>To address the issue of teachers' capacity development, school-based/cluster-based INSET (SBI/CBI) is recognized as one of the best strategies. Since 2000 to 2013, three technical cooperation projects had been implemented focusing on INSET in collaboration with JICA. These projects had supported developing and disseminating the model and teaching manuals centered on lesson study and school-based/cluster-based INSET to introduce student-centered math and science classes in primary schools. Under PTPDM policy, it is expected that INSET programs developed through the precedent projects are incorporated in the teacher appraisal, and teachers are therefore motivated to implement the INSET programs.</p> <p>PTPDM Policy aims at establishing career progression mechanism to facilitate professional development of teachers through training implementation model to acquire competencies necessary for each career rank, and appraisal and promotion model based on competencies and training records.</p>	
<b>1-2 Project Overview</b>	
<b>(1) Super Goal</b>	
Pre-tertiary teachers acquire competency, by progressing in their career.	
<b>(2) Overall Goal</b>	
Career progression mechanism is enacted in non-pilot districts.	
<b>(3) Project Purpose</b>	
Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.	
<b>(4) Outputs</b>	
1.The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.	
2.Existing database of teachers is reviewed and refined to administer career progression.	
3.Mandatory training courses are revised and developed.	

4. Above outputs are refined reflecting results of pilot.

## (5) Inputs

### 【Japanese side】

- 1) JICA Expert Team: A total of 8 experts during May 2014 -Aug. 2016 (50.6 MM)
- 2) Training: A total of 37 Ghanaians participated in the training in Japan (16) and in the third countries (21)
- 3) Equipment:
  - A total of USD 41,443 worth of equipment has been provided by the Project.
  - A total of GHS 218,115 worth of office equipment has been provided by JICA Ghana Office.
- 4) Local expenses:
  - A total of JPY 37,629,722 has been spent by the end of May 2016 (including costs of workshop and training for central government and district amounting JPY 7,889,933).

### 【Ghanaian side】

- 1) Counterpart Personnel (C/P): A total of 14 personnel has been appointed. (See Annex 6)
- 2) Administrative Personnel: 1- Secretary, 1-Driver
- 3) Facilities and equipment: Office and meeting room
- 4) Project expenses (Training/orientation/workshop/meeting, travel, printing, etc.): Training expense and others

## 2. Mid-term Review Team

Members of Terminal Evaluation Team	<p><u>Japanese side</u>:</p> <ol style="list-style-type: none"> <li>1) Shinichiro Tanaka, Team Leader, Senior Advisor (Education), JICA</li> <li>2) Shiori Tokugawa, Team Member (Cooperation Planning), Basic Education Team 2, Basic Education Group, Human Development Department, JICA</li> <li>3) Yuko Ogino, Team Member (Evaluation Analysis), Senior Consultant, Koei Research Institute</li> </ol> <p><u>Ghanaian side</u>:</p> <ol style="list-style-type: none"> <li>1) Ms. Evelyn Owusu Oduro, TED Director (Project Manager)</li> <li>2) Mr. Gershon Dorfe, NIU Coordinator</li> <li>3) Ms. Grace Agyeman Duah, National Trainer</li> <li>4) Mr. Emmanuel T. Aboagye, Deputy Executive Secretary, NTC</li> </ol>
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Period	From 4 <sup>th</sup> - 22 <sup>nd</sup> July 2016	Type of Evaluation: Mid-term Review (MTR)
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## 3. Results of Evaluation

### 3-1 Achievement of the Project

#### (1) Output

**【Output 1】** *Output 1 is on right track, yet needs to be accelerated to finalize the Guideline and competency based standard for in-service teachers before the next pilot activity begins in 2016/17.*

- Modification of the draft framework was originally planned for the first 1 year of the Project before starting pilot in 2015/16. However, due to strong request from MoE, the Project had to begin piloting a year ahead, and framework had to be developed in parallel with piloting. Currently, the draft Policy Framework Guideline covering relevant components of PTPDM Policy and competency based teacher standard for in-service teachers are in the process of development. They need to be finalized before next pilot activity begins in 2016/17. (Indicator 1-1)
- With regards to the modification of appraisal forms for promotion, taking the opportunity of introduction of common appraisal form by PSC for all public service employees, Appraisal Handbook for teachers is developed to be compatible with the PSC format. The Handbook has been published on GES website for all the GES employees to utilize it from 2015/16. The handbook is still to be revised during the Project. With regards to the procedures for promotion, they are under development. The current GES promotion form will be revised to be piloted in 2016/17. (Indicator 1-2)

**【Output 2】** *Output 2 needs to be accelerated in terms of pilot of entering and use of data in the next*

***pilot activity during 2016/17. The database framework has been developed.***

- Database framework has been developed to manage training records necessary for making decisions on the teacher appraisal, licensing and career progression. Data generation is designed by way of utilizing “teacher logbook” that records training history. Logbook was developed and distributed to participants during Induction Training for Beginning Teachers (BT) in the pilot districts so far. In the remaining period of the Project, pilot will be conducted in 2016/17 including training for relevant personnel for data management and assessing usability of existing database at district to confirm the best methods of data generation and management in order to develop practically operational database. (Indicator 2-1)

***【Output 3】 Output 3 is right on track and yet to be finalized to be consistent with final competency based standard for in-service teachers before pilot activity during 2016/17.***

- All the necessary curricula and materials for mandatory training courses for Induction Training for BT and HT Aspirant (HTA) have been developed based on the training needs survey, and utilizing resources developed in the precedent INSET projects. They are to be finalized to be consistent with final competency based standard for in-service teachers before pilot activity during 2016/17. (Indicator 3-1)

***【Output 4】 Output 4 needs to be accelerated following Plan-Do-See –Improve (PDSI) cycle of pilot in order to refine Outputs 1~3 and to verify PTPDM policy for nationwide replication. Several aspects were modified based on the results of pilot in 2014/15 and 2015/16 so far, but there are no common ideas of “what and how to verify through pilot”. Pilot has been conducted in absence of research questions/research framework.***

- An indicator set in the PDM(xx% of teacher promotions is done, linking to training history and SBI/CBI practice in PTPDM policy in pilot districts) needs to be changed, since promotion is done at national level and it is not possible to be piloted in the pilot districts only and the indicator needs to be changed. Data entry to use of SBI/CBI practice and training records has not been conducted. Procedures of promotion based on PTPDM policy will be piloted during 2016/17. (Indicator 4-1)
- Several aspects of the framework, database and mandatory training course curriculum and materials have been refined reflecting the results of the pilot activities so far. Training of Trainers (ToT) has been conducted in the 5 pilot districts and Induction Training for BT and Training for Head Teachers have also been implemented, while training for Head Teacher Aspirants will start in 2016/17. No common questions to answer “What and how to verify through pilot” is confirmed among concerned with the Project. Information on results of pilot to verify feasibility, effectiveness and sustainability is limited to date. A set of questions to be answered through pilot needs to be developed and fed into the whole process of Plan-Do-See-Improve (PDSI) cycle of pilot for verification. In addition, training requirements for all the ranks need to be designed, which is feasible for district to manage. (Indicator 4-2, 4-3, 4-4)

***(2) Project Purpose: Project purpose shall be achieved by the end of the Project (March 2018) if the following issues identified during Mid-term Review (MTR) are addressed.***

- 1) The PTPDM Policy Framework Guideline - final draft to be agreed on by all stakeholders before pilot activity during 2016/17 (Output 1-3)***
- 2) Output 1-3 to be piloted comprehensively, and properly monitored and finalized for nationwide implementation. /Strengthening PDSI cycle of pilot(Output 4)***
- 3) Feasible mechanism for funding training at district to be identified***
- 4) Budget for monitoring by GES/NIU and NTC to be resolved***
- 5) PDM and PO to be revised to clearly capture the purpose and scope of the Project, and to be shared among all concerned.***

- Development of the career progression framework, database, and training courses for nationwide implementation has been in progress with issues on full consent on PTPDM Policy Framework

Guideline from all stakeholders including teacher unions, funds for training and PDSI cycle. (Indicator 1)

- According to the Monitoring Survey conducted in 3 pilot districts in the south in October 2015 after the 1<sup>st</sup> pilot cycle, 46% of teachers who responded have good understanding of PTPDM policy. With efforts of various PR efforts combined with pilot activities, it is expected that percentage of teachers who know PTPDM policy will increase in due course of time.(Indicator 2)
- Inclusion of mandatory training in the district education plans is not confirmed as it was not monitored. Actions for including of mandatory training in the district education plans have to be taken at proper timing following budget preparation process. In addition, various funding sources including District Assembly (DA) need to be explored. (Indicator 3)

**(3) Overall Goal: *Achieving Overall Goal is subject to achievement of Project Purpose, funding for TOT for non-pilot districts and strong initiative and commitment from MoE for preparation of PTPDM nationwide roll-out plan including financial measures***

- In non-pilot districts, pilot has partially started. Appraisal handbook has been utilized, and training activities have already commenced by utilizing the funds of GPEG and UNICEF. No specific plan is available to finance TOT for remaining 132 districts. Financial mechanism to budget recurrent mandatory trainings for BT and Head Teacher Aspirants as well as training for other ranks is yet to be prepared. Future updates will be needed in non-pilot districts because training activities have already started before results of pilot are available to be verified. (Indicator 1)

**(4) Super Goal: *Super Goal is theoretically achievable.***

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

**3-2 Summary of Evaluation Results**

**(1) Relevance: *The Project is relevant in terms of policies, needs and project approach. No factors are confirmed through MTR negatively affecting the relevance of the Project.***

- The Project is relevant in terms of policies because PTPDM policy is prepared based on the Education Act (2008) and consistent with Education Bill (2015), which is anticipated to be approved in the parliament as well. In Education Strategic Plan (ESP) 2010-2020, the PTPDM policy is included as one of the sub-sector policies, and is expected to be included in the coming ESP 2016~2030 corresponding to Sustainable Development Goals. The Project is consistent with Japanese ODA policy as well.
- The Project caters for the needs of teachers in having career progression mechanism for continuous professional development, the needs of children in receiving quality education and the needs of policy makers in enhancing image of teaching profession, which will lead to improving quality of education.
- The Project approach is relevant in terms of the fact that Project was designed to develop career progression mechanism to sustain continuous professional development of teachers through competency based appraisal and promotion. It is also appropriate to develop training curriculum and materials in consideration of competencies necessary for BT and Heads of School. Selection of pilot districts is also relevant. The Project coordinates with relevant assistance from other organization to maximize the outputs of the Project, and has effectively and efficiently utilized related experiences, system and human resources and materials introduced through precedent INSET projects.

**(2) Effectiveness: *Effectiveness of the Project is likely to be achieved if issues identified during MTR are addressed including budget allocation.***

- Achieving Project Purpose is subject to the issues identified in MTR as explained earlier in the

Achievement of the Project.

- Scope of Outputs including support to nationwide implementation, which is outside of PDM, also needs to be clearly reorganized.
- Commencing of the technical cooperation at the early stages of the civil-servant appraisal reform contributes to effective implementation of the Project. Major risk factors are fiscal condition of Ghana and presidential election scheduled in December 2016.

**(3) Efficiency: *Utilization of outputs of the precedent INSET projects contributed to an efficient Project progress. However, starting “partial” pilot in 2014/15 without setting outlines of the entire pilot and insufficient budget allocation have negatively affected efficiency.***

- In response to early starting pilot ahead of the original plan, inputs of experts have been increased. However, pilot in full scale is to commence from 2016/17, and achievements of Outputs have not reached the level as initially planned. In aspect of inputs by the Ghanaian side, efforts are observed in allocation of counterpart personnel and budget appropriation, but insufficient budget has particularly affected on the attainment of Outputs.
- Utilization of assets of the precedent INSET projects (human resources, system, network, materials etc.) increased efficiency. However, piloting started 1 year ahead of original schedule without setting outlines of the entire pilot of PTPDM policy has affected on development process of all the components of PTPDM policy, which required longer time as expected. Limited implementation of PDSI cycle is also a negative factor on efficiency.

**(4) Impact: *Overall Goal is likely to be achieved, subject to achievement of Project Purpose and funds for training. Widening gaps among districts in delivering necessary training and other services is anticipated in the decentralization therefore some mitigation measures are further needed. Yet, activities already started in non-pilot districts with support of Ghana Partnership for Education Grant (GPEG) and UNICEF. Further appointment of focal persons from MoE for preparation of PTPDM roll-out plan is also positive movement.***

- Overall Goal is achievable subject to the achievement of Project Purpose that PTPDM policy needs to be verified through pilot to be feasible and relevant for nationwide implementation. Funds for ToT in remaining 132 districts and financing mandatory training are issues.
- It should be noted that future updates will be needed reflecting the finalized guideline because training activities have already started in non-pilot districts before feasibility of nationwide implementation of PTPDM policy is sufficiently verified through pilot of each component.
- Positive movements are observed for nationwide roll out to likely be by an initiative of Ghana. Sharing experiences with African countries is also a positive effect. No negative effects of the Project have been confirmed. However, measures need to be taken to mitigate gaps which may be widened in decentralized setting.

**(5) Sustainability: *High sustainability is expected in terms of policy and technical aspects of GES/TED, but measures are expected to be taken to respond to possible negative impact of decentralization at districts/regional levels and GES/TED. Strong initiative by MoE, capacity of NTC and finance are also issues for nationwide roll-out.***

- Policy and institutional aspects: It is anticipated that PTPDM remains as a priority policy of MoE. An idea is expressed to utilize the guidelines, handbooks, forms, etc., as the legislative instruments for the Education Act once Education Bill is approved by Parliament. This is worth considering option to strengthen sustainability of the PTPDM policy implementation. Anticipated impact of enactment of Education Bill and decentralization can be both positive and negative. These need to be considered in finalizing PTPDM Policy Framework Guideline etc., as well as in preparing nationwide roll-out plan.
- Organizational and human resource aspects: NTC needs to be strengthened to continuously play an important role in PTPDM policy including licensing which has to be clearly spelled out by NTC.



Impacts of decentralization are anticipated on GES/TED in terms of organizational restructuring and integration of TED into NTC. Human resource management and budgeting system are expected to change at district level. The Project will take such impacts into consideration but restructuring of GES and staff reduction in TED to cause stagnation are risk factors for sustainability. For nationwide roll-out of PTPDM policy, MoE's strong initiative is highly expected.

- Technical aspect: GES/TED is already technically equipped in conducting ToT independently. However, capacity development of newly appointed personnel at NIU is also important and needs to be quickly done. Training at district level is technically feasible as district trainers have already been developed through the precedent INSET projects. GES-ICT is technically strong in terms of database management. Database management at school (logbooks), district (collating school data, inputting and use of such data) and central level (use of data) is also possible without requiring sophisticated technical skills, but verification of feasibility as well as training of relevant personnel will start from now on.
- Financial aspect: Funding for training is an issue. No budget for ToT is planned for remaining 132 districts. Mandatory trainings need to be designed to be financially feasible for nationwide roll-out as the first step, and funding sources have to be explored. Required cost items and unit costs will have to be estimated, based on which roll-out plan including financial measures needs to be prepared at an early stage.

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

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

- The Project pioneered a new area of technical cooperation, which is to develop career progression mechanism, through policy and institutional development based on the assets of the precedent INSET projects.

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

- Taking the opportunity of public servant reform at early stage, appraisal handbook was developed to be compatible with the PSC format, which has increased effectiveness of the Project.
- Utilizing various assets of the precedent INSET projects (experiences, human resources, system, network, materials etc.) has increased efficiency.
- Implementation of training activities were made possible both in pilot and non-pilot districts approaching to GPEG funds which should be expired after August 2016.
- Counterpart training in Japan was so effective for capacity development, increased understanding and support of the participants including Chief Director of MoE.

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

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

- Policy and institutional development is beyond mandate of TED. NTC does not have organizational function sufficiently. Under such circumstances, a lot of coordination with other relevant organizations has been done by the Project and affected on the progress of activities. Without appointment of PTPDM coordinator or similar counterpart in the MoE, project activities and its sustainability have also been suffered.

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

- Early starting of pilot without good preparation and entire pilot outline forced the Project to develop PTPDM policy implementation systems in parallel. As a result, partial pilot has started. Taking time for system development has also impacted on progress of activities.
- A set of questions to be asked with regards to what and how to verify through pilot was not developed. Absence of PDSI cycle is also a factor that the verification through pilot is insufficient and it decreased on effectiveness and efficiency.

- Due to insufficient budget from the Ghanaian side, project activities were delayed, and monitoring was not sufficiently conducted. These have affected attainment of Outputs.
- In Output 1, all the components of PTPDM policy should be developed while the Project has to manage the process of reaching agreement among all the stakeholders. Such process has been more time-consuming than initially expected.

### **3-5 Conclusions**

The Project has developed major components of PTPDM policy implementation including teacher ranks, standards, competency statements, appraisal, promotion, training programs (for BTs and STs), etc., and these have been documented in the draft PTPDM Policy Framework Guideline and the teacher appraisal handbook. Training programs have been piloted in the 5 districts and it has been demonstrated that the trainings are feasible to be conducted with the locally available personnel at DEO/DA and training cost can be shared by teacher/schools/DA. These are remarkable achievements made by the Project to date, which demonstrate high performance of the Project in this regard.

The achievements made so far, however, is not sufficient to verify if the piloted intervention is good enough for nationwide replication. Competency-based appraisal and promotion and subsequent policy effects (though beyond PDM in theory) have not been confirmed. In order to achieve Project Purpose to develop policy implementation plan good for nationwide implementation through pilot, areas not confirmed need to be clarified and verified.

According to the schedule after the change due to early starting pilot, pilot should have been completed by MTR. However, a need for the 3<sup>rd</sup> cycle of pilot has been identified because some aspects of the Project such as application of promotion form, database etc. have not been piloted and verification through pilot has not been sufficient to date. Nationwide roll-out cannot be anticipated so soon due to economic deterioration in Ghana as well. Therefore it is agreed with MoE that pilot including monitoring needs to be continued at least in 2016/17.

### **3-6 Recommendations**

Upon the conclusion and other statements described above, the MTR team recommends the following:

- (1) To continue pilot activity while develop questions to be answered to verify feasibility, effectiveness and sustainability (esp. financial feasibility) of the PTPDM policy implementation. It is recommended to verify if PTPDM can boost SBI/CBI/DBI(District-based INSET) practice, SBI/CBI/DBI can improve teachers' capacity, and eventually if PTPDM policy contributes towards improvement of students learning. Learning gap of students needs to be mitigated by promoting competent teachers who can contribute to students learning especially those with learning difficulties.
- (2) To check the pilot activities with the following points while anticipating the Education Bill to be enacted soon; (a) if it will have good implication for realistic training size and contents to be carried out by DEO; (b) if it will be consistent with future operation of National Teaching Authority (currently NTC); (c) if it is doable and easily implementable, and (d) if information are to be collected sufficiently to verify the pilot practices if they are good enough for nationwide replication.
- (3) To describe PTPDM Policy Guideline and handbooks concretely as much as possible in a way that readers can easily comprehend the contents and know actions to take. In preparation of the guidelines and handbooks, the following points would be worth mentioning while points made in (2) above be reviewed once again here
  - Consistency of the guidelines and handbooks to the education bill and other related regulations
  - Presentation of the guidelines and handbooks should be concise and simple
  - The guidelines and handbooks should clearly state areas where DEOs strictly follow (especially in issuing license), and where DEOs are allowed to be flexible in managing appraisal and promotion Definition of "mandatory"(e.g. mandatory training) needs to be further specified in this context too.
  - Sufficiently and flexibly set training requirements for every rank. For example, it would not be

necessary for DEO to set mandatory training organized by DEO for every rank considering pedagogical requirements to foster teacher and fiscal constrain, while SBI/CBI/DBI can be emphasized more as mandatory for certain rank.

- Where participation to training organized by DEO is considered for appraisal or promotion, the following items should be examined but not limited to;
  - Minimize cost of the training
  - Cost of such training should be covered by DEO/DA basically
  - DEO should request school, DA, etc., to cover the training fee to be paid by teachers. Hence direct payment of fees by teachers shall be regarded as the last and exceptional option.
  - Clarify relationship between activities stipulated in the guidelines and current practices for in-service teachers conducted by DEO
  - Clearly describe which planning document (e.g., ADEOP, SPIP, etc.,) schools and DEO/DA to stipulate related activities of PTPDM policy implementation (e.g., training, SBI/CBI/DBI, etc.).
  - Nationwide replication to be scheduled after project completion should be regarded as a minimum but an effective one.

(4) To design guidelines and handbooks to be consistent with the new way of teacher recruitment where DEO/DA are responsible for the recruitment while fresh graduates of the colleges of education and universities choose which DEO/REO to apply to

(5) To reaffirm that areas captured by PTPDM contains in-service, pre-service and other elements related to teacher professional development.

(6) To prepare a plan: (a) foster readiness of MOE/GES/DEO toward the end of the Project, and (b) conduct roll-out after the project completion scheduled in March 2018. Once Education bill is enacted, DEO will be primarily responsible for the policy implementation while TED-GES will be responsible for supporting and advising the DEO based on the standards set by NTC. The followings are worth considering in preparing such plans.

#### Towards the end of the Project

- Clarification of the role of NTC about PTPDM policy
- Appoint responsible person for PTPDM policy at MOE/GES
- Schedule to fully transit functions of the Japanese expert team to CP
- Pilot activity managed more by Ghanaian counterpart
- Print and distribute the guidelines and handbooks beyond the pilot district
- Replace appraisal and promotion section of the head teacher handbook in accordance with the PTPDM policy guidelines and handbook
- Sensitization of PTPDM Policy and its budget preparation by GES and DEO/REO nationwide to start implementation from 2018/19 of which budget preparation should starts January 2017

#### Beyond the end of the Project

- Roll out of the PTPDM to all of the DEO/REO within 3-5 years from 2018/19.

## 第1章 中間レビュー調査の概要

### 1-1 協力の背景

ガーナにおいては、教育の量的拡大については着実に進捗しつつある一方で、その質の向上が残された大きな課題となっている。例えば、2013年に実施された小学6年生向けサンプル学習状況調査（National Education Assessment：NEA）の結果では、到達合格ラインとされる55%の正答率を得た児童の割合は、英語は39%、同じく算数では10.9%と報告されており、両科目ともに到達合格ラインには及んでいない。また、中学2年生を対象とした国際数学・理科教育動向調査（Trends in International Mathematics and Science Study：TIMSS）2011においては、全参加国（42カ国）のうち、数学、理科ともに最下位であった。

このような状況を踏まえ、教育の質を担保する教員の能力向上が必要とされており、2011年にガーナ教育省が策定したセクター開発計画においては6つの教育サブセクター政策のうちの1つとして、「初中等教員の資質向上・管理（PTPDM）政策」<sup>1</sup>が謳われている。この政策は教員の能力やその向上にかかる取り組みの実施状況を考慮した人事管理を行うことで、教員の職能成長を促進しようとするものである。

なお、教員の能力向上にかかる重要な取り組みの1つと考えられるのが、学校や地域内での研修である。わが国は2000年から2013年にかけて、3つの技術協力プロジェクト<sup>2</sup>を実施し、小学校理数科における学習者中心型授業普及のため、「授業研究」を中心とする学校内での研修の実施モデル及びそのマニュアルの開発と全国普及を支援してきた。PTPDM政策のもと、これまでの技プロで開発された教員の研修プログラムが教員の人事評価に結びつけられることにより、教員にとってそれらの研修を実施するインセンティブの高まりが期待される。

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

### 1-2 調査の目的

本調査の目的は以下のとおり。

- (1) これまで実施した協力活動について当初計画に照らし、投入実績、活動実績、計画達成度を確認し、問題点を整理する。
- (2) 合同評価委員会を組織し、計画達成度を踏まえつつ、評価5項目（妥当性、有効性、効率性、インパクト、持続性）の観点からプロジェクトの中間レビューを行う。
- (3) 上記の評価結果に基づき、プロジェクト終了までの課題及び今後の活動計画について合同評価委員会で協議し、プロジェクトチームやガーナ側関係機関に対し提言を行う。

1 Pre-Tertiary Teacher Professional Development and Management（PTPDM）Policy（2012）のこと。同政策文書はガーナ教育省のウェブサイト（<http://www.moe.gov.gh/site/policy>）より入手可能（2016年7月現在）

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

- (4) 評価・協議結果を合同評価報告書に取りまとめ、双方の合意事項としてミニッツ（Minutes of Meeting : M/M）を締結する。

### 1-3 調査団の構成

(1) 日本側調査団メンバー

団 長：田中 紳一郎 国際協力専門員  
協力企画：徳川 詩織 JICA 人間開発部基礎教育グループ基礎教育第二チーム  
評価分析：荻野 有子 コーエイ総合研究所

(2) ガーナ側合同評価メンバー

Ms. Evelyn Owusu Oduro, TED Director (Project Manager)  
Mr. Gershon Dorfe, National INSET Unit (NIU) Coordinator  
Ms. Grace Agyeman Duah, National Trainer  
Mr. Emmanuel T. Aboagye, Deputy Executive Secretary, NTC

### 1-4 調査日程

本レビューの現地調査は、2016年7月4日（月）から7月22日（金）にわたり実施された（詳細は「付属資料1のANNEX3」参照）。

### 1-5 主要面談者

(1) 教育省（Ministry of Education : MoE）

Enoch H. Cobbinah, Chief Director

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

Jacob A. Maabobr-Kor, Director General

(3) 教師教育局（Teacher Education Division : TED）

Evelyn Owusu Oduro, Director, TED  
Gershon K. Dorfe, National INSET Coordinator, TED  
Gideon Ahoholu, NIU member, TED  
Francesca Haizel, NIU member, TED  
Grace Agyeman Duah, NIU member, TED  
Francis Addai, NIU member, TED  
Lawrence Sarpong, NIU member, TED  
Hazel Konadu- Sarpong, NIU member, TED

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

Augustine Tawiah, Executive Secretary  
Emmanuel T. Aboagye, Deputy Executive Secretary

(5) JICA ガーナ事務所

Koji Makino, Resident Representative

Yuko Ishizawa, Deputy Resident Representative

Taro Kakehashi, Representative

(6) PTPDM Project Team

Kenichi Tanaka, Team Leader/Human Resource Management I

Kenji Ohara, Deputy Team leader/Human Resource Management II

Kenichi Jibutsu, Planning/Implementation of Training

Kyoko Yoshikawa, Project Coordinator/Local Government

Paul Buatsi, Senior Education Consultant

## 第2章 プロジェクトの概要

### 2-1 基本計画

#### 2-1-1 事業目的

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

#### 2-1-2 プロジェクトの要約

現行プロジェクト・デザイン・マトリクス（Project Design Matrix : PDM）（2014年1月版）に基づくプロジェクトの要約は以下のとおり。PDMは付属資料1のANNEX1参照。

#### プロジェクトの要約

スーパーゴール	職務の向上により、初中等教員 <sup>3</sup> の能力が向上する。
上位目標	パイロット以外の郡において、キャリア階梯メカニズムが施行される。
プロジェクト目標	キャリア階梯メカニズムが構築され、パイロット郡において必要な階層別研修が実施される。
成果1	キャリア階梯の枠組みを含む PTPDM 政策実施計画案が更新される。
成果2	既存の教員データベースがキャリア階梯管理のために更新される。
成果3	必修とする研修コースが改訂／開発される。
成果4	成果1～3がパイロットの結果を受けて更新される。

注：プロジェクト目標は英文 PDM（R/D 署名時）のもので事前評価表の和文とは異なる。

SBIは校内研修（School-Based INSET）、CBIはクラスター研修（Cluster-Based INSET）のこと。

出所：現行（オリジナル）PDM（2014年1月）

なお、事前評価表のプロジェクト目標は「キャリア階梯メカニズムが構築され、パイロット郡において必要な階層別研修が実施される。」とある。他方、現行の英文 PDM のプロジェクト目標は、“Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.”（「研修履歴ならびに SBI/CBI 参加実績を活用した全国展開に有効な初中等教員のキャリア階梯メカニズムが構築される（仮和約）」）であり内容が異なる。本中間レビュー調査では英文 PDM を正式のものと位置づけ、それに基づいて調査を実施した。

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

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

### 2-1-3 本事業の受益者（ターゲットグループ）

直接受益者：パイロット地域の幼・小・中・高等・TVET 教員約 6,300 人

※それらの教員による授業受講生徒は約 146,400 人と推定される。

### 2-1-4 プロジェクトの対象郡（パイロット郡）

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

#### パイロット郡

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

出所：「第 1 年次業務進捗報告書（その 2）」（2015 年 6 月）

### 2-2 プログラムにおける位置づけ

対ガーナ共和国事業展開計画（2014 年 4 月）において、4 つの重点分野（中目標）のうちの 1 つとして保健・理数科教育（重点分野 3）が設定されている。重点分野 3 には 2 つの開発課題（小目標）が設定されており、本プロジェクトは、「開発課題 3-2：理数科教育」の中の「基礎教育改善支援プログラム」に位置づけられている。

#### 「基礎教育改善支援プログラム」の概要

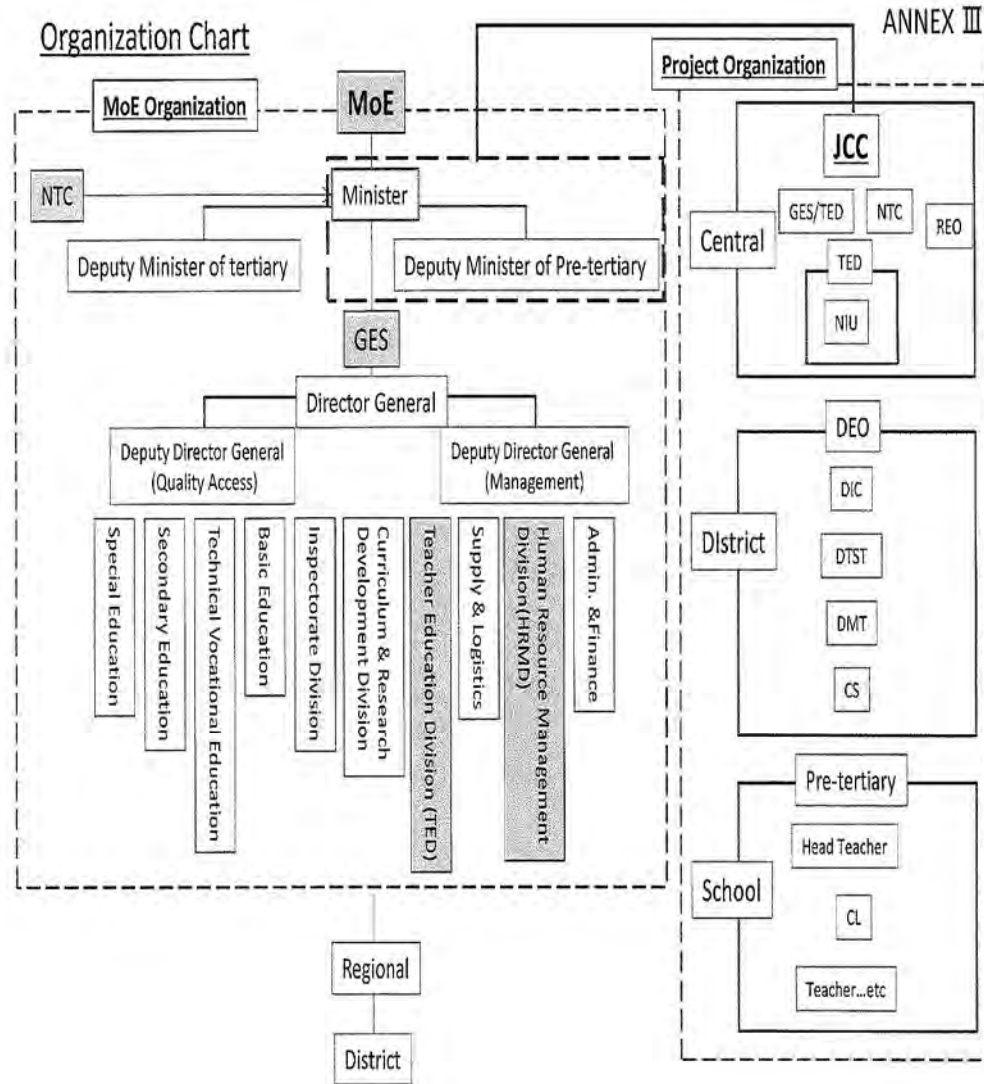
協力プログラム名	協力プログラム概要
「基礎教育改善支援プログラム」	貧困地域（地方農村部）の基礎教育サービス向上を目的とし、安全な学習環境へのアクセス、質、学校運営改善の観点から、学校整備、教員研修、現職教員再訓練、地方分権化の流れをくんだ教育行政の運営改善に集中して取り組む。

出所：対ガーナ共和国事業展開計画（2014 年 4 月）



### 2-3 実施体制

本プロジェクトは、カウンターパートとして政策策定を担うガーナ教育省と傘下の実施機関であるGES/TEDとする。なお、TEDに代わりNTCに機能が移管される予定であるところ、現段階では両局をカウンターパートとして位置づけている<sup>4</sup>。プロジェクトの実施体制は以下の図のとおり。



出所：R/D（2014年1月）

プロジェクトの実施体制図

### 2-4 事業スケジュール

2014年4月～2018年3月を予定（計48カ月）。

<sup>4</sup> 教育法（Education Act）778によると、NTCはガーナ教員政策の施策（免許状の管理、教員登録等を含む）をつかさどると位置づけられる。2013年10月の詳細計画策定調査時点ではNTCへの機能移管がなされておらず、総裁以下数名の幹部が任命されていたものの、組織体制や新組織がどの程度機能するか不透明であったため、当面は要請書通り「NTCの機能を支援するガーナ教育サービス（GES）の教師教育局（TED）」を主たるカウンターパートとした。2014年1月のR/D署名時に、GES/TEDをプロジェクト実施の主要機関と位置づけ合同調整委員会（Joint Coordinating Committee：JCC）の議長も務めることが再確認されるとともに、NTCの本格的な立ち上げに伴いこれら役割をNTCへの委譲にする件については改めて検討することとした。しかし、プロジェクト開始後も、TEDからNTCへの機能移管も進んでいないことから、2016年7月の中間レビュー時点におけるプロジェクトの実施体制は、当初から変更されていない。

## 第3章 評価の方法

### 3-1 評価の枠組み

本中間レビューは、プロジェクト開始当初にガーナ側・日本側で合意された PDM、実施計画（Plan of Operations : PO）や関係資料に基づいて評価設問（調査すべき項目）を検討し、プロジェクトの実績、実施プロセス、評価5項目（妥当性、有効性、効率性、インパクト、持続性）に関する評価グリッドを作成し、同評価グリッドに沿って評価を行った。PDM、PO ならびに評価グリッドは付属資料1の ANNEX 1、2 及び4 参照。手順は以下のとおり。

#### (1) プロジェクトの実績

プロジェクトの実績について、投入（インプット）、成果（アウトプット）、プロジェクト目標、上位目標、スーパーゴールについて、計画ならびに現行 PDM 指標に則して検証した。

#### (2) 実施プロセス

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

#### (3) 5項目評価

プロジェクトは、以下に説明する5項目の評価基準に基づいて分析・評価した。

#### 5項目評価

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

### 3-2 情報・データ収集方法

既存の文献・各種報告書（業務進捗報告書、JCC 議事録、活動実績資料等）に加え関係者への質問票調査、インタビュー調査を実施し必要な情報・データの収集を行った。また、パイロット1郡、非パイロット1郡も訪問し郡教育事務所や学校でもインタビュー調査を行った。詳細は日程表参照（付属資料1の ANNEX 3）。

### 3-3 結論の導出及び報告

調査結果については、2016年7月21日(木)に開催されたプロジェクトJCCにおいて報告のうえ、ミニッツ及び合同レビュー調査報告書として取りまとめ、教育省において署名を行った。詳細は付属資料1. ミニッツ参照。

また、これまでの進捗や環境変化等を踏まえ、調査期間中に双方協議を行い新たにPDMならびにPOの改訂が合意された。詳細については付属資料1のANNEX 16と17のPDM改訂案及びPO改訂案を参照。

### 3-4 調査実施上の制約

パイロット郡の視察はアクセスのよい南部1郡のみにとどまり、北部パイロット郡である貧困郡は訪問していない。また、訪問した学校もアクセスの関係から郡教育事務所近くの学校であった。非パイロット郡も訪問したが、首都のアクラ・メトロ郡であった。首都部以外の非パイロット郡の視察はしていない。パイロット各郡の現状については、プロジェクトによるモニタリング情報も限られた。本中間レビュー調査は、以上のような制約の中で実施されたことに留意されたい。

## 第4章 プロジェクトの実績

### 4-1 投入

#### 4-1-1 日本側

中間レビュー調査時点における日本側投入は以下のとおり。(詳細は付属資料1のANNEX5参照)

##### (1) JICA 専門家チーム

合計 8 名 (50.6 MM) \*2014 年 5 月から 2016 年 8 月までの期間。

##### (2) ローカルコンサルタント

シニア・コンサルタント 1 名 (教育政策)。

##### (3) 研修

分類	参加者数
カウンターパート研修 (本邦)	7 人
その他本邦研修	9 人
第三国研修	21 人
合計	37 人

##### (4) 機材

総額 USD 41,443 相当の機材が、プロジェクトにより整備された。

総額 GHS 218,115 相当の事務機器が、JICA ガーナ事務所を通じて整備された。

##### (5) 現地経費

合計 37,629,722 円 (2016 年 5 月末時点)。

なお、上記の金額は、中央政府・郡レベルの研修費用の 7,889,933 円を含む。討議議事録 (Record of Discussions : R/D) において、研修開催費・参加費は原則先方予算とされているが、先方予算が十分に確保されず活動が遅延したため、先方からレターを取り付けたうえで、一部 JICA プロジェクト予算を充てることとなった。

#### 4-1-2 ガーナ側

中間レビュー調査時点におけるガーナ側投入は以下のとおり (詳細は付属資料1のANNEX6参照)。

##### (1) カウンターパートの配置

合計 14 名。

プロジェクト・ダイレクターは GES 総裁、プロジェクト・マネジャーは TED 局長。

##### (2) アドミニスタッフ

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

(3) 施設・設備

プロジェクト用執務室及び会議室。

(4) その他経費

R/Dにおいて、研修開催費・参加費は原則ガーナ予算とされ、PDMでは研修・オリエンテーション・ワークショップ・ミーティング・交通費・印刷代などはガーナ側の投入と整理されている。しかし、先方予算が十分に確保されず活動が遅延した。

これまで教育省からGES/TEDに対し、プロジェクト活動にかかる予算は配布されていない。以下は、過去3カ年にわたるTEDのプロジェクト関連予算申請と実際の配布額の推移である。2014年度(会計年度は1～12月)の配布額はゼロであり、2016年度も中間レビュー時点での配布額はゼロである。2015年度は、全国の郡の数が増えた際GPEG<sup>5</sup>対象郡ではない28郡に対して研修・モニタリング予算として配布があったが、パイロット郡は含まれていない。

TEDによるプロジェクト関連費用申請額と配布額(2014～2016年度)

(単位: GHS)

会計年度	申請額	配布額	説明
2014年度	104,000.00	0	Good & services (初中等教育運営にかかるセミナー、会議、ワークショップ、ミーティング費用等)として申請したが配布なし
2015年度	325,000.00	89,489.93	申請したGood & services 予算全体額に対し、新28郡(非GPEG対象) 限定予算としてのみ配布あり
2016年度	51,740.00	0	非貧困郡でのモニタリング等として申請したが、中間レビュー時点で配布なし

注: 会計年度は1～12月

出所: GES

このため、TEDでは他費目からの流用や内部資金(Internally Generated Fund: IGF)で賄う努力をしてきたものの限りがあるため、先方からレターを取り付けたうえで、2014年12月及び2016年5月に一部JICAプロジェクト予算を充てることとなった。なお、ガーナ側で負担した研修費用については、付属資料2の研修実績表を参照。

4-2 成果、プロジェクト目標、上位目標、スーパーゴール

4-2-1 成果(アウトプット)

プロジェクトの4つの成果の達成状況は以下のとおりである。

成果1	キャリア階梯の枠組みを含むPTPDM政策実施計画案が更新される。
指標	1-1. パイロットのための枠組みのドラフトがGESによってデザインされる。 1-2. 昇進のための人事考課表(appraisal form)が修正される。

5 「教育のためのガーナ・パートナーシップ基金(Ghana Partnership for Education Grant)は、総額75.5百万ドルで、期間は当初2012年10月～2015年10月の予定であったが、2016年8月までに延長された。

成果1は達成しつつあるが、ガイドラインならびに現職教員スタンダードは、2016/17年度パイロット活動開始前に最終化を急ぐ必要がある。各指標の達成状況は以下のとおり。

指標1-1. パイロットのための枠組みのドラフトがGESによってデザインされる。

【枠組み（PTPDM Policy Framework Guideline）ならびに現職教員スタンダードの作成が進められてきたが、2016/17年のパイロット活動開始に向けて最終化される必要あり】

これまでの達成状況

当初計画では、プロジェクト開始後1年間は制度構築に注力し、2015/16学年度からパイロット活動を実施することを予定していた。しかし、2014年6月、ガーナ教育省の強い要望により、パイロット活動の開始を2014年9～10月に前倒しし、並行して制度構築を実施するというスケジュールに変更せざるを得ない状況となった。教育省からのレターは付属資料3参照。

これにより、1年次（2014/15）パイロット活動（南部3郡）開始前に、PTPDM政策実施計画案<sup>6</sup>を見直し修正を加えて、パイロットのためのPTPDM政策実施計画枠組み（キャリア階梯枠組み含む）をデザインした。教員のキャリア階梯・資質・研修表（Teacher Career Competency Framework）も作成された。しかし、短時間に急いで行ったため質が十分ではなく、特にキャリア階梯の各レベルのコンピテンシーについては、簡易な調査と国家現職教員研修ユニット（National INSET Unit: NIU）メンバーとの協議をもとに作成せざるをえなかった。そのため、1年次のパイロット終了後、2年次のパイロット活動に向けて上記枠組みを改めて見直し、作成しなおした。この時点の教員のキャリア階梯・資質・研修表は付属資料1のANNEX 7参照。

また、1年次のパイロットを通じ、政策にかかる全体の輪郭を明らかにしたうえで構造設計を行い、包括的なガイドライン作成の必要性が認識された。そのため、2015年11月頃より、PTPDM政策に関連する以下の各コンポーネントをカバーしたPTPDM政策枠組みガイドラインの作成に着手した。

1. PTPDM Policy
2. Teacher Rank
3. Career Progression
4. Teacher Competency
5. In-Service Education and Training (INSET) Programme
6. Promotion
7. Teacher Performance Appraisal
8. Licensing
9. Appointment to Positions with Additional Duties
10. Database

同ガイドラインはNIU、TED、NTC、GES、教育省、教員養成校（College of Education : CoE）、T-TEL Project<sup>7</sup>や教員組合などの関係機関との綿密な検討・協議に基づいて作成された。直近のガイドライン・レビュー会合は、2016年5月16日から18日に実施されている。なお、まだ内容は

<sup>6</sup> R/D 添付の Implementation Plan of the PTPDM Policy (draft as of 19 Feb 2013)

<sup>7</sup> DfID による教員養成校支援プロジェクト（Transforming Teacher Education and Learning Project）

完成していない。詳細目次は付属資料 1 の ANNEX 9 参照。レビュー会合以降の現行ガイドライン（案）は付属資料 4 参照。

#### 今後の予定

同ガイドラインは、2016/17 年度のパイロット開始までに「パイロット向け PTPDM 政策実施計画枠組みの最終案」として早めに最終化され、合意される必要がある。また、教員のキャリア階梯・資質・研修表も再度改訂され、2016 年 5 月時点では「現職教員スタンダード (competency based teacher standard for in-service teachers)」という名称で、現在も改訂中である（付属資料 1. 合同レビュー調査報告書の ANNEX 10 参照）。同スタンダードは、PTPDM 政策の「能力に基づく評価と昇進」を規定するものであることから、ガイドラインとともにパイロット向けに最終化を予定している。

#### 指標 1-2. 昇進のための人事考課表 (appraisal form) が修正される。

【公務員人事委員会 (Public Service Commission : PSC) の人事考課表に則した教員向け評価ハンドブックが作成され、全 GES 教職員が使用すべく GES のウェブサイトに掲載されており、プロジェクト終了までに更に改訂される予定】

#### これまでの達成状況

「昇進のための人事考課」のプロセスとして、まず学校レベルで教員評価が行われる。教員評価では、GES の教員評価フォームが使われていたが、ガーナの全公務員の評価に共通の評価フォームを PSC が導入することとなった。その機を捉えて、プロジェクトでは PSC フォームに校長や教員が評価を記入する際に教員のパフォーマンスを的確に評価できるよう解説した教員評価ハンドブック (Handbook for Teachers on Performance Management)<sup>8</sup>を開発した。その際、PSC のハンドブック<sup>9</sup>も参考にした。PSC フォームにはコンピテンシーの評価や研修歴を記載するセクションもあるため、PTPDM の理念とも合致している。教員評価は毎年行われるもので、教員の継続的な評価と能力開発を可能にする。教員評価ハンドブックは GES のウェブサイトに掲載され、2015/16 年度より全 GES 教職員の使用を指示している。

昇進は、学校レベル、郡/州レベルでの昇進のための人事考課を経て中央へ申請される。昇進手続きについては、ガイドライン作成を通じた制度構築を行っているところで、パイロットは行っていない。

#### 今後の予定

教員評価ハンドブックについては、現在改訂中の現職教員スタンダードとも整合させ、かつ使いやすいものとするべく改訂される予定である。昇進については既存の GES の昇進フォーム改訂を行い、2016/17 年度のパイロット活動で検証する予定である。

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8 教員評価ハンドブック、PSC 評価フォームとも GES の以下のサイトの Promotions から入手可能。 <http://www.gespostings.net/> (2016 年 7 月現在)

9 Human Resource Management Policy Framework and Manual for the Ghana Public Services, Public Service Commission は、PSC の以下のサイトから入手可能。 <http://www.psc.gov.gh/policy-documents.html> (2016 年 7 月現在)

成果 2	既存の教員データベースがキャリア階梯管理のために更新される。
指標	2-1. 総合 (comprehensive) データベースが、キャリア階梯に必要な情報を提供できる。

成果 2 は、データベースの枠組みは開発されたが、データ入力とその活用にかかるパイロットを 2016/17 年度で急ぎ実施する必要がある。指標の達成状況は以下のとおり。

指標2-1. 総合 (comprehensive) データベースが、キャリア階梯に必要な情報を提供できる。

【教員評価やライセンス付与・キャリア階梯にかかる決定に必要な研修履歴の管理用のデータベースの枠組みは作成されたが、データ収集・入力・活用についてのパイロットは 2016/17 年度から実施】

これまでの達成状況

データベースは教員の基本情報、評価結果、研修履歴等の管理のために使用され、ライセンスの付与や昇進の判断をするための参照情報となる予定である。当初、活用することを想定していた既存のデータベース（統合個人給与データベース (IPPD)<sup>10</sup>、教育管理情報システム (Education Management Information System : EMIS) 等) は、教員評価や研修履歴のデータベース向けには情報が不十分であることがわかった。しかし、全現職教員のデータ入力は、すべての証明書や写真のスキャンも含み膨大な作業となることから、プロジェクトのリソースでは新たにデータベースを作成することも実施不可能と判断した。

以上のような状況にかんがみ、データベース構築の方針は変更され、プロジェクトはクラウドシステムの活用を試み、システムが GES の情報通信技術担当部門 (Information and Communication Technology : ICT) により開発された。データ入力は、プロジェクトで開発したショートメッセージサービス (Short Message Service : SMS) を使ったシステムが技術的に利用可能であることがわかった。ダミーデータを用いて試験的運用を行った結果、マイクロソフトのシェアポイントを使ってデータが適切に送信されることが確認された。データ収集は、教員が研修履歴を記載する「教員ログブック」を活用することとした。「教員ログブック」は校長によって学校ごとに「学校ログブック」にまとめられ、郡教育事務所に提出されることを想定している。教員ログブックは、2014 年ならびに 2015 年の新任教員導入研修時に全参加者に配布された。また、実際のデータ入力も、1 郡で試しに行われた。

データベース構築の全体的な構想は付属資料 1 の合同レビュー報告書の ANNEX11 参照。学校、郡、中央のレベル別のデータベースの開発状況は次頁の表にまとめられる。

<sup>10</sup> IPPD (Integrated Personnel Payroll Database) は、GES 人的資源管理局 (Human Resource Management Division : HRMD) にある統合個人給与データベースのこと。



## データベース開発状況

レベル	担当者	現状
学校	教員	・教員ログブックが開発され、2014年ならびに2015年の新任教員導入研修時に、全参加者（BT）に配布（南部3郡）
	校長	・学校ログブック開発済み（未配布） ・新任教員による教員ログブック使用状況確認ののち、学校ログブックを配布する予定
郡	郡教育事務所 人事（HR）	・データ入力フォーマット作成済み ・新任教員の1年間の導入プログラムの進捗状況について1郡でデータ入力を試験的に実施し、他郡についても実施予定 ・データ管理の研修予定 ・既存のデータベースのレビュー予定（教員の基本情報等の活用可能性を確認）
中央	（開発担当） GES-ICT	・クラウドシステムとシェアポイントを活用したデータベース枠組み構築済み ・SMSによるダミーデータを用いたデータ入力・送信の試験を通じた実行性確認済み

### 今後の予定

残り期間において、パイロット活動を通してデータベースの管理にかかわる人材育成を進めると同時に、郡のもつ教員データベースの実用可能性を含め、実際にどのような情報収集・管理方法が適切であるかを確認し、現実的に運用可能なデータベースの構築を更に推し進める。

2016/17年度のパイロットでは、全新任教員を対象<sup>11</sup>に学校でログブックによりデータが収集されるか、郡レベルで学校からのデータを収集し入力できるか、そのデータが中央レベルのデータベースにアップロードされて活用できるのか、といった学校から郡を介して中央レベルまでの一連の試行を行う予定である。具体的には以下の活動を想定している。

- ・パイロット郡の全校・全教員に対し学校ログブック、教員ログブックを配布
- ・関係者に対しデータ入力の研修
- ・郡レベルで、既存データベースを活用し、新任教員のデータ入力〔評価結果、推奨される研修・修了した研修、現職教員研修（In-Service Education and Training : INSET）情報〕
- ・郡／州からGESとNTCへのデータ送信
- ・ライセンスの付与や昇進の判断のためにデータの活用（郡、GES、NTC）
- ・データ活用のための関係者の研修（郡／州、GES、NTC）
- ・全国展開にかかる費用見積もり<sup>12</sup>
- ・教員養成大学からデータの取り出し

<sup>11</sup> 全教員応募者のデータベースシステムが、GES-ICTにおいて機能している。同システムでは、登録料を支払い、応募者自らがウェブサイト上でデータを入力するというもの。将来的に新任教員についてはこのデータを活用できる可能もある。

<sup>12</sup> 郡レベルにおいては、政府の方針としてインターネットを全都事務所に整備することになっており徐々に進んでいるため、全国展開の時期（プロジェクト終了後3～5年という仮定）に郡にインターネットが整備されていると想定している。一方で、接続料、費用負担などについては確認が必要である。また、中央レベルにおいてクラウドシステムを稼働させる場合の費用についても検討が必要である。

また、上記に加え現職教員も対象にパイロットを行う。いくつかの学校あるいは郡を選んで、郡の既存データベースを活用して現職教員の評価・昇進に関連するデータの入力・管理がどこまでできるのかを試行する予定であるが、パイロット全郡全校を対象とすることも可能であれば行う。そのためは、既にパイロット3郡において2014年、2015年の研修に参加した初任者には配布されている教員ログブックを、全教員に配布する必要がある。

なお、本指標は具体性に欠けるため修正が必要である。

成果3	必修とする研修コースが改訂／開発される。
指標	3-1. 必修とする研修コースのカリキュラム・教材が開発される。

成果3は達成に向けて進展しているが、2016/17年度のパイロット活動の前に、現職教員スタンダードの最終版と内容を整合させる必要がある。指標の達成状況は以下のとおり。

指標3-1. 必修とする研修コースが改訂／開発される。

【既に初任者・校長志願者のための研修プログラム・教材が開発済み。今後、最終化された現職教員スタンダードに合わせて改訂がなされる予定】

これまでの達成状況

〈本成果の対象〉

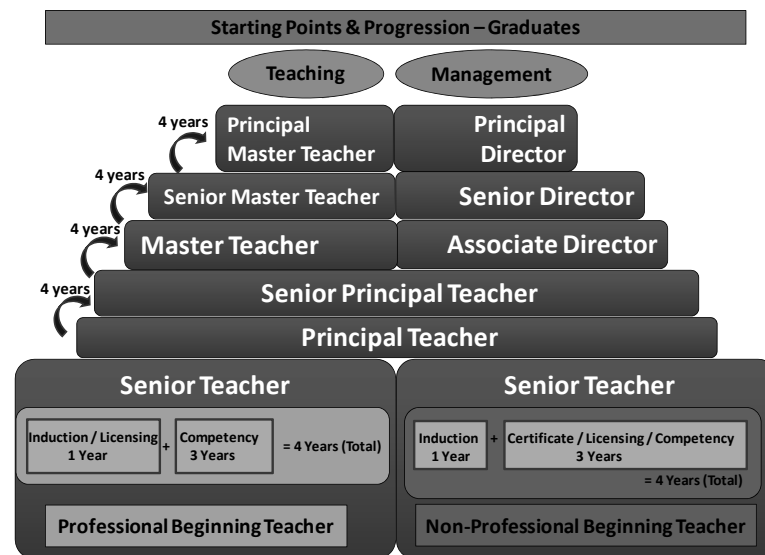
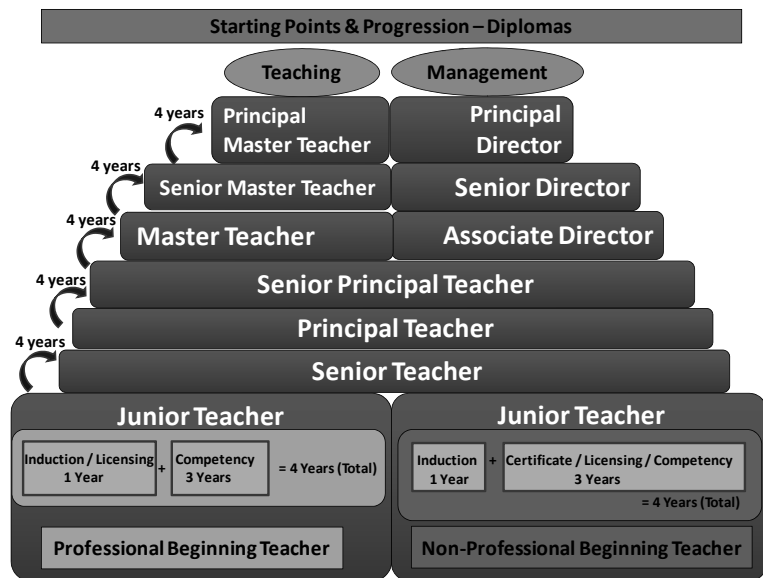
本成果が対象とするのは、初任者（Beginning Teacher：BT）と校長志願者（Head Teacher Aspirant：HTA）に相当するランク（Senior Teacher：ST）である。英文PDMの活動3-2 Develop induction training courses and materials（beginning teacher and principal teacher II）によると、導入研修コースや教材を作成する対象はBTとPrincipal Teacher IIとあり、詳細計画策定調査報告書によれば「初任者教員研修及び校長向け研修」とある。しかし、「昇進が行われてから、その職位が必要とする資質を身につける研修を行うのか、もしくは、昇進に必要な資質を身につけるための研修を行うのか」についてプロジェクト開始後に検討した結果、後者となった。したがって本成果では、「BT」と「HTA」研修コース・教材の開発を対象としている。

なお、BTにはランクはなく<sup>13</sup>、STは校長となることのできる1つ手前のランクである<sup>14</sup>。また、ランクとポジションは同一ではなく、ランクに複数のポジションが対応する。キャリア階梯の現行案は次頁のとおりである。

13 初任者にランクはない。現行制度では、給与として教員養成大学時代にもらっていた額を受け取り、正式にアポイントされ手続きが終了してから、ランクの付与とそのランクの給与がもらえることになる。

14 新ランク（案）ではBasic Schoolの校長は、Principal Teacher（現Assistant Director II）からなることができるため、本プロジェクトにおける校長志願者とは、このPrincipal Teacherの1つ前のランクであるSenior Teacher（ST）に相当し、STとして最低4年間勤務したあとに昇進の申請ができる。現在シニア教員ランクはまだないため、キャリア改訂案が承認されたら2017/18年度から適用されるが、移行期間も必要である。また、規定ランクに達していなくても、実際は上位のポジションにもなれる。研修内容はランクに対応する複数ポジション向けにできているが、実際は他ランクの教員も校長になっている。（遠隔地で教員不足の学校等）

キャリア階段案



教員キャリア階段 (ディプロマ取得者)

教員キャリア階段 (学位取得者)

初任者の必修研修プログラム（Mandatory Training Courses）は、以下のコンポーネントから構成される。

- ① オリエンテーション（Orientation）
- ② 導入研修（Induction Training）
- ③ 校内研修（SBI）／クラスター研修（CBI）／部門研修（DBI）
- ④ サーティフィケート研修（Professional Certificate Training）＊無資格教員のみ

上記のうち、①オリエンテーションと③SBI/CBI/CBIは学校レベルあるいはサーキット・クラスターレベルで行われる。②は郡レベルの研修を想定する。成果3で開発した研修コース・教材は、このうちの②導入研修に相当する。初任1年目の必修研修プログラム修了ののち無事アポイントメントされると、学歴により Junior Teacher または Senior Teacher のランクが付与される。

〈研修プログラム・教材の開発〉

研修ニーズ調査（2014年8月）や、先行 INSET プロジェクトのリソースを活用し、初任者・校長志願者のための研修コース・教材が開発された。

開発・試行された研修コース、カリキュラム、教材

コース	教材	トレーナー	対象者
初任者研修向け ToT	- Guidelines for the Induction Training Programme for Beginning Teacher	NIU	1郡15名
校長志願者向け ToT	- Handbook for Principal Teacher Aspirants - Power point presentations		
初任者導入研修	- BT's Handbook - SBI/CBI/DBI Handbook <sup>15</sup>	郡 トレーナー	全新任教員
校長志願者研修	- Handbook for Principal Teacher Aspirants		全現職校長（校長志願者ではない）

2014/15年度に南部3郡を対象に実施された指導員訓練（Training of Trainer : ToT）は、初任者向け、校長志願者向けとも各5日間であったが、2015/16年度に北部2郡を対象に実施した際は、5日間で両方をカバーした。その際の研修プログラムは付属資料1のANNEX 13参照。また、初任者導入研修（5日間）のスタンダード・プログラムは同ANNEX 14参照。なお、同プログラムの冒頭に記載されているとおり、これは内容のスタンダードを規定しているものであり、実際の研修プログラムは各郡におけるニーズに応じて適宜改訂して実施するようになっている。

校長（志願者）研修は、「校長志願者向けハンドブック」に基づき、各郡でプログラムをデザインすることが期待されている。郡によってプログラムも異なることを想定し、サンプル・プログラムは特に作成していない<sup>16</sup>。

15 BTハンドブックの内容が導入研修、SBI/CBI/DBIハンドブックの内容がSBI/CBIに使用される。

16 ハンドブックでは3日間のモデルが示されている。

#### 今後の予定

2016/17年度のパイロット活動の前に、現在改訂中の現職教員スタンダードの最終版と内容を整合させる必要がある。

成果4	成果1～3がパイロットの結果を受けて更新される。
指標	4-1. パイロット地区において、PTPDMにおけるSBI/CBI訓練および研修履歴とリンクして、xx%の教員の昇進がなされる。 4-2. パイロットの結果を反映し、枠組みが改良される。 4-3. パイロットの結果を反映し、データベースが改良される。 4-4. パイロットの結果を反映し、必修とされる研修コースのカリキュラムと教材が改良される。

成果4は、いくつかの要素については2014・2015学年度のパイロット活動をもとに更新されているが、パイロット活動において「何をどのように検証するか」というリサーチクエスチョン・リサーチの枠組みが規定され関係者間で共有されていなかったことが判明。「計画(Plan)－実行(Do)－評価(See)－改善(Improve)」のPDSIサイクルに則してパイロットを行い、成果1～3の更新を急ぎ全国展開可能なPTPDM政策を実証する必要がある。各指標の達成度は以下のとおり。

指標4-1 パイロット地区において、PTPDMにおけるSBI/CBI訓練および研修履歴とリンクして、xx%の教員の昇進がなされる。

【2016/17年度に、PTPDM政策に則した昇進手続きのパイロットを実施予定】

#### これまでの達成状況

実際の昇進は空席の有無といった要素も関係し、国レベルで行われるため、パイロット郡のみで試行することはできない。よって、上記指標は適切ではない。また、SBI/CBIや研修履歴のデータ入力・活用についてはまだ開始されていない。

#### 今後の予定

上記の指標をパイロットという文脈に置き換え、GESの昇進フォームを改訂し、2016/17年度にPTPDM政策に則した昇進手続きを試行する予定である。

指標4-2 パイロットの結果を反映し、枠組みが改良される。

指標4-3 パイロットの結果を反映し、データベースが改良される。

指標4-4 パイロットの結果を反映し、必修とされる研修コースのカリキュラムと教材が改良される。

【いくつかの要素については2014/15年度、2015/16年度のパイロット活動をもとに改良されているが、パイロットの結果についてはモニタリング不足による限定的な情報に基づくものである】

#### これまでの達成度

〈パイロットのサイクル〉

南部3郡ではパイロット2サイクル目の終わりにさしかかっており、北部2郡では1サイクル目が始まったばかりである。「枠組み」「データベース」「必修とされる研修コースのカリキュラムと

教材」にかかるいくつかの要素については 2014/15 年度、2015/16 年度のパイロット活動をもとに改良されている。

〈パイロット郡での研修実施〉

成果 3 で開発された研修プログラム・教材を用いて、パイロット全 5 郡において ToT 研修は実施済みである（ただし、北部 2 郡の ToT は 2016 年 4 月に実施されたばかり）。また、ToT 研修後に、初任者・校長研修を以下の表のとおり実施した。

パイロット 5 郡における初任者導入・校長研修実施実績（2016 年 8 月 1 日現在）

郡		初任者導入研修（BT）		校長研修（HT）	
		2014/15	2015/16	2014/15	2015/16
南部	アッパーマニヤ・クロボ	2015 年 2 月 (5 日間)	2016 年 3 月 (4 日間)	2015 年 5 月 (5 日間)	未実施
	アジュマコ・エンニャン・エシアン	2015 年 2 月 (5 日間)	2016 年 3 月 (3 日間)	2015 年 6 月 (2 日間)	未実施
	シャイ・オストク	2015 年 2 月 (5 日間)	2016 年 3 月 (5 日間)	2015 年 6 月 (5 日間)	2016 年 5 月 (3 日間)
北部	サベルグ・ナント		2016 年 7 月 (5 日間) * 初任者・校長合同		2016 年 7 月 (5 日間) * 初任者・校長合同
	カセナ・ナンカ ナ・イースト		2016 年 6 月 (5 日間) * 初任者・校長合同		2016 年 6 月 (5 日間) * 初任者・校長合同

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

出所：プロジェクト資料

なお、成果 3 は校長志願者向けの必修研修を開発することになっている。しかし、そのために、プロジェクトではまず現職の校長を対象にパイロット活動の一環として以下の複数の目的をもって研修を行った。したがって、まだ校長志願者を対象とした研修は実施されていない。

- ① 校長に必要な資質・コンピテンシーを確認する。
- ② 現職校長が新任教員に対し適切な導入訓練を行えるようにする。
- ③ プロジェクトで開発したハンドブックに基づき、教員評価を適切に行えるようにする。

ToT、初任者・校長研修実施実績の詳細（実施日程、参加者数、費用負担等）については、付属資料 2 参照。

〈活動の進捗とモニタリング／パイロットの検証〉

2015 年 9 月にパイロット郡の参加者によるレビュー会合を開催し、主に研修教材についてレビューを行っている<sup>17</sup>。中間レビュー時点において、BT ハンドブックは改訂を重ね第 4 版となつて

17 南部 3 郡での第 1 回パイロット活動終了後、2015 年 9 月に初任者ハンドブック、校長ハンドブック、SBI/CBI/DBI ハンドブック、教員評価ハンドブックのレビューを行った。北部 2 郡も含め全パイロット郡から参加した。

いる。校長ハンドブックは第1版のままである。

他方、まだパイロットが行われていない、あるいは行われていてもモニタリングが不十分であるため、モニタリング情報に基づいて改良するという体制が整っていないことが指摘される。活動4-4「(4-4) 郡による次の活動を支援する：研修実施、修了証／教員免許状発行、研修受講者のモニタリング、教員昇進管理モニタリング（データベース管理等）、INSET 関連活動の予算化等」については、以下の進捗のとおりである。

「活動4-4 郡による次の活動を支援する」の進捗

活動4-4	検証事項	進捗
①研修実施	研修受講者の把握、受講状況、研修内容、研修時期、研修回数等の妥当性	<ul style="list-style-type: none"> <li>これまでの研修実施実績は付属資料2のとおり</li> <li>研修内容、時期、回数等の妥当性は今後検討</li> <li>階層別研修の全体枠組み案（ガイドライン）確定後、今後のパイロットで階層別研修の実施状況確認予定</li> </ul>
②修了証／教員免許状発行	適切に発行されているか	<ul style="list-style-type: none"> <li>研修修了証発行は1年次はプロジェクトにより発行、2年次の発行状況は今後確認</li> <li>教員免許状（ライセンス）は、制度がまだ確定していないことから未実施であったが、初任者を対象にライセンス付与を見越した試行を2016/17より実施予定</li> </ul>
③研修受講者のモニタリング	研修受講後の郡教育事務所の視学官が必修研修を受講した初任者教員、校長に対してモニタリングを実施し、研修効果を測る	<ul style="list-style-type: none"> <li>2015年10月に南部3郡、30校、教員300人を対象にモニタリング調査を実施（ただし、研修受講者に限定した調査ではなく、研修効果の測定を目的とした調査ではない）</li> <li>視学官によるモニタリング・研修効果の測定は今後の検討課題</li> </ul>
④教員昇進管理モニタリング	教員キャリア階梯管理データベースの管理方法	<ul style="list-style-type: none"> <li>初年度（2014/15年）に基本的なデータベースを構築し、2年次以降についてはパイロット地域をはじめ、研修結果の入力を行うなど試験運用を開始し、3年次中にデータベースを完成させることを想定していたところ、データベースの枠組みは構築され、一部の郡で初任者にかかる試験的データ入力実施</li> <li>データベース作成の試行は2016/17年度に実施予定</li> <li>本格的なデータベースによる昇進管理は、データベース作成後の予定</li> </ul>
⑤INSET関係の予算の確保、執行		<ul style="list-style-type: none"> <li>郡教育計画書に予算を含めるよう指示をしているが、その確認やフォローアップは未実施</li> <li>予算申請プロセスに則した確保・執行を支援するとともに、郡政府も含む予算源の開拓も支援予定</li> </ul>

中間レビュー調査を通じて明らかになったのは、「パイロットを通じて何を、どのように検証するのか」といった点について、プロジェクト関係者の間に共通の問題設定がなされていないことで

ある。以下の表は、これまで実施されたベースライン調査とモニタリング調査の概要である。2014年に南部3郡の教育事務所を対象に実施されたベースライン調査をみると、問題設定の検討はなされており、またその後モニタリング調査等の調査も実施されている。しかし、ベースライン調査時に検討した枠組みに即した情報の収集はなされてこなかった。全般的に調査目的、対象、実施のタイミングなどについて、系統だった計画と実施に課題がある。そのため、PTPDM政策の実行可能性、効果、持続性の検証にかかる情報収集も限られる結果となっていた。

### ベースライン、モニタリング調査実施実績

		南部3郡	北部2郡
パイロット実施		第1回：2014/15年度 第2回：2015/16年度	第1回：2015/16 (ToTの実施は2016年4月)
調査			
郡教育事務所	タイミング	第1回パイロット活動開始/ToT実施時の2014年11月 (ベースライン調査)	未実施(今後実施する予定)
	データ収集方法	・年次INSET進捗報告書(AIPR) ・郡教育事務所及びサーキット視学官への質問票調査	・年次INSET進捗報告書(AIPR) ・モニタリング
学校	タイミング	第1回パイロット活動終了後の2015年10月 (モニタリング調査実施)	第1回パイロット活動開始/ToT実施時の2016年4月
	データ収集方法	・校長、教員 <sup>18</sup> への質問票調査 ・EMISデータ	・校長、教員への質問票調査(現在集計中) ・EMISデータ

出所：プロジェクト資料

### 今後の予定

中間レビュー調査期間中に関係者により「パイロットを通じて何を検証すべきか」について設問案を作成した(付属資料1のANNEX 15参照)。この案を更に検討したものが、付属資料5である。本案は更に精緻化し、パイロット活動のPDSIサイクルのプロセスにおいて検証される必要がある。この意味で、本来の包括的なパイロットは2016/17年度から開始されるといえる。

また、これまでは現職校長研修を実施してきたが、成果3の本来の対象である校長志願者(シニア教員(ST)相当)向け研修については、2016/17年度よりパイロットを開始する予定である。

さらに、キャリア階梯の全ランクの研修を、郡にとって実施可能な形で位置づけることが今後の検討課題である。そのため、研修日数や実施方法、費用負担に関し、各郡においてどの程度柔軟性をもたせるべきか、また、既存機会の活用やコストの少ない研修方法についても検討する必要がある<sup>19</sup>。例えば、初任者の必修研修プログラムは、①オリエンテーション、②初任者研修、③SBI/CBI、④サーティフィケート研修(サーティフィケート教員の場合)からなるが、一方で、初任者に対し

18 同モニタリング調査では、30校(各郡10校)、300人(各校10名)を対象に実施。回答数は、校長29名、教員239名。

19 中間レビュー調査団が訪問したアクラ・メトロ郡(非パイロット郡)では、GESのウェブサイトから入手した教員評価ハンドブックを活用し、特に費用のかからない研修(交通費のみ参加者負担、教員組合からの資金援助等)を独自に企画して実施していることがわかった。



不定期にオリエンテーションを行う郡もある。そのような郡レベルの既存研修の扱い（必修研修として認定するのか、するのであればその方法等）についても検討し、ガイドラインに含めておく必要がある。同時に、これまでパイロットとして実施された校長研修の認定の扱いについても検討する必要がある。中間レビュー調査中に検討した必修研修の開催方法、費用についての素案は付属資料 6 のとおり<sup>20</sup>。

#### 4-2-2 プロジェクト目標

プロジェクト目標	キャリア階梯メカニズムが構築され、パイロット郡において必要な階層別研修が実施される。
指標	<ol style="list-style-type: none"> <li>1. NTC/GES が全国実施のためにキャリア階梯枠組み、データベース、研修コースを承認する。</li> <li>2. PTPDM 政策において、研修履歴や SBI/CBI の実践にリンクしたキャリア階梯がパイロット郡の xx% の教員に周知される。</li> <li>3. 必修とする研修がパイロット郡の教育計画に含められる。</li> </ol>

プロジェクト目標は、中間レビュー調査で把握された以下の課題に取り組むことにより、プロジェクト終了（2018 年 3 月）までに達成見込みがある。

- ① PTPDM 政策枠組みガイドラインの、2016/17 年のパイロット活動前に関係者による合意（成果 1～3）
- ② 成果 1～3 の包括的パイロットの実施、適切なモニタリングを通じて全国展開向けに最終化／パイロット活動の Plan-Do-See-Improve サイクルの確立（成果 4）
- ③ 郡レベルでの研修費用負担の実行可能なメカニズムの特定
- ④ GES/NIU と NTC のモニタリング予算不足問題の解決
- ⑤ プロジェクトの目標とスコープを明確に規定した PDM と PO に改訂し、関係者間で共有（PDM と PO の改訂案は付属資料 1 の ANNEX 16 と 17 参照）

なお、各指標の達成度は以下のとおり。

指標 1. NTC/GES<sup>21</sup>が全国実施のためにキャリア階梯枠組み、データベース、研修コースを承認する。

【進展しているが、PTPDM 政策枠組みガイドラインの教員組合を含むすべての関係者の合意形成、研修費用の確保、パイロット活動の Plan-Do-See-Improve サイクルの確立が課題】

成果 1～4 で既述のとおり、全国展開に向けた準備は進展している。

課題は以下のとおり。

- ① キャリア階梯枠組み、データベース、研修コースを含む PTPDM 政策枠組みガイドラインについて、2016/17 年のパイロット活動向けに最終ドラフトとして関係者からの合意形成が必要

<sup>20</sup> 初任者研修の経費削減を主目的として、2015 年 6 月 1 日から 3 日にかけて CoE 対象にワークショップを実施した。これは、CoE において初任者研修の共通部分の実施可能性を検討するために実施したワークショップである。今後の協力については、CoE を支援している T-TEL プロジェクトとの協議が必要。

<sup>21</sup> 承認機関は NTC/GES のカウンシルである。

である。特に、教員組合からの合意が得られていない<sup>22</sup>。

- ② 研修費用負担方法については、PTPDM 政策のもと財政的に実施可能かつ持続性のある研修コンポーネントを開発すべく、パイロット活動や全国展開に向けた準備プロセスにおいて検討する必要がある。
- ③ 全国展開のために PTPDM 政策の実行可能性、効果、持続性を検証するために、2016/17 年度のパイロットは、PDSI サイクルを確立して実施する。

指標 2. PTPDM 政策において、研修履歴や SBI/CBI の実践にリンクしたキャリア階梯がパイロット郡の xx%の教員に周知される。

【第 1 回目のパイロット終了後 2015 年 10 月に南部 3 郡に対して実施された調査結果では、回答した教員のうち 46%が PTPDM 政策におけるキャリア階梯を周知】

第 1 回目のパイロット終了後 2015 年 10 月に南部 3 郡に対して実施されたモニタリング調査結果では、回答した教員の 46%が PTPDM 政策を理解していた。これはパイロット実施前には PTPDM 政策がまだ公に知らされていないかた地帯からの達成度である。

PTPDM 政策の概要については、TED により 2015 年には郡・州教育事務所からのすべての事務所長が参加する年次会議において説明がなされた。2016 年以降も、同会議を通じた説明を継続する予定。加えてテレビ、ラジオ、新聞といった様々なメディアを活用した広報活動が行われてきた。全国の PTPDM 政策対象校には郡・州教育事務所を通じてニュースレターも配布した。このような活動とパイロットとを合わせ、PTPDM 政策を知る教員の割合は更に増加することが期待できる。

指標 3. 必修とする研修がパイロット郡の教育計画に含められる。

【確認できない】

初任者研修と校長研修が年次郡教育実施計画（Annual District Education Operation Plan : ADEOP）に含まれているのか、モニタリングがなされていないため確認できない。中間レビュー調査チームが、訪問先の 1 郡（シャイ・オストク郡）の教育事務所でインタビューしたところ、2015 年、2016 年とも含めていないとの回答であった。

教育計画に含められても必ず予算が配布されるわけではないが、郡レベルにおいて研修のマネジメントを行ううえで、最初のステップであり必須の作業である。適切なタイミングで予算計画策定プロセスに反映させる必要があるとともに、郡政府（District Assembly : DA）を含め様々な予算源にアプローチする必要がある。

なお、本指標でいうところの「必修研修」が、初任者と校長志願者だけなのか、それともすべてのランクに対応した必修研修を意味するのかについて定義を明確にする必要がある。現時点では、この点について関係者の共通理解が確立されていない。

22 教員組合によれば、PTPDM 政策における能力に基づく評価と昇進ならびに継続的な教員能力の向上については賛成している。しかし、第 1 段階のランク名称（Junior Teacher という名称）が適切でないとしている。また、キャリア階梯が途中から教員ストリーム、行政ストリームと別れていることにも反対しているが、キャリア階梯の導入により、これまで途中で頭打ちであった教員の昇進も可能となったことや、教員と行政が分かれたあとに戻ることができないというような硬直した制度ではない、といったメリットが正しく理解されていないことによる。その背景には、組合上層部の異動などにより一旦合意形成された点についても正しく引き継ぎがなされていないことがある。組合に対応するため、2016 年 7 月 21 日の JCC において、組合代表に対し代案の提出が依頼された。

#### 4-2-3 上位目標

上位目標	パイロット以外の郡において、キャリア階梯メカニズムが施行される。
指標	キャリア階梯メカニズムがパイロット郡以外の xx 郡で施行される。

上位目標の達成は、プロジェクト目標の達成、非パイロット郡の ToT 費用確保、教育省主導による全国展開計画策定（予算措置含む）へのコミットメント次第である。指標の達成状況は以下のとおり。

指標 キャリア階梯メカニズムがパイロット郡以外の xx 郡で施行される。

【既に非パイロット郡でも部分的な施行が開始】

教員評価ハンドブックは GES ウェブサイトに掲載され、2015/16 年度より既に全国での使用が開始されている。また、非パイロット郡においても、GPEG 資金<sup>23</sup>や UNICEF 資金の活用により、2016 年には研修活動が開始されている<sup>24</sup>。既に、全国展開が開始されつつあるといえる。（詳細は付属資料 2 参照）

他方、216 郡中 84 郡（パイロット 5 郡、GEP73 郡、UNICEF 6 郡）では PTPDM 政策の ToT 研修が実施済みだが、残り 132 郡において ToT 研修実施費用確保の目途が立っていない。また、全国での初任者、校長志願者向けの必修研修ならびにその他ランクの研修費用の経常的な予算確保メカニズムについても、今後の検討課題である。

また、パイロットの検証結果が出る前に、非パイロット郡における研修が開始されたことで今後の調整も必要である。包括的なパイロットは 2016/17 年度に行われ、全国展開向けのガイドライン、ハンドブック等はその結果を持って最終化される。これまでの ToT は、ガイドライン案作成前あるいは作成中にその中身が流動的ななかで実施したものであるため、研修内容の更新が必要となる。また、データベースの郡レベルでの試行も 2016/17 年度からであるため、データベース活用の形は今後明らかになる。以上から、既に ToT 実施済みの非パイロット郡も含め、これまで実施した内容と最終化された内容とを比較し、そのギャップをどのように周知させ、展開していくのかについても検討が必要である。

#### 4-2-4 スーパーゴール

スーパーゴール	職務の向上により、初中等教員の能力が向上する。
指標	xx%の教員が能力に基づいて昇進が管理されていると認識する。

スーパーゴールの達成目標期限は特に定められていないが、キャリア階梯メカニズムが施行されると能力に基づいた昇進が行われるため、理論的に職務の向上により初中等教員の能力が向上することとなる。したがって、スーパーゴールは理論的には達成可能である。なお、指標は教員の能力向上を測る指標に改訂することが望ましい。

<sup>23</sup> GPEG は 2016 年 8 月で終了である。

<sup>24</sup> GPEG 資金により 73 郡では、2016 年 5 月～6 月に ToT が行われた。初任者研修は校長へのオリエンテーションなどについても、いくつかの郡では予算が執行され実施された。UNICEF 資金により 6 郡では、2016 年 6 月に ToT が実施され、初任者導入研修や校長研修ならびにモニタリング予算も確保済み。初任者導入研修は 2016 年 8 月に実施予定。

## 第5章 プロジェクトの実施プロセス

### 5-1 活動の進捗

【結果】 広く関係者を巻き込みながら、プロジェクト活動が進められ、政策・制度化支援に向けて計画された多くの活動が実施されてきた。他方、当初計画からの変更や実施が不十分な活動もある。背景には、パイロット前倒しの影響、予算不足、プロジェクトのデザインやマネジメント上の課題があり、プロジェクトのスコープを再確認し業務を再整理したうえで、後半のプロジェクト活動計画を策定することが必要である。

#### 5-1-1 現状と課題

全般的に、プロジェクト活動は関係者との綿密な協議を通じて実施されている。教員組合を交えての多岐にわたる関係者との合意形成プロセスを運営してきたことは特筆に値する。教員評価ハンドブックの開発も、PSCのフォーマットが全公務員に導入されることになったタイミングを捉えて実施されたことは高く評価される。

しかしながら、「第4章 プロジェクトの実績」でも既述のとおり、当初計画に則して実施されなかった活動もあった。特に指摘されるのは、ベースライン、モニタリング、エンドライン調査の体系的な計画と実施が不十分であること、また成果4のパイロット活動では、ToT、初任者導入研修、校長研修といった研修の実施は行われてきたが、パイロットを通じて何をどのように検証するのかといった設問、パイロット郡における試行・検証が限定的であることがあげられる。

#### 5-1-2 活動の進捗に影響を与えた要因

##### (1) パイロット前倒しの影響

事務次官からの要請（付属資料3）により、当初2017年度開始を想定していた政府主導の全国展開を2015年開始に早めるため、2年次から開始予定のパイロット郡での活動を1年次から始めることとなった。そのため、制度構築（キャリア階梯や教員評価、コンピテンシー等）や、研修内容・教材等については質に問題があり、改訂をたびたび実施することとなった。また、ベースライン調査の質にも影響が出た。このように、パイロットと並行して制度構築を実施するというスケジュールに変更せざるを得ない状況となった結果、パイロット活動が一部に限って開始されてしまった。また、制度構築にも時間がかかることとなった。

##### (2) 予算上の課題

研修開催費・参加費は原則先方予算としてR/D署名している。また、パイロット前倒しの際にも、教育省が費用を用意すると約束している。しかし、予算手当はなされず、その結果、活動が遅延した<sup>25</sup>。また、パイロット活動のモニタリング予算も確保されていないことから、カウンターパートのモニタリングも限定的であった。

25 例えば、南部3郡での初任者導入研修は2014年10月→2015年4月開始と遅れた。教育省が支弁することになっていた研修実施費用及びNIUメンバーの旅費などの予算がなく、TEDのIGFや他ドナーからの活動費を流用した資金で賄ったためである。北部2郡のToTは、2015年→2016年4月と遅れた。北部のToTを貧困郡75郡（パイロット2郡含む）のToTに合わせてGPEG予算で実施しようとしたが、予算手当が遅延し、2016年6月以降の実施にずれこむ可能性がでてきたため、プロジェクト予算で4月に実施した。

### (3) プロジェクト・デザイン上の課題

英文 PDM（全国展開に有効なキャリア階梯メカニズムの構築）と事前評価表のプロジェクト目標（キャリア階梯メカニズムが構築され、パイロット郡において必要な階層別研修が実施される）は、達成目標が異なるが、特に意識されることなくプロジェクトが実施されてきた。また、プロジェクトの実績でも既述のとおり、成果 1 では PTPDM 政策の実施計画に重要なガイドラインを策定するうえで、PTPDM 政策にかかるコンポーネント全般の制度設計をカバーする必要があり、同時に、それらに関係者との合意形成をはかりながら進めていくため、当初想定していた以上の作業時間を要した。

また、TED は本プロジェクトにおいて重要な機能を果たす部署であるものの、政策・制度構築支援を行うことから TED のマニフェストを超えており、その部分はローカルコンサルの元事務次官が補っている。NTC の役割は教員の専門職としてのスタンダード設定であり、GES/TED の役割はその実施であるが、NTC は組織としてスタンダード設定をする機能をまだ備えていない。本来、同政策の全国展開計画の策定や実施促進には教育省のイニシアティブを必要とするなかで、主たる活動のカウンターパート機関は TED であるため、プロジェクトチームによる他関係機関との調整業務が多くなっている。また、教育省に PTPDM コーディネーターなど適切なカウンターの配置がないことが、プロジェクトの円滑な活動や持続性にも影響を及ぼしている。

さらに、プロジェクト形成時には「全国展開は PDM の範囲外ではあるが、ガーナ政府側がプロジェクト期間中に、パイロット郡以外への展開を企図しているところ、適宜、側面支援を図る」とも想定されており、PO にも欄外ではあるが同活動支援が記載されている。当初 2017/18 年度の開始を想定していたが、2 年早めて 2015/16 年度からと変更しプロジェクトでも支援してきた。しかし、全国展開にかかる支援をプロジェクト側で具体的にどこまですべきなのか、方針が不明なまま現在に至っている。

### (4) プロジェクト・マネジメント上の課題

プロジェクト・マネジメントについては、全般的に、計画に則した進捗管理に課題がみられる。まず、上述のとおり英文 PDM と事前評価表のプロジェクト目標は、達成目標が異なるが、それらの齟齬を訂正することなくプロジェクト活動が進められてきた。これは、プロジェクトの範囲や到達点の共通理解が明確でないことにもつながる。また、現行 PO や、プロジェクト側で別途作成した実施計画はあるが、それら計画と実績の対比に基づく進捗状況の正確な把握と、関係者間での共有が十分なされていたとは言い難い。PTPDM 政策ガイドラインの具体化の過程では、事前に計画を立てづらい面もあるものの、プロジェクトチーム内での各コンポーネントにかかるコンセプトのすり合わせや、活動の実施タイミング、シーケンス（どの活動がなされたあとにどの活動が可能なのかなど）にかかる検討は不十分であった。

## 5-2 技術移転・能力強化

【結果】 TED/NIU ならびに GES-ICT（データベース構築）はおおむね順調であるが、NIU も今後は新たに配属された人材の育成が急務。NTC の体制もまだ脆弱であることから、NTC の更なる能力強化が課題。TED/NIU と NTC のデータベースについての能力強化も今後の課題。

### 5-2-1 GES

TED/NIUについては、先行プロジェクトからのカウンターパートとして能力強化は順調で、GPEGやUNICEFの予算確保、研修実施なども現時点で主体的に実施することができている。しかし、NIUの人員体制は十分ではない。2014/15年度の6名から翌年度には4名に減らされ、少ない人員で活動を進めなければならなかった。中間レビュー期間中に新たに3名が増員されたが、2016年8月にはINSETコーディネーターが定年を迎える。NIUは教員訓練全般を担当する部署であり、PTPDMプロジェクト以外にもNIUが果たす役割は広く、更に人員の増強が必要な状況である。新たに配属された人材は、教員養成校でトレーナーを務めていたことからトレーナーとしての経験と能力は備わっているが、PTPDM政策やプロジェクトの活動について、これら新メンバーの育成が急務である。

また、データベース管理部門(GES-ICT)は、プログラミングも可能で能力が高い。しかし、TED/NIUはデータベース開発プロセスの情報を詳細に把握しておらず、今後はデータベースの活用にかかる研修も必要である。

### 5-2-2 NTC

現在、NTCは10名体制(2名のUSAID-Learning支援スタッフを含む)に増強された。さらに、人員を合計で30名まで増やし、フィールドオフィスの開設についても申請を行っているところである。しかし、プロジェクト活動におけるNTCとの連携(マネジメントレベルの2名との連携)は進めているが、現時点ではNTCのマネジメントを果たすうえで必要な体制は十分でなく、まだNTCとして機能するに至っていないため、組織的な能力強化は継続課題である。また、TED/NIU同様、データベース開発プロセスの情報を詳細に把握しておらず、今後はデータベースの活用にかかる研修も必要である。

### 5-2-3 本邦研修

教育省事務次官、GES総裁、TED局長を含む7名が参加して行われた本邦研修<sup>26</sup>は、能力強化のツールとして有効であった。本邦研修では、日本の関連制度を学び、ガーナの状況に即して活用方法を検討している。また、参加者の意欲向上ならびにプロジェクトの理解にも役立った。

## 5-3 プロジェクト・マネジメント

【結果】意思決定に関しては、政策・制度を議論する必要性から、高官や様々な関係者の参加を得て、JCCや運営委員会(Steering Committee: SC)が機能している。他方、「パイロット」のコンセプトにかかる共通の理解形成や、関係者が多岐にわたることから合意を得るのに時間がかかることが課題となっている。プロジェクト活動全般の進捗管理や、パイロット活動のモニタリング体制も改善点が多い。

### 5-3-1 プロジェクト運営体制

#### (1) 合同調整委員会(JCC)

2014年8月、2015年9月と年1回開催され、2016年は中間レビュー調査中の7月21日に開催された。JCCは、教育省高官、政府機関、地方行政、教員組合、開発パートナーなどから出

26 「日本の現職教員研修制度(階層研修)及び研修内容の理解を通じて、PTPDM政策の具転化に寄与する」ことを研修目的として、2016年6月12日~24日に実施。

席者を得て、PTPDM にかかる議論を行う機関として機能している。ただし、関係者が多岐にわたることから合意を得るのに時間がかかることが課題となっており（特に教員組合）、プロジェクトの詳細な内容の意思統一や決定機関というよりも、進捗報告と意見聴取の場といえる。

## (2) 運営委員会 (SC)

GES 総裁を議長としており、これまで5回開催され、プロジェクト活動の本質的な内容について議論してきた。ICT、HRMD、NIU や TED を含む GES の関連部局・ユニット全般と NTC がメンバーとなっている。

### 5-3-2 モニタリング体制

既述のとおり、プロジェクト活動のモニタリング体制は、全体的に改善を必要とする。特に、「何をパイロットしてどのように検証するのか」という基本的なコンセプトの検討や体系的なモニタリング体制（含む郡教育事務所の視学官の活用など）の検討が不十分であった。また、モニタリング旅費予算不足や、プロジェクト専門家の活動が中央でのガイドライン策定に時間がとられたこともあり、NIU、NTC、プロジェクト専門家によるモニタリングは2016年1月、3つのチームにより南部3郡を日帰り訪問したのみであった。

なお、予算不足によるカウンターパートのモニタリング実施不足と、プロジェクト運営上のモニタリング情報の未把握は別の問題として捉え、既存のモニタリング制度（視学官など）を活用した情報収集も含め、何らかの形でモニタリングが実施されてしかるべきであった。今後は、PTPDM により導入する評価と昇進の実行可能性、効果、持続性の検証にかかる包括的なモニタリングが必要である。年次レビュー、中央からの郡訪問モニタリング、郡レベルの学校モニタリングなど、早急に各レベルにおけるモニタリング体系を明確にし、予算措置も含めた実施体制を整える必要がある。

### 5-3-3 コミュニケーション

おおむね円滑であるが、関係者が多岐にわたるため効率的・効果的なコミュニケーションが難しい面もある。また、プロジェクトチームとカウンターパート間のコミュニケーションは全般的に良好で密に行われているが改善の余地もある。特に、「パイロット」のコンセプトや、全般的なプロジェクトのアプローチ、進捗状況等にかかる共通の理解形成を促進する必要が指摘される。また、TED、NTC からは「プロジェクト活動の最新情報を共有してほしい。特に GES-ICT で行われているデータベース開発については、関係者への周知が不十分である」とのコメントが複数聞かれた。

プロジェクトチーム内でも、活動の方向性や進捗に関する共通の理解を促進する必要がある。専門家の配置の都合上、チームと一緒にコンセプトの検討や進捗情報の共有を行うのが難しい面はあるものの、今後はそのような制約の中での有効なコミュニケーション方法を検討する必要がある。

また、プロジェクトチームと JICA 本部・事務所間のコミュニケーションは密であり、運営指導調査も2回実施されている<sup>27</sup>。しかし、教員の人事にかかる政策・制度構築支援という経験の少ない分野の支援であることもあり、プロジェクトの Scope ならびに目標の定義について、関係者間の共通理解が不十分であったことも指摘される。

27 2014年11月24日から26日、及び2015年4月24日から27日にかけて2回実施された。

#### 5-4 オーナーシップ

【結果】 GES-TED/NIU ならびに NTC、教育省ともはオーナーシップをもってプロジェクトを実施している。しかし、教育省と NTC については、関与の度合いは個人により、予算獲得や全国展開の準備をプロジェクト主導で行わざるを得ないなど、組織的なオーナーシップの向上が求められる。

##### 5-4-1 GES

GES の TED、HRMD、ICT といった関連部署・人員は、高いオーナーシップをもってプロジェクトに参画している。しかし、TED は人員体制が十分でないことに加え、今後、USAID-Learning プロジェクトで教員 5 万～7 万人強を対象とする研修活動が本格的に実施されるに従い、多忙となることも懸念される<sup>28</sup>。カウンターパートの配置のタイミングについては、TED の INSET コーディネーターの 2016 年 8 月定年を控え、本来は、もっと早くに新しいメンバーが配置され、後任の指名とともに引き継ぎがなされるべきだった。

研修実績リスト（付属資料 2）にあるとおり、研修関連費用を TED の IGF 負担や、郡・学校レベルの予算、参加者負担で実施するなどガーナ側負担の原則を守る努力がなされている。これはオーナーシップの表れである。他方、既述のとおり教育省からの予算配布がなく、プロジェクト活動費を確保することが難しい状況である。

##### 5-4-2 NTC

NTC は、プロジェクト・マネジメントに参画し、プロジェクト活動に対する理解も確保されている。教員評価ハンドブック開発や ToT のトレーナーも務めている。しかし、NTC の機能強化はその途上にあり、組織としての参加度は高くない。

##### 5-4-3 教育省

教育省には、今後は PTPDM 政策・制度構築と全国展開の推進を統括する立場として、より主体的な関与が求められる。特に、関係機関（教員組合等）への対応や、全国展開計画策定の調整と準備（含む予算計画）を主導することが求められる。

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28 USAID-Learning プロジェクトは予算総額 71 百万ドルで、reading 能力向上を目的とする。対象は、幼稚園 (KG)～小学校 3 年、全国 216 郡中 165 郡、教員 51,000 人 (71,000 人に増加予定)。研修は 2 段階に分けて実施し、2016 年 8 月～9 月に ToT、2017 年 1 月～6 月に研修、2017 年 7 月～8 月に ToT、2017 年 9 月から研修実施を予定している。研修参加者は、校長、教務主任 (Curriculum Leader)、KG 及び小学校の教員の各学校 7 名で 6 日間。(Learning プロジェクトよりヒアリング)



## 第6章 評価5項目による評価結果

### 6-1 妥当性

プロジェクトは、政策との整合性、ニーズ、プロジェクトのアプローチの観点で妥当である。プロジェクトの妥当性に影響を与えるような要因は確認されない。

#### 6-1-1 政策との整合性

プロジェクトは、以下のとおりガーナの政策と整合している。

- ・ 教育省は、教育法（Education Act 778（2008））に基づき、資質・専門性に基づく教員のキャリア階梯をめざすべく、「初中等教員の資質向上・管理（PTPDM）政策」を策定した。教員の資格や経験年数のみを重視するのではなく、教員のキャリア階梯に応じた職務遂行を促し、それによって適切な人事管理を行うことが目標とされている。
- ・ 教育法案（Education Bill）（2015）は、Education Act 778（2008）に制定されている初中等教育の法的枠組みを改定・更新する目的で作成されたものである。PTPDM政策と整合した内容であり、法案の意図するところは初中等教育行政制度の分権化の促進で、既に国会に提出済みで通過を待っているところである<sup>29</sup>。
- ・ 教育戦略計画（Education Strategic Plan : ESP）2010-2020において、PTPDM政策はサブセクターの政策として位置づけられ、現職教員研修を通じた教員の継続的な専門的能力開発の重要性が謳われている。現在「持続可能な開発目標（Sustainable Development Goals : SDG）」に対応した新教育政策（2016～2030年）のドラフト作成も始まっており、PTPDM政策も含まれる見込みである<sup>30</sup>。

プロジェクトは、日本の開発援助政策とも整合している。対ガーナ共和国 国別援助方針（2012年4月）では、4つの重点分野のうち1つが「保健・理数科教育」で、教育については理数科教育を中心として包括的な学習環境の改善（学校建設、教育行政の運営改善、教員の能力強化など）に資する支援を行うとある。本事業は、教育行政運営改善ならびに教員の能力強化を具現する支援である。

#### 6-1-2 ニーズとの整合性

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

<sup>29</sup> 2016年12月に大統領選挙を控えているため法案通過が滞る可能性もある（組織リストラとも関係することから、大統領選挙後となる可能性がある）。

<sup>30</sup> ドラフトはまだ公表されていない。

### 6-1-3 アプローチの適切性

本プロジェクトのアプローチは、以下のように定義される。

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

上記の定義に照らし、本プロジェクトのアプローチは適切である。その理由は以下のとおり。

- ・ **PTPDM** 政策の1つの目的は、「生徒の学習成果の向上に寄与する能力のあるワールドクラスの教員育成を目指し、教職のスタンダード及び核となる価値と規範にかかる枠組みを提供すること」とある。この目的に対応し、プロジェクトでは、「能力に基づく評価と昇進を可能にするキャリア階梯メカニズム」を通じた専門職としての教員の継続的能力開発制度構築のために形成された。
- ・ キャリア階梯の中でも、特に研修カリキュラム・教材の開発を新任教員と校長に必要なコンピテンシーに基づき開発したことも適切である。教職の最初の段階で適切な導入プログラムを経験することが、継続的専門能力開発には重要である。また校長は、学校運営の要として必要な能力を備えることが求められるためである。ただし、新任教員、校長志願者以外も含め、キャリア階梯メカニズム全体の研修履歴にかかる昇進要件については明確に定義される必要がある。
- ・ パイロット郡は、①社会・経済的な多様性（都市、地方、及び貧困郡と非貧困郡のバランスに配慮）、②パイロットの実施可能性（前フェーズ<sup>31</sup>の **SBI** 実施率が良い、積極的に活動を行っている、郡教育事務所長が前フェーズから替わっていないなど）の観点から選定された。パイロットを通じて全国展開にかなう制度設計を行うという観点で適切であるが、同時にパイロット活動のしやすさという基準が入っていることに留意する必要もある。全国 216 郡の状況は様々であるため、パイロットの結果を分析する際は、上記のような選定基準も念頭におき、全国展開計画を策定する必要がある。
- ・ プロジェクトは、関連する他の支援と連携し相乗効果を高めている。例として以下があげられる。
  - 会合やワークショップには、関連ドナーやプロジェクトを招いて意見交換や情報共有を行っている（UNICEF、DfID 支援の T-TEL プロジェクト、USAID 支援の Learning プロジェクト等）。
  - 非パイロット郡で GPEG や UNICEF 資金により PTPDM の研修が実施された。
  - T-TEL プロジェクトでは、教員養成大学の教員候補生のスタンダード及びコンピテンシーを改訂しており、本プロジェクトで策定している現職教員向けのスタンダードと整合性を保つよう適宜情報共有を行っている。
  - 地方分権化支援の JICA 個別専門家（GES 基礎教育局に配属）とも情報共有を行っている。パイロット郡に配属予定の青年海外協力隊員との今後の連携も期待される。
- ・ プロジェクトは、先行の現職教員研修プロジェクトを通じて導入された **SBI/CBI/DBI** にかか

31 「現職教員研修運営管理能力強化プロジェクト」(2009-2013)

る経験、システム、人材、教材等のリソースを効果的、効率的に活用している。

## 6-2 有効性

プロジェクトの有効性は、中間レビュー調査で特定された課題（含む予算措置）に取り組むことにより高まる。

### 6-2-1 プロジェクト目標の達成見込み

プロジェクト目標の達成は、プロジェクトの実績でも既述のとおり、中間レビューで特定された以下の課題の解決次第である。

- ① PTPDM 政策枠組みガイドラインの、2016/17 年のパイロット活動前に関係者による合意（成果 1～3）
- ② 成果 1～3 の包括的パイロットの実施、適切なモニタリングを通じて全国展開向けに最終化／パイロット活動の Plan-Do-See-Improve サイクルの確立（成果 4）
- ③ 郡レベルでの研修費用負担の実行可能なメカニズムの特定
- ④ GES/NIU と NTC のモニタリング予算不足問題の解決
- ⑤ プロジェクトの目標とスコープを明確に規定した PDM と PO に改訂し、関係者間で共有（PDM と PO の改訂案は付属資料 1 の ANNEX 16 と 17 参照）

### 6-2-2 プロジェクトの理論構成

プロジェクトのデザインは、成果 1～3 で、それぞれ PTPDM 政策実施の枠組み、データベース、研修を整備し、成果 4 でのパイロット活動を通じて成果 1～3 を全国展開可能なものに最終化するという考え自体はロジカルである。しかし、プロジェクト目標ならびに成果の指標は一部不適切・不十分である。また、成果の具体的な範囲について、PDM から容易に読み取れるようにすることが望ましい。特に成果 1 については、更にブレイクダウンして具体化する必要がある。以上により、現行 PDM は修正することが望ましい。

また、全国展開はプロジェクトのスコープ外と整理しているが、同時に支援を行うともされており、PO にも枠外に記載されている。実際、全国展開を早めたいという教育省の意向により、部分的な全国展開も開始されており、プロジェクト活動と並行して行われてきた実態を踏まえ、今後どのような支援をどの程度行う必要があるのか、優先度も含め再整理する必要がある。

また、本プロジェクトでは、SBI/CBI/DBI が教員の能力強化に有効であることが前提である。そのため、その実施の有無のみならずその質が重要であることにも留意する必要がある。

### 6-2-3 プロジェクト目標達成の促進要因と阻害要因

#### (1) 促進要因

公務員の評価制度改革の初期の段階で連携を開始したことは、プロジェクトの有効性を高めている。PSC の制度に則した教員評価は戦略的であり、効果的、かつ教員評価の継続的な実践を担保するうえでも現実的な選択である。

#### (2) 阻害要因

主なリスク要因は、ガーナ側の財政状況である。近年、政府の予算配布は非常に限定されて

活動の遅延を招いており、プロジェクト目標の達成を阻害しかねない。ガーナは2015年から3カ年の計画でIMFの10億ドルの資金支援を受ける中緊縮財政を敷いているため、当面の間は支出抑制が継続されることが想定される。また、2016年12月に大統領選挙が予定されているため、その前後で行政事務が滞る可能性がある。

### 6-3 効率性

先行プロジェクトの成果を活用することにより効率性を高めた。他方、当初計画の前倒しに伴い、パイロットの全体計画なくして2014/15年に部分的なパイロットを開始したことや、予算不足は効率性を阻害した。

#### 6-3-1 成果の達成度と投入の有効活用

日本側の投入の量、質、タイミングについておおむね適切であったが、課題もある。当初計画の前倒しにより専門家の投入を増加するなどして対応した。しかし、フルスケールのパイロットの開始は2016/17年度からとなり、成果の達成は当初計画に比べて遅れている。パイロット前倒しでの実施の影響により、機材の整備がプロジェクト開始から半年程度かかったため、カウンターパートによる書類の作成や印刷にも影響があった。また、政策・制度構築支援のプロジェクトであることから、なるべく総括又は副総括が現地にいることが望ましいが、専門家の投入量と配置の都合上、関係者との会合が適切な時期に実施できないことや、他ドナーのプロジェクトの会合に参加できないこともあった。

ガーナ側投入については、カウンターパートの配置、予算ともに努力しているが、既述のとおり、特に予算不足の問題が成果の達成にも影響を与えた。

#### 6-3-2 成果達成のための活動の過不足

現行PDMの成果1は、その範囲が広範であるため、より具体的な活動構成が望ましい。枠組み（ガイドライン）策定にかかる活動も、明示する必要がある。成果2では、学校→郡→中央のデータベース運用にかかる人材養成などの記載が不十分である。成果3の活動はほぼ妥当であるが、成果4のパイロット活動は更にパイロットの内容を具体化し、実施予定時期も考慮して示す必要がある。現行PDMの活動は、プロジェクトのスコープを明確にしたうえで、実際の状況を把握できるように改訂することが望ましい。また、同時にPOも改訂される必要がある。

#### 6-3-3 効率性に影響を与える要因

##### (1) 促進要因

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

##### (2) 阻害要因

PTPDM政策にかかるパイロットの全体計画なくして、パイロットを1年間前倒しして実施したことや、PTPDM政策にかかるキャリア階梯、評価、昇進、データベース等の準備と合意、ならびにパイロットで検証すべき項目の精査とそのモニタリングを通じたフィードバックとい

うパイロット活動の PDSI サイクルが定着していないことは、効率性に影響を与えた。

活動から成果への外部条件は、「ガーナ政府により、プロジェクト／PTPDM 政策のために必要な予算と人員が提供される」である。本プロジェクトは、ガーナ側のイニシアティブによる PTPDM 政策の具現化を支援するという考えのもとデザインされているため、同プログラムに必要な予算及び人材が確保されないと、成果の達成を阻害する要因になることが考えられるため、設定されたものである。予算については、パイロット活動向けに教育省が支弁することになっていた研修実施費用及び NIU メンバーの旅費等先方予算が十分に確保されず活動が遅れた。人員についても、TED は 1 年次の 6 名体制から次年度は 4 名と減り、最近 3 名増員となったところである。NTC は、プロジェクトに関与できるのは実質 2 名であり、組織としてまだ機能しているとは言い難い。いずれも成果に達成に影響を与えた。

#### 6-4 インパクト

上位目標の達成は、プロジェクト目標の達成と研修費用確保次第である。また、分権化の進展に伴い懸念される郡間の格差が拡大しないような対策が必要。他方、非パイロット郡でも GPEG と UNICEF 資金により活動が開始されたことや、教育省による全国展開計画策定の担当者が指名されたことは促進要因である。

##### 6-4-1 上位目標の達成見込み

上位目標の達成には、まずプロジェクト目標が達成される必要があり、パイロット活動の検証の結果、PTPDM 政策が全国展開可能・妥当と認められることが前提となる。また、キャリア階梯が施行されるためには ToT を実施する必要があり、全国 216 郡中、残りの 132 郡については ToT 予算確保の見通しが立っていない。階層別必修研修予算の問題もパイロットを通じて取り組むべき事項であり、費用負担の面でも全国展開可能な制度を構築する必要がある。また、全国展開可能な PTPDM 政策実現時にかかる各コンポーネントの試行・検証が不十分な段階で、非パイロット郡の研修が開始されているが、今後、最終化されたガイドラインの内容に応じて調整も必要である。また、これまで校長研修を行ってきた理由の 1 つは、「現職校長が新任教員に対し適切な導入訓練を行えるようにする」である。非対象郡でも、この点についての対応も検討する必要がある。

##### 6-4-2 PDM のロジックと外部条件の影響

PDM 要約のロジックに問題はないが、プロジェクト目標の指標は上位目標の達成を導くには不十分である。上位目標達成のためには、プロジェクト終了時まで、教育省により全国展開計画が策定されている必要がある。

外部条件の「郡が予算を確保する」については、既述のとおり学校予算、教員の自己負担に加え一部郡政府による研修費用負担もあったが、研修の実施は遅れた。郡予算確保のための教育計画への反映や予算申請等も、現時点で十分確認できていない。もう 1 つの外部条件である「ガーナ政府が新しい教員の昇進体系を受けて、給与体系を決定する」については、PTPDM 政策のキャリア階梯に対応した給与体系給の変更はなく、現行給与体系を使うこととなったため影響はない。ただし、変更がないことについては関係者に広く周知が必要である。

### 6-4-3 上位目標達成の促進要因

ガーナ側主導での全国展開が推進される可能性が高い兆候として、以下があげられる。

- ・ 教員評価ハンドブックが教育者（MoE）／GES により 2015/16 年度より既に使用開始されていること
- ・ 非パイロット郡 73 郡（GPEG 資金）、6 郡（UNICEF 資金）で研修が開始されたこと
- ・ 教育省により全国展開計画策定の担当者がアポイントされたこと
- ・ 郡・州教育事務所長が参加する年次全国会合や地区別会合など、通常活動の機会を利用して PTPDM 政策の周知を行っていること
- ・ テレビ、ラジオ、新聞等様々なメディアによる PTPDM 政策の広報活動を行っていること
- ・ 教育省では、プロジェクトの成果であるガイドラインなどを、教育法案 の通過後に、法令規則（LI）に含める予定であり、これにより、全国展開の促進が期待できること
- ・ 本邦研修により、特に事務次官と GES 総裁のプロジェクトに対する理解が深まりより協力的になったこと
- ・ TED の人員増が決定され、3 名がアポイントされたこと

### 6-4-4 波及効果

#### (1) 正のインパクト

正のインパクトとして、マダガスカル教育省からの視察団の受入れがあげられる。同視察団は、教員政策や教員教育にかかる枠組みについて先進ガーナの事例から学び、教員政策策定や教師教育検討の一助とすることを目的として、2016 年 3 月に訪問した<sup>32</sup>。

また、2016 年 4 月のアフリカ理数科教育域内会合に、ガーナからも TED 局長をはじめプロジェクト関係者が出席した<sup>33</sup>。本会合は理数科教育を主題とするものであるが、プロジェクトの内容についても言及する機会もあり情報共有がなされた。

#### (2) 負のインパクト

負のインパクトは、現時点では確認されない。本プロジェクト形成時に無資格教員との格差拡大の可能性を懸念していたが、無資格教員に対する対応策についても PTPDM 政策枠組みガイドラインに含まれた。

また、分権化が進展すると PTPDM 政策の実施過程においては、必須の INSET への参加が昇進の必要条件となるため、教員や郡の経済・財政状況等によって教員間、郡間に不公平が生じることも生じ得るとの懸念もあった。この点については今後パイロットを通じて適切に検討がなされ、PTPDM 政策、ガイドライン、各種ハンドブック等プロジェクト成果の最終化の段階で、その対策が盛り込まれている必要がある。

## 6-5 持続性

政策面、GES/TED の技術面については高い持続性が見込まれる。ただし、地方分権化が進展し、

32 視察団は、マダガスカル教育省 4 名、JICA マダガスカル事務所 2 名から構成される。2016 年 3 月 6 日～3 月 12 日に、教員の職能基準（Teacher Competence Framework）の現状と課題、持続的職能成長（Continues Professional Development）（INSET と職能制度、無資教員と研修による有資格化等）、教員評価と待遇制度などについて視察を行った。

33 2016 年 3 月 15 日～3 月 17 日にケニアで開催。

中央から地方レベルにいたる GES の構造改革や人員削減が行われた場合の影響への対応策を講じておく必要がある。また、PTPDM 政策の実現を主導すべき教育省の主体的関与や NTC の組織能力ならびに全国展開に必要な予算措置が課題。

#### 6-5-1 政策・制度面

妥当性の項で既述のとおり、PTPDM 政策が教育省にとって今後も優先度の高い政策である可能性は高い。また、プロジェクトの成果であるガイドライン、ハンドブック、フォーマット等については、教育法案通過後に法令規則（LI）として活用する方針であるため、制度面での持続性強化が期待できる。

他方、教育法案の通過・施行と分権化による PTPDM 政策実施への影響には正負両面が見込まれる。正（メリット）の影響は、郡が一環して体系的な人材育成に取り組めることなどであり、負（デメリット）の影響は、郡間でインフラ、郡事務所の行政執行能力、財政などにより格差拡大の懸念があることである。これらを念頭に、ガイドライン等の最終化ならびに全国展開計画策定を行う必要がある。

#### 6-5-2 組織・人材面

NTC は教員の専門職としての基準を設定し、全国的な教員の質向上を維持するという PTPDM 政策における重要な役割にかんがみ、NTC の組織強化が必要である。教員免許制度（ライセンス化）についても、NTC の方針が明確にされる必要がある。

地方分権化の促進により、GES の構造改革や TED 人員の削減、NTC への吸収統合も見込まれる。学校の管理は地方自治省へ移管され、郡教育事務所の役割が大きくなるとともに、郡教育事務所の District Assembly への吸収の可能性もあり、人事や予算措置の仕組みが変わることが予想される。なお、教員の採用、配置等も地方の業務となる予定である。本プロジェクトではこれら地方分権化が進んだ場合でも影響がでないよう留意するが、GES の構造改革や TED 人員削減による停滞などは持続性のリスク要因である。

PTPDM 政策全体の全国展開という観点では、教育省の主体的関与が求められる状況である。

#### 6-5-3 技術面

TED/NIU については人材が育っており、ToT の実施は自立して可能である。ただし、新任人材の育成を急ぐ必要がある。郡レベルの研修についても、先行プロジェクトを通じ、郡レベルのトレーナー人材が育成されていることから技術的に可能とみられる。

データベースについては、GES-ICT によるデータベース管理も技術的に可能である。また、学校レベル（ログブック）、郡レベル（学校情報の集約、入力、活用）、中央レベル（活用）についても、技術的に高度なものを必要としていないため可能とみられるが、実施可能性の検証や関係者への訓練はこれから実施される。

#### 6-5-4 財政面

現在想定される財政面の主な課題は、研修費用である。残り 132 郡の ToT 費用については、目途が立っていない。緊縮財政もあり、教育省からの PTPDM 政策にかかる研修費用など活動予算はここ数年まったく手当されていないことや、GPEG は 2016 年 8 月で終了し後続案件も予定されて

いない。

また、例年必要となる階層別必修研修費用については、既存の研修機会の活用、ミニマムな研修日程、集合研修の必要性の検討等も含め、費用面でも全国展開が実施可能であるような必修研修をデザインすることがまず基本となる。そのうえで、財政的持続性確保のため、様々な予算源の開拓支援を行う必要がある<sup>34</sup>。プロジェクトの前半では、郡教育事務所や郡政府への働きかけはあまり行われてこなかったが、プロジェクト後半ではこれらを通じた予算獲得支援が望まれる。また他ドナーからの支援についても、引き続き連携の可能性を検討することが期待される。

早い段階で、全国の各郡でキャリア階梯メカニズムが施行・継続実施されるために必要なコスト項目やユニットコストを見積もる必要がある。そのうえで、財政面も含めた全国展開実施計画が策定される必要がある。

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<sup>34</sup> 例えば、2015/16年度のパイロットでみられたように、郡政府からの支援や **Capitation Grant** 等学校予算などもその1つである。USAID-Learning で校長、教務主任（CL）、教員を対象に、全国165郡で研修実施の予定があることから、PTPDM政策周知の機会として連携の可能性もある。また、見返り資金活用も検討できる。



## 第7章 貢献・阻害要因

### 7-1 効果発現に貢献した要因

#### 7-1-1 計画に関すること

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

#### 7-1-2 実施プロセスに関すること

- ・ PSC フォーマットを活用した教員評価ハンドブックの作成は、公務員の評価制度改革の初期の段階で連携を開始したことでプロジェクトの有効性を高めた。
- ・ 先行案件のアセット（経験、人材、制度、ネットワーク、教材等）を有効に活用したことで、プロジェクトの効率性を高めた。
- ・ 2016年8月で期限が終わる GPEG 資金の活用により、研修活動を実施することができた。
- ・ 本邦研修は、教育省事務次官をはじめとする参加者の能力強化、ならびにプロジェクトの理解と支援促進の面でも有効に働いた。

### 7-2 問題点及び問題を惹起し得る要因

#### 7-2-1 計画に関すること

- ・ プロジェクト目標が、事前評価表と英文 PDM とでは異なっていたことや、現行 PDM の要約、指標、活動についても不適切・不十分・不明瞭な部分が一部あったことは、プロジェクトの scope や目指す到達点にかかる関係者の共通理解を妨げた可能性がある。
- ・ 政策・制度構築支援を行うことから TED のマンドートを超えていることや、NTC の組織としての機能が十分でないことなどから、プロジェクトチームによる他関係機関との調整業務が多く、進捗にも影響を与えた。また、教育省に PTPDM コーディネーター等適切なカウンターパートの配置がないことが、プロジェクトの円滑な活動実施や持続性にも影響を及ぼしている。

#### 7-2-2 実施プロセスに関すること

- ・ 当初計画を早めてパイロットを1年前倒ししたことにより、準備が整わない中でパイロットを開始せざるを得ず、パイロットと並行して制度構築を実施するというスケジュールに変更せざるを得ない状況となった結果、パイロット活動が一部に限って開始されてしまった。また、制度構築にも時間がかかることとなるなど、プロジェクト活動全般に影響を与えた。
- ・ 「パイロットを通じて何をどのように検証するのか」といった点について、プロジェクト関係者の間に共通の問題設定がなされておらず、パイロットの PDSI サイクルが定着していないことにより、パイロットを通じた実証が不十分であり、有効性、効率性を阻害した。
- ・ 先方の予算不足から、パイロット活動の遅れやモニタリングの不足など、成果の達成に影響を与えた。
- ・ 成果1では PTPDM 政策にかかるコンポーネント全般の制度設計をカバーする必要があり、同時に、それらに関係者との合意形成をはかりながら進めていくため、当初想定していた以上の作業時間を要した。

## 第8章 結論と提言

### 8-1 結論

本プロジェクトは、教師のキャリア階梯、評価、昇進、階層別研修（初任者向け、校長候補者向け）など、PTPDM 施策の主要部分を開発し、これらに基づき「政策枠組みガイドライン」や「教員評価ハンドブック」を整備してきた。階層別研修は5郡で試行され、本研修が郡の人材による実施や、研修経費の自己／郡政府（DA）／学校負担による開催が可能なことを示せたのは大きな成果である。

しかし、現在までの実証成果は PTPDM 施策領域の総体の一部に限られ、コンピテンシー記述に基づく教員の評価や昇進の実践の実現、また（論理的には PDM の範疇外ではあるが）その結果としての政策効果の発現は未確認である。本プロジェクトはパイロットを通じて全国適用に耐える施策の開発を目的とするが、目的達成には未確認の領域を明文化しこれを検証していくことが不可欠である。

R/D 締結時には、2015/2016 学年度及び 2016/2017 学年度にパイロット活動を2回転することを予定していたが、ガーナ教育省の強い要望により開始が1年前倒され、2014/2015 学年度及び 2015/2016 学年度に2回転することとなった。当時、ガーナ教育省は2017年度以降、ガーナ負担で全国展開を開始することを予定している。本来の予定であれば今回の中間レビュー実施時にはパイロット活動が終了しているはずであるが、今回のレビューにおいて3回目のパイロット活動を実施する必要性が認められた。その理由としては、改訂版昇進フォームの適用やデータベースシステムの試行など一部未実施の活動があること、パイロットの検証が不十分であること、またガーナの経済悪化により全国展開の目途がまだたっていないことがある。今次、少なくとも2016/2017学年度においてもモニタリングを含めたパイロット活動を実施する必要がある点について、ガーナ教育省と合意している。

※なお、評価の過程を通じ、PDM、POの更新案、パイロット活動の調査設問の素案が検討されたので、これを報告書に添付した。

### 8-2 提言

- (1) 研修を軸とした PTPDM 施策の実施可能性、その効果（政策課題解決効果）及び持続性を検証するための調査設問を考案し、パイロット活動においてその検証を試みる。PTPDM 政策が SBI/CBI/DBI の実践や教員の能力向上に結びつき、ひいては生徒の学びの改善／学習格差の改善に貢献することが、今後の取り組みのなかで検証されることが望ましい。
- (2) 教育法案が成立することを見据えて、次の観点からパイロット活動を再点検・更新する。
  - 1) 2018年以降、郡教育事務所（District Education Office：DEO）が現実的に提供できる研修の規模や内容への示唆が得られるか
  - 2) NTA<sup>35</sup>（現在の NTC）の機能と整合するか
  - 3) なるべく簡易でありつつも、効果が期待できるか
  - 4) 全国展開に向けてパイロット活動における検証に必要な情報が収集できるか
- (3) パイロットの結果に基づき、関係者が具体的な行動を想起できるよう、具体的に PTPDM 政策枠組み文書やハンドブックを作成する。また、上記のパイロット活動設計時の点検事項に加え、

35 NTC は National Teacher Authority (NTA) に名称変更予定。

少なくとも以下のような内容からもガイドラインの記述を点検する。

- ・ 地方分権化にかかる教育法案との整合性を担保すること
- ・ ガイドラインやハンドブックの使用者にとって内容がわかりやすいこと
- ・ 必須の活動と郡の責任において PTPDM の施策の展開が可能な活動を明確に峻別し示すこと
- ・ すべての教員ランクの必修研修について、研修の要件をその具体例とともに示し、郡がガイドラインやハンドブックを参照しつつも柔軟に研修を設計できることを明示すること
- ・ 郡主催の研修への参加履歴が評価・昇進で勘案される場合には、以下の項目に留意すること
  - できるだけ実施コストをおさえること
  - 郡による研修経費負担を基本とすること
  - 研修参加者が経費を負担する場合には、学校や郡政府による経費支弁を勧奨し、教員自身による負担は最後の手段として提示すること。
  - 郡レベルにおける PTPDM 施策計画を記載すべき文書を明示すること
  - パイロットにおいて全国展開が妥当と判断された場合、簡易かつ効果的な全国展開導入策を示すこと

(4) 地方分権化に際し郡レベルにおける新しい教員採用の方法に適合するよう、ガイドラインやハンドブックを作成する。

(5) プロジェクトは現職教員を対象としているが、PTPDM 施策には教員養成等の隣接領域が勘案される必要があることを示す。

(6) プロジェクト終了まで／終了後をカバーする PTPDM 施策展開計画を策定し、2018 年からの全国適用に向けて準備する。教育法の成立後は、PTPDM 施策は郡の責任に委ねられ、GES-TED は郡の施策展開を支援・助言する立場である。これを念頭に、本計画には少なくとも以下を含めることが推奨される

(プロジェクト終了まで)

- ・ PTPDM 政策における NTC の役割の明確化
- ・ GES における PTPDM 政策責任者の指名
- ・ カウンターパートへの完全移管スケジュール
- ・ GES-TED によるパイロット活動の進捗管理
- ・ パイロット対象地域以外へのガイドラインの配布
- ・ 新教員評価ハンドブック・新昇進フォームの使用
- ・ GES、DEO による PTPDM 施策予算要求
- ・ 全国の DEO 長への周知

(プロジェクト終了後)

- ・ プロジェクト終了後 3～5 年を目途とする展開計画

## 付 属 資 料

1. 中間レビュー調査ミニッツ（合同レビュー調査報告書を含む）
2. 研修実績表（2016年8月1日更新版）
3. パイロット前倒しにかかる教育省からのレター
4. 現行ガイドライン（PTPDM Policy Framework Guideline）案
5. パイロット検証項目案
6. 研修開催方法・費用負担の素案



1. 中間レビュー調査ミニッツ（合同レビュー調査報告書を含む）

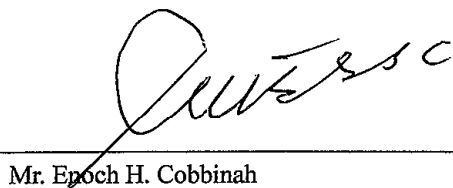
**MINUTES OF MEETING  
BETWEEN  
JAPANESE MID-TERM REVIEW TEAM  
AND  
THE GOVERNMENT OF THE REPUBLIC OF GHANA REPRESENTED BY MoE/GES  
ON  
JAPANESE TECHNICAL COOPERATION  
FOR  
PROJECT FOR SUPPORTING INSTITUTIONALIZATION OF THE PRE-TERTIARY  
TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT POLICY**

The Mid-term Review Team (hereinafter referred to as “the Team”), organized by Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Shinichiro TANAKA, visited the Republic of Ghana (hereinafter referred to as “Ghana”) from 4<sup>th</sup> to 22<sup>nd</sup> July 2016 in order to conduct the Mid-term review of the Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy (hereinafter referred to as “the Project”).

During its stay in Ghana, the Team exchanged views on the progress of the Project with the Ghanaian authorities (hereinafter referred to as “the Ghanaian side”) through a series of discussions.

As a result of the discussions, both the Ghanaian side and the Japanese side agreed upon the matters referred in the document attached hereto.

Accra, 21<sup>st</sup> July 2016



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

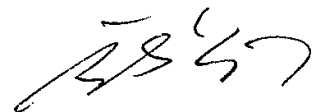


Mr. Shinichiro Tanaka  
Leader  
Japanese Mid-term Review Team  
Japan International Cooperation Agency  
Japan

# JOINT MID-TERM REVIEW REPORT

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

(April 2014 – March 2018)

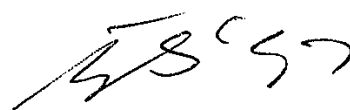
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# Joint Mid-Term Review Report

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Annex 17	Revised Plan of Operation (draft)

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**List of Abbreviations and acronyms**

ADEOP	Annual District Education Operation Plan
AIPR	Annual INSET Progress Report
BT	Beginning Teacher
CBI	Cluster-Based INSET
CCT-GH	Coalition of Concerned Teachers-Ghana
CL	Curriculum Leader
CoE	College of Education
CPD	Continuous Professional Development
CS	Circuit Supervisor
DA	District Assembly
DAC	Development Assistance Committee
DBI	Department-based INSET
DDE	District Director of Education
DEO	District Education Office
DEOC	District Education Oversight Committee
DFID	Department for International Development
EMIS	Education Management Information System
ESP	Education Strategic Plan
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GPEG	Ghana Partnership for Education Grant
HRMD	Human Resource Management Division
HoS	Head of School
HT	Head Teacher
IGF	Internally Generated Fund
INSET	In-Service Education and Training
IPPD	Integrated Personnel Payroll Database
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
M/M	Minutes of Meeting
MoE	Ministry of Education
MTR	Mid-Term Review
NAGRAT	National Association of Graduate Teachers
NIU	National INSET Unit
NT	National Trainer
NTA	National Teaching Authority
NTC	National Teaching Council
OECD	Organization for Economic Co-operation and Development
PDM	Project Design Matrix
PM	Person-Months
PO	Plan of Operations
PRESET	Pre-Service Education and Training
PSC	Public Service Commission

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PTA	Professional Teachers in Administration
PTPDM Policy	Pre-Tertiary Teacher Professional Development and Management Policy
R/D	Record of Discussions
RDE	Regional Director of Education
REO	Regional Education Office
SBI	School-based INSET
SMC	School Management Committee
SPIP	School Performance Improvement Plan
TED	Teacher Education Division
USAID	United States Agency for International Development
T-TEL Project	Transforming Teacher Education and Learning Project
WASSCE	West African Senior School Certificate Examination

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## **1. INTRODUCTION (OUTLINE OF THE MID-TERM REVIEW)**

### **1-1 BACKGROUND AND PURPOSE OF THE REVIEW**

The review is to assess the progress of project activities and its achievements after two years and three months since its commencement in April 2014. The Project is scheduled to end in March 2018.

The objectives of the Mid-term Review are:

- (1) To review the implementation of activities under the Project according to the Project Design Matrix (PDM) (Annex 1) and the Plan of Operation (PO) (Annex 2);
- (2) To gain common understanding on the progress of the activities and issues related to the project implementation among members of Ghanaian and Japanese parties; and
- (3) To ensure common vision for achieving targets of the Project among Ghanaian and Japanese parties.

### **1-2 SCHEDULE**

The Mid-term Review was conducted from 4th to 22nd July 2016. See Annex 3.

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

#### **Ghanaian party:**

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

- Enoch H. Cobbinah, Chief Director

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

- Jacob A. Maabobr-Kor, Director General

##### **Teacher Education Division (TED)**

- Evelyn Owusu Oduro, Director, TED
- Gershon K. Dorfe, National INSET Coordinator, TED
- Gideon Ahoholu, NIU member, TED
- Francesca Haizel, NIU member, TED
- Grace Agyeman Duah, NIU member, TED
- Francis Addai, NIU member, TED
- Lawrence Sarpong, NIU member, TED
- Hazel Konadu Sarpong, NIU member, TED

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

- Augustine Tawiah, Executive Secretary
- Emmanuel T. Aboagye, Deputy Executive Secretary

#### **Japanese party:**

##### **Mid-term Review Mission Members**

- Shinichiro Tanaka, Team Leader, Senior Advisor (Education), JICA
- Shiori Tokugawa, Team Member (Cooperation Planning), Deputy Director, Basic Education Division II, Basic Education Group, Human Development Department, JICA
- Yuko Ogino, Team Member (Evaluation Analysis), Senior Consultant, Koei Research Institute International Corporation



**JICA Ghana Office**

- Koji Makino, Resident Representative
- Yuko Ishizawa, Deputy Resident Representative
- Taro Kakehashi, Representative

**PTPDM Project**

- Kenichi Tanaka, Team Leader/Human Resource Management I
- Kenji Ohara, Deputy Team leader/Human Resource Management II
- Kenichi Jibutsu, Planning/Implementation of Training
- Kyoko Yoshikawa, Project Coordinator/Local Government
- Paul Buatsi, Senior Education Consultant

**1-4 METHODOLOGIES**

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

The review is designed to verify the following aspects of the Project based on the PDM and Plan of Operations (PO):

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

Definitions of the Five Criteria as follow.

Relevance	Relevance of the Project is reviewed in terms of the validity of the Project purpose and the Overall goal in connection with the development policy of the Government of Ghana, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the Project plan.
Effectiveness	Effectiveness of the Project is assessed by evaluating the extent to which the Project had achieved its purpose and outputs.
Efficiency	Efficiency of the Project is analyzed to what extent the outputs are yielded in terms of quality, quantity, and timing of the inputs.
Impact	Impact of the Project is assessed on the basis of both positive and negative influences caused by the Project.
Sustainability	Sustainability of the Project is assessed in terms of policy, institutional, financial and technical aspects by examining the extent to which the achievements of the Project would be sustained or extended after the Project period.

Evaluation Grid is attached as Annex 4.

Conclusions are drawn from the results of the Mid-term review and recommendations are jointly made by both Ghanaian and Japanese sides.

## 2. ACHIEVEMENTS OF THE PROJECT

### 2-1 INPUTS

#### 2-1-1 Japanese Side

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

- 1) JICA Expert Team: A total of 8 experts during May 2014 – Aug. 2016 (50.6 P/M)
- 2) Local Consultant: 1 senior consultant (Education Policy)
- 3) Training: A total of 7 Ghanaians participated in the training in Japan (June 2016)
- 4) Equipment:
  - A total of USD 41,443 worth of equipment has been provided by the Project.
  - A total of GHS 218,115 worth of office equipment has been provided by JICA Ghana Office.
- 5) Local expenses:
  - A total of JPY 37,629,722 has been spent by the end of May 2016 (including costs of workshop and training for central government and district amounting JPY 7,889,933).

#### 2-1-2 Ghanaian Side

The following inputs have been provided

- 1) Counterpart Personnel (C/P): A total of 14 personnel has been appointed. (See Annex 6)
- 2) Administrative Personnel: 1- Secretary, 1-Driver
- 3) Facilities and equipment: Office and office facility
- 4) Other expenses (Training/orientation/workshop/meeting, travel, printing, etc.): Basically they are planned to be borne by Ghanaian side. However, Ghana government was not able to fund some aspects of the Project. Therefore JICA partly financed some of the costs of Workshop and Training for NIU and district as well as printing costs.

## 2-2 ACHIEVEMENTS OF THE PROJECT

### 2-2-1 Outputs

<b>Output 1</b>	<b>The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.</b>
<b>Indicators</b>	1-1. The draft framework for piloting is designed by GES. 1-2. Appraisal forms for promotion are modified.

#### **Indicator 1-1. The draft framework for piloting is designed by GES.**

***Final draft framework (i.e. PTPDM Policy Framework Guideline) for piloting and competency based standard for in-service teachers to be finalized before next pilot activity during 2016/17.***

- Modification of the draft framework of implementation plan was originally planned for the first 10 months of the Project. However, due to the change of the original schedule upon the request made by MoE, the Project quickly modified the Framework of Implementation as well as the Teacher Career Competency Framework Plan and begun piloting a year ahead in the 3 pilot districts in the south<sup>1</sup>. After the 1<sup>st</sup> pilot 2014/15, Implementation Plan of the PTPDM Policy including

<sup>1</sup> Five pilot districts were selected each from 5 regions: 1) Upper Manya Krobo District, 2) Ajumako / Enyan / Essian District and 3) Shai-Osudoku District in the southern regions, and 4) Savelugu-Nanton District, 5) Kassena Nankana East District in the northern regions. Pilot was commenced in the 3 districts in the south from 2014/15 (1<sup>st</sup> year of the project) and in the north from 2015/17 (2<sup>nd</sup> year of the project).



Teacher Career Competency Framework was modified again and it is attached in Annex 7.

- Subsequently, the draft **Policy Framework Guideline** covering relevant components of PTPDM Policy has been developed to elaborate implementation of the above-mentioned frameworks since November 2015 based on the extensive discussions and consultations with NIU, TED, NTC, GES, MoE, Colleges of Education (CoE), T-TEL Project<sup>2</sup> and Teacher Unions. The latest review workshop of the Guideline was held from 16<sup>th</sup> to 18<sup>th</sup> May 2016. All the chapters of the Guideline listed below need to be agreed as the final draft for pilot, well in advance before next pilot activity during 2016/17. (See Annex 8 for Career Progression and Annex 9 for The Table of Contents)

1. PTPDM Policy
2. Teacher Rank
3. Career Progression
4. Teacher Competency
5. INSET Programme
6. Promotion
7. Teacher Performance Appraisal
8. Licensing
9. Appointment to Positions with Additional Duties
10. Database

- The Teacher Career Competency Framework has also been revised in the process. The latest version as of May 2016, currently named as “competency based teacher standard (i.e. standard for in-service teachers)” is attached in the Annex 10. It needs to be further revised and finalized in consultation with all stakeholders, as it is the basis for guiding competency-based appraisal and promotion of PTPDM policy.

**Indicator 1-2. Appraisal forms for promotion are modified.**

*Appraisal handbook is prepared to be compatible with the PSC format and a draft handbook is already published on GES website. All GES employees are to utilize the handbook as a guide, while it is still being revised.*

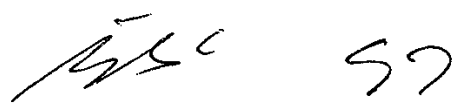
- Appraisal handbook for teachers (i.e. Handbook for Teachers on Performance Management) was developed referring to the handbook of Public Service Commission (PSC)<sup>3</sup> for teachers to be able to use PSC form, taking educational aspects into consideration. PSC form is attached to the latest version of the Handbook for Teachers.
- The Handbook has been published on GES website and all the employees are directed to utilize it in teacher appraisal from academic year 2015/16. The Handbook is still to be revised to become more user-friendly and aligned to the competency based standard for in-service teachers.

***Review Results: Output 1 is on right track, yet needs to be accelerated to finalize the Guideline and competency based standard for in-service teachers before next pilot activity begun during 2016/17.***

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<sup>2</sup> T-TEL (Transforming Teacher Education and Learning ) is a project funded by DFID to support implementation of PTPDM policy in pre-service level.

<sup>3</sup> Human Resource Management Policy Framework and Manual for the Ghana Public Services, Public Service Commission



<b>Output 2</b>	<b>Existing database of teachers is reviewed and refined to administer career progression.</b>
<b>Indicators</b>	2-1. Comprehensive database is capable of generating necessary information for career progression.

**Indicator 2-1. Comprehensive database is capable of generating necessary information for career progression.**

***Database framework developed for management of teacher appraisal and training records for decision making pertaining to licensing and career progression***

- What have been identified so far are summarized as follows:
  - Existing databases (e.g. IPPD<sup>4</sup>, EMIS) were reviewed and found that they contain inadequate information for the database of teacher appraisal and training records. Initial data entry including scanning data of all the certificates and pictures of all in-service teachers is too huge, and therefore, not feasible<sup>5</sup> due to limited resources available to the Project.
  - Database system of all teacher applicants has been functioning at GES-ICT, where applicants pay registration fees and enter data through website by themselves.
  - Considering above situation, database development strategy was changed and now the Project attempts to utilize cloud system that has been developed by GES-ICT section. Data entry system using SMS developed by the Project were found technically feasible. Test was conducted by inputting dummy data, which was properly transmitted using microsoft share-point.
  - Now, data generation is designed by way of utilizing “teacher logbook” that records training history. Logbook was distributed to participants during Induction Training for Beginning Teacher (BT) in the 3 pilot districts in 2014 and 2015, and actual data entry was tried in one pilot district.
  - The overall concept of the database is in Annex 11. The status of development at each level is explained below.

Level	Responsible persons	Status
School	Teacher	<ul style="list-style-type: none"> <li>• Teacher Logbook developed and distributed to all BTs who participated in the 2014 and 2015 trainings in 3 pilot districts</li> </ul>
	Head Teacher	<ul style="list-style-type: none"> <li>• School Logbook developed</li> <li>• School Logbook to be distributed based on the status of use of teacher logbook by BTs</li> </ul>
District	DEO-Human Resource	<ul style="list-style-type: none"> <li>• Data entry format developed</li> <li>• Data entry testing in 1 pilot district for progress of 1-year induction, and to be done in other pilot districts</li> <li>• Training on data management to be conducted</li> <li>• Existing database to be reviewed</li> </ul>
Central	Currently at GES-ICT	<ul style="list-style-type: none"> <li>• Prototype database framework developed using cloud system and share point</li> <li>• Data entry and transmission using dummy data through SMS tested and found feasible</li> </ul>

- Pilot of database is planned for all BTs in the pilot districts, from school to district and to central. Test will be conducted to see if appropriate data is generated in the schools using the logbooks, if data

<sup>4</sup> Integrated Personnel Payroll Database is the database of Human Resource Management Division (HRMD), GES

<sup>5</sup> PSC is planning to develop comprehensive database for all public service officers including teachers. Database framework developed by the Project may be included into the PSC database in the future.



is gathered and entered at the district level, and if such data is uploaded in the database for retrieval at the central level.

- What to be done in the next pilot activity during 2016/17 are as follows:
  - Distribution of teacher and school logbooks for all teachers and schools
  - Training of relevant personnel on data entry
  - Inputting data of BTs at district level - appraisal, training recommended and completed, INSET information, utilizing existing database at district
  - Data transmission from district/region to GES and NTC
  - Retrieving data for decision making (district, GES, NTC)
  - Training of relevant personnel at the district/region, GES, NTC on the use of database
  - Cost implications to implement database nationwide
  - Retrieving data from CoE
- In addition, small scale pilot is also planned for in-service teachers in selected schools/districts to see how far it is possible to manage data by utilizing existing database at the district level. Teacher logbook needs to be distributed to the in-service teachers for this purpose.

***Overall Review Results: Output 2 needs to be accelerated in the next pilot activity during 2016/17.***

<b>Output 3</b>	<b>Mandatory training courses are revised and developed.</b>
<b>Indicator</b>	3-1. Mandatory training course curricula and materials are developed.

**Indicator 3-1. Mandatory training course curricula and materials are developed.**

***Curricula and materials for BT & HT/ST developed and revised, and to be finalized to be consistent with final competency based standard for in-service teachers***

- All the necessary curricula and materials for mandatory training courses for Induction Training for BT and HT Aspirant (HTA) have been developed based on the training needs survey conducted in August 2014, and utilizing resources developed in the precedent INSET projects. The list of training activities conducted to date is attached in Annex 12. Two cycles of pilot were conducted in the 3 pilot districts in the south (2014/15 and 2015/16), while 1<sup>st</sup> pilot by way of TOT has just started in April 2016 in the 2 pilot districts in the north.
- The Induction Training Programme for BT consists of four components: 1) Orientation, 2) Induction Training, 3) School-Based, Cluster-Based, and Department-Based INSET (SBI/CBI/DBI), 4) Professional Certificate Training (only for Non-Professional Beginning Teachers). The 2) Induction Training for BT was conducted, and 1) Orientation and 3) SBI/CBI/DBI were expected to take place at school, circuit or cluster levels. Meanwhile, some DEOs conduct orientation for BTs occasionally. Whether to accredit those existing trainings at district level and how to accredit them need to be considered and included in the Guideline.
- In order to develop mandatory training for HTA, training for existing HTs have been conducted so far with multi-purposes: to confirm competencies required for HTs, to provide necessary training for existing HTs to be able to provide proper Induction Training Programme for their BTs, and to conduct appraisals in their schools based on the appraisal handbook developed by the Project. Training for HTA (i.e. Senior Teacher (ST)) as originally targeted will be piloted in the next pilot activity during 2016/17. How to accredit the training for existing HTs conducted so far on pilot basis needs to be agreed.
- The outline of training course, curricula and material developed and piloted are as follows.

**Training course and materials developed and piloted**

	Days		Materials	Trainer	Participants
	1 <sup>st</sup>	2 <sup>nd</sup>			
TOT for BT	5	5	-Guidelines for the Induction Training Programme for Beginning Teacher -Handbook for Principal Teacher Aspirants -Power point presentations	NIU	15 per District
TOT for HTA	5				
Induction training for BT	5		-BT's Handbook -SBI/CBI/DBI Handbook	District Trainers	All BTs
Training for HTA (ST)	5	3-5	-Handbook for Principal Teacher Aspirants		All existing Head Teacher (not HT Aspirants)

- The training program for TOT (5 days) in the 2<sup>nd</sup> pilot and Induction Training for BT (5 days) piloted are attached in Annex 13 and 14. The duration of the training and its mode of implementation should be reviewed to see the extent of flexibility to be allowed to the districts. Training program for HT is expected to be designed by district based on the HTA Handbook, and therefore, a sample program is not available as the program varies from district to district.

***Overall Review Results: Output 3 is right on track and yet to be finalized to be consistent with final competency based standard for in-service teachers before pilot activity during 2016/17.***

<b>Output 4</b>	<b>Above outputs are refined reflecting results of pilot.</b>
<b>Indicator:</b>	4-1. xx% of teacher promotions is done, linking to training history and SBI/CBI practice in PTPDM policy in pilot districts. 4-2. The framework is refined reflecting results of pilot. 4-3. The database is refined reflecting results of pilot. 4-4. Mandatory training course curricula and materials are refined reflecting results of pilot.

**Indicator 4-1. xx% of teacher promotions is done, linking to training history and SBI/CBI practice in PTPDM policy in pilot districts.**

***Procedures of promotion based on PTPDM policy to be piloted in the next pilot during 2016/17***

- In the context of pilot, procedures of promotion based on PTPDM policy will be piloted during 2016/17. The existing GES form for promotion will be revised and tested in the pilot districts.

**Indicator 4-2 The framework is refined reflecting results of pilot.**

**Indicator 4-3 The database is refined reflecting results of pilot.**

**Indicator 4-4 Mandatory training course curricula and materials are refined reflecting results of pilot.**

***Some components of the framework piloted and refined but based on limited information***

- So far, pilot has been implemented for 2 cycles in the 3 district in the south, and the 1<sup>st</sup> cycle has just started in the 2 districts in the north. Below shows pilot implementation and surveys conducted so far. In addition, a review workshop was organized in September 2015<sup>6</sup> as well.

<sup>6</sup> Workshop to review BT Handbook, HT Handbook, SBI/CBI/DBI Handbook and Appraisal Handbook was held in September, 2015 after 1st pilot in 3 districts, which was attended by officers and trainers from 5 pilot districts.

		3 districts in the south	2 districts in the north
Pilot implementation		1 <sup>st</sup> pilot: 2014/15 2 <sup>nd</sup> pilot: 2015/16	1 <sup>st</sup> pilot: 2015/16 (TOT is conducted in 2016)
Surveys			
DEO	Timing	Nov. 2014 before starting 1 <sup>st</sup> pilot (conducted as Base Line Survey)	(To be conducted)
	Data collection	✓ AIPR ✓ Questionnaire to DEO and CS	✓ AIPR ✓ Monitoring
School	Timing	Oct. 2015 after 1 <sup>st</sup> pilot (conducted as Monitoring Survey)	April 2016
	Data collection	✓ questionnaire to HT and Teachers <sup>7</sup> ✓ EMIS	✓ questionnaire to HT and Teachers ✓ EMIS

- MTR identified that there is no common ideas of “what and how to verify” through pilot despite that Base Line Survey conducted in 2014 for DEOs in the 3 districts already set a set of research questions. Information to verify feasibility, effectiveness and sustainability of the piloted activities therefore is limited to date. During MTR, a set of questions to be answered through pilot were discussed and drafted (Annex 15), which needs to be further refined and fed into the whole process of Plan-Do-See-Implement (PDSI) cycle of pilot. In this sense, a “full-scale” of pilot is yet to be started from 2016/17.
- It is also noted that it is difficult for GES/NIU and NTC to visit districts for monitoring because of non-availability of budget.

***Overall Review Results: Output 4 needs to be accelerated following Plan-Do-See –Improve (PDSI) cycle of pilot in order to refine Outputs 1~3.***

**2-2-2 Project Purpose**

<b>Project Purpose</b>	<b>Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.</b>
<b>Indicators</b>	<ol style="list-style-type: none"> <li>1. The career progression framework, database, and training courses are endorsed for nationwide implementation by NTC/GES.</li> <li>2. Career progression linked to training history and SBI/CBI practice in PTPDM policy is known by xx% of teachers in pilot districts.</li> <li>3. Mandatory trainings are included in all of district pilot education plans of pilot districts.</li> </ol>

**Indicator 1. The career progression framework, database, and training courses are endorsed for nationwide implementation by NTC/GES<sup>8</sup>.**

***In progress with issues on full consent on PTPDM Policy Framework Guideline from all stakeholders, funds for training and PDSI cycle***

- Preparation for nationwide implementation is in progress as explained in Output 1~4.
- A present issue is full consent on the draft PTPDM Policy Framework Guideline including career progression framework, database and training courses. The Guideline needs to be agreed before next pilot 2016/17 as a draft final for pilot.
- Another issue is funds for training, which needs to be addressed in the pilot activity, as well as in the

<sup>7</sup> The survey (Monitoring Survey) was conducted in 30 schools (10 per district), 300 teachers (10 teachers per school). Data were collected from 29 HTs and 239 teachers.

<sup>8</sup> To be endorsed by NTC/GES Council

process of preparing nationwide roll-out plan if pilot is successful and all challenges are addressed, to come with financially feasible and sustainable training component under the PTPDM policy.

- The next pilot 2016/17 needs to be implemented following PDSI cycle to verify feasibility, effectiveness and sustainability of PTPDM policy for nationwide implementation.

**Indicator 2. Career progression linked to training history and SBI/CBI practice in PTPDM policy is known by xx% of teachers in pilot districts.**

***46 % of teachers surveyed in October 2015 (3 districts) after the 1st pilot have knowledge on the carrier progression in PTPDM Policy***

- According to the Monitoring Survey conducted in 3 pilot districts (in the south) in October 2015, 46% of teachers who responded<sup>9</sup> have good understanding of PTPDM policy. This is an achievement as PTPDM policy was unknown to public before the implementation of the pilot.
- At the same time, PTPDM policy outline was sensitized by TED utilizing existing annual conference of all directors from DEO and REO in 2015, and has planned to do the same in 2016 and onwards. In addition, various promotional activities have been carried out using several media such as TV, Radio and Newspaper. A newsletter was also distributed to all pre-tertiary schools in the country through DEOs and REOs. With such efforts combined with pilot activities, it is expected that percentage of teachers who know PTPDM policy will increase in due course of time.

**Indicator 3. Mandatory trainings are included in all of district pilot education plans of pilot districts.**

***Not confirmed***

- First, “mandatory trainings” needs to be defined as to whether it refers to Induction Training Program for BT and Training for ST, or all the mandatory trainings for all the ranks included .
- In case of Induction Training for BT and Training for HT/ST, it is not confirmed through monitoring that they are included in district education plans (i.e. Annual District Education Operation Plan (ADEOP)). According to the interviews with one district by MTR team, the district officers mentioned that they did not include them in their education plan neither in 2015 nor 2016.
- Although inclusion in their education plan does not necessarily guarantee the budget appropriation, it is the first and inevitable step for training management at district level to be financed.
- Actions to be taken at proper timing following budget preparation process. In addition, various funding sources including District Assembly (DA) need to be explored.

***Overall Review Results: Project purpose shall be achieved by the end of the Project (March 2018) if the following issues identified during MTR are addressed.***

- ✓ ***The PTPDM Policy Framework Guideline - final draft to be agreed on by all stakeholders before pilot activity during 2016/17 (Output 1-3)***
- ✓ ***Output 1-3 to be piloted comprehensively, and properly monitored and finalized for nationwide implementation. (Output 4)***
- ✓ ***Feasible mechanism for funding training at district to be identified***
- ✓ ***Budget for monitoring by GES/NIU and NTC to be resolved***
- ✓ ***PDM and PO to be revised to clearly capture the purpose and scope of the Project, and to be shared among all concerned. (See draft revisions of PDM and PO in Annex 16 & 17)***

<sup>9</sup> 109 out of 239 represents 46%



## 2-2-3 Overall Goal

<b>Overall Goal</b>	<b>Career progression mechanism is enacted in non-pilot districts.</b>
<b>Indicator</b>	1. Career progression mechanism is enacted in xx non- pilot districts.

- Handbook for Teachers on Performance Management has been on GES website for nationwide use since 2015/16.
- Training activities already commenced in non-pilot districts funded by Ghana Partnership for Education Grant (GPEG)<sup>10</sup> and UNICEF in 2016. (See Annex 12)
  - In 73 districts, with GPEG funds, TOT was conducted in May and June 2016. Funds for Induction for BT and orientation for HTs have been disbursed and they have been already conducted at some districts. No budget is available for the Training for HT<sup>11</sup>.
  - In 6 districts, with UNICEF funds, TOT was conducted in June 2016. Funds for Induction Training for BT and Training for HT together with monitoring budget are confirmed available from UNICEF. The Induction Training for BT is planned to be implemented in August 2016.
- No specific plan to finance TOT for remaining 132 districts is prepared yet. Also, recurrent financial mechanism to budget mandatory trainings for BT and ST and other trainings is yet to be prepared.

### ***Overall Review Results: Achieving Overall Goal is subject to the following:***

- ✓ *achievement of Project Purpose*
- ✓ *funding for TOT for non-pilot districts*
- ✓ *strong initiative and commitment from MoE for preparation of PTPDM nationwide roll-out plan including financial measures*

## 3. IMPLEMENTATION PROCESS

### 3-1 PROGRESS OF ACTIVITIES

*By involving wide range of stakeholders, many activities have been implemented. However, there were difficulties in handling the Project and it eventually blurred the concept of the Project.*

- Overall, project activities have been implemented based on the extensive discussions and consultations with relevant stakeholders. Since the Project has been working on PTPDM policy impacting on the pre-tertiary teachers nationwide, all the efforts paid by the Project should be highly acknowledged.
- Contribution of the Project to develop Appraisal Handbook was made in a timely manner when PSC wanted to introduce PSC form to all public servants. Project helped contextualizing PSC form by developing Handbook for teachers, facilitating their easy understanding and made it consistent with PTPDM policy.
- It is noteworthy, however, that there have been difficulties in handling dynamic and changing situation of developmental process of the Project. The Project commenced the first cycle of piloting one year ahead of the original plan, as per the request from MoE. As a consequence, it seemed that the concept of “pilot” was narrowly understood as “to conduct training” in 5 districts. For the remaining period of the Project, it is important to clarify “what and how to verify” and other components of the Project (e.g. appraisal, promotion and licensing) are verified to prove feasibility, effectiveness and sustainability of the PTPDM Policy.
- Another factor which affected the progress of activities is budget, which was not provided on time for

<sup>10</sup> GPEG funds to be used by April 2016 as the funds will be expired.

<sup>11</sup> GPEG funded HT Training and Induction Training for BT in 1 pilot district in the north in June 2016.

pilot and caused some delays (e.g. TOT in 2 pilot districts in the north were planned to start in the beginning of 2015/16, but were delayed and actually conducted in April 2016.)

- Such situation alarms that it is needed to reconfirm the pilot scope, and prepare revised PDM and PO for the 2<sup>nd</sup> half of the Project. (See Annex 16 and 17 for draft revisions of PDM and PO.)

### 3-2 CAPACITY DEVELOPMENT

*Capacity development has been in good progress for TED/NIU and GES-ICT (database). Capacity of Newly appointed members of NIU needs to be well accommodated into PTPDM policy implementation. Further capacity development of NTC is an issue.*

- **TED/NIU** has been able to implement training activities independently including coordination with GPEG and UNICEF for mobilizing budget. However, NIU is understaffed; Number of NIU staff has been decreased from initial 6 members (2014/15) to 4 members (2015/16), and just recently increased by 3 more members. Human resources of NIU need to be further enhanced considering its roles and responsibilities to perform a wide range of duties including PTPDM project. Capacity development of newly appointed personnel at NIU is also important.
- **NTC** has been gaining its functionalities with currently staffed with 10 personnel and on the process of further enhancement. NTC has made a proposal to increase its staff up to 30 personnel and opening field offices.
- **GES-ICT** in charge of database development is capable to work on databases, however, TED/NIU and NTC need to be well informed of the process of database development, and trained on how to use the database.

### 3-3 PROJECT MANAGEMENT

*JCC and SC have been effectively instrumental in the project management structure. Time and efforts are required to reach agreement by all stakeholders. Gaining common understanding about “pilot” and leading to the consensus among variety of stakeholders on the guidelines are the on-going challenges to the management.*

- **Joint Coordinating Committee (JCC)** has been conducted once a year as scheduled: August 2014 and September 2015. JCC is functional to discuss and make decisions on PTPDM related matters with attendance of wide range of stakeholders from high-ranking officers of MoE, government institutions, local governments, teachers unions, development partners etc.
- **Steering Committee (SC)** has also been held for 5 times to date chaired by GES-Director General to discuss substances of the project activities. Related divisions and units of GES including ICT, HRDM, NIU and counterparts at TED and NTC are the members.
- **Project management on overall progress** needs to be improved. In particular, a comprehensive monitoring should be conducted to verify the feasibility, effectiveness and sustainability of the appraisal and promotion system that PTPDM is introducing. Monitoring visit by team of NIU, NTC and project experts was only conducted in January 2016 in 3 districts due to non-availability of budget for counterparts. Communication among project team and counterparts also needs to be enhanced to have common understanding about concept of “pilot” and overall project approach and progress. Counterparts of TED and NTC commented that information needs to be updated among project team and counterparts, particularly about database management as it has been done mainly at GES-ICT.

### 3-4 OWNERSHIP

*Ownership is very firm with GES-TED/NIU as well as NTC and MoE. Organizational ownership from MoE and NTC are expected to be enhanced.*

- Involvement by TED, HRDM and ICT of GES in the Project has been good with high ownership.
- NTC is also involved in the project management and in the process of developing appraisal handbooks and TOT as trainer. However, functionalities of NTC is on the process of enhancement.
- Preparing nationwide roll-out plan of PTPDM policy and implementation might be beyond the mandate of TED as PTPDM Policy is not confined only to training. As understood, NTC sets teachers professional standards and GES/TED has an implementation role. MoE's initiative in coordination and preparation of nationwide roll-out plan including budget is needed.
- According to the record of discussions (R/D) of the Project, the Ghanaian side is responsible for costs of training/orientation/workshop/meeting, travel, printing, etc. Efforts to respect such basic principle has been confirmed in aspect of mobilizing training funds from Internally Generated Funds (IGF) of GES/TED and various funding sources at district level. However, some training activities have been delayed due to lack of sufficient budget on time. Monitoring visits by GES/NIU/NTC are limited due to unavailability of budget and JICA partly financed costs of workshop and training for central level and district as well as printing costs for training to get project activities going.

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

### 4-1 RELEVANCE

*The Project is relevant in terms of policies, needs and project approach. No factors confirmed through MTR negatively affecting the relevance of the Project.*

#### Consistency with Policies

- The Project is consistent with policies of Ghana.
  - PTPDM policy of MoE was developed based on the Education Act 778 (2008). The PTPDM policy provides visions including teacher' career advancement in which evidence of professional growth and achievement shall become the basis for career progression.
  - Education Bill (2015) was prepared to revise and update the legal framework for the pre-tertiary regulatory bodies stipulated in the Education Act 2008, (Act 778). The object of the Bill is to provide for a decentralized pre-tertiary education system. The Bill has been submitted to the Parliament, and is expected to be enacted soon.
  - In Education Strategic Plan (ESP) 2010-2020, it is reported that the PTPDM policy is included as one of the sub-sector policies, recognizing the importance of continuous professional development via school-based INSET etc. In the coming ESP covering up to 2030, PTPDM policy is expected to be included.
- The Project is consistent with Japanese ODA policy. The Project is to improve educational administration and management as well as to contribute to materializing upgrading teacher capacity which is emphasized in the Japan's country assistance strategy for Ghana (April 2012).

#### Needs

The Project is in line with the needs of all the stakeholders like teachers, children and policy makers because improving quality of education is a major remaining issue in Ghana. As has been demonstrated by, for example, the results of the West African Senior School Certificate Examination (WASSCE) 2014, pass rate of students in Math (48%) is much lower than other subject (e.g., Social Studies 71% and English



64%). The Project caters for the needs of teachers in having career progression mechanism for CPD, the needs of children in receiving quality education and the needs of policy makers in enhancing image of teaching profession, which will lead to improving quality of education.

#### Project Approach

Project approach as defined by “Contributing to student learning by developing competent teachers through competency-based performance management” and “Materializing policy implementation and institutionalization utilizing the outputs of the precedent INSET projects” has been appropriate for the following reasons:

- One of the aims of PTPDM policy is "providing the framework for developing standards, core values and ethics for the teaching profession in order to foster the development of a world-class teacher capable of contributing significantly to student learning and achievement". In response to such aim, Project was designed to develop career progression mechanism to sustain continuous professional development of teachers through competency based appraisal and promotion.
- Among career ranks, it is also appropriate for the Project to develop training curriculum and materials for mainly BT and Heads of School (HoS). BT is an entering point of teaching career and needs proper induction for continuous professional capacity development: HoS is a key position for overall school management and those who intend to become HoS need to have appropriate competencies. However, requirements for promotion in terms of training history in the overall career progression mechanism other than the BT and HoS also need to be clearly specified.
- The Project coordinates with relevant assistance in maximizing the outputs of the Project. Examples are as follows :
  - Basically, other relevant projects and DPs (UNICEF, Dfid-funded T-TEL, USAID-Learning etc.) have been invited to meetings and workshops to share information and exchange opinions.
  - Training in non-pilot districts in support of GPEG and UNICEF have been conducted.
  - In developing competency standard for in-service teachers, the Project is coordinating with T-TEL which has developed teacher competency standard mainly for pre-service teachers.
- The Project has effectively and efficiently utilized relevant experiences, system and human resources and materials of SBI/CBI/DBI introduced through precedent INSET projects.

#### **4-2 EFFECTIVENESS**

*Effectiveness of the Project is mainly assessed by the attainment of Project Purpose, and is likely to be achieved if issues identified during MTR are addressed including budget allocation.*

- Achieving Project Purpose is subject to the issues identified in MTR as explained earlier in the Achievement of the Project below:
  - The PTPDM Policy Framework Guideline as a final draft before pilot activity during 2016/17 to be agreed by all stakeholders (Output 1-3)
  - Output 1-3 needs to be piloted comprehensively, and properly monitored and finalized for nationwide implementation. (Output 4)
  - Feasible mechanism to finance training at district to be identified
  - Cost of monitoring for GES/NIU and NTC to be resolved
  - PDM and PO to be revised to clearly capture the purpose and scope of the Project, and to be shared among all concerned personnel. (See draft revisions of PDM and PO in Annex 15 and





16)

- Early detection of the reform of the civil servant appraisal also contributes to effective implementation of the Project. Aligning to PSC practice is a strategic, effective, and practical option to ensure continuous practice of teacher appraisal.
- Major risk factor is fiscal condition at GES/TED/NIU and DEO/REO and NTC. As observed in recent years, budget allocation has been very limited, which would negatively affect the achievement of the project purpose.

#### 4-3 EFFICIENCY

*Utilization of outputs of the precedent INSET projects contributed to an efficient Project progress. However, starting “partial” pilot in 2014/15 without setting outlines of the entire pilot has negatively affected on efficiency.*

##### Factors that increased efficiency

- Utilization of outputs of precedent INSET projects increased efficiency and even enabled 1st pilot to start in 2014/15, one year ahead of originally planned schedule.
- A good amount of time for reaching agreement by all stakeholders has been utilized. However, it is necessary and highly acknowledged to increase effectiveness.

##### Factors that decreased efficiency

- Piloting started from the 1st year of the Project without setting outlines of the entire pilot of PTPDM policy. Such process eventually resulted in a narrowed vision of pilot being just to conduct training in the 5 districts, and concept of what to and how be verified left unclear.
- As a result, feedback and monitoring information have also been limited to verify feasibility, effectiveness and sustainability of PTPDM policy implementation.
- Budget issue also delayed pilot activities starting on time.

#### 4-4 IMPACT

*Overall Goal is likely to be achieved, subject to achievement of Project Purpose and funds for training. Widening gaps among districts in delivering necessary training and other services is anticipated in the decentralization therefore some mitigation measures are further needed. Yet, activities already started in non-pilot districts with support of GPEG and UNICEF. Further appointment of focal persons from MoE for preparation of PTPDM roll-out plan is also positive movement.*

##### Prospect of achieving Overall Goal

- Overall Goal is achievable subject to the achievement of Project Purpose and funds for particularly TOT. Financing mandatory training is another issue to be addressed through pilot.
- The following are some of the facts that demonstrate how the Project have been making impact beyond its boundary:
  - Teacher appraisal handbook already used by MoE/GES from 2015/16
  - Training activities commenced from 2015/16 in 73 (GPEG) & 6 (UNICEF) non-pilot districts
  - Appointment of focal persons by MoE to prepare roll-out plan
  - Sensitization through various regular events such as annual and zonal conferences of all directors from DEO and REO to disseminate PTPDM policy
  - PR activities to sensitize stakeholders to promote implementation of PTPDM Policy through

mass media such TV, Radio and newspapers

- MoE intends to include PTPDM Policy Framework Guideline and other outputs of the Project as part of Legislative Instruments (LI) of Education Bill after it is passed. This is a promoting fact for nationwide implementation.

#### Ripple Effects

- No negative effects of the Project have been confirmed. Measures for non-professional teachers are also addressed in the Guideline. However, inequitable effect of PTPDM policy implementation in decentralized setting is needed to be discussed and properly reflected in finalizing the policy, guidelines and handbooks etc.

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

*High sustainability is expected in terms of policy and technical aspects of GES/TED, but measures are expected to be taken to respond to possible negative impact of decentralization at districts/regional levels and GES/TED. Capacity of NTC and finance are also issues for nationwide roll-out.*

#### Policy and institutional aspects

- As explained in Relevance section above, it is anticipated that PTPDM remains as a priority policy of MoE.
- An idea is expressed to utilize the guidelines, handbooks, forms, etc., as the legislative instruments for the Education Act once current bill is approved by Parliament. This is worth considering option to strengthen sustainability of the PTPDM policy implementation.
- Anticipated impact of enactment of Education Bill (2015) and decentralization can be both positive and negative. These need to be considered in finalizing PTPDM Policy Framework Guideline, handbooks, etc., as well as in preparing nationwide roll-out plan.
  - Positive: Coherent and efficient teacher recruitment, appraisal and promotion at district/regional level
  - Negative: Widening gaps in delivery of related services provided by districts depending on their administrative and financial capacity

#### Organizational aspect including human resources

- NTC needs to be strengthened to continuously play an important role in PTPDM policy as it sets teachers professional standards at national level to maintain and improve teacher quality nationwide.
- Anticipated impacts of decentralization on GES/TED in terms of organizational restructuring also need to be responded and to be reflected in the guidelines and handbooks.

#### Technical aspect

- GES/TED is already technically equipped in conducting TOT in non-pilot districts and can manage training activities under PTPDM policy.

#### Financial aspect

- Fund for training is an issue. One aspect of funding is for TOT for the remaining non-pilot districts (132), and another is for mandatory training for all the career ranks which is to take place every year. Mandatory trainings need to be designed to be financially feasible for nationwide roll-out in the future.

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## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5-1 CONCLUSIONS

The Project has developed major components of PTPDM policy implementation including teacher ranks, standards, competency statements, appraisal, promotion, training programs (for BTs and STs), etc., and these have been documented in the draft PTPDM Policy Framework Guideline and the teacher appraisal handbook. It should be noted that all the documents have been prepared through an extensive discussions and collaboration process with various stakeholders with a variety of concerns.

Training programs have been piloted in the 5 districts and it has been demonstrated that the trainings are feasible to be conducted with the locally available personnel at DEO/DA and training cost can be shared by teacher/schools/DA. Further, the Project is making good impact as described in the sections above. These are remarkable achievements and impacts made by the Project to date, which demonstrate high performance of the Project in this regard.

The achievements made so far, however, is not sufficient to verify if the piloted intervention is good enough for nationwide replication. Criterion to verify readiness for the nationwide replication is yet to be clarified. To add, there are areas for further improvement in the guidelines and handbooks for smooth comprehension by the readers.

Therefore the MTR concludes that it is inevitable that these challenges should be addressed toward and through piloting during the remaining period of the Project to achieve the project purpose.

Meanwhile, through the review process, revision of PDM and PO has been discussed alongside with a set of research questions to be answered in the forthcoming pilot activities. These drafts are attached to the review report.

### 5-2 RECOMMENDATIONS

Upon the conclusion and other statements described above, the MTR team recommends the following:

- (1) To continue pilot activity while develop questions to be answered to verify feasibility, effectiveness and sustainability (esp. financial feasibility) of the PTPDM policy implementation. It is recommended to consider if SBI/CBI/DBI can gain student learning, and if PTPDM can boost SBI/CBI/DBI practice. The characteristics of PTPDM policy eventually can be enriched and geared towards improvement of students learning in general. Learning gap of students needs to be mitigated by promoting competent teachers who can contribute to students learning especially those with learning difficulties.
- (2) To check the pilot activities with the following points while anticipating the Education Bill to be enacted soon; (a) if it will have good implication for realistic training size and contents to be carried out by DEO; (b) if it will be consistent with future operation of National Teaching Authority (currently NTC); (c) if it is doable and easily implementable, and (d) if information are to be collected sufficiently to verify the pilot practices if they are good enough for nationwide replication.
- (3) To describe PTPDM Policy Guideline and handbooks concretely as much as possible in a way that readers can easily comprehend the contents and know actions to take. In preparation of the guidelines and handbooks, the following points would be worth mentioning while points made in (2) above be reviewed once again here
  - Consistency of the guidelines and handbooks to the education bill and other related regulations
  - Presentation of the guidelines and handbooks shall be concise and simple
  - The guidelines and handbooks shall clearly state areas where DEOs strictly follow (especially in issuing license), and where DEOs are allowed to be flexible in managing appraisal and promotionDefinition of "mandatory"(e.g. mandatory training) needs to be further specified in this context

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too.

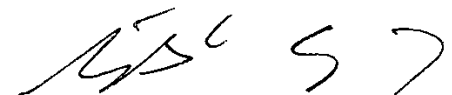
- Sufficiently and flexibly set training requirements for every rank. For example, it would not be necessary for DEO to set mandatory training organized by DEO for every rank considering pedagogical requirements to foster teacher and fiscal constrain, while SBI/CBI/DBI can be emphasized more as mandatory for certain rank.
  - Where participation to training organized by DEO is considered, the following items should be examined but not limited to;
    - Minimize cost of the training
    - Cost of such training shall be covered by DEO/DA
    - DEO shall request school, DA, etc., to cover the training fee to be paid by teachers
    - Hence direct payment of fees by teachers shall be regarded as the last and exceptional option
  - Clarify relationship between activities stipulated in the guidelines and current practices for in-service teachers conducted by DEO
  - Clearly describe which planning document (e.g., ADEOP, SPIP, etc.,) schools and DEO/DA to stipulate related activities of PTPDM policy implementation (e.g., training, SBI/CBI/DBI, etc.).
  - Nationwide replication to be scheduled after project completion should be regarded as a minimum but an effective one. If any areas deemed to be unfeasible are included in the initial nationwide replication envisaged in 2018, then staged nationwide replication may be a worthy option.
- (4) To design guidelines and handbooks to be consistent with the new way of teacher recruitment where DEO/DA are responsible for the recruitment while fresh graduates of the colleges of education and universities choose which DEO/REO to apply to
- (5) To reaffirm that areas captured by PTPDM contains in-service, pre-service and other elements related to teacher professional development. Hence PTPDM coverage is broader than the scope of the Project that mainly focuses on in-service teachers.
- (6) To prepare a plan: (a) foster readiness of MOE/GES/DEO toward the end of the Project, and (b) conduct roll-out after the project completion scheduled in March 2018. Once Education bill is enacted, DEO will be primarily responsible for the policy implementation while TED-GES will be responsible for supporting and advising the DEO based on the standards set by NTC. The followings are worth considering in preparing such plans.

#### Towards the end of the Project

- Appoint responsible person for PTPDM policy at MOE/GES
- Schedule to fully transit functions of the Japanese expert team to CP
- Pilot activity managed more by Ghanaian counterpart
- Print and distribute the guidelines and handbooks beyond the pilot district
- Replace appraisal and promotion section of the head teacher handbook in accordance with the PTPDM policy guidelines and handbook
- Sensitization of PTPDM Policy and its budget preparation by GES and DEO/REO nationwide to start implementation from 2018/19 of which budget preparation should starts January 2017

#### Beyond the end of the Project

- Roll out to all of the DEO/REO within 3-5 years from 2018/19.



**Project Design Matrix (PDM)**

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

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

Date : January 13, 2014

Target Area: 5 pilot districts

Version : No. 1

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

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ANNEX 1

<p>for operationalisation.</p> <p>1-1. Clarify roles of key stakeholders (e.g. NTC, GES, TED, NIU, HRMD, PSC, REO/RIU, DEO/DIU)</p> <p>1-2. Collect information of existing INSET practices.</p> <p>1-3. Define requirements for promotion (mandatory, optional training, and conditions)</p> <p>1-4. Improve appraisal criteria and process of teacher career progression, reflecting 1-2 and 1-3</p> <p>1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDDEs etc.) and general public about career progression in PTPDM policy.</p> <p>2. Existing database of teachers is reviewed and refined to administer career progression.</p> <p>2-1 Coordinate key stakeholders (SRIMPR, HRMD, IPPD etc.) to draw a plan to review and refine the existing database system.</p> <p>2-2 Identify requirement to refine database.</p> <p>2-3 Modify and test database accordingly.</p> <p>3. Mandatory training courses are revised and developed.</p> <p>3-1. Assess induction training needs</p> <p>3-2. Develop induction training courses and materials(beginning teacher and principal teacher II)</p> <p>3-3. Develop TOT courses and materials for district personnel.</p> <p>4. Above outputs are refined reflecting results of pilot.</p> <p>4-1. Sensitize district personnel on career progression, including licensing.</p> <p>4-2. Train district personnel on mandatory training, teachers' performance appraisal and record keeping.</p> <p>4-3. Support districts to identify participants for mandatory training.</p> <p>4-4. Support districts to:</p> <ul style="list-style-type: none"> <li>Implement training.</li> <li>Issue certificates/license.</li> <li>Monitor districts' monitoring of trainees.</li> <li>Monitor districts to promote teachers (e.g. check database).</li> <li>Budget INSET related activities in their plans.</li> </ul> <p>4-5. Analyse and report pilots' progress</p> <p>4-6. Improve outputs 1,2, and 3, in accordance with pilot results.</p>	<p>1. Personnel</p> <p>Experts</p> <ul style="list-style-type: none"> <li>Chief Advisor /INSET Policy</li> <li>Teacher Education/Human Resource Management</li> <li>Database</li> <li>Training design</li> <li>Local Consultants</li> </ul> <p>2. Training of counterpart personnel in Japan and the third countries (if necessary)</p> <p>3. Machinery and Equipment (As necessary)</p>	<p>1. Counterpart personnel</p> <ul style="list-style-type: none"> <li>Director General, GES (Programme Director)</li> <li>Director, TED (Programme Manager)</li> <li>Programme Coordinator (NIU)</li> <li>Assistant Programme Coordinator (NIU)</li> <li>NTs (NIU)</li> </ul> <p>2. Administrative personnel</p> <ul style="list-style-type: none"> <li>Secretary</li> <li>Driver</li> <li>Other staff necessary for the implementation of the Project</li> </ul> <p>3. Facilities and Equipment</p> <ul style="list-style-type: none"> <li>- Office and equipment necessary for the Project (including the experts)</li> </ul> <p>4. Other expenses (training/orientation/workshop/meeting, travel, printing, etc.)</p>	<p>project/PTPDM policy are provided by the Government of Ghana.</p> <hr/> <p><b>Pre-conditions</b></p>
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# Plan of Operation

ANNEX 2

Implementation Months	Development												Pilot 1												Pilot 2												X																							
	2014						2015						2016						2017						2018						2019																													
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
School Term																																																												
<b>1. 1. The framework of the career progression (including licensing and registration) is reviewed and modified for operationalisation.</b>																																																												
1-1. Clarify roles of key stakeholders (e.g. NTC, GES, TED, NIU, HRMD, PSC, REO/RIU, DEO/DIU)																																																												
1-2. Collect information of existing INSET practices.																																																												
1-3. Define requirements for promotion (mandatory, optional training, and conditions)																																																												
1-4. Improve appraisal criteria and process of teacher career progression, reflecting 1-1 and 1-2																																																												
1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDEEs etc.) and general public about career progression in FYPDM																																																												
<b>2. Existing database of teachers is reviewed and refined to administer career progression.</b>																																																												
2-1. Coordinate key stakeholders (SRIMPR, HRMD, IPPD etc.) to draw a plan to review and refine the existing database system.																																																												
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4-5. Analyse and report pilots' progress																																																												
4-6. Improve outputs 1,2, and 3, in accordance with pilot results.																																																												
Support non-pilot district whenever budget is made available by GOG to replicate																																																												

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## Schedule of Mid-term Review

7/2	Sat		(Ms. Ogino) 22:00 Departure from Tokyo
7/3	Sun		11:35 Arrival at Accra
7/4	Mon	AM	Meeting at JICA Ghana Office Interview to TED(Project Manager)
		PM	Interview to NTC
7/5	Tue	AM	Interview to DEO, DIC and DTST in Shai- Osudoku District (pilot)
		PM	Interview to Principal teacher & teachers in Deolowa Prsby Basic School B and Dedowa Newtown D/A Basic School "A" in Shai- Osudoku district
7/6	Wed	AM	Meeting with Project Expert
		PM	Meeting with Project Expert
7/7	Thu	AM	Interview to Teachers Unions Interview to NIU (Project Coordinator and members)
		PM	Interview to REO in Greater Accra Region Interview to T-TEL (DFID)
7/8	Fri	AM	Interview to NTC (Deputy Executive Secretary)
		PM	Interview to ICT/GES Interview to Learning Project (USAID)
7/9	Sat	(Mr. Tanaka, Ms. Tokugawa) 22:00 Departure from Tokyo	(Ms. Ogino) Classifying Data
7/10	Sun	11:35 Arrival at Accra Meeting with Ms. Ogino	Classifying Data Meeting
7/11	Mon	AM	(Mid-term Review Team) Meeting at JICA Ghana Office Meeting/Discussion with NTC
		PM	Courtesy on MoE (GES) (Chief Director)
7/12	Tue	AM	Interview to DEO and DTO in Accra metro district (non-pilot) in Greater Accra Region
		PM	Interview to Principal teacher & teachers in Abossey' okai 'b' primary & secondary school in Accra metro district



7/13	Wed	AM	Meeting/Discussion with TED(Project Director) Meeting/Discussion with NIU
		PM	Interview to DA in Accra metro district
7/14	Thu	AM	Internal meeting
		PM	Meeting at JICA Ghana Office
7/15	Fri	AM	Discussion on summary of the Mid-term review (TED, NIU, NTC)
		PM	Discussion on summary of the Mid-term review (TED, NIU, NTC)
7/16	Sat		Revising M/M
7/17	Sun		Revising M/M
7/18	Mon	AM	Meeting/Discussion with DG/GES(Project Director) Discussion on revised PDM (GES, TED, NIU, NTC)
		PM	Attending the report of the training program in Japan at JICA Ghana Office
7/19	Tue	AM	Steering Committee
		PM	Interview to the Director of SPIMPR Discussion on M/M, PDM (TED, NIU, NTC)
7/20	Wed	AM	Discussion on M/M, PDM (TED, NIU, NTC) Lunch with participants in the training program in Japan
		PM	Discussion on M/M, PDM (TED, NIU, NTC) Interview to fhi 360 (Learning Project, USAID)
7/21	Thu	AM	JCC (agreement on M/M, PDM, PO)
		PM	Meeting with Experts
7/22	Fri	AM	Report at Japan Embassy
		PM	Report at JICA Ghana Office 17:50 Departure from Ghana
7/23	Sat		22:45 Arrival at Tokyo

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Evaluation Grid

Implementation Process

Question Items		Necessary Information/Data	Sources	Data Collection Methods
Main	Sub			
Progress of activities	<ul style="list-style-type: none"> <li>Have project activities been carried out as planned?</li> <li>If not, what are such activities and why?</li> <li>What are the contributing/hampering factors?</li> </ul>	<ul style="list-style-type: none"> <li>PO</li> <li>Progress of Activities</li> <li>Contributing/hampering factors and how they have been coped with (eg. Commencement of pilot activities from the 1st year ahead of PO)</li> </ul>	PO, Project reports, Expert, C/Ps	Document review Questionnaire/interview
Capacity development	<ul style="list-style-type: none"> <li>Have the methods of capacity development been appropriate?</li> <li>How far has capacity development progressed?</li> </ul>	<ul style="list-style-type: none"> <li>Methods, contents, levels, adjustments of technical transfer</li> <li>Progress of capacity development of C/Ps (TED, NIU and NTC)</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
Project management	<ul style="list-style-type: none"> <li>Has the project management system been appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>Project management structure (e.g. JCC), including monitoring, decision making process (e.g. modification of plans, staff/budget allocation etc.)</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
		<ul style="list-style-type: none"> <li>Monitoring mechanism and status of function</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
		<ul style="list-style-type: none"> <li>Management functions of JICA Country Office and HQs</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
		<ul style="list-style-type: none"> <li>Communications among C/Ps and related organizations, Experts, JICA and relevant development partners</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
Ownership	<ul style="list-style-type: none"> <li>Have C/Ps been assigned appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>Status of allocation of C/Ps (numbers, posts/responsibilities, timing of assignment) in TED</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
	<ul style="list-style-type: none"> <li>Do C/P and related organizations and personnel have a good understanding and the sense of ownership about the Project?</li> </ul>	<ul style="list-style-type: none"> <li>Degree of participation of C/Ps (e.g. meetings, events, activities, contents of discussions, etc.), sense of ownership</li> <li>Degree of performing their responsibilities</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview
	<ul style="list-style-type: none"> <li>Have necessary expenses stipulated in PDM been met by Ghana side?</li> </ul>	<ul style="list-style-type: none"> <li>Status of budget appropriation</li> </ul>	Project reports, Expert, C/Ps	Document review Questionnaire/interview

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**Evaluation based on the Five Evaluation Criteria**

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
<b>(1) Relevance</b>	Priority	Is the project consistent with the policies in Ghana ?	Consistency with <ul style="list-style-type: none"> <li>Education Act 778 (2008)</li> <li>Education Strategic Plan (ESP) 2010-2020</li> <li>PTPDM (2012)</li> <li>Education Bill 2015</li> </ul>	<ul style="list-style-type: none"> <li>Education Act 778 (2008)</li> <li>Education Strategic Plan (ESP) 2010-2020</li> <li>PTPDM (2012)</li> <li>Education Bill 2015</li> </ul>	Document review
		Is the Project consistent with the Japanese ODA policy?	Consistency with <ul style="list-style-type: none"> <li>the country assistance strategy for Ghana (April 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Country assistance strategy for Ghana (April 2012)</li> </ul>	Document review
	Necessity	Is the Project in line with the needs of the target groups?	Reconfirmation of the needs of introducing PTPDM for MoE, DEO, Pre-Tertiary Teachers	Ex-ante evaluation report, policy documents, C/P, Experts, teacher unions	Document review, Questionnaire/Interview
	Appropriateness as means	Has the project strategy been appropriate?	Project approach: <ul style="list-style-type: none"> <li>Developing and operationalization of career progression mechanism to ensure active SBI/CBI for continuous capacity development of teachers</li> <li>Supporting to policy implementation and institutionalization based on previous support to INSET program</li> <li>Selection of pilot districts</li> </ul>	Ex-ante evaluation report, policy documents, C/P, Experts, teacher unions	Document review, Questionnaire/Interview
			Status of coordination, linkages and synergy effects with assistances from other development partners (GPEG, UNICEF, DfID, USAID etc.)	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
			Status of coordination, linkages and synergy effects with other Japanese assistances	Project reports, C/P, Experts,	Document review, Questionnaire/Interview
	Does Japan have a technical advantage?	Does Japan have a technical advantage?	<ul style="list-style-type: none"> <li>Status of utilizing Japanese technical expertise for technical assistance.</li> <li>Whether relevant experiences of the precedent projects have been effectively utilized</li> </ul>	Project reports, C/P, Experts,	Document review, Questionnaire/Interview
Information on any changes (policies, economy, social etc.)			Project reports, C/P, Experts,	Document review, Questionnaire/Interview	
Environmental change	Have there been any changes in the project environment since ex-ante evaluation was conducted?				
<b>(2) Effectiveness</b>	Achievement of the Project Purpose	Is the Project Purpose likely to be achieved?	<ul style="list-style-type: none"> <li>Actual and prospect of achieving Project Purpose</li> </ul> <b>Project Purpose:</b> Career progress mechanism good for nationwide replication is formed, utilizing training records and	Project reports, C/P, Experts, teacher unions, DPs	Document review, Questionnaire/Interview

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

**ANNEX 4**

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
	(prospects)		SBI/CBI practice of pre-tertiary teachers.		
		Are there any hampering factors in achieving the Project Purpose?	<ul style="list-style-type: none"> <li>High turnover of academic staff</li> <li>Any other factors</li> </ul>	Project reports, C/P, Experts, teacher unions	Document review, Questionnaire/Interview
		Are there any promoting factors in achieving the Project Purpose	Any promoting factors	Project reports, C/P, Experts, teacher unions, DPs	Document review, Questionnaire/Interview
	Causal relationships (Contribution of Outputs to achieving Project Purpose)	Whether Project Purpose is to be achieved as a result of Outputs.(Whether the Outputs in the PDM are sufficient enough to achieve the Project Purpose.)	<ul style="list-style-type: none"> <li>Verification of logics between Project Purpose and Outputs</li> <li>Actual and prospect of achievement of Project Purpose and Outputs</li> </ul>	Project reports, C/P, Experts,	Document review, Questionnaire/Interview
		Are the important assumptions set out in the PDM likely to be fulfilled?	<ul style="list-style-type: none"> <li>Information on any risks</li> </ul> <b>Important Assumptions:</b> 1.The related policy and personnel system is not changed drastically. 2.The situation of district management is not changed drastically.	Project reports, C/P, Experts	Document review, Questionnaire/Interview
<b>(3) Efficiency</b>	Achievement level of Outputs	Have the Outputs been produced as planned?	Achievements of Outputs	Project reports, C/P, Experts	Document review, Questionnaire/Interview
		Have there been any hampering factors in producing the Outputs?	Information on hampering factors	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Causal relationship	Have the activities been appropriate for producing the Outputs ?	<ul style="list-style-type: none"> <li>Verification of logic of PDM</li> <li>Actual achievements of inputs, activities, Outputs, and prospect of Project Purpose</li> </ul>	PDM	Document review, Questionnaire/Interview
		Do the important assumptions cause any influence?	<ul style="list-style-type: none"> <li>Information on any risks</li> </ul> <b>Important Assumption:</b> The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.	Project reports, C/P, Experts	Document review, Questionnaire/Interview
	Quantity, quality and timing of inputs	Have inputs from Japan and Ghana been appropriate in terms of	Appropriateness in terms of quantity, quality and timing, and any problems and how to cope with them	Project reports, C/P, Experts	Document review, Questionnaire/Interview

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

ANNEX 4

Criteria	Main Question	Sub Question	Necessary Information/Data	Source	Data Collection Method
		quantity, quality and timing?			
	Cost efficiency	Are there any measurements taken to enhance cost efficiency?	Any evidence to reduce the costs and increase efficiency of the Project (e.g. utilization of existing resources, cooperation with relevant support from other DPs etc.)	Project reports, C/P, Experts	Document review, Questionnaire/Interview
(5) Sustainability (Prospect)	Policy aspect	Are relevant national policies/institutional settings likely to continue favorably?	Information on <ul style="list-style-type: none"> <li>• relevant national policy</li> <li>• institutional settings</li> </ul>	Policy documents, project reports, C/P, Experts, teacher unions, DPs	Document review, Questionnaire/Interview
	Organizational and institutional aspect	Is TED/NTC able to implement PTPDM policy nation-wide after the project completion?	Information on <ul style="list-style-type: none"> <li>• NTC</li> <li>• GES</li> <li>• TED</li> <li>• NIU</li> <li>• human resources</li> </ul>	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
	financial aspects	Have C/Ps organizations undertaken measures to secure sufficient funds for continuing/scaling-up the project outputs and effects?	Prospects for budget allocation and whether Ghanaian side can bear necessary expenses after the project <ul style="list-style-type: none"> <li>• TOT</li> <li>• Induction Training for BTs</li> <li>• Training for HT Aspirants</li> <li>• Others</li> </ul>	Project reports, C/P, Experts, DPs	Document review, Questionnaire/Interview
	Technical aspect	Can C/Ps be technically independent to continue/scale-up the project outputs and effects after the Project?	<ul style="list-style-type: none"> <li>• Degree of capacity developed in C/Ps personnel in terms of the following:</li> <li>- Facilitating and materializing PTPDM Policy Implementation</li> <li>- Conducting TOT for by NIU</li> <li>- Database operation and management at district and central</li> <li>- REO, DEO to implement induction training</li> </ul>	Project reports, C/P, Experts	Document review, Questionnaire/Interview

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## Input by the Japanese Side

### 1. Assignment of Experts

#### JICA Expert Team

	Name	Position	Days in each PFY			Total MM
			2014	2015(est.)	Total	
1	Kenichi TANAKA	Team Leader / Human Development Management (1)	95 -	60 -	155 -	5.2 -
2	Kenji OHARA	Deputy Team Leader/ Human Development Management (2)	206 (4)**	220 -	426 (4)	14.2 (0.4)
3	Albert Kwame AKYEAMPONG	Teacher Training Policy/ Teacher Education	27 (22)	13 (20)	40 (42)	1.3 (0.1)
4	Yuji OZAKI	Database (Analysis and Design)	35 (25)	31 (24)	66 (49)	2.2 (2.5)
5	Kenichi JIBUTSU	Planning/Implementa tion of Training	110 (4)	165 -	275 (4)	9.2 (0.2)
6	Ryusuke YAMACHIKA	Project Coordinator/ Local Government	192 -	93 -	285 -	9.5 -
7	Megumi SHIOTA	Project Coordinator/ Local Government	- -	30 -	30 -	1.0 -
8	Kyoko YOSHIKAWA	Project Coordinator/ Local Government	- (2)	67 -	67 (2)	2.2 (0.1)
		Training in Japan	- -	- (15)	- (15)	- (0.8)
Total:			665 (57)	679 (59)	1,344 (116)	44.8 (5.8)

\* PFY: Project Fiscal Year

1st Fiscal Year (PFY2014): May 2014 – June 2015

2nd Fiscal Year (PFY2015): August 2015 – August 2016

\*\* ( ) Assignment days out of Ghana

Source: Project Report

### 2. Assignment of Local Consultants

	Name	Title	From	To	Tasks
1	Paul N. BUATSI	Senior Consultant (Education Policy)	May-20 2014 Aug-6 2015	Jun-30 2015 Aug-17 2016	Coordination and revision of PTPDM Policy Implementation Plan

Source: Project Report

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### 3. Training in Japan and Third Countries

#### (1) Counterpart Training in Japan on PTPDM Policy

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

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

YEAR	DURATION	TYPE OF TRAINING	NO.
2014	29 <sup>th</sup> Sept - 17 <sup>th</sup> Oct, 2014	27 <sup>th</sup> Third Country Training in CEMASTEVA, Nairobi-Kenya	5
JFY 2014	19 <sup>th</sup> Nov - 20 <sup>th</sup> Dec, 2014	INSET Management in Africa (Anglophone Countries), Japan	1
2015	19 <sup>th</sup> Jan - 6 <sup>th</sup> Feb, 2015	TCTP Training Programme on Mathematics and Science Education (Group 27) in Japan	6
2015	1 <sup>st</sup> Jun - 31 <sup>st</sup> July, 2015	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa, Japan	1
2015	28 <sup>th</sup> Sep - 16 <sup>th</sup> Oct, 2015	30 <sup>th</sup> Third Country Training on Mathematics and Science Education, Nairobi	6
2015	3 <sup>rd</sup> Nov - 6 <sup>th</sup> Dec, 2015	Teacher Education for Basic Education of Africa, Japan	1
2016	11 <sup>th</sup> Jan - 6 <sup>th</sup> Feb, 2016	Strengthening of Local Education for SMASE-WECSA in Sub-Saharan Africa	1
2016	6 <sup>th</sup> Jun - 24 <sup>th</sup> June, 2016	Enhancing Teacher Professional Growth through the Practice of Lesson Study in Zambia	3

Total Number of Participants of Training in Japan: 9

Total Number of Participants of Third Country Training: 21

**4. Provision of Machinery and Equipment**

(a) by Project

No.	Data of Registration D/M/Y	Item	Specification	Qty	Unit Price	Total Price	Unit Price (USD)	Total Price (USD)	Place to Keep	Condition	Usage
1	2014/12/17	4x4 Vehicle	Toyota Fortuner	1	-	-	USD 32,823.99	USD 32,823.99	TED	A	A
2	2014/10/30	Multipurpose Photocopier	KONICA MINOLTA C364	1	GHS 28,000.00	GHS 28,000.00	-	-	TED	A	A
3	2014/11/21	Laptop Computers	Processor i7, RAM8GB, HD1TB, WIN8	8	-	GHS 55,580.00	-	-	TED	A	A
4	2014/11/21	Laser Printer	Colour, A4-A3, Duplex unit, 25 ppm	1	-		-	-	TED	A	A
5	2014/11/21	Projector	ANSI Lumen 3000	1	-		-	-	TED	A	A
6	2014/11/21	Screen for Projector	-	1	-		-	-	TED	A	A
7	2014/11/21	Digital Camera	14.1 Mega pixels	2	-		-	-	TED	A	A
8	2014/6/3	Air Conditioner	CS-PC 18MKH	1	GHS 1950.00	GHS 1950.00	USD 649.67	USD 649.67	TED	A	A
9	2014/6/26	Desktop PC (Incl. Display)	DELL-OPT 7010-1531500	1	GHS 3865.17	GHS 3865.17	USD 1287.74	USD 1287.74	TED	A	A
10	2014/7/3	Video Cam	SONY HDR-PJ340 BJE3	1	JPY 6458.00	JPY 64580.00	USD 637.13	USD 637.13	TED	A	A
11	2015/3/2	Air Conditioner	Daikin Split 2.5HP	1	GHS 2400.00	GHS 2400.00	USD 688.42	USD 688.42	TED	A	A
12	2015/3/10	UPS	Vision Budget 1200 UPS	1	GHS 883.81	GHS 883.81	USD 253.51	USD 253.51	TED	A	A
13	2015/5/20	Ring Binding Machine	Combiner C250 Pro	1	GHS 1702.13	GHS 1702.13	USD 442.26	USD 442.26	TED	A	A
14	2015/5/28	Conference Table	FM2412	1	GHS 5617.02	GHS 5617.02	USD 1702.13	USD 1702.13	TED	A	A
15	2015/6/10	Generator	5.5KVA, Petrol engine	1	GHS 5974.00	GHS 5974.00	USD 1474.32	USD 1474.32	TED	A	A
16	2016/3/31	Notebook PC	HP 8570W, Intel Core i7	1	GHS 5904.36	GHS 5904.36	USD 1484.31	USD 1484.31	GES	A	A
Total								USD 41443.48			

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

\*\*Exchange rate of this time of purchase

Category of Condition (Annual average)

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

Source: Project Report

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(b) by JICA Office

		USD	GHS	
PFY2014	4x4 Vehicle (1)	32,823.99	104,169	
	Video Camera (1)	637.13	2,070	
	Air Conditioner (2) Desktop PC (1) UPS (1) Ring Binding Machine (1) Conference Table (1) Generator (1)		22,392.13	
	Multipurpose Photocopier (1) Laptop Computers (8) Laser Printer (1) Projector (1) Screen for Projector (1) Digital Camera (2)		83,580.00	
	PFY2015	Notebook PC (1)		5,904.36
	Total			GHS 218,115

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5. Local expenses

Unit: JPY

	Category	Items	1 <sup>st</sup> Year (2014-15)	2 <sup>nd</sup> Year (2015-16)
			Disbmt	Disbmt (by end of May)
1	Assistant, Secretary	Salary, Allowance for Assistant, Secretary, etc.	382,169	1,318,562
2	Remuneration (except Assistant and Secretary)	Salary, Allowance for Local Consultant, etc.	7,222,631	9,611,576
3	Car related Expenses	Rental car, Fuel, Drivers' salary, etc.	2,428,340	1,207,137
4	Rental Fee	Conference Room, etc.	383,700	1,021,732
5	Facility and Equipment Maintenance	Maintenance of Copy machine, etc.	169,886	497,235
6	Consumables	Paper, Copy, Stationary, Ink for Printer, etc.	2,086,468	434,245
7	Travel (excluding ToT)	Accommodation, Per Diem, etc.	218,174	-
8	Communication	Internet fee, Recharge card, etc.	329,242	79,561
9	Photocopy, Printing and Binding	Printing materials, Advertisement, etc.	1,775,335	56,222
11	Others	Snacks for meeting, etc.	487,611	29,963
Total			15,483,556	14,256,233
Total (a)			29,739,789	

Workshop/Training for Central Gov./District

Unit: JPY

	Category	Items	PFY2014	PFY2015
District	Training for Trainers (2014/11 and 2015/4)	Accommodation, Per Diem, etc. for ToT	2,296,436	-
	Training for Trainers (2016/4)	Accommodation, Per Diem, etc. for ToT	-	856,300
	CoE Workshop (2015/6)	Accommodation, Per Diem, etc.	3,168,409	-
Central	Workshop for Career Progression (2014/7)	Accommodation, Per Diem, etc.	301,478	-
	Workshop for PTPDM Review (2015/9)	Accommodation, Per Diem, etc.	-	1,127,643
	Workshop for PTPDM Review (2016/5)	Accommodation, Per Diem, etc.	-	139,667
Total			5,766,323	2,123,610
Total (b)			7,889,933	

Grand Total (a) + (b) =

Unit: JPY 37,629,722

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## Input by the Ghanaian Side

## Assignment of C/P Personnel

Name	Title	Organisation	From	To
Charles Aheto Tsegah	Director General (Project Director)	GES	May-2014	Jan-2015
Jacob A. Maabobr-Kor	Director General (Project Director)	GES	Jan. 2015	Present
Samuel ANSAH	Director (Project Manager)	TED, GES	May-2014	Dec-2014
Evelyn Owusu ODURO	Director (Project Manager)	TED, GES	March-2015	Present
Gershon K. DORFE	INSET Coordinator	TED, GES	May-2014	Present
Gideon AHOHOLU	NIU Member	TED, GES	May-2014	Present
Francesca HAIZEL	NIU Member	TED, GES	May-2014	Present
Nana Yaw Safo-Kantanka	NIU Member	TED, GES	May-2014	Aug-2015
Grace Agyeman Duah	NIU Member	TED, GES	Jan-2015	Present
Francis Addai	NIU Member	TED, GES	July-2016	Present
Lawrence Sarpong	NIU Member	TED, GES	July 2016	Present
Hazel Konadu Sarpong	NIU Member	TED, GES	July 2016	Present
Augustine Tawiah	Executive Secretary	NTC	May-2014	Present
Emmanuel T. Aboagye	Deputy Executive Secretary	NTC	May-2014	Present

## Implementation Plan of the PTPDM Policy

### Component 1: Disseminate Key Stakeholders

The TED/GES in collaboration with the NTC shall brief the PTPDM policy, emphasizing on role & responsibility of key stakeholders, licensing, registration, new career path and implementation schedule to the following key stakeholders:

- ✓ 216 District Directors of Education (DDE)
- ✓ 10 Regional Directors of Education (RDE)
- ✓ 38 Principals of College of Education (COE);
- ✓ 3 Representatives from Each Teachers Association (GNAT, NAGRAT);
- ✓ 2 Representatives from Each Subject Teachers Association (GAST, MAG);
- ✓ 5 Representatives from Each Conference (CODE, PRINCOF)
- ✓ 2 Representatives from National Council for Curriculum and Assessment (NACCA), National Inspectorate Board (NIB), National Council for Tertiary Education (NCTE), University of Cape Coast (UCC), University of Education, Winneba (UEW) and Public Service Commission (PSC)

### Component 2: Institutionalizing Record of INSET, Licensing and Registration System

#### 2-1: Develop a Framework of Record of INSET, Licensing and Registration

The framework shall include:

- ✓ List up all mandatory INSET and optional INSET for teacher, headteachers and GES official with framework.
- ✓ Develop a framework of recoding INSET for each person.
- ✓ Licensing
  - ◀ Develop a Criteria of issuing license. The draft criteria are; 1) the teacher has at least one year teaching experience at basic school after obtaining diploma or higher qualification; 2) the teacher has a record of receiving induction course issued from his/her head of school; 3) the teacher has a record of receiving induction course issued from his/her district education directorate; and 4) his/her headteacher issues a recommendation letter with endorsement of circuit supervisor and district directorate.
- ✓ Registration Database
  - ◀ Identify necessary data of Registration Database

- ◀ Develop a plan to integrate databases: EMIS, IPPD, registration database and human resource database (handled by HRMD).
- ◀ Criteria of updating database
- ✓ Flow chart of record of INSET, updating database and Licensing

## **2-2: Develop Registration Database**

- 2-2-1 Develop detailed design of flow chart
- 2-2-2 Develop registration form at district and national level.
- 2-2-3 Select Computer Application
- 2-2-4 Develop database
- 2-2-5 Train database manager and operators.

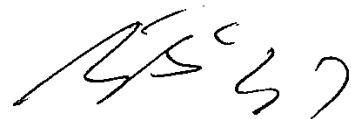
## **2-3: Develop Guidelines for Record of INSET, Licensing and Registration**

- 2-3-1 Draft guideline on posting, monitoring beginning teachers, record the monitoring data and judgment of promotion to licensed teacher.
- 2-3-2. Develop manuals on the above said guidelines.

## **Component 3: Develop Grand Design of Career Development**

### **3-1: Develop a Framework of Grand Design of Training and 3-2: Develop a Detail Design of Each Training**

The draft is as follows:



## Teacher Career Competency Framework

Min. Years of Service on rank	Career Level / Position	Career Level Description	Competency Statements		
			Knowledge and skills expected to be exhibited	Training Needs	Further Training Needs
2	Professional beginning Teacher (Diploma) Professional Beginning Teacher (Graduate)[1]	Has acquired basic knowledge and skills in teaching from an accredited training institution and capable of performing basic functions of a classroom teacher under supervision and guidance, such as preparation of lesson notes, TLMs for effective lesson delivery and classroom management. In addition, Beginning Teachers are to pass a prescribed assessment to satisfy an appraisal from their Heads.	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of health and life skills and gender issues that leads to changes in behaviour in all pupils/students.</li> <li>• Prepares appropriate lessons to improve students/pupils' learning outcomes.</li> <li>• Identifies the learning and psychological needs of all children and prepares lessons to address them.</li> <li>• Prepares professional portfolio and log-book for self-assessment.</li> <li>• Demonstrates use of formative and summative assessment to enhance pupils and students' learning.</li> <li>• Demonstrates knowledge of</li> </ul>	<ol style="list-style-type: none"> <li>1. Induction Training (Mandatory):               <ol style="list-style-type: none"> <li>a. Coping strategies (managing relationship)</li> <li>b. Conditions and rights of employment</li> <li>c. Classroom and school facility management</li> <li>d. Time management</li> <li>e. Use of ICT in teaching and learning</li> <li>f. Introduction to INSET programme</li> </ol> </li> <li>2. School and Cluster Based INSET (Mandatory)               <ol style="list-style-type: none"> <li>a. Must be able to attend at least 4 SBI and 2 CBI within a year</li> <li>b. Facilitate at least 1 SBI in their school within a year</li> </ol> </li> <li>3. Orientation for New Teachers by Head of Schools, HoD and CS</li> </ol>	<ol style="list-style-type: none"> <li>1. Child Rights and Responsibilities including Inclusive Education/gender</li> <li>2. Basic report writing</li> <li>3. Basic ICT Skills</li> <li>4. Classroom and school facility management</li> <li>5. Teaching techniques</li> <li>6. Portfolio preparation (as a method of teacher preparation, professional development, and teacher assessment).</li> <li>7. Classroom Assessment</li> </ol>

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3	<p>Non-Professional Diploma Non-Professional Graduate Non-Professional Technical</p>	<p>Has acquired some passes in WSSCE /CERTIFICATE II examination. At least credit passed in English language and Mathematics and two passes in elective subjects including higher certificates.</p>	<p>pupils/students</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the school as a community and school-community relationships</li> </ul>	<ol style="list-style-type: none"> <li>1. Induction Training</li> <li>2. Teaching Methods</li> <li>3. Special and inclusive education</li> <li>4. Lesson Plan Preparation</li> <li>5. Classroom and School Facility Management</li> <li>6. Educational Psychology</li> <li>7. Introduction to Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching Methods.</li> <li>2. Special and inclusive education.</li> <li>3. Lesson Plan Preparation.</li> <li>4. Classroom and School Facility</li> <li>5. Classroom management</li> <li>6. Psychology of learning.</li> <li>7. Introduction to assessment for learning.</li> </ol>
3	<p>Licensed Teacher (LT) (Diploma) Licensed Teacher (LT) (Graduate)</p>	<p>Has met requirements for licensing after completing an accredited programme of induction and can perform professional responsibilities such as managing classrooms, good lesson delivery and design, prepare and use TLMs to enhance learning outcomes under minimal supervision and guidance.</p>	<ul style="list-style-type: none"> <li>• Demonstrates professional duties and responsibilities as enshrined in the working conditions of the Ghana Education Service.</li> <li>• Demonstrates enhanced reflective practice in teaching and learning.</li> <li>• Applies appropriate technology in lessons to ensure pupil/student learning and achievement.</li> </ul>	<ol style="list-style-type: none"> <li>1. Basic Management Skills Training</li> <li>2. Assessment Training</li> <li>3. Basic Teaching Methods and Managing Challenging Topics</li> <li>4. Communication Skills</li> <li>5. Basic ICT Training</li> <li>6. Subject Contents Training (KG, Prim., JHS and Sec / Tech schools)</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum analysis.</li> <li>2. Working conditions of service</li> <li>3. Reflective practice.</li> <li>4. Instructional Management (Record keeping and utilization)</li> <li>5. Planning for differentiated Instruction</li> <li>6. Further ICT training</li> </ol>

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			<ul style="list-style-type: none"> <li>• Develops effective growth plan to address professional needs.</li> <li>• Maintains accurate records on students/pupils' learning.</li> </ul>		<p>7. Basic communication skills (Teacher-Teacher, Teacher-pupil/student, teacher-head of school, teacher-parents, teacher-circuit supervisor).</p>
5	Senior Teacher (Diploma & Graduate)	<p>Performs professional responsibilities confidently. Is capable of offering guidance, mentoring and coaching to other teachers at School, Cluster and Circuit level.</p> <p>Has mastery of subject and is effective in managing school and community relationships</p>	<ul style="list-style-type: none"> <li>• Demonstrates capacity to appraise other teachers.</li> <li>• Demonstrates capacity to motivate teachers (LT) to improve teaching proficiency.</li> <li>• Demonstrates knowledge in school level curriculum design.</li> <li>• Demonstrates high level proficiency in teaching</li> <li>• Demonstrates capacity to coach and mentor other teachers to improve professional skills.</li> <li>• Demonstrates clinical supervision skills at school</li> </ul>	<ol style="list-style-type: none"> <li>1. Guidance and Counselling Training</li> <li>2. Basic Mentoring and Coaching Skills Training</li> <li>3. Managerial and Leadership Skills Training (including Educational Policies, Introduction to Financial Administration and Appraisal Skills)</li> <li>4. ICT in Teaching and Learning</li> <li>5. Data Collection, Interpretation and Analysis Training</li> <li>6. Subject Contents (Curriculum Issues)</li> </ol>	<ol style="list-style-type: none"> <li>1. Facilitation skills</li> <li>2. Managing People, Time, Material Resources</li> <li>3. Analytical Report writing</li> <li>4. Management of INSET (SBI / CBI).</li> <li>5. Guidance and Counselling Training</li> <li>6. Mentoring and Coaching Skills Training.</li> <li>7. Managerial and Leadership Skills Training (including Educational Policies, Introduction to</li> </ol>



			<p>level.</p> <ul style="list-style-type: none"> <li>• Demonstrates capacity to organize and lead in service education and training (INSET).</li> </ul>		<p>Financial Administration and Appraisal Skills).</p> <p>8. School data analysis and interpretation.</p>
4	Principal Teacher (Diploma & Graduate)	<p>Can serve as a head of basic school/head of department of SHS and /or a resource person, coach senior teachers and implements strategies that lead to school improvement. Has ability to mobilize resources for school improvement and writes good proposals.</p>	<ul style="list-style-type: none"> <li>• Demonstrates supervision skills to support teachers to work effectively.</li> <li>• Demonstrates knowledge and skills of procurement laws and audit regulations in schools.</li> <li>• Applies good practices of school governance to ensure quality education delivery.</li> <li>• Understands and appropriately interprets education policy for school improvement.</li> <li>• Demonstrates ability to work collaboratively with school and community to improve student/pupil learning and performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. School Leadership and Management Training (including Monitoring and Evaluation)</li> <li>2. Management of INSET (SBI / CBI, etc.)</li> <li>3. Mentoring and Coaching Skills</li> <li>4. Financial Administration Training</li> <li>5. Leadership for Change</li> </ol>	<ol style="list-style-type: none"> <li>1. Managing People, Time, Material Resources</li> <li>2. Monitoring and Evaluation</li> <li>3. Clinical supervision</li> <li>4. School Finance Management</li> <li>5. School Leadership and Management Training.</li> <li>6. Training in Education policies.</li> </ol>
5	Senior Principal	<p>Can serve as Assistant Head of a School (Basic</p>	<ul style="list-style-type: none"> <li>• Demonstrates supervision skills to support teachers</li> </ul>	<ol style="list-style-type: none"> <li>1. Legal regulatory framework</li> <li>2. School Financial Management</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership for change and learning</li> </ol>

	Teacher	and Senior High/technical). Able to initiate school level change and create an environment that promote learning for all pupils/students and staff	and non-teaching staff to work effectively <ul style="list-style-type: none"> <li>• Plan and review school-based curriculum and assessment</li> <li>• Demonstrates high level capacity in developing teaching and learning materials</li> <li>• Demonstrates innovative pedagogical, content and technological knowledge</li> <li>• Demonstrates school leadership and resource management skills</li> </ul>	<ol style="list-style-type: none"> <li>3. Human Resource Management</li> <li>4. Skills in evidence-based research</li> <li>5. Mentoring and professional skills</li> <li>6. Proficiency in ICT.</li> </ol>	<ol style="list-style-type: none"> <li>2. Curriculum and assessment enrichment</li> <li>3. Introductory Action Research</li> <li>4. Further ICT training</li> </ol>
4	Chief Principal Teacher (Graduate)	Can serve as Head of a School (Basic and Senior High/Technical/Vocational) Has ability to coach teachers in Senior High Schools and technical/vocational institutions.	<ul style="list-style-type: none"> <li>• Demonstrates understanding of financial administration for effective school management.</li> <li>• Demonstrates collaborative leadership skills for school improvement programmes.</li> <li>• Demonstrates school management skills.</li> <li>• Demonstrates capacity to model effective teaching for</li> </ul>	<ol style="list-style-type: none"> <li>1. ICT training</li> <li>2. Financial Administration and Management Training</li> <li>3. Resource Mobilization and Management Training including Proposal Writing.</li> <li>4. Communication Training.</li> <li>5. Training on Educational Policies.</li> <li>6. Training on Monitoring and Evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Resource mobilization and utilization</li> <li>2. Conflict Management in Education.</li> <li>3. Education data analysis and planning.</li> <li>4. Action Research</li> <li>5. Community mobilization</li> </ol>

			<p>mentorship training.</p> <ul style="list-style-type: none"><li>• Demonstrates capacity to utilize information from EMIS data, research-based data to improve school performance.</li><li>• Demonstrates capacity to promote participatory approaches with stakeholders for school improvement.</li><li>• Applies team building and management techniques to motivate teachers to improve their practice.</li></ul>		
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4	Director	<p>Can manage schools and education staff at district level to secure qualitative improvements in schools. Can coordinate academic programmes in a School; Plays significant leadership role in community development within area of jurisdiction.</p>	<ul style="list-style-type: none"><li>• Develops plans to meet commitments, goals and deadlines.</li><li>• Sets appropriate professional performance contracts in line with GES goals.</li><li>• Demonstrates ability to evaluate own performance and act on changes required.</li><li>• Demonstrates capacity to initiate research and consultancy for education improvement at district level.</li><li>• Implements best practices to improve education delivery at district level.</li><li>• Understands and appropriates local government laws and policies to improve education standards at district, municipal or metropolitan levels.</li><li>• Demonstrates ability to</li></ul>	<ol style="list-style-type: none"><li>1. Tactics for Becoming an Empowering Leader</li><li>2. Creative Problem Solving: Innovative and Creative Leadership</li><li>3. Conflicts Management</li><li>4. Strategic Leadership: Knowledge Management and the Learning Organization</li><li>5. ICT Training</li></ol>	<p>Public Relations Critical thinking skills Public Speaking Social accountability in education Performance Monitoring Advanced ICT Training</p>
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			<p>mobilize school community for collective action to improve education.</p> <ul style="list-style-type: none"> <li>• Contributes to public debate on education through a variety of public media platforms</li> </ul>		
<p>SSC 59</p>	<p>Senior Director</p>	<p>Highly skilled manager of education with capacity to develop and implement sector-wide strategies for school improvement at pre-tertiary level. Has strong collaborative leadership skills for sector-wide management. (including the community/nation)</p> <p>Has responsibility for managing</p>	<ul style="list-style-type: none"> <li>• Develops professional work plans to achieve required results at regional and district levels.</li> <li>• Utilizes education standards and criteria for measuring success in education delivery at regional and divisional levels.</li> <li>• Solicit and implements stakeholder contribution for education improvement.</li> </ul>	<ol style="list-style-type: none"> <li>1. Leadership and Motivation</li> <li>2. Effective Leadership Behaviours and Attitude</li> <li>3. Contingency and Situational Leadership Skills</li> <li>4. Global Human Resource Management</li> <li>5. ICT Training</li> </ol>	<ol style="list-style-type: none"> <li>1. Education sector –wide planning</li> <li>2. Policy formulation and implementation</li> <li>3. Stakeholder analysis and partnership</li> <li>4. Whole school strategic management</li> <li>5. Advanced ICT Training.</li> </ol>

		schools at regional level	<ul style="list-style-type: none"> <li>• Provides best practices in performance management to improve education at regional and national level.</li> <li>• Has knowledge of technology and information systems to monitor and enhance education management.</li> </ul>		
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### **3-3: Develop Training Materials and Training Guidelines**

- ✓ Develop training guidelines for Beginning teacher, Licensed Teacher and Senior Teacher (Principal Teacher Aspirants).
- ✓ Develop training materials for Beginning teacher, Licensed Teacher and Senior Teacher (Principal Teacher Aspirants).

### **3-4: Piloting.**

- ✓ Conduct Pilot implementation in 3 districts in 2014-2015 academic year and 5 districts from 2015-2016 academic year.

### **3-5: Finalizing The Materials.**

- ✓ Request written consents from the NTC on finalization of this materials

### **3-6: Printing and Distributing the Materials.**

- ✓ Request written consents from the NTC on finalization of this materials
- ✓ Carefully examine which options shall be taken, offset or photocopies.
- ✓ If offset, bidding process takes around 6-12 months

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Career Progression

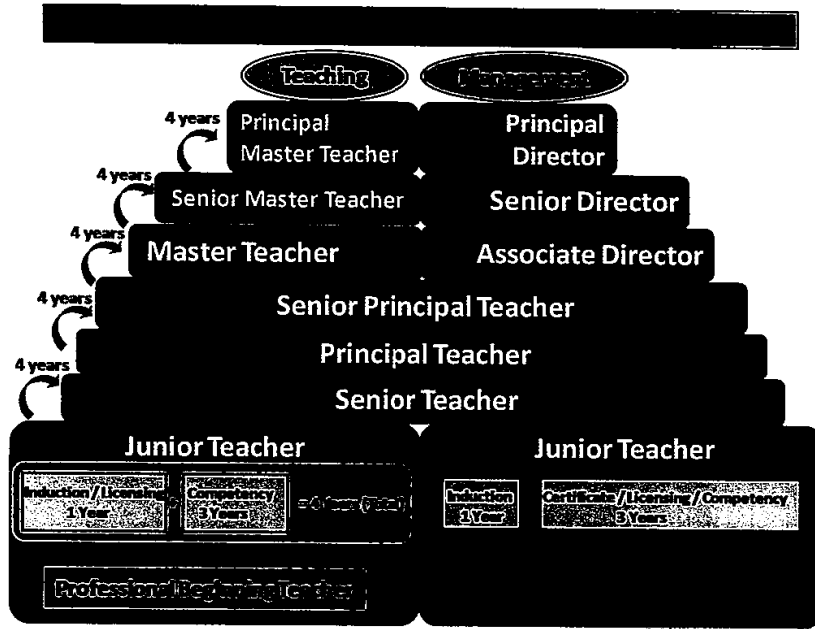


Figure 3-1: Teacher Career Progression (Diplomas)

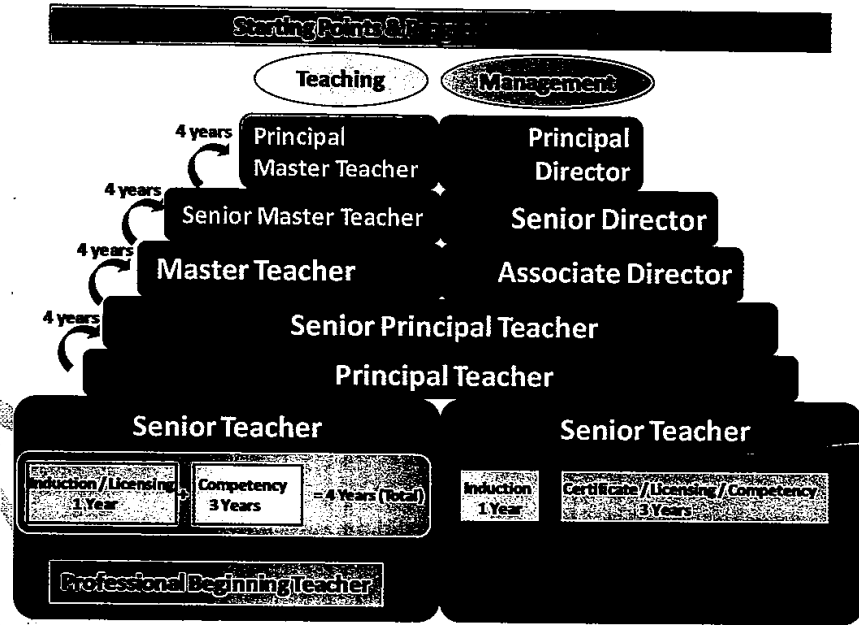


Figure 3-2: Teacher Career Progression (Graduates)???

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## PTPDM Policy Framework Guideline

### Table of Contents

1. Pre-tertiary Teacher Professional Development and Management Policy (PTPDM Policy)
  - 1-1. Outline of PTPDM Policy
  - 1-2. Concept Map of PTPDM Policy
  - 1-3. Focus of PTPDM Policy
  - 1-4. Components of the PTPDM Policy
  - 1-5. Responsibility for the Components of the PTPDM Policy
2. Teacher Rank
  - 2-1. Key Changes in Teacher Ranks
  - 2-2. Definition of Teacher Ranks
  - 2-3. Classification of Teachers
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  - 3-1. Career Structure for Teachers
  - 3-2. Process of Career Progression
  - 3-3. Process of Career Progression
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  - 4-2. Flow of Competency Building
  - 4-3. Teacher Competencies Framework
  - 4-4. Teacher Competencies
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  - 5-1. The Focus of the INSET Programme
  - 5-2. Roles and Responsibilities in the INSET Programme
  - 5-3. Structure of INSET Programme
  - 5-4. Types of INSET Programme
  - 5-5. Training Courses
  - 5-6. Annual Schedule of INSET Programme
  - 5-7. Training Record
6. Promotion
  - 6-1. Key Changes of Promotion
  - 6-2. Process of Promotion
  - 6-3. Responsible Personnel/Organization
  - 6-4. Requirements for Promotion
  - 6-5. Timing of Promotion
  - 6-6. Procedure of Promotion
  - 6-7. Criteria for Promotion
7. Teacher Performance Appraisal
  - 7-1. Target of Teacher Performance Appraisal
  - 7-2. Appraisal Periods
  - 7-3. Process of Teacher Performance Appraisal
  - 7-4. Key Result Area and Targets for Appraisal
  - 7-5. Appraisal Rating and Definition

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## ANNEX 9

### 8. Licensing

- 8-1. Target of Licensing
- 8-2. Responsible Organization
- 8-3. Types of License
- 8-4. Process of Registration
- 8-5. Process of Licensing

### 9. Appointment to Positions with Additional Duties

- 9-1. Key Changes in Positions with Additional Duties
- 9-2. Process of Assigning Additional Duties
- 9-3. Responsible Personnel/Organization
- 9-4. Requirements for Appointment to Position with Additional Duties
- 9-5. Timing of Appointment to Position with Additional Duties
- 9-6. Procedure Appointment to Positions with Additional Duties
- 9-7. Criteria of Appointment to Positions with Additional Duties

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# Competency-based Teacher Standard

# ANNEX 10

Rank		Beginning Teacher (Induction)	Senior Superintendent II and I Junior Teacher	Principal Superintendent Senior Teacher	Assistant Director II Principal Teacher	Assistant Director I Senior Principal Teacher	Deputy Director Master Teacher / Associate Director	Director II Senior Master Teacher / Senior Director	Director I Principal Master Teacher / Principal Director
example of positions (proposed): : School			Teacher	Teacher	HoD, Guidance and Counselling Coordinator, Assistant Head of Schools, Head of Schools	House Master, HoD, Chaplain, Imam, Guidance and Counselling Coordinator, Assistant Head of Schools, Head of Schools	House Master, HoD, Chaplain, Imam, Guidance and Counselling Coordinator, Assistant Head of Schools, Head of Schools		
: District, Region, HQ					Circuit Supervisor, Assistant Director	Unit Head	Supervision, HR, planning and Statistics	District Director, Division Director (HQ)	
Common Competencies									
Domain 1: Professional Values and Attitudes									
Attitudes	Goals	Standard	Indicators						
	Professional ethics and responsibilities	<ul style="list-style-type: none"> <li>Interpret and apply laws, regulations and policies related to education</li> <li>Comply with legal and ethical teacher codes of conduct</li> <li>Fulfill obligation, duties and responsibilities to government, citizens and society</li> <li>Actively participate in educational activities organized by the government</li> <li>Contribute to the development of education and the promotion of teachers' well-being as well as students' at school, local community, regional, national, and global levels.</li> </ul>	<ul style="list-style-type: none"> <li>Meet obligations to students by fulfilling roles and responsibilities.</li> <li>Contribute to improvement of education in classroom.</li> <li>Participate in educational activities organized by school actively.</li> </ul>	<ul style="list-style-type: none"> <li>Meet obligations to school by fulfilling roles and responsibilities.</li> <li>Contribute to improvement of education in school.</li> <li>Participate in educational activities organized by school and community voluntarily.</li> </ul>	<ul style="list-style-type: none"> <li>Meet obligations to community by fulfilling roles and responsibilities.</li> <li>Raise awareness of procurement laws and audit regulations in all logistics and supplies' activities.</li> <li>Demonstrate understanding of educational policy planning and implementation.</li> <li>Contribute to improve education in school, cluster and circuit.</li> <li>Organize educational activities in school.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to improve educational delivery in their school, cluster and circuit.</li> <li>Interpret EMIS data and School Report card data into education development and improvement information for schools and education directorates to implement.</li> <li>Supports schools and directorates to flow action plans for development programmes.</li> <li>Apply participatory monitoring approaches to ensure stakeholders' involvement in development programme implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Set challenging and realistic professional performance targets in line with GES goals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of local government laws, policies and working principles in education and apply them to improve education development at district, municipal and metropolitan levels.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to improve education beyond Ghana.</li> <li>Invests time and effort to ensure long-term success in educational programmes</li> <li>Demonstrates understanding of working principles, policies, plans and regulations of international relations and partnerships.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>Demonstrate high tolerance and non-discrimination to students in terms of socioeconomic status, disability, institutions, sexuality, gender, religion, ability, culture and ethnicity (language).</li> <li>Demonstrate love, morality, care, and concern for their students and their welfare and be willing to offer their services.</li> <li>Demonstrate strong will and perseverance in times of challenge.</li> <li>Demonstrate a sense of pride.</li> <li>Be a good role model and be prepared to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Treat students consistently, with respect and consideration, and be concerned for their development as learners.</li> <li>Persevere in times of challenge, keeping a positive disposition.</li> <li>Maintain a stature and exhibit behaviours that uphold the dignity of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Treat students consistently, with respect and consideration, and be concerned for their development as learners.</li> <li>Maintain a stature and exhibit behaviours that uphold the dignity of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Treat students and teachers consistently, with respect and consideration, and be concerned for their development as learners.</li> </ul>	<ul style="list-style-type: none"> <li>Stays focused on goals despite obstacles and disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Stays focused on goals despite obstacles and disruptions.</li> <li>Contributes to public debate on education and educational journals</li> <li>Contribute to public debate.</li> </ul>	<ul style="list-style-type: none"> <li>Interact with all stakeholders to ensure all efforts are geared towards quality improvement in teaching and learning.</li> </ul>		
Professional Development	<ul style="list-style-type: none"> <li>Identify professional development needs of self, department / school and be prepared to learn.</li> <li>Plan professional development activities for department / school based on the identified needs.</li> <li>Implement professional development activities and apply lessons learned from these activities for the improved lesson planning and delivery.</li> <li>Support and cooperate with other colleagues to overcome their difficulties in handling challenges through mentoring and coaching.</li> <li>Keep records of professional development activities and report them to seek advice for improvement.</li> <li>Monitor and evaluate professional development and give advice for further improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates professional standards in teaching through the use of multi-media to ensure quality teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Identify own professional learning needs and continuously undertake personal professional learning accordingly.</li> <li>Identify own professional learning needs and contribute in preparing action plan for School Base Inset/Cluster Based Inset (SBI/CBI) in collaboration with Curriculum Leaders (CL).</li> <li>Prepare a lesson plan and Teaching Learning Materials (TLMs) for SBI/CBI, give professional suggestions and facilitate SBI/CBI when necessary.</li> <li>Implement improved teaching and learning activities from SBI/CBI.</li> <li>Support new teachers by familiarising them with the school environment.</li> <li>Keep record of professional learning activities.</li> <li>Prepare a professional growth plan and executes it</li> <li>Prepare goal-oriented professional development activities to help students become high achievers in education.</li> <li>Conduct action research in his or her area of specialisation</li> <li>Publish papers and books in his or her subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Identify own professional learning needs and continuously undertake personal professional learning accordingly.</li> <li>Organize SBI/CBI as a facilitator, including its preparation.</li> <li>Help other teachers to overcome their difficulties in handling challenging topics in the primary syllabus.</li> <li>Keep record of professional learning activities.</li> <li>Respond to teacher appraisal needs expertly</li> <li>Conduct formal classroom observations on JT</li> <li>Support teachers to prepare portfolios</li> <li>Identify the teaching requirements of JT needs and provides curriculum and assessment assistance based on critical thinking skills and problem-solving activities.</li> <li>Prepare a professional growth plan and provide professional support.</li> <li>Supports the platform and structures for teacher</li> <li>Continuous Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Identify challenges that fellow teachers are facing and develop a timely action plan for SBI/CBI based on them.</li> <li>Serve as a resource person in SBI/CBI.</li> <li>Prepare an action plan for SBI/CBI with CL and staff members.</li> <li>Sensitize staff on the CL training concept, its implications and the importance of the SBI/CBI programme.</li> <li>Ensure at least two SBI and one CBI programmes are organised every term and that teachers have time for them.</li> <li>Ensure that all teachers in the school have opportunities for mentoring, coaching and mutual learning.</li> <li>Ensure that records of all SBI/CBI including attendance are kept.</li> <li>Provide expert knowledge in curriculum reforms and design.</li> <li>Support JT to prepare professional growth plan and monitors JT to execute it.</li> </ul>	<ul style="list-style-type: none"> <li>Select CL in accordance with the criteria.</li> <li>Apply team building and management techniques to support colleague teachers and education practitioners.</li> <li>Supports district level school supervision by working with the approved structures and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct needs assessment</li> <li>Provide expertise in subject area</li> <li>Assist schools in organizing and delivering INSET.</li> <li>Assess the performance of HTs / teachers through the monitoring of lesson planning and presentation.</li> <li>assist preparation for DIC.</li> </ul> <p>(MT)</p> <ul style="list-style-type: none"> <li>review schemes of works of subordinates</li> </ul>	<ul style="list-style-type: none"> <li>Supervise all activities at the district directorate with regards to administration and instructional delivery of INSET.</li> <li>Continues Professional Development (CPD).</li> <li>Co-ordinate and supervise all educational interventions for promoting INSET CPD</li> <li>Ensure that district office personnel charged with assisting and monitoring INSET CPD are adequately resourced to ensure their effectiveness.</li> <li>Ensure that teachers' performance is assessed through the monitoring of lesson planning and presentation.</li> <li>Develops systems to engage, track consultancy and share information on educational programmes.</li> </ul> <p>(MT)</p> <ul style="list-style-type: none"> <li>Ability to supervise or edit local journals.</li> </ul>	<ul style="list-style-type: none"> <li>build capacity and provide support to implement INSET CPD activities at district level</li> <li>monitor and evaluate the status of INSET CPD activities at district level, and the quality of INSET CPD programme and Sourcebook.</li> <li>assess common INSET CPD needs through AUPR and plan for action.</li> <li>Develop professional work plans to structure work to achieve required results</li> <li>Identify the various stakeholders' attach to education and designs measures to track their implementation.</li> </ul> <p>(MT)</p> <ul style="list-style-type: none"> <li>Ability to organise region-wide INSET CPD.</li> <li>Plan and organise workshops and seminars for teachers.</li> <li>Advise on general educational issues</li> <li>Implement educational policies consistently.</li> </ul>

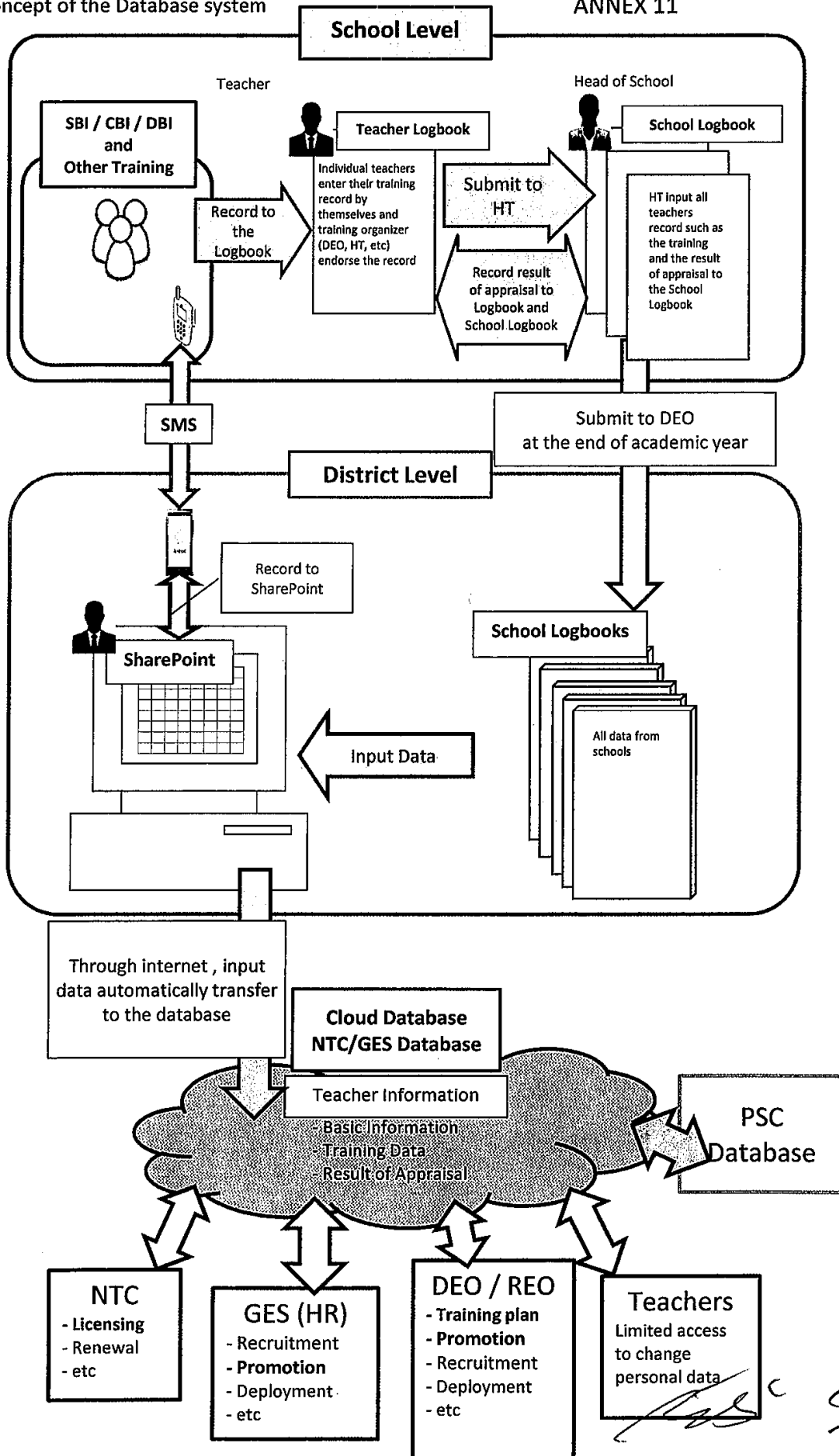
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Rank	Beginning Teacher (Induction)	Senior Superintendent II and I Junior Teacher	Principal Superintendent I Senior Teacher	Assistant Director II Senior Teacher	Assistant Director I Senior Principal Teacher	Deputy Director Master Teacher / Associate Director	Director II Senior Master Teacher / Senior Director	Director I Principal Master Teacher / Principal Director
<b>Domain 2: Professional Knowledge</b>								
<b>Areas</b>	<b>Standard</b>	<b>Indicators</b>						
<b>Statutory knowledge</b>	<ul style="list-style-type: none"> <li>Understand roles, responsibilities and obligations of themselves and stakeholders inside and outside the school.</li> <li>Understand laws, policy and regulations related to education</li> </ul>	<ul style="list-style-type: none"> <li>1. Aware of their roles and responsibilities.</li> <li>2. Demonstrate basic competences.</li> </ul>	<ul style="list-style-type: none"> <li>1. Be aware of their responsibilities and obligations as a teacher</li> <li>2. Understand laws and regulations related to education</li> <li>3. Understand laws and regulations related to education.</li> <li>4. Takes appropriate decisions based on the benefits of the working conditions of the employer e.g. Ghana Education Service.</li> <li>5. Understands and applies laws and regulations related to education.</li> </ul>	<ul style="list-style-type: none"> <li>1. Be aware of their responsibilities and obligations as a teacher</li> <li>2. Understand and able to carry out the roles and responsibilities for teachers in different ranks/positions in the same school.</li> <li>3. Seek advice from an appropriate personnel/authorities well as report on professional matters.</li> <li>4. Understands and applies laws and regulations related to education.</li> </ul>	<ul style="list-style-type: none"> <li>1. Understands and acknowledges the roles and responsibilities for stakeholders of their school (e.g. district officials, SMC, etc).</li> <li>2. Shows further understanding and acknowledgment of roles and responsibilities of stakeholders in education (district, region, central, community, SMC/BoD, universities and colleges, etc).</li> </ul>	<ul style="list-style-type: none"> <li>1. Shows further understanding and exhibit depth knowledge of roles and responsibilities of stakeholders in education (district, region, central, community, SMC/BoD, universities and colleges, etc).</li> <li>2. Understands educational programme formulation, implementation as per designed rolling work plans and evaluation through the resources- results chain.</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand roles and responsibilities of stakeholders affecting education of their jurisdiction (MMDAs, MCE, GES and other governmental agencies, etc)</li> <li>2. Understands educational policies, curriculum frameworks and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand roles and responsibilities of stakeholders affecting education of their jurisdiction (MMDAs, MCE, GES and other governmental agencies, etc)</li> <li>2. Understand educational policies, curriculum frameworks and implementation.</li> </ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Understand psychology, rights, development stages and needs (including special needs) of children.</li> <li>Understand diverse linguistic, cultural, religious and socio-economic background of learners</li> <li>Have appropriate and up-to-date knowledge on national curriculum and syllabi</li> <li>Have enough subject knowledge to improve students' competences.</li> <li>Understand different kinds of methodological practices to facilitate learning.</li> <li>Understand a wide range of assessment strategies to evaluate learners' achievement levels.</li> <li>Know the effective learning environment to promote learners' good behaviour.</li> <li>Constantly update their knowledge on technologies available to improve teaching and learning</li> <li>Understand current resources available to bring about improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>1. Child psychology and school curriculum utilization.</li> <li>2. School health - WASH.</li> <li>3. Inclusive education.</li> <li>4. Child Friendly School concept</li> </ul>	<ul style="list-style-type: none"> <li>1. Have basic understanding of national curriculum and syllabi.</li> <li>2. Have a deep knowledge on subject and methodology.</li> <li>3. Identify and apply different kinds of assessment strategies to evaluate students' achievement levels.</li> <li>4. Know requirements for good learning environment.</li> <li>5. Be abreast and apply current technologies to improve teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>1. Have a deep understanding of national curriculum and syllabi.</li> <li>2. Have a deep subject knowledge and methodology.</li> <li>3. Know and use a wide variety of assessment strategies to evaluate students' achievement levels.</li> <li>4. Determine and create good learning environment to facilitate teaching and learning.</li> <li>5. Be abreast and apply current technologies available to improve teaching and learning and can think about how to use them in their school context.</li> </ul>	<ul style="list-style-type: none"> <li>1. Master subject knowledge and have extensive variety of methodology.</li> <li>2. Have an up-to-date knowledge on national curriculum, syllabi, subject, methodology, assessment strategies, learning environment and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>1. Have an up-to-date knowledge on national curriculum, syllabi, subject, methodology, assessment strategies, learning environment and technologies.</li> <li>2. (MT) Master the developmental traits of learners and their abilities.</li> </ul>	<ul style="list-style-type: none"> <li>1. Have an up-to-date knowledge and application on national curriculum, syllabi, subject, methodology, assessment strategies, learning environment and technologies.</li> <li>2. (MT) Master the developmental traits of learners and their abilities.</li> </ul>	<ul style="list-style-type: none"> <li>1. Have an up-to-date knowledge and application on national curriculum, syllabi, subject, methodology, assessment strategies, learning environment and technologies.</li> <li>2. (MT) Master the developmental traits of learners and their abilities.</li> </ul>
<b>Management and administration</b>	<ul style="list-style-type: none"> <li>Understand the theories and practices related to school management (e.g. human resource management, financial administration, monitoring &amp; evaluation, record keeping and leadership)</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand how the school is managed organizationally</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand how the school is managed organizationally</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand the theories and practices related to school management (e.g. human resource management, financial administration, monitoring &amp; evaluation, record keeping and leadership)</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand the theories and practices related to school management and education administration</li> <li>2. Have an extensive knowledge on laws, regulations affecting the school system and teachers' work.</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand the theories and practices related to school management and education administration</li> <li>2. Have an extensive knowledge on laws, regulations affecting the school system and teachers' work.</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand the theories and practices related to school management and education administration</li> <li>2. Have an extensive knowledge on laws, regulations affecting the school system and teachers' work.</li> </ul>	<ul style="list-style-type: none"> <li>1. Understand the theories and practices related to school management and education administration</li> <li>2. Have an extensive knowledge on laws, regulations and policies affecting education.</li> </ul>
<b>Domain 3: Professional Skills</b>								
<b>Areas</b>	<b>Standard</b>	<b>Indicators</b>						
<b>Lesson planning</b>	<ul style="list-style-type: none"> <li>Interpret, apply, design and review local curricula and activities</li> <li>Prepare clear lesson plans for effective teaching and learning</li> <li>Identifying, design and prepare relevant Teaching and Learning Materials (TLMs)</li> <li>Plan opportunities for students to learn in out-of-school contexts.</li> </ul>	<ul style="list-style-type: none"> <li>1. Study and understand the requirements of the curriculum and prepares appropriate lessons to achieve students learning outcomes.</li> <li>2. Identifies the learning needs of students and prepares lessons to address them.</li> <li>3. Identify prior knowledge and links new ideas to already familiar ideas and experiences.</li> <li>4. Applies inclusive education strategies to ensure diverse learning needs are addressed.</li> <li>5. Demonstrates child friendly practices.</li> </ul>	<ul style="list-style-type: none"> <li>1. Can develop lesson plans covering all necessary elements that are set out by the GES.</li> <li>2. Can develop appropriate and effective teaching aids with the help of colleague teachers</li> <li>3. Can develop appropriate and effective teaching aids by themselves.</li> <li>4. Analyzes curriculum issues and prepares appropriate lessons to achieve students' learning outcomes</li> <li>5. Identifies the learning and psychological needs of children and prepares lessons to address them</li> <li>6. Applies selective technology in lessons to ensure children understanding.</li> </ul>	<ul style="list-style-type: none"> <li>1. Can develop lesson plans covering all necessary elements that are set by the GES, providing a purpose for a learning and integrating assessment results</li> <li>2. Can develop appropriate and effective teaching aids by themselves.</li> </ul>	<ul style="list-style-type: none"> <li>1. Can make exemplary lesson plan and teaching aids.</li> <li>2. Can give constructive advice for lesson plans and teaching aids developed by other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>1. Can guide teachers in their school / district how to develop appropriate lesson plans and teaching aid</li> <li>2. Take an active role as a resource person to inform district/regional/institutional initiative for lesson improvement.</li> <li>3. (MT) Ability to design appropriate TLMs with available local resources (improvisation).</li> <li>4. Able to participate in design and review of functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1. Be aware of global trend in education, pedagogy and assessment and apply them in Ghanaian context to improve lessons to facilitate students' learning.</li> <li>2. Take an active role as a resource person to inform district/regional/institutional initiative for lesson improvement.</li> <li>3. (MT) Ability to design appropriate TLMs with available local resources (improvisation).</li> <li>4. Able to participate in design and review of functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1. (MT) Able to publish books in his or her subject area.</li> <li>2. Ability to design appropriate TLMs with local resources. NB: The ability to exhibit all the competencies of a Master Teacher.</li> <li>3. Ability to construct test items in his or her subject area for measurement and evaluation.</li> <li>4. Able to publish and review books in his or her subject area.</li> </ul>
<b>Lesson Delivery</b>	<ul style="list-style-type: none"> <li>Create a safe and encouraging learning environment</li> <li>Effectively organize and manage classrooms</li> <li>Deliver the lesson that encourage students to do Hand-on, Heart-on, and Minds-on Activities</li> <li>Employ different teaching methodologies, techniques and activities to facilitate students' learning.</li> <li>Provide students learning opportunities both within and after school hours (Facilitate co-curriculum activities)</li> </ul>	<ul style="list-style-type: none"> <li>1. Can create and maintain a safe, clean, and orderly classroom that is free of distractions for students by themselves.</li> <li>2. Can apply their subject matter knowledge to teaching in classes.</li> <li>3. Can use appropriate approaches to teaching according to the needs of students and learning objectives</li> <li>4. Can know their teaching method with advice of other teachers and reflect the learning to practice.</li> <li>5. Demonstrates professional standards in teaching to ensure quality teaching and learning</li> <li>6. Stimulates prior knowledge and links new ideas to already familiar ideas and experiences</li> <li>7. Applies inclusive education dimensions in class to ensure pupils/students' diverse learning needs are addressed</li> <li>8. Applies the rules of productive pedagogy in lesson delivery</li> <li>9. Demonstrates the understanding of child rights and responsibilities and their implications in school and at community level.</li> </ul>	<ul style="list-style-type: none"> <li>1. Can create and maintain a safe, clean, and orderly classroom that is free of distractions for students by themselves.</li> <li>2. Can apply their subject matter knowledge to teaching in classes.</li> <li>3. Can conduct challenging activities to develop students' higher order thinking skills.</li> <li>4. Can use appropriate approaches to teaching according to the needs of students and learning objectives.</li> <li>5. Can review their teaching method and reflect the learning to practice.</li> </ul>	<ul style="list-style-type: none"> <li>1. Have a wide repertoire of approaches and activities which cater for diverse student learning styles and needs</li> <li>2. Can deliver exemplary lessons</li> <li>3. Can review other teachers' teaching method and give constructive advice for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>1. Can guide teachers in their school / district how to deliver good lessons.</li> <li>2. Make themselves open to new and developing trends in education.</li> </ul>	<ul style="list-style-type: none"> <li>1. Be able to guide teachers in their school / district how to deliver good lessons.</li> <li>2. Make themselves open to new and developing trends in education.</li> </ul>	<ul style="list-style-type: none"> <li>1. Can assess overall status of education and formulate a plan to overcome challenges, in consultation with experts and professionals.</li> <li>2. Compares work performance and outcomes against standards to achieve quality results</li> <li>3. Recognizes employees, teams and groups who are examples of excellence for the organization.</li> <li>4. Develops competency framework for staff and engages them with performance assessment reviews.</li> <li>5. (MT) Master the Monitoring and Evaluation Process in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>1. Sets the expected standards and criteria for measuring success in organization goals</li> <li>2. Applies best practices in performance management processes and systems in education</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Keep meaningful records on teachers' teaching and students' learning</li> <li>Integrate a variety of assessment modes into teaching to support learning</li> <li>Provide feedback to learners and their parents with regard to their development</li> </ul>	<ul style="list-style-type: none"> <li>1. Prepares portfolio for reflection and self-assessment to improve learning outcomes.</li> <li>2. Use assessment data to address learning gaps.</li> <li>3. Prepares portfolio for teacher reflection and self-assessment to improve learning outcomes</li> <li>4. Applies formative and summative assessment to address learning gaps and challenges in pupils and students</li> </ul>	<ul style="list-style-type: none"> <li>1. To be able to assess students' learning experiences using a couple of assessment strategies</li> <li>2. To be able to record the information gathered through assessment with accuracy.</li> <li>3. To be able to use this information to report to parents and guardians on students' outcomes.</li> <li>4. Prepares portfolio for teacher reflection and self-assessment to improve learning outcomes</li> <li>5. Applies formative and summative assessment to address learning gaps and challenges in pupils and students</li> </ul>	<ul style="list-style-type: none"> <li>1. To be able to assess students' learning experiences using some assessment strategies</li> <li>2. To be able to record the information gathered through assessment with accuracy and consistency</li> <li>3. To be able to use this information to report to parents and guardians on students' outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>1. To be able to apply extensive range of methods for assessing and recording student outcomes.</li> <li>2. To be able to provide feedback to a wider audience</li> <li>3. Actively participates in whole-school monitoring, recording and reporting activities.</li> <li>4. To be able to ensure the validity of their assessment by verifying their interpretations with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>1. To be able to guide teachers in their school / district how to apply a wide variety of assessment strategies and use the result in planning.</li> <li>2. To be able to offer valuable insights when reporting assessment results.</li> <li>3. To be able to take an active role in the development and application of whole-school monitoring, recording and reporting activities.</li> <li>4. To be able to review the effectiveness of assessment strategies and make recommendations for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>1. Compares work performance and outcomes against standards to achieve quality results</li> <li>2. (MT) Able to appraise teachers under his or her jurisdiction</li> <li>3. Develops competency framework for staff and engages them with performance assessment reviews.</li> <li>4. (MT) Master the Monitoring and Evaluation Process in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>1. Sets the expected standards and criteria for measuring success in organization goals</li> <li>2. Applies best practices in performance management processes and systems in education</li> </ul>

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Rank		Beginning Teacher (Induction)	Junior Teacher	Senior Teacher	Principal Teacher	Assistant Director I	Deputy Director	Director II	Director I
Communication Skills	Effectively, sensitively, and emphatically communicate with students' parents or guardians, colleagues, and communicate with other members of the society, being interested in students' learning	Teacher communicates effectively with students, colleagues and parents	Respect students as individuals	Respect students as individuals	To be able to take an active role in supporting other teachers, providing constructive feedback and addressing the issues and concerns of others.	Can facilitate and motivate when working with other teachers.	Can provide clear direction for other teachers/staff	Can communicate effectively with education officers at district, region and national levels.	Can communicate effectively with wider stakeholders of education including other ministries and unions.
	Collaboratively work with students, other professionals, students' parents and other members of the community in the profession and engage in discussions of issues and research studies to enhance their professional practice	Develops competence and commitment to sharing and learning with other teachers	To be able to respond to students' needs appropriately and sensitively.	Respond to students' needs appropriately and sensitively.	Can share knowledge gained through ongoing and comprehensive professional learning in regard to school development, curriculum and policy processes.	Can communicate effectively with stakeholders of their jurisdiction.	Create mechanisms for ensuring the decision-making process	Can lead and create collaboration among teachers, parents and other members of the community for better teaching and learning within his/her district.	Can collaborate with other professionals inclusive of education officers at district and national levels for better teaching and learning.
Management	Keep appropriate records of teaching and students' learning	Manage students data, monitor, and report progress to parents and other stakeholders.	Can record their students' achievements and participation in class with accuracy and consistency and keep them properly.	Can record their students' achievements and participation in class with accuracy and consistency and keep the record properly.	Can guide other teachers how to record their personal data and students' achievements and participation in class with accuracy and consistency and keep the record properly.	Can ensure that teachers in their jurisdiction keep records appropriately.	Can provide advice to MEMGES on educational issues. Provide technical advice to support MMDAs on educational matters.	Plans for contingencies to deal with unexpected events.	Recognises education service as a public service and ensures all policies are implemented to meet goals.
	Interpret and apply laws, regulations and policies related to education	Mobilise and organise classroom resources for effective teaching and learning.	Can record their personal data (participation in professional development) properly.	Can record their personal data (participation in professional development) properly.	Know how to appraise teachers properly.	Can interpret and apply laws, regulations and policies related to education for the school context.	Can use data recorded by teachers and from EMES to improve school management and education.		
	Manage teaching and non-teaching staff to work effectively	Can take their responsibilities in licensing and appraisal.	Demonstrates child friendly school dimensions at school to support retention of children in school	Can take their responsibilities in licensing and appraisal.	Can supervise and manage other teachers and non-teaching staff to work effectively.	Can lead and create collaboration among teachers, parents and other members of the community for better teaching and learning within his/her circuit.	To be able to use performance appraisal for their teachers and staff to motivate them.		
	Use information from EMES and education research to improve school management	Demonstrates staff friendly school dimensions at school to support retention of children in school			Know how to mobilise and manage resources for school management.	Demonstrates clear understanding of financial administration in school management to ensure sound resource utilization.	Plans, prioritizes and balances work for meet commitments, goals and timelines.		
	Properly appraise teachers and non-teaching staff				to be able to form a positive partnership with members of wider school community.	Applies leadership skills for school improvement programmes.			
	Effectively manage relationship with parents and community.				Can supervise and manage other teachers and non-teaching staff to work effectively.	Identifies resource gaps at school level and identifies partners (NGOs and Development Partners) to support.			
ICT	Apply ICT to communicate with their students, parents, colleagues and other stakeholders.	Know how to use ICT available for their everyday classroom.	Know how to use ICT available for their everyday classroom and administration.	Know how to use ICT available for their everyday classroom and administration.	Can utilize ICT effectively for their everyday classroom and school management.	Can utilize ICT effectively for their school management and education administration	Can utilize ICT effectively for management and administration.	Ability to apply ICT knowledge and skills.	

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South: 3 pilot districts

Training	District	Implemented	Days	No. of participants	Source of Funds	
ToT on Induction Training for Beginning Teachers	Upper Manya Krobo	17-21 November, 2014	5	15	46	JICA
	Ajumako / Enyan / Essian			16		
	Shai-Osudoku			15		
ToT on Training for HT Aspirants	Upper Manya Krobo	27-30 April 2015	4	16	45	Participants from JICA and NIU from TED
	Ajumako / Enyan / Essian			15		
	Shai-Osudoku			14		
Induction Training for Beginning Teachers 2015	Upper Manya Krobo	16-20 February, 2015	5	55	TED (IGF)	
	Ajumako / Enyan / Essian			45 (BTs: 45 + HT:33, Facilitators:15)		
	Shai-Osudoku			57 (BTs: 57 + HT: 20, CS: 7, Facilitators: 15)		
Induction Training for Beginning Teachers 2016	Upper Manya Krobo		4	50	BT paid 30 GHS	
	Ajumako / Enyan / Essiam	9-11 March 2016	3	40 (BTs:40 + Facilitators: 6)	BT paid 20GHS and DA support some	
	Shai-Osudoku	14-18 March 2016	5	54 (BTs: 49 +HT: 13,CS: 1, Facilitators: 14)	BT Paid 50 GHS	
Training for HT 2015	Upper Manya Krobo	25-29 May 2015	5	85 (HT: 55, Representatives for Assistant HT (SHS): 4, HODs (SHS): 19, Circuit Supervisor 7)	TED (IGF)	
	Ajumako / Enyan / Essian	HT Training for SHS 22-23 June, 2015	2	42 <b>HT Training for SHS</b> (HT: 3, Asst HT Academic: 4, Asst HT Domestic: 1, HODs: 38 +Facilitators: 4)	TED (IGF) + Capitation Grant	
		HT Training for Basic Schools 24-25 June, 2015	2	103 <b>HT Training for Basic</b> (HT: 103 +Facilitators: 4)	TED (IGF) + Schools' budget	
	Shai-Osudoku	1-5 June 2015	5	85 (Heads (Basic): 55, Asst Heads (SHS): 4, HODs (SHS): 19, CS: 7 +Facilitators: 15)	TED (IGF)	

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Training for HT Aspirants 2016	Upper Manya Krobo	-		-	
	Ajumako / Enyan / Essian	-		-	
	Shai-Osudoku	3 -5 May, 2016	3	<b>147</b> (Basic Heads: 57, Asst Head Basic: 50, Aspirant Head: 30, Private School Heads: 10 +Facilitators: 7)	

North: 2 pilot districts

Training	District	Implemented	Days	No. of participants		Source of Funds
ToT on Induction Training for Beginning Teachers	Savelugu-Nanton District	18-22 April 2016	5	15	28	JICA
	Kassena Nankana East District			13		
ToT on Training for HT Aspirants	Savelugu-Nanton District			15		
	Kassena Nankana East District			13		
Induction Training for Beginning Teachers	Savelugu-Nanton District	Plan to hold training within the academic year 2015-2016	-	-	-	-
HT Training and Induction Training for BT	Kassena Nankana East District	6-10 <sup>th</sup> June, 2016	5	62	GPEG	

Non-pilot districts

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

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

B/S  
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**PTPDM TRAINER OF TRAINERS (TOT) WORKSHOP,  
BAGABAGA COLLEGE OF EDUCATION RESOURCE CENTRE,  
TAMALE  
APRIL 18-22, 2016  
TIME TABLE**

Day 1	Time	Facilitator
<b>Opening and Registration</b> 1. Registration 2. Opening Ceremony: - Opening Prayer - Self Introduction - Welcome/Opening Address 3. Participants Expectations 4. Objectives of Workshop 5. Administrative Briefing	8:00 - 9:30	<b>NTC / Dorfe /Gideon</b>
<b>PTPDM Policy overview</b>	9:30 - 10:00	<b>Gershon / Ohara</b>
<b>The New Career Structure of teachers and required competencies/ Alignment of New and Old Career paths</b>	10:00 - 11:00	<b>Gideon/Grace</b>
<b>Break</b>	11:00 - 11:15	
<b>Induction Programme for the Beginning Teacher (BT) (1)</b> 1. Definition of Beginning Teacher 2. Overview of Induction Training Programme	11:15 - 12:00	<b>Francesca / Aboagye</b>
<b>Induction Programme for the Beginning Teacher (BT) (2) (Group work &amp; Presentation)</b> 1. Types of Training Courses 2. Training schedule 3. Roles and Responsibilities of Stakeholders in the Induction training programme	12:00 - 13:00	<b>Francesca / Aboagye</b>
<b>Lunch</b>	13:00 - 14:00	
<b>Induction Programme for the Beginning Teacher (BT) (2) (Group work &amp; Presentation) (Cont.)</b> 1. Types of Training Courses 2. Training schedule 3. Roles and Responsibilities of Stakeholders in the Induction training programme	14:00 - 16:00	<b>Francesca / Aboagye</b>
<b>Appraisal Systems for Beginning Teachers (Brief Introduction)</b> 1. Overview 2. Process and Timeline for Teacher Appraisal 3. Roles and responsibilities in Teacher Appraisal 4. Procedure to apply for promotion	16:00 - 17:00	<b>Gideon / Grace</b>

<b>Day 2</b>		
Recap of day one (1) activities	8:30 - 9:00	
<b>Conditions for Promotion of BTs</b> 1. Professional Teacher Competencies 2. Standard and Criteria for 4 main Competencies 3. Conditions of Service for Teachers 4. Code of Professional Conduct for Teachers <b>(Group Work &amp; Presentation)</b>	9:00 - 13:00	<b>Aboagye / Francesca</b>
<b>Lunch</b>	13:00 - 14:00	
<b>What the BT Needs to Know and Do for Professional Development</b> <b>(Group Work &amp; Presentation)</b> 1. Teaching and Learning 2. Classroom Management 3. Communication and Relationship- building 4. Professional Development and INSET 5. School-Based, Cluster-Based and Department-Based INSETs	14:00 - 17:00	<b>Gershon / Grace</b>
<b>Day 3</b>		
Recap of day two (2) activities	8:30 - 9:00	
<b>Guidelines for the Induction Programme for BTs</b> 1. How to use the guidelines. 2. Roles and responsibilities of all stakeholders in the induction programme.	9:00 - 11:00	<b>Gideon / Gershon</b>
<b>The Study of the SBI/CBI/DBI INSET Handbook for BTs and how to organize Department-Based INSET(DBI)</b> <b>(Group Work and Presentation)</b>	11:00 – 13:00	<b>Francesca / Grace</b>
<b>Lunch</b>	13:00 - 14:00	
<b>Performance Management (Appraisal System)</b> 1. Background of New Appraisal System 2. What is performance appraisal? 3. Structure of New Appraisal System	14:00 - 17:00	<b>Gideon / Francesca</b>

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<b>Day4</b>	<b>Time</b>	<b>Facilitator</b>
Recap of day four (3) activities	8:30 - 9:00	
<b>Overview of PSC Appraisal Form</b> 1. Key Result Areas – Overview 2. Competence and Targets - Overview	9:00 - 11:00	<b>Aboagye / Gideon</b>
<b>Procedure for Completing PSC Appraisal Form</b> 1. Targets 2. Competences 3. Examples Of Key Results Areas, Targets and competences 4. Weights	11:00 - 13:00	<b>Aboagye / Gideon</b>
<b>Lunch</b>	13:00 - 14:00	
<b>Procedure of Appraisal</b> 1. Schedule of Appraisal 2. Performance Planning 3. Gathering information for teacher appraisal 4. Multi-source Appraisal System 5. Sample of summary report form of teacher performance appraisal	14:00 - 17:00	<b>Francesca / Grace</b>
<b>Day 5</b>		
1. Recap of day five (4) activities	8:30 - 9:00	
<b>Data Management</b> 1. Types of Data (i). INSET Record (SBI, CBI, DBI, etc.) (ii). Induction Training (iii). Orientation (iv). Personal record on the teacher 2. Logbook for Teachers 3. How to Keep and Report Data	9:00 - 11:00	<b>Grace / Gideon</b>
<b>Study of HT Handbook</b> <b>Group work</b>	11:00 - 13:00	<b>All</b>
<b>Lunch</b>	13:00 - 14:00	
<b>Development of a training Guide(Topic, Time Table and Presentation Outline)</b>	14:00 - 16:00	<b>All</b>
<b>Open Forum / Closing</b>	16:00 - 17:00	<b>All</b>

**PTPDM POLICY**  
**STANDARD OF PROGRAMME FOR INDUCTION TRAINING**  
 Proposed by National INSET Unit (NIU)/TED

## INTRODUCTION

This document provides the standard of programme for induction training. Therefore, each district must cover at the contents that are introduced in this document. However, each district can modify and improve the training programme based on the needs of stakeholders in each district.

## 1. USERS

- District Education Office (DEO)
- District INSET Committee (DIC)
- District Master Training (DMT)
- District Teacher Support Team (DTST)

## 2. PROGRAMME

### Day 1:

#### ⚡ Session 1-2:

### “PTPDM Policy”

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Provide an answer of the concept of PTPDM policy.
- ◀ Explain the basic framework of PTPDM policy.

**Methodology:**

- ◀ Lecture & Discussion Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO

**Duration:** 30 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) What is PTPDM Policy?
  - 2) Vision
  - 3) Core Values
  - 4) General Philosophy
  - 5) Goals
  - 6) Career Structure of Teachers
  - 7) Appraisal and Promotion of Teachers
- ◀ Question and Answer

✦ **Session 1-3:**

**“Induction training Programme”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Explain who a beginning teacher is.
- ◀ State the types of mandatory training course in induction training programme.
- ◀ Identify the roles and responsibilities of stakeholders.

**Methodology:**

- ◀ Lecture & Discussion Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO

**Duration:** 90 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) Who is a Beginning Teacher?
  - 2) Overview of Induction Training Programme
  - 3) Types of Training Courses

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- 4) Training Schedule
- 5) Roles & Responsibilities of Stakeholders
- ◀ Question and Answer

#### ✦ **Session 1-4:**

### **“Teacher Appraisal System for Beginning Teachers”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Explain the new career structure of teachers.
- ◀ Identify the professional competencies that required for beginning teachers.
- ◀ State the essential conditions of promotion for beginning teachers.
- ◀ Explain the process and procedure for teacher appraisal.

**Methodology:**

- ◀ Lecture and Discussion Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO

**Duration:** 120 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) Overview
  - 2) Process and Timeline for Teacher Appraisal
  - 3) Roles and Responsibilities of Stakeholders
  - 4) Procedure for Promotion
  - 5) Conditions for Promotion
  - 6) Professional Teacher Competencies
  - 7) Question and Answer
- ◀ Question and Answer

**Day 2:****✦ Session 2-1:****“Conditions of Services and Code of Professional Conduct”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ State the conditions of service for teachers.
- ◀ List at least three vital issues on the professional conduct to the teacher’s life.

**Methodology:**

- ◀ Lecture/Discussion Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher’s Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO

**Duration:** 90 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) Conditions of Service
  - 2) Code of Professional Conduct
- ◀ Question and Answer

**✦ Session 2-2:****“Classroom Management”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ State the importance of classroom management.
- ◀ Recognize the ways of good classroom management.
- ◀ Participate in discussion actively.

**Methodology:**

- ◀ Lecture Style & All-hands Discussion
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher’s Handbook*, Computer, Projector, etc.



**Facilitator:** DIC/DEO, DMT, DTST

**Duration:** 30 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) Importance of Classroom Management
  - 2) Ways of Good Classroom Management
- ◀ Organizing all-hands discussion on:
  - 1) Sharing the Challenges in Classroom
  - 2) Strategies to Address the Challenges
- ◀ Question and Answer

**Note:**

- ◀ Facilitators should encourage beginning teachers to participate in the discussion.

**✦ Session 2-3:**

**“Communication and Relationship-Building”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Communicate with stakeholders in school.
- ◀ Explain how to build a good relationship.
- ◀ Comprehend the social norm and culture in their communities.
- ◀ Realize what good moral behaviour is.

**Methodology:**

- ◀ Lecture/Discussion Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO

**Duration:** 30 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) Stakeholders

- 2) Involvement in Community Activities
  - 3) Adjustment to Social Norms and Culture
  - 4) Observance of Taboos and Customs
  - 5) Non-Involvement in Local Politics
  - 6) Good Moral Behaviour
  - 7) Survival Skills
- ◀ Question and Answer

#### ✦ **Session 2-4:**

### **“Gender Issues”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Explain what gender is.
- ◀ Identify the solutions to gender issues.

**Methodology:**

- ◀ Lecture Style and All-hands Discussion
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO

**Duration:** 60 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) What is Gender?
  - 2) Gender Related Terms and their Meanings
  - 3) Solutions to Gender Insensitivity
- ◀ Organizing all-hands discussion on:
  - 1) Sharing the Challenges of Gender Issues
  - 2) Strategies to Address the Challenges
- ◀ Question and Answer

**Note:**

- ◀ Facilitators should encourage beginning teachers to participate in the discussion.

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✦ **Session 2-5:**

**“Professional Development and INSET”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Explain what Continuing Professional Development is.
- ◀ Realize the importance of Continuing Professional Development.
- ◀ State the relationship between Professional Development and INSET.

**Methodology:**

- ◀ Lecture Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO

**Duration:** 30 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) What is Continuing Professional Development?
  - 2) Concept of Continuing Professional Development
  - 3) Concepts of Upgrading and Updating
  - 4) Continuing Professional Development Avenue
- ◀ Question and Answer

✦ **Session 2-6:**

**“SBI/CBI/DBI”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ State what INSET is.
- ◀ Identify the types of SBI/CBI/DBI activities.
- ◀ Comprehend the importance of SBI/CBI/DBI.
- ◀ Explain the three stages of SBI/CBI/DBI.

**Methodology:**

- ◀ Lecture Style
- ◀ Power point presentation

**Preparation:**

◀ *Beginning Teacher's Handbook, SBI/CBI/DBI Handbook for Beginning Teachers,*  
Computer, Projector, etc.

**Facilitator:** DIC/DEO, CS, DMT, DTST

**Duration:** 150 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
- 1) Overview of SBI/CBI/DBI showing similarities and differences
  - 2) Importance of SBI/CBI/DBI
  - 3) SBI/CBI/DBI Activity
- ◀ Question and Answer

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**Day 3:****Session 3-1:****“Teaching and Learning Process”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Recognize the basic knowledge of teaching and learning process.
- ◀ Apply the knowledge of teaching and learning process to lesson practice.

**Methodology:**

- ◀ Lecture/Discussion Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, Computer, Projector, etc.

**Facilitator:** DIC/DEO, CS, DMT, DTST

**Duration:** 210 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) Good Practices for Effective Teaching and Learning Activities
  - 2) Planning Lesson
  - 3) Questioning Skills
  - 4) Effective Use of Chalkboard
  - 5) Assessing Students and Lessons
  - 6) Co-Curricular Activities
- ◀ Question and Answer

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**Session 3-2:****“Lesson Designing”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◁ Design the lesson plan by using the knowledge of teaching and learning process.
- ◁ Communicate with other beginning teachers.
- ◁ Participate in the group activity with respect to others.

**Methodology:**

- ◁ Group Activity

**Preparation:**

- ◁ *Beginning Teacher's Handbook*, paper, pens, textbooks, syllabus, etc.

**Facilitator:** DMT, DTST

**Duration:** 210 min

**Contents:**

- ◁ Development of Lesson Plan
- ◁ Question and Answer

**Procedure:**

- 1) Divide beginning teachers into some groups. (Maximum 10 people each group)
- 2) Each group selects one topic for designing a lesson.
- 3) Provide the materials necessary for lesson planning to each group.
- 4) Beginning teacher develop lesson plan in a group.
- 5) Facilitators should provide support and advice to groups.

**Day 4:****✦ Session 4-1:****“Presentation and Discussion on Lesson Plan”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Make a presentation on the lesson plan logically.
- ◀ Make a supportive comment on the lesson plan with respect to presenters.
- ◀ Participate in the discussion actively.

**Methodology:**

- ◀ Presentation and All-hands Discussion

**Preparation:**

- ◀ *Beginning Teacher's Handbook*, presentation materials, etc.

**Facilitator:** DMT, DTST

**Duration:** 180 min

**Contents:**

- ◀ Presentation on Lesson Plan
  - 1) Each group makes a presentation on their lesson plan. (15 min for each group)
  - 2) Other groups never make a statement during the presentation, but should concentrate on the presentation.
- ◀ Discussion on Lesson Plan
  - 1) Beginning teachers discuss on the lesson plan.
  - 2) Other groups make a comment on the lesson plan. DO NOT criticize the presenters and the presentation.
- ◀ Selection of Top 2 Lesson Plans

**✦ Session 4-2:****“How to Use Lesson Observation Sheet”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Explain the basic concept and features of lesson observation sheet.
- ◀ State the procedure of lesson observation and assessment.
- ◀ Realize how to use lesson observation sheet.

**Methodology:**

- ◀ Lecture/Discussion Style
- ◀ Power point presentation

**Preparation:**

- ◀ *Beginning Teacher's Handbook, SBI/CBI/DBI Handbook for Beginning Teachers,* Lesson Observation Sheet, Computer, Projector, etc.

**Facilitator:** DIC/DEO, CS, DMT, DTST

**Duration:** 180 min

**Contents:**

- ◀ Discussing the topics with participants by using with power point presentation
  - 1) Introduction
  - 2) Features of LOS
  - 3) Procedure
  - 4) Case Study
- ◀ Question and Answer



**✦ Session 4-3: (not mandatory)**

**“Lesson Preparation for the Next Day”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Modify the lesson plan based on the comments from “Session 4-1”.
- ◀ Prepare the lesson in cooperation with colleagues.
- ◀ Communicate with colleagues.

**Methodology:**

- ◀ Mentoring

**Preparation:**

- ◀ *Beginning Teacher's Handbook, SBI/CBI/DBI Handbook for Beginning Teachers*, materials for lesson preparation, etc.

**Facilitator:** DMT, DTST

**Duration:** - min

**Contents:**

- ◀ Preparing the lesson for the next day:
  - 1) Modification of Lesson Plan
  - 2) Development of TLM
  - 3) Development of Chalkboard Plan

**Note:**

- ◀ This session targets only beginning teachers of two groups that are selected as “Top 2 Lesson Plans”.
- ◀ Beginning teachers of two groups are to deliver the lesson in “Session 5-1 & 5-2” based on this lesson plan next day.

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**Day 5:****\* Session 5-1 & 5-2:****“Lesson Study”**

**Objectives:** By the end of the session, the beginning teacher will be able to:

- ◀ Assess the lesson by using lesson observation sheet.
- ◀ Provide the comment and advice to teachers based on lesson observation sheet.
- ◀ Demonstrate three stages of lesson study.
- ◀ Develop collegiality among beginning teachers.
- ◀ Participate in discussion actively.

**Methodology:**

- ◀ Practical Style
- ◀ Presentation and All-hands Discussion

**Preparation:**

- ◀ *Beginning Teacher's Handbook, SBI/CBI/DBI Handbook for Beginning Teachers, Lesson Observation Sheet, presentation materials, etc.*

**Facilitator:** DIC/DEO, CS, DMT, DTST

**Duration:** 180 min

**Contents:**

- ◀ Implementing three stages of lesson study:
  - 1) Pre-Delivery Discussion
  - 2) Lesson Delivery
  - 3) Post-Delivery Discussion
- ◀ Question and Answer

**Note:**

- ◀ Facilitators should facilitate lesson study.

## Questions to be answered through pilot (draft)

ANNEX 15

**The objective of pilot:** to clarify the feasibility, effectiveness and sustainability of appraisal and promotion system developed under the Project. Concrete questions to be addressed are...

- Does the appraisal and promotion system developed under the Project contribute to achievement of the goal of PTPDM policy?
- Can Ghanaian teacher use the system?
- Is the system suitable and effective in Ghanaian context?

Specific items to be clarified:

**Output 1: Are teachers able to properly conduct appraisal using the Performance Appraisal Handbook?**

- Is the teacher standard appropriate for each rank of teachers (isn't it too ambitious?)
- Is the teacher standard easy to use?
- Is Performance Appraisal Handbook easy to use?
- Is the appraisal conducted properly using the Handbook?
- Is schedule of appraisal workable in terms of teachers' workload and academic year?
- Can they use PSC form?
- Are teachers satisfied with content and presentation of Handbook?
- Are teachers happy with the appraisal result using new appraisal system?

**Output 2: Are teachers promoted properly using the Promotion Handbook?**

- Is appraisal result taken into account in the promotion?
- Are promotion forms user-friendly?
- Are teachers likely to get promoted in accordance with the Handbook?
  - Is process appropriate?
  - Is necessary requirement for promotion easy to check?
  - Can they use Handbook?
  - Are DEO, HT and teachers likely to process promotion appropriately?

**Output 3: Is training record properly collected and managed?**

- Do teachers properly record necessary information in the logbook?
- Do HTs properly record necessary information in the school logbook?
- Are school logbooks submitted to the DEO at appropriate timing?
- Do DEOs input information in the school logbook accurately?

**Output 4: Are the trainings conducted appropriately using the training materials developed?**

- Are the training contents appropriate for the level of BT and ST?



## Questions to be answered through pilot (draft)

ANNEX 15

- Are the materials easy to use?
- Are the trainers able to provide trainings of expected standard?
- Is the curriculum appropriate? (schedule, implementation environment, facility)
- Are trainings effective?
- Can DEO plan trainings?
- Can DEO ensure training budget?
- Can DEO implement training?
- Can DEO plan training based on the training record?

### **Output 5: Is PTPDM known to stakeholders?**

- To what extent PTPDM is known to the stakeholders?

### **Overall: Is PTPDM effective in enhancing teacher competencies?**

- Are teachers implementing more SBI/CBI?
- Is it improving teaching skill?
- Is it enhancing teachers' capacity?
- Is school management getting better?
- Is students' performance improving?

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**Revised Project Design Matrix (draft)**

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

**Implementing Agency:** GES (Ghana Education Service); TED (Teacher Education Division), NTC (National Teaching Council).

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

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

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

**Version 2**

**Dated 21, July, 2016**

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

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



3-1 Identify training needs.  
 3-2 Collect information on existing INSET.  
 3-3 Develop programme and training material for Beginning Teachers (BT) and Senior Teachers (ST)(\*5).  
 3-4 Implement ToT on BT/ST training in pilot districts.  
 3-5 Provide technical support to pilot districts in implementing BT/ST training.  
 3-6 Revise BT/ST training programme and materials based on monitoring of BT/ST training.  
 4-1 Develop PTPDM Policy Framework Guideline.  
 4-2 Revise PTPDM Policy document.  
 4-3 Support NTC and pilot districts to identify BTs who have completed induction training and met other requirements for licensing.  
 4-4 Support NTC to test procedure for issuing license to those BTs who qualify to be licensed in the future.  
 4-5 Formulate PTPDM policy roll-out plan(\*6) including financial measures for the staged introduction of PTPDM  
 4-6 Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards).

\*1 PTPDM policy aims to "provide the framework for developing standards, core values and ethics for the teaching profession in order to foster the development of a world-class teacher capable of contributing significantly to student learning and achievement".

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

\*3 "enacted" means implemented/excuted.

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

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

\*6 including roles and responsibilities



Output	Activity	Status	1st year												2nd year												3rd year												4th year											
			1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Oversight Calendar			[Calendar grid with monthly markers]																																															
Output 0																																																		
0-1	Conduct Baseline Survey	plan actual	[Gantt chart bars]																																															
0-2	Conduct a survey to collect good practice and to show effectiveness of PTPDM policy.	plan actual	[Gantt chart bars]																																															
0-3	Conduct Endline Survey	plan actual	[Gantt chart bars]																																															
Output 1																																																		
1-1	Define teacher tasks and develop Teacher Competency Standard Framework.	1-3 plan actual	[Gantt chart bars]																																															
1-2	Provide mandatory trainings for each rank.	1-3 plan actual	[Gantt chart bars]																																															
1-3	Develop criteria and procedure for teacher appraisal and promotion.	1-3 plan actual	[Gantt chart bars]																																															
1-4	Develop teacher appraisal Handbook linked to PDC's Human Resource Management Policy Framework and Manual for the Omani Public Service.	1-4 plan actual	[Gantt chart bars]																																															
1-5	Support HRMC to revise promotion forms	1-3 plan actual	[Gantt chart bars]																																															
1-6	Refer pilot districts on competency-based teacher appraisal and promotion using collection of review meeting.	4-2 plan actual	[Gantt chart bars]																																															
1-7	Support DEs of pilot districts to conduct training for DEs on competency-based teacher appraisal and promotion for pilot districts.	4-1 plan actual	[Gantt chart bars]																																															
1-8	Monitor teacher appraisal and promotion in pilot districts.	4-4 plan actual	[Gantt chart bars]																																															
1-9	Finalize Teacher Appraisal Handbook and promotion forms based on the pilot.	4-4 plan actual	[Gantt chart bars]																																															
Output 2																																																		
2-1	Analyze existing databases.	2-3 plan actual	[Gantt chart bars]																																															
2-2	Consider how to collect and manage data appropriately.	2-2 plan actual	[Gantt chart bars]																																															
2-3	Define specification of the database.	2-3 plan actual	[Gantt chart bars]																																															
2-4	Develop and pilot database.	2-4 plan actual	[Gantt chart bars]																																															
2-5	Develop logbook.	2-3 plan actual	[Gantt chart bars]																																															
2-6	Test data collection and management in pilot districts.	2-4 plan actual	[Gantt chart bars]																																															
2-7	Develop a plan on collecting and managing data on teacher training record.	4-2 plan actual	[Gantt chart bars]																																															
2-8	Train OESACTAR/NTC and DEs in pilot district on collecting and managing data.	4-2 plan actual	[Gantt chart bars]																																															
2-9	Serialize central level on data collection.	4-1 plan actual	[Gantt chart bars]																																															
2-10	Conduct monitoring on data collection and management.	4-4 plan actual	[Gantt chart bars]																																															
2-11	Review database and data collection and management based on piloting.	4-4 plan actual	[Gantt chart bars]																																															
Output 3																																																		
3-1	Identify training needs.	3-1 plan actual	[Gantt chart bars]																																															
3-2	Collect information on existing INSET.	1-3 plan actual	[Gantt chart bars]																																															
3-3	Develop programme and training material for Beginning Teachers (BT) and Senior Teachers (ST).	1-3 plan actual	[Gantt chart bars]																																															
3-4	Implement ToT on BT/ST training in pilot districts.	4-2 plan actual	[Gantt chart bars]																																															
3-5	Provide technical support to pilot districts in implementing BT/ST training.	4-4 plan actual	[Gantt chart bars]																																															
3-6	Review BT/ST training programme and materials based on monitoring of BT/ST training.	4-4 plan actual	[Gantt chart bars]																																															
Output 4																																																		
4-1	Develop PTPDM Policy Framework's Guidelines.	1 plan actual	[Gantt chart bars]																																															
4-2	Review PTPDM Policy document.	1 plan actual	[Gantt chart bars]																																															
4-3	Support NTC and pilot districts to identify BTs who have completed in-service training and met other requirements for promotion.	4-4 plan actual	[Gantt chart bars]																																															
4-4	Support NTC to test procedure for finding names in those BTs who qualify to be promoted in the future.	4-4 plan actual	[Gantt chart bars]																																															
4-5	Formulate PTPDM policy rollout plan including financial measures for the staged introduction of PTPDM.	1 plan actual	[Gantt chart bars]																																															
4-6	Serialize stakeholders through workshops, seminars, PR activities and drafting handbooks and materials.	1 plan actual	[Gantt chart bars]																																															

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## South: 3 pilot districts

Training	District	Implemented	Days	No. of participants		Source of Funds
ToT on Induction Training for Beginning Teachers	Upper Manya Krobo	17-21 November, 2014	5	15	46	JICA
	Ajumako / Enyan / Essian			16		
	Shai-Osudoku			15		
ToT on Training for HT Aspirants	Upper Manya Krobo	27-30 April 2015	4	16	45	Participants from JICA and NIU from TED
	Ajumako / Enyan / Essian			15		
	Shai-Osudoku			14		
Induction Training for Beginning Teachers 2015	Upper Manya Krobo	16-20 February, 2015	5	55	TED (IGF)	
	Ajumako / Enyan / Essian			45 (BTs: 45 + HT:33, Facilitators:15)		
	Shai-Osudoku			57 (BTs: 57 + HT: 20, CS: 7, Facilitators: 15)		
Induction Training for Beginning Teachers 2016	Upper Manya Krobo	1-4 March 2016	4	50	BT paid 30 GHS	
	Ajumako / Enyan / Essiam	9-11 March 2016	3	40 (BTs:40 + Facilitators: 6)	BT paid 20GHS and DA support some	
	Shai-Osudoku	14-18 March 2016	5	54 (BTs: 49 + HT: 13, CS: 1, Facilitators: 14)	BT Paid 50 GHS	
Training for HT 2015	Upper Manya Krobo	25-29 May 2015	5	85 (HT: 55, Representatives for Assistant HT (SHS): 4, HODs (SHS): 19, Circuit Supervisor 7)	TED (IGF)	
	Ajumako / Enyan / Essian	HT Training for SHS 22-23 June, 2015	2	42 <b>HT Training for SHS</b> (HT: 3, Asst HT Academic: 4, Asst HT Domestic: 1, HODs: 38 + Facilitators: 4)	TED (IGF) + Capitation Grant	
		HT Training for Basic Schools 24-25 June, 2015	2	103 <b>HT Training for Basic</b> (HT: 103 + Facilitators: 4)	TED (IGF) + Schools' budget	
	Shai-Osudoku	1-5 June 2015	5	85	TED (IGF)	

				(Heads (Basic): 55, Asst Heads (SHS): 4, HODs (SHS): 19, CS: 7 +Facilitators: 15)	
Training for HT Aspirants 2016	Upper Manya Krobo	-		-	
	Ajumako / Enyan / Essian	-		-	
	Shai-Osudoku	3 -5 May, 2016	3	<b>147</b> (Basic Heads: 57,Asst Head Basic: 50, Aspirant Head: 30,Private School Heads: 10 +Facilitators: 7)	

**North: 2 pilot districts**

Training	District	Implemented	Days	No. of participants		Source of Funds
ToT on Induction Training for Beginning Teachers	Savelugu-Nanton District	18-22 April 2016	5	15	28	JICA
	Kassena Nankana East District			13		
ToT on Training for HT Aspirants	Savelugu-Nanton District			15		
	Kassena Nankana East District			13		
HT Training and Induction Training for Beginning Teachers	Savelugu-Nanton District	18-22 July 2016	4	129 HTs (94 Primary, 35 JHS) 86 BT (in addition, 6 Vocational and 10 CS)-		GPEG
HT Training and Induction Training for BT	Kassena Nankana East District	6-10 <sup>th</sup> June, 2016	5	62		GPEG

**Non-pilot districts**

Training	District	Implemented	Days	No. of participants	Source of Funds
ToT on the PTPDM Policy Workshop	73 deprived districts	[Tamale]	5	365 in total	GPEG
		1 <sup>st</sup> batch: 23-27 May	5	5 per each district	

		2016 2 <sup>nd</sup> batch: 30 May – 3 June, 2016		(1 District Training Officer, 1 Human Resource Management Officer, 1 District Master Trainer, 1 Teacher from SHS in the district, 1 Deputy Director (Supervision))	
		[Kumasi] 1 <sup>st</sup> batch: 20-24 June 2016	5		
		2 <sup>nd</sup> batch: 27 June – 1 July 2016	5		
ToT on Leadership for Learning and PTPDM Policy	6 UNICEF pilot districts (Komenda-Edina-Eguafo-A, Upper Denkiya West, Esikuma Odoben Brakwa, Upper West Akim, North Dayi, Ga East)	6-10 June, 2016	5	66 in total 11 per each district (2 Circuit Supervisor, 2 District Master Trainer, 4 DIC members, 3 DTST members)	UNICEF
BT training	6 UNICEF pilot districts	July 2016 (TBD)	?	BTs	UNICEF

3. パイロット前倒しにかかる教育省からのレター

In case of reply, the  
number and date of this  
letter should be quoted.  
Tel. Nos. 233-21-683629/683634/682646  
Email: info@moe.gov.gh

My Ref No. FA 230/333/01  
Your Ref No.



Republic of Ghana

Ministry of Education  
Ministry Branch Post Office  
P.O. Box MB.45  
Accra

4<sup>th</sup> September, 2014

**JAPAN INTERNATIONAL CORPORATION AGENCY  
COUNTRY OFFICE  
ACCRA**


**UPDATE ON IMPLEMENTATION OF PTPMD**

It is my pleasure to express the Ministry's full support for your acceptance of early starting in three pilot districts towards the implementation of the PTPMD.

The Government of Ghana is in full support of the Licensing and Registration of teachers in Ghana. Funds required for the piloting and full scale expansion will be secured to complete the work.

We appreciate your technical support and cooperation in this Government-to-Government effort.

Sincerely

  
**ENOCH H. COBBINAH  
CHIEF DIRECTOR  
For: HON. MINISTER**

Cc: Hon. Minister, MoE  
Hon. Dep. Ministers, MoE

#### 4. 現行ガイドライン (PTPDM Policy Framework Guideline) 案

### PTPDM Policy Framework Guideline

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# 1. Pre-tertiary Teacher Professional Development and Management Policy (PTPDM Policy)

## 1-1. Outline of PTPDM Policy

This policy framework is intended to provide the principles and standards for effective preparation of all pre-tertiary teachers in response to the changing needs of education in Ghana. The policy framework is expected to guide all teacher education activity in Ghana.

The followings are the Vision, Core Values, General Philosophy, and Goals of PTPDM Policy.

### **Vision**

The vision of the PTPDM policy is to support, develop and nurture teachers in the basic and second cycle schools in Ghana to enable them function effectively as reflective and proficient practitioners capable of providing quality education for all Ghanaian children.

### **Core Values**

The Teacher Professional Development and Management Policy framework envisages the production of a teacher who is committed to their own professional growth and development and is committed to the provision of quality teaching and learning for all children in Ghanaian schools.

### **General Philosophy**

The general philosophy of PTPDM policy has three dimensions:

- (i) Teacher education and training shall comprise pre-service and regular in-service training.
- (ii) Recognition and reward of professional growth and achievement of teachers.
- (iii) Evidence of professional growth and achievement the basis of career advancement.

### **Goals**

The PTPDM policy aims at:

- (i) Fostering the development of world-class teachers capable of contributing significantly to student learning and achievement;
- (ii) Promoting the adoption of reflective teaching approaches to enhance the quality of lesson delivery in Kindergarten, Primary, Junior High, Senior High Schools and Technical and Vocational Institutions;
- (iii) Motivating excellence in teacher performance and commitment to lifelong learning;
- (iv) Ensuring that teachers' work is governed by professional standards and conditions of service.
- (v) Fostering evidence-based career advancement and promotion; and
- (vi) Raising the value and social status of pre-tertiary teachers in Ghana.



## 1-2. Concept Map of PTPDM Policy

Figure 1.1 below shows the concept map of PTPDM Policy.

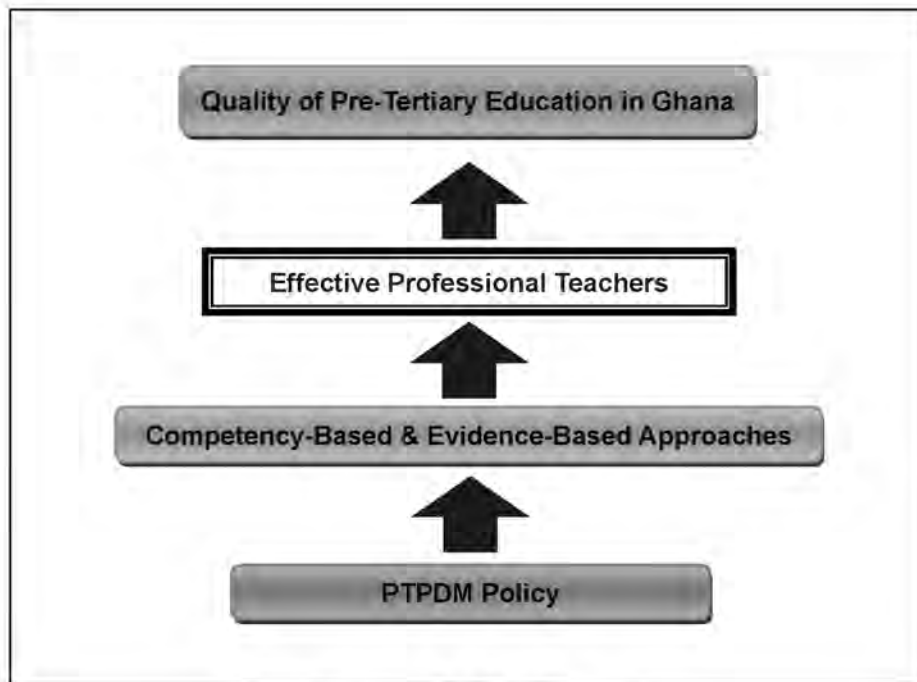


Figure 1: Concept Map of PTPDM Policy

### **Basic Concepts of PTPDM Policy**

#### **(1) Introduction of New PTPDM Policy Framework**

The PTPDM policy is a new framework for supporting, developing and nurturing teachers in Pre-Tertiary Education in Ghana to become proficient practitioners capable of providing quality education for all Ghanaian children.

#### **(2) Application of Competency-based & Evidence-based Approaches**

The PTPDM framework adopts a Competency and Evidence-based approach in the development and management of teachers. It requires that all teachers in Ghana will be assessed based on defined competencies and evidence of professional proficiency. Teacher promotion, performance appraisal and licensing shall be based on defined competences and evidence of teacher proficiency.

#### **(3) Effective Professional Teachers**

The intention of the PTPDM policy is to ensure that every teacher in Ghana has the requisite qualifications and professional training to meet high standards of teacher professionalism. The

application of Competency and Evidence-based Approaches shall ensure the production of effective teachers capable of promoting quality education in Ghana.

### 1-3. Focus of PTPDM Policy

The PTPDM Policy focuses primarily on the following:

#### (1) Sector

The PTPDM policy shall apply to the:

- (i) Public Pre-Tertiary Education Sector
- (ii) Private Pre-Tertiary Education Sector

#### (2) Schools and Institutions

The PTPDM policy shall target all Schools and Institutions that come under Pre-Tertiary education in Ghana, such as:

- (i) Basic schools
- (ii) Senior high schools, technical and vocational institutions
- (iii) Special schools such as School for the Blind, School for the Deaf, among others.

#### (3) Professional Classroom Teachers (PCT) and Professional Teachers in Administration (PTAd)

The PTPDM policy framework shall be used for all **PCT and PTAd** staff in Pre-Tertiary Education for the following purposes as shown in Table 1.1 below.

**Table 1.1 Application of New System to Professional Classroom Teachers (PCT) and Professional Teachers in Administration (PTAd)**

New System	Public Education Sector		Private Education Sector	
	PCT	PTAd	PCT	PTAd
Teacher Rank	✓	✓	-	-
Career Progression	✓	✓	-	-
Appraisal	✓	●	-	-
Promotion	✓	✓	-	-
Licensing	✓	✓	✓	▲
INSET	✓	✓	✓	▲
Position Advancement	✓	✓	-	-
Salary Level	✓	✓	-	-
Database	✓	✓	✓	▲

●: They shall follow PSC Performance Appraisal, but if they change their career path from non-teaching to teaching, they have to use the Teacher Performance Appraisal (TPA) Guidelines to complete the PSC Form.

▲: If they teach in a school, they are required to use the PTPDM Teacher Performance Appraisal Guidelines.

DRAFT

#### 1-4. Components of the PTPDM Policy

The components of the PTPDM policy are the following:

- (i) Teacher Professional Standards and Competencies
- (ii) Teachers' Welfare and Working Conditions
- (iii) Code of Practice and Professional Duties
- (iv) Pre-Service and In-Service Teacher Education
- (v) Teacher Governance and Management:
  - a. Recruitment, Retention, Deployment and Transfer
  - b. Licensing and Registration
  - c. Teacher Promotion
  - d. Performance Appraisal
  - e. Additional Duties
- (vi) Career Structure and Path
- (vii) Teacher Database

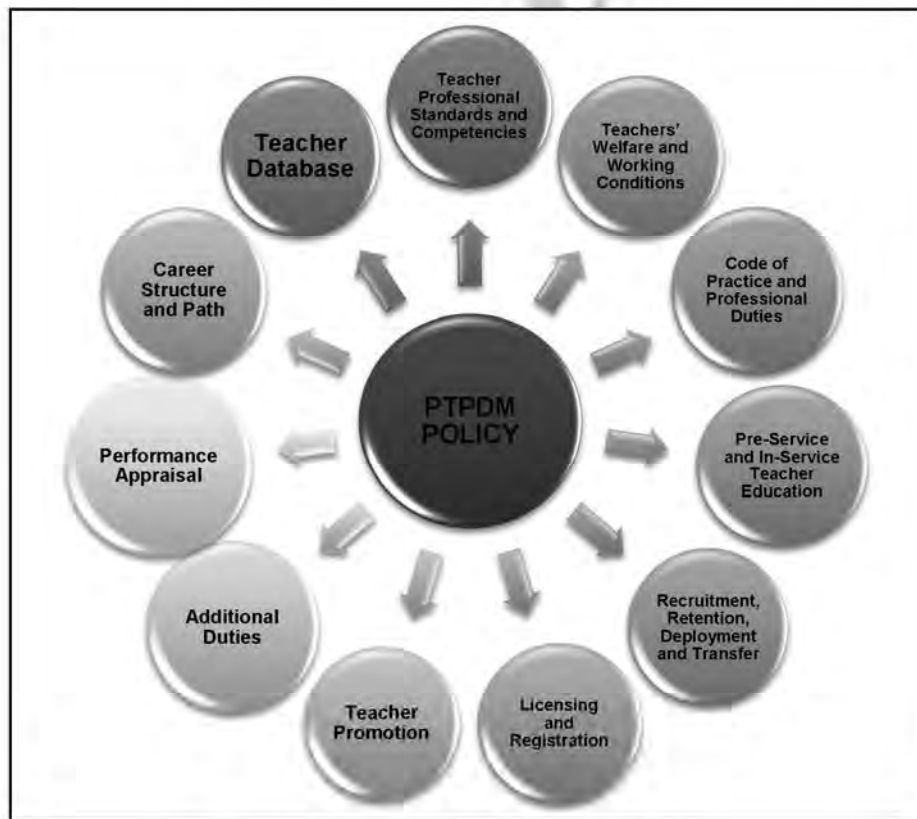


Figure 1.2: Components of PTPDM Policy

## 1-5. Responsibility for the Components of the PTPDM Policy

Table 1.2 below shows the relevant Bodies and Organizations responsible for the different components of the PTPDM Policy.

**Table 1.2: Responsibility for the Components of the PTPDM Policy**

Components	NTC	GES	REO	DEO	School/ Institute	NAB	NCTE	TU
Professional Standards and Competencies	✓					✓	✓	
Teachers' Welfare and Working Conditions		✓	✓	✓	✓			
Code of Practice and Professional Duties	✓	✓						✓
Pre-Service Teacher Education						✓	✓	
In-Service Teacher Education	✓	✓	✓	✓	✓			
Recruitment, Retention, Deployment	✓	✓		✓				
Licensing and Registration	✓							
Career Structure and Path		✓		✓	✓			
Additional Duties		✓		✓				
Promotion		✓		✓				
Performance Appraisal	✓	✓		✓				
Teacher Database	✓	✓		✓	✓			

### (1) NTC (National Teaching Council)

The NTC shall have following responsibilities under the PTPDM Policy:

#### **Pre-Service Teacher Education**

- (i) Set regulations for recruitment into teacher education based on projections of teacher demand for each district
- (ii) Provide oversight for the review of pre-service teacher education curriculum.
- (iii) Provide oversight for assessment standards of teacher-trainees.

#### **INSET Programme**

- (i) Provide a set of standards for regulating the provision of INSET
- (ii) Provide oversight of induction training of Beginning Teachers.

- (iii) Set guidelines for teacher development programmes including sandwich courses and Distance Learning programmes.

#### **Professional Standards and Competencies**

- (i) Approve the prescribed competency based teacher standards and future revisions
- (ii) Approve the detailed competency requirements for each career level and its use in evaluations for teacher promotion

#### **Code of Practice and Professional Duties**

- (i) Prescribe and review code of practice and ethical standards for teachers and teaching

#### **Licensing and Registration**

- (i) Issue provisional teaching licenses to non-professional teachers
- (ii) Issue teaching licenses to all professional teachers
- (iii) Determine the general regulation on the renewal of teacher license

#### **Teacher Recruitment, Retention, Deployment and Transfer**

- (i) Request each district to develop own strategy for attracting and retaining teachers
- (ii) Review each districts teacher supply and demand data and make appropriate recommendations
- (iii) Approve policy guidelines and regulations of teacher's recruitment, retention, deployment and transfer

#### **Teacher Database**

- (i) Define the information scheme in accordance with the guidelines prescribed by the GES.
- (ii) Provide the platform of teacher database to districts.
- (iii) Support districts to organise their teacher database for onward transmission to the GES.

#### **Appraisal**

- (iv) Approve a teacher appraisal scheme for implementation by public and private sector pre-tertiary education institutions.

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

GES shall have the following responsibilities:

### **Code of Practice and Professional Duties**

- (i) Prescribe and review teachers' code of practice
- (ii) Appoint teacher education and curriculum experts to develop and periodically review detailed specification of duties
- (iii) Produce specification of duties and responsibilities for teachers, head of school, managers of INSET, and School Management Committees (SMC)/School Boards and Parent Teacher Associations (PTA)

### **Appraisal**

- (i) Oversight responsibility for designing a teacher performance appraisal scheme.

### **INSET Programme**

- (i) Implement schedule of induction training courses of INSET
- (ii) Implement teacher development programmes such as Sandwich Courses and Distance Learning programmes for upgrading teachers qualifications
- (iii) Recruit and deploy teachers based on projections of teacher demand for each district
- (iv) Implement schedule of Induction Training Courses of INSET
- (v) Teacher Education Division of the Ghana Education Service (GES) shall service the NTC as a certified training provider.

### **Teacher Database**

- (i) Provide guidelines for gathering teacher information and managing teacher database at the district level.
- (ii) Support NTC and districts to operate and to maintain teacher database for onward transmission to the GES.

## **(3) REO (Regional Education Office)**

DEO shall be responsible for:

### **INSET Programme**

- (i) Coordinate, monitor and support INSET activities in districts.

## **(4) DEO (District Education Office)**

DEO shall be responsible for:

### **INSET Programme**

- (i) Organising INSET in accordance with a schedule of courses including induction, prescribed by the NTC.
- (ii) Issuing certificates on behalf of the NTC for Heads of Schools and Curriculum Leaders on their district based INSET.

**Teacher Database**

- (i) Collect and submit information on teacher's performance in accordance with the information scheme prescribed by the NTC.
- (ii) Operate teacher database; Verify, Authorize the information belonging to the District to enter to the database.

**Teacher Recruitment, Retention, Deployment and Transfer**

- (i) Recruit teachers in accordance with harmonised policy guidelines and regulations from the NTC.
- (ii) Develop strategies to attract and retain teachers.
- (iii) Develop strategies to enhance teachers' work, living conditions, and welfare support for teachers in the district.
- (iv) Handle requests for teacher transfer in accordance with regulations set by the NTC.

**(5) School/Institute**

Schools and Institutes shall be responsible for:

**INSET Delivery**

- (i) Plan, organize and implement school-based, cluster-based and department-based INSET on a regular basis.

**Teacher Database**

- (i) Hold a record of teacher attendance in school and record of attendance at for all INSET courses teachers attend.
- (ii) Verify, Authorize and Keep the information belonging to the school/institution (and Enter it to the database).
- (iii) Shape teachers to keep their personal teaching portfolio (ref. 6 Promotion in Rank) and the LOGBOOK/TRAINING HISTORY with references and evidences.

**Career Structure/Path**

- (i) Support teachers in the preparation of evidence for teaching or management career path.



**(6) NAB (National Accreditation Board) and NCTE (National Council for Tertiary Education)**

NAB and NCTE shall be responsible for:

**Standards and Competencies**

- (i) Setting quality standards for all teacher training institutions.

**Teacher Education**

- (i) Ensuring that all teacher education institutions tasked with training teachers meet approved standards for training teachers.

**(7) Teacher Unions**

The Teacher Unions shall, as a major stakeholder, actively contribute to the development and implementation of policies of the GES and the Local Government Service in the following areas:

**Code of Practice and Professional Duties**

- (i) Development and periodic review of teachers' code of practice
- (ii) Development and periodic review of detailed specification of duties and responsibilities for teachers

**Appraisal**

- (i) Designing and review of a teacher performance appraisal scheme

**Teacher Development**

- (i) Organizing training courses for teachers
- (ii) Assist District financially to organize training courses for teachers

## 2. Teacher Rank

### Target:

- The new teacher ranks shall apply to all public teachers in classroom and in administration for the purpose of registration, licensing and progression by the NTC under the PTPDM Policy.

### 2-1. Key Changes in Teacher Ranks

1. The number of teacher ranks is reduced from Eight (8) to Seven (7) in order to reduce the number of years it takes a teacher to ascend the career ladder.
2. Some teacher ranks will be abolished or integrated as follows:
  - (a) Teacher Ranks of Senior Superintendent II and Senior Superintendent I shall be integrated into one rank, to be known as Junior Teacher
  - (b) The ranks of Pupil Teacher (GCE O Level), Craft Instructor, Trainee Teacher, Pupil Teacher WASSCE GCE A level, Senior Craft Instructor, Technical Instructor II will no longer be considered in the career ranking system. This is because the new ranking system has set the minimum professional teachers qualification as the Diploma in Basic Education. Teachers and education workers will only be qualified to join the ranking system after obtaining a Professional Certificate in Education.

The ranks to be changed are as follows:

- “Senior Superintendent II & Senior Superintendent I” → “Junior Teacher”
- “Principal Superintendent” → “Senior Teacher”
- “Assistant Director II” → “Principal Teacher”.
- “Assistant Director I” → “Senior Principal Teacher”.
- “Deputy Director” → “Master Teacher” / “Associate Director”.
- “Director II” → “Senior Master Teacher” / “Senior Director”.
- “Director I” → “Principal Master Teacher” / “Principal Director”.

The new designations are meant to make it possible to interpret concretely the capacity required for teachers at each rank. It also demonstrates the increasing competencies required for each incremental level on the career ladder.

**Table 2-1: Table of Alignment of Teacher Ranks**

<b>Teacher Rank (Current)</b>		<b>New Teacher Rank</b>
Pupil Teacher (GCE "O" Level)	→	Upgrade to Junior Teacher Rank
Craft Instructor		
Trainee Teacher		
Pupil Teacher WASSCE GCE "A" level		
Senior Craft Instructor		
Principal/Senior/Technical Instructor I&II		
Superintendent I&II		
Senior Superintendent II	→	<b>Junior Teacher</b>
Senior Superintendent I	→	<b>Senior Teacher</b>
Principal Superintendent	→	<b>Principal Teacher</b>
Assistant Director II	→	<b>Senior Principal Teacher</b>
Assistant Director I	→	<b>Master Teacher / Associate Director</b>
Deputy Director	→	<b>Senior Master Teacher / Senior Director</b>
Director II	→	<b>Principal Master Teacher / Principal Director</b>
Director I	→	

## 2-2. Definition of Teacher Ranks

The PTPDM policy defines all teacher ranks according to experience, job competence and responsibilities of teachers.

Under the policy, all teachers are expected to meet the definition of teachers in each rank through continuing in-service training (INSET) and other professional development programmes.

**Table 2-2: Definition of Teacher in Each Rank**

Teacher Rank	Definition of Each Rank
<b>Junior Teacher</b>	<p>A teacher ranked as “<i>Junior Teacher</i>” shall be capable of:</p> <ol style="list-style-type: none"> <li>1. Demonstrating basic knowledge and practical skills in teaching, and be capable of performing basic functions of a classroom teacher.</li> <li>2. Working in collaboration with other teachers to foster quality education</li> </ol>
<b>Senior Teacher</b>	<p>A teacher ranked as “<i>Senior Teacher</i>” shall be capable of:</p> <ol style="list-style-type: none"> <li>1. Demonstrating effective teaching and performing professional responsibilities to at least a medium level of proficiency.</li> <li>2. Demonstrating basic pedagogical leadership and capacity to mentor junior teachers.</li> </ol>
<b>Principal Teacher</b>	<p>A teacher ranked as “<i>Principal Teacher</i>” in addition to demonstrating capabilities of a senior teacher shall be capable of:</p> <ol style="list-style-type: none"> <li>1. Demonstrating mastery of subject content knowledge and performing management duties that enhance improvements in teaching and learning in a school.</li> <li>2. Demonstrating satisfactory proficiency in offering guidance, mentoring and coaching to teachers below their rank to reach expected level of proficiency for a senior teacher</li> </ol>
<b>Senior Principal Teacher</b>	<p>A teacher ranked as “<i>Senior Principal Teacher</i>” shall in addition to demonstrating capabilities of a Principal Teacher I be capable of:</p> <ol style="list-style-type: none"> <li>1. Demonstrating basic leadership qualities for whole school improvement</li> <li>2. Demonstrating capacity to design and implement professional development activities for teachers up to Principal Teacher rank to enhance their professional capabilities.</li> </ol>
<b>Master Teacher / Associate Director</b>	<p>A teacher ranked as “<i>Master Teacher</i>” shall in addition to capabilities expected of a Senior Principal Teacher be capable of :</p> <ol style="list-style-type: none"> <li>1. Mentoring Principal and Senior Principal Teachers to high levels of professional proficiency</li> </ol> <p>A teacher ranked as “<i>Associate Director</i>” shall be capable of:</p> <ol style="list-style-type: none"> <li>2. Demonstrating comprehensive management skills that improve the quality of education in schools or institutes</li> <li>3. Demonstrating ability to enhance school-community relations for community development.</li> </ol>

	<p>4. High level of instructional and administrative leadership, and provide a clear vision and specific strategies for comprehensive school improvement.</p>
<p><b>Senior Master Teacher / Senior Director</b></p>	<p>A teacher ranked as “<i>Senior Master Teacher</i>”, in addition to capabilities of a Master Teacher shall be capable of:</p> <ol style="list-style-type: none"> <li>1. Demonstrating capacity to train teachers below his/her rank to become effective mentors or school improvement leaders</li> </ol> <p>A teacher ranked as “<i>Senior Director</i>” shall be capable of:</p> <ol style="list-style-type: none"> <li>2. Demonstrating leadership qualities that fulfill the educational vision and goals of quality education at district level.</li> <li>3. Demonstrating satisfactory levels of administrative and management responsibilities to secure qualitative improvements in education at institution and/or district level.</li> </ol>
<p><b>Principal Master Teacher / Principal Director</b></p>	<p>A teacher ranked as “<i>Principal Master Teacher</i>” shall in addition to capabilities expected of a Senior Master Teacher shall be capable of:</p> <ol style="list-style-type: none"> <li>1. Demonstrating high level capacity to oversee school and teacher improvement at school and/or school level</li> </ol> <p>A teacher ranked as “<i>Principal Director</i>” shall be capable of:</p> <ol style="list-style-type: none"> <li>2. Demonstrating strong leadership qualities that leads to significant improvement in schools at regional or national level</li> <li>3. Demonstrating high proficiency in implementing system-wide reforms to improve quality of pre-tertiary education in Ghana.</li> </ol>

### 2-3. Classification of Teachers

Under the PTPDM policy, teachers are classified as either (a) Beginning Teachers or (b) Serving Teachers.

#### 2-3-1. Beginning Teachers

##### (1) Who is a Beginning Teacher?

“A **Beginning Teacher**” is a newly appointed teacher who has completed a prescribed programme of study at a pre-service teacher education accredited institution and has been issued a provisional license by NTC to teach in a pre-tertiary education school or institution.

The Beginning Teacher shall be expected to:

1. Possess a minimum set of essential knowledge and practical skills at a level deemed appropriate to start teaching.
2. Be capable of performing basic functions of a classroom teacher under the supervision and guidance of a more experienced teacher of Principal Teacher or above rank.

## **(2) Types of Beginning Teacher**

There shall be two types of Beginning Teacher:

1. Professional Beginning Teachers
2. Non-Professional Beginning Teachers

### **Professional Beginning Teachers (PBT)**

Professional Beginning Teacher is a teacher who possesses both academic and professional qualifications:

#### **(a) Academic Qualifications**

- Passed the WASSCE / TVET CERTIFICATE II examination
- Obtained at least credit passes in English Language, Mathematics and Integrated Science/Social Studies
- Obtained two passes in elective subjects, or a higher certificate such as 'Higher National Diploma' (HND) and 'Royal Society of Arts' (RSA)

#### **(b) Professional Qualifications**

- Completed a professional programme in an accredited College of Education or University offering professional certificates in education.

### **Non-Professional Beginning Teachers**

Non-Professional Beginning Teacher is with ONLY an academic qualification:

#### **(a) Academic Qualification:**

1. Passed in WASSCE / TVET CERTIFICATE II examination.
2. Obtained at least credit passes in English language and Mathematics.
3. Obtained two passes in elective subjects, including higher certificates such as HND and RSA.

Each type of Beginning Teacher can be further classified into three types such as:

- Professional Beginning Teacher 1
- Professional Beginning Teacher 2
- Professional Beginning Teacher 3
- Non-Professional Beginning Teacher 1
- Non-Professional Beginning Teacher 2
- Non-Professional Beginning Teacher 3

**Professional Beginning Teacher 1**

- Those who have completed "Diploma" courses of Education from CoE

**Professional Beginning Teacher 2**

- Those who have completed professional training programme of "Bachelor, Master's, Doctoral Degree" in Education from University of Education in Winneba or University of Cape Coast and others.

**Professional Beginning Teacher 3**

- Those who have completed a "Bachelor, Master's, or Doctoral Degree" courses from University, and a professional programme such as PGDE or certificates in Education from CoE or Universities

**Non-Professional Beginning Teacher 1**

- Those who have certificates from "Technical and Vocational institutes without any professional certificate in education

**Non-Professional Beginning Teacher 2**

- Those with diploma, HND, RSA etc. qualifications

**Non-Professional Beginning Teacher 3**

- Those who have a "Bachelor, Master's, Doctoral Degree" from University without any professional certificate in education

**(3) Ranking of Beginning Teachers**

All professional beginning teachers shall be required to undertake a one-year induction programme. Non-professional beginning teachers shall be expected to undertake one-year induction into teaching and in addition expected to obtain a teaching qualification in education within 3 years of entering the service.

All Beginning Teachers shall be on probation and issued with “Provisional License”. During the probation period, all Beginning Teachers will not be ranked but there will be differentiation in salaries. After successfully completing the one-year Induction Programme, they shall be issued with a “Teaching License”.

After getting a Teaching License, all Beginning Teachers become “Professional Teachers” and shall be ranked based on their types. The Table below shows the ranking of Beginning Teachers according to their types after successful completion of Induction Training.

**Table 2-3: Ranking of Beginning Teachers**

Type of Beginning Teacher	Start Rank
Professional Beginning Teacher 1	Junior Teacher
Professional Beginning Teacher 2	Senior Teacher
Professional Beginning Teacher 3	Senior Teacher
Non-Professional Beginning Teacher 1	Junior Teacher
Non-Professional Beginning Teacher 2	Junior Teacher
Non-Professional Beginning Teacher 3	Senior Teacher

## **2-3-2. Serving Teachers**

### **(1) Types of Teachers**

A Serving Teacher is a teacher in service. Under the current system, there are two types of serving teachers such as:

- Professional Teachers
- Non-Professional Teachers

#### **Professional Teachers**

- Professional Teachers are teachers with the requisite Professional Certificates who are teaching in classrooms or working in education offices. They shall be converted or re-designated automatically onto the new career structure with its new levels. However, to be promoted to the next rank of the career ladder, they must satisfy the requirements as stated in the PTPDM policy document.

#### **Non-Professional Teachers**



- These are teachers without any Professional Certificate in Education. They shall also be converted or re-designated automatically onto the new career levels or ranks. However, they shall be given a maximum of three years to obtain a Professional Certificate in Education or risk being withdrawn from the service.

Under PTPDM policy all teachers shall be “Professional Teachers”. Non-professional teachers can start teaching on provisional license BUT will be expected to complete a year induction and upgrade to professional status within the mandatory 3-year period, before they will be issued with the ‘Teaching License’.

**(2) Transition of Teacher Rank from Current to New**

The table below shows the transition of teacher rank from current to new one.

**Table 2-4: Transition of Teacher Rank**

<b>Current Rank</b>		<b>New Rank</b>
Senior Superintendent II	→	Junior Teacher
Senior Superintendent I	→	Junior Teacher
Principal Superintendent	→	Senior Teacher
Assistant Director II	→	Principal Teacher
Assistant Director I	→	Senior Principal Teacher
Deputy Director	→	Master Teacher / Associate Director
Director II	→	Senior Master Teacher / Senior Director
Director I	→	Principal Master Teacher / Principal Director

## 2-4. Salary Level

### (1) Alignment of Salary Level of Old and New Rank

The PTPDM policy provides the basis for mapping salary levels linked to job responsibilities and competencies at the different levels of each teacher rank. The table below shows the alignment of salary level of the current and new systems.

**Table 2-5: Salary Level in Each Rank under Current and New System**

Current Rank	Salary Level		New Rank	Salary Level	
<b>Senior Superintendent II</b>	14L	→	<b>Junior Teacher</b>	14L	
	14H			14H	
<b>Senior Superintendent I</b>	15L			15L	
	15H			15H	
<b>Principal Superintendent</b>	16L	→		<b>Senior Teacher</b>	16L
	16H				16H
	17H		17H		
<b>Assistant Director II</b>	18L	→	<b>Principal Teacher</b>	18L	
	18H			18H	
	19L			19L	
<b>Assistant Director I</b>	19L	→	<b>Senior Principal Teacher</b>	19L	
	19H			19H	
	20L			20L	
	20H			20H	
<b>Deputy Director</b>	20L	→	<b>Master Teacher / Associate Director</b>	20L	
	20H			20H	
	21L			21L	
	21H			21H	
<b>Director II</b>	22L	→	<b>Senior Master Teacher / Senior Director</b>	22L	
	22H			22H	
<b>Director I</b>	23H	→	<b>Principal Master Teacher / Principal Director</b>	23H	

### (2) New Job Titles

Job responsibilities are one of conditions that prescribe the salary levels of GES Professional Classroom Teachers and Professional Teachers in Administration. Job titles are given based on the nature of job responsibilities, so it is important that the new titles provide indication of the nature of job responsibilities.

Table 2-6 shows the old and new job titles for Professional Classroom Teacher (PCT) and Professional Teacher in Administration (PTAd) under the PTPDM policy.

**Table 2-6: Old and New Job Titles for GES PCT and PTAd**

Teacher Rank	Current Job Titles	Teacher Rank	New Job Titles
Director I	Divisional or Regional Director	Principal Master Teacher / Principal Director	National or Regional Resource Person/Coach/Mentor
			Divisional or Regional Director
Director II	District Directors or	Senior Master Teacher / Senior Director	Director (District/Region)
	Principal of CoE		Principal
Deputy Director	SHS Head	Master Teacher / Associate Director	SHS Head
	Vice Principal		Vice Principal
	Basic Head		Basic Head
	Asst. Head SHS		Assistant SHS Head??
	Senior House Master		Senior House Master
	House/Form Master/HOD/Chaplain/Imam/G&C Cord*		House/Form Master/HOD/Chaplain/Imam/G&C Cord*
	Unit Head		Unit Head
	Base Grade		Base Grade (???)
Assistant Director I	Head of SHS	Senior Principal Teacher	Head of SHS
	Vice Principal		Vice Principal
	Unit Head		Unit Head
	Senior House Master		Senior House Master
	Head JHS		Head of JHS
	Assistant Head of SHS		Assistant Head of SHS
	House/Form Master/HOD/Chaplain/		House/Form Master/HOD/Chaplain/Imam/

	Imam/G&C Cord*		G&C Cord*
	Teaching Staff HQ, Region, District		Teaching Staff
	Base Grade		Base Grade (???)
Assistant Director II	Head Basic	Principal Teacher	Head of Basic
	Senior House Master		Senior House Master
	House/Form Master/HOD/Chaplain/ Imam/G&C Cord*		House/Form Master/HOD/Chaplain/Imam/ G&C Cord*
	Assistant Head Basic		Assistant Head of Basic
	HQ, Region, District		Teaching Staff
	Base Grade		Base Grade (???)
Principal Superintendent	Head Basic	Senior Teacher	Head Basic
	House/Form Master/HOD/Chaplain/ Imam/G&C Cord*		House/Form Master/HOD/Chaplain/Imam/ G&C Cord*
			Teaching Staff
Senior Superintendent I	???	Junior Teacher	Teachers with Teaching License
	???		Teachers with Provisional Teaching License
	???		Professional Beginning Teachers with Diploma
Senior Superintendent II	???		????

\*G&C Cord: Guidance & Counseling Coordinator

However, because the context of educational organizations are different from place to place, the types of job responsibilities should also be different. New job titles should be approved by the NTC before they can be used in a school or institution. This is to ensure that those with job titles outside those described in table 2-6, can be advised where they fit in the new career structure and progression. Therefore, each organization shall set up job titles in consideration of its situation if there are no defined job titles on the list in the table above. Organizations may only set up their job responsibilities and job titles in consultation and agreement with, NTC/GES.

### **3. Career Progression**

**Target:**

- This shall apply to all GES serving teachers in both classrooms and administration.

#### **3-1. Career Structure for Teachers**

The new career levels provide the basis for promotion and advancement in the teaching profession linked to job responsibilities. The career levels ARE NOT about levels of experience only; rather they reflect general and recognisable aspects of professional capacity and achievement.

The number of years indicated in the career progression scheme represents the minimum period before one could apply for promotion to the next level. Therefore, promotion does not depend solely on the number of years in teaching, but rather more importantly on the acquisition of the required competencies.

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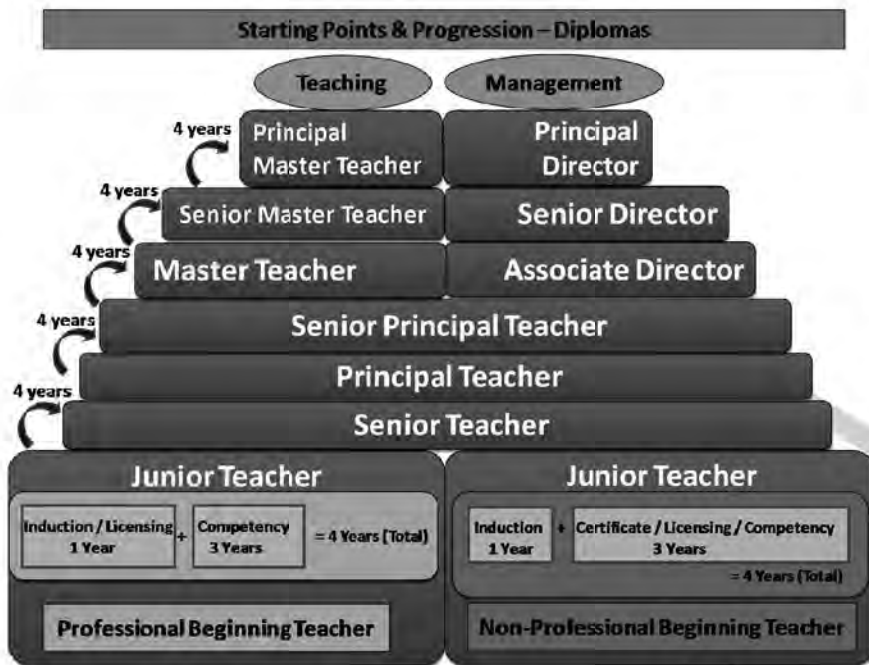


Figure 3-1: Teacher Career Progression (Diplomas)

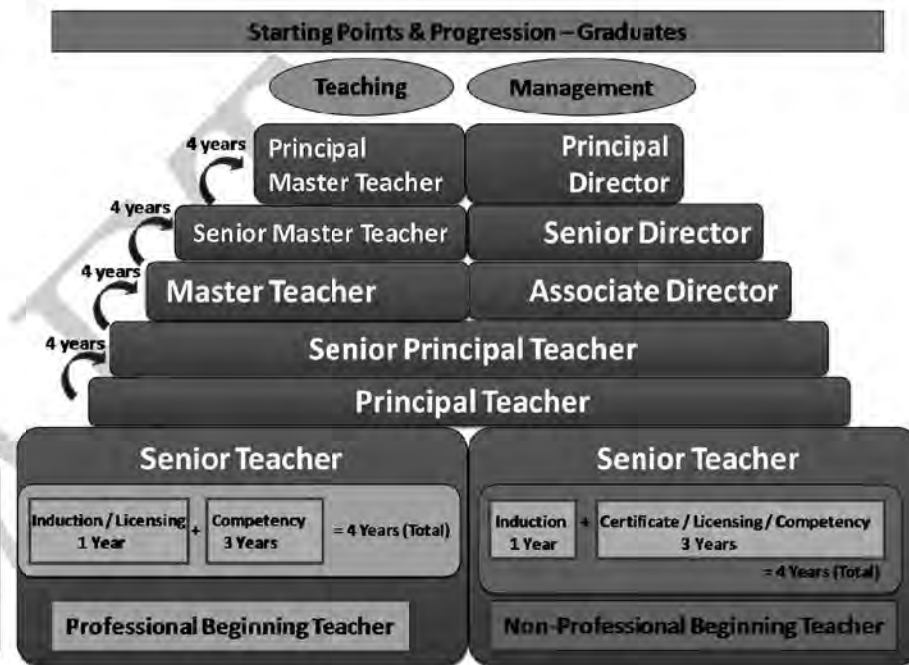


Figure 3-2: Teacher Career Progression (Graduates)???

### 3-2. Process of Career Progression

The figure below shows the basic process of teacher career progression under the PTPDM policy.

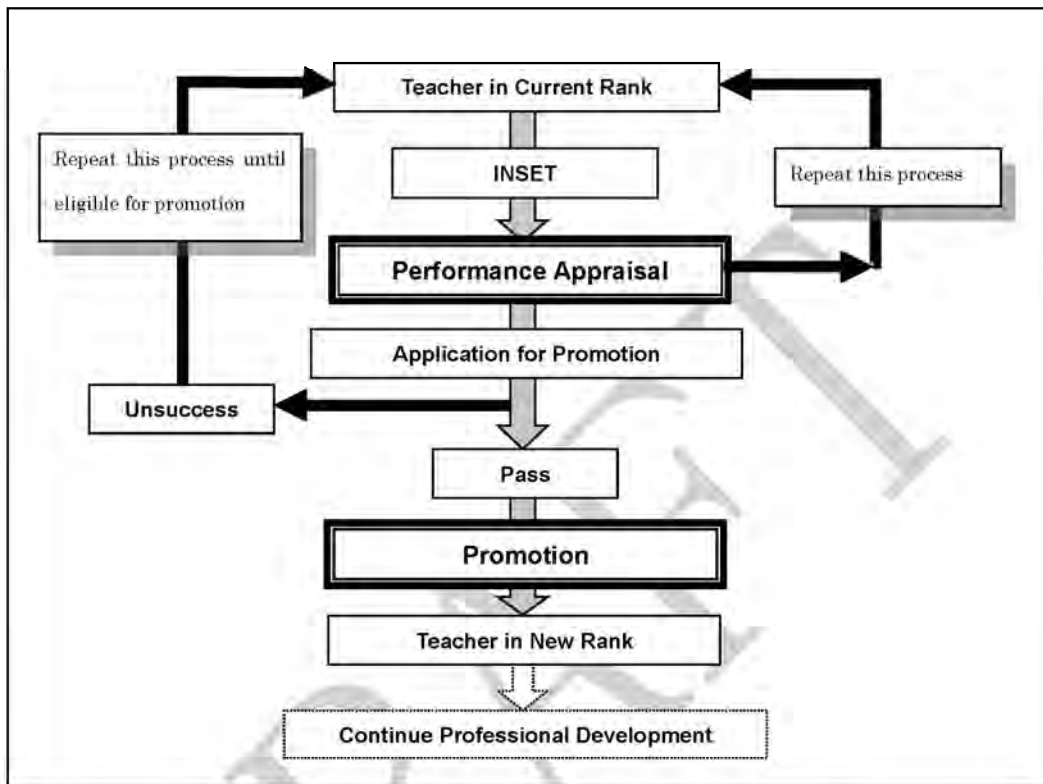


Figure 3-3: Flow of Teacher Career Progression

All teachers are required to pass through the following steps before promotion to a rank as explained below:

#### Step 1: INSET (In-Service Education and Training)

One of the basic concepts of the PTPDM policy is the “Competency-based Approach” to teacher development. This requires that, all serving teachers and teachers in administration go through mandatory INSET in order to improve and develop their teaching and administrative capacities.

The PTPDM policy provides the framework for INSET Programmes to develop teacher competencies, leading to performance of the teacher’s duties and responsibilities in each rank. As part of the pre-requisites for promotion, a teacher must complete all the relevant training courses of INSET prescribed for each rank before they can submit an application for promotion.

**Step 2: Teacher Performance Appraisal**

Performance appraisal is critical for teacher improvement. Teacher performance appraisal is the process of evaluating how well serving teachers perform their jobs and which areas they might need support to improve their performance. It is important that teachers' achievements (e.g. improving student learning and outcomes, innovative instructional methods etc.) are documented for the appraisal process. The requirement is that all teachers in classroom and administration will undergo performance appraisal every year as mandated by the Public Services Commission Performance Management System. Information from appraisal shall be used as one of the criteria for promotion.

**Step 3: Repeat of Step 1 and Step 2**

The PTPDM policy strongly recommends INSET as a mechanism for teacher professional development. All teachers in classroom and administration are required to repeat Step 1 and Step 2 in order to develop their professionalism and competencies for their rank.

**Step 4: Application for Promotion**

When teachers meet the conditions of Minimum Years of Experience on a rank, complete all prescribed INSET Training Courses and can demonstrate that they have acquired the necessary Competencies, they shall be eligible to apply for promotion.

**Step 5: Promotion to Next Rank**

When teachers meet the requirements in Step 4 above and all institutional requirements, they shall be eligible for promotion.



### **3-3. Process of Career Progression**

#### **(1) Beginning Teacher**

The levels at which Beginning Teachers are placed shall be according to their types\*. They shall remain on these levels until they satisfy Induction and Licensing requirements which include passing a professional appraisal, after which they shall be placed on the appropriate ranks. However, their terminal rank shall be the same as shown in the table and figure below:

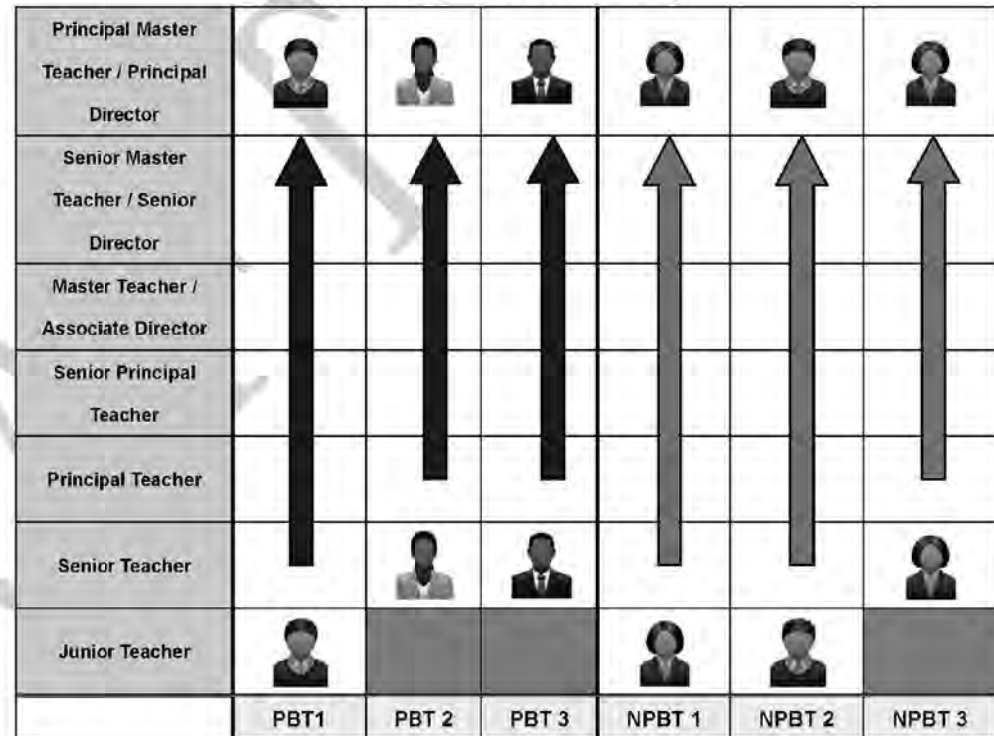
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**Table 3-1: Start and Terminal Rank for Beginning Teachers at Inception of PTPDM Policy**

Type of Beginning Teacher*	Start Rank	Terminal Rank
Professional Beginning Teacher 1	Junior Teacher	Principal Master Teacher / Principal Director
Professional Beginning Teacher 2	Senior Teacher	Principal Master Teacher / Principal Director
Professional Beginning Teacher 3	Senior Teacher	Principal Master Teacher / Principal Director
Non-Professional Beginning Teacher 1	Junior Teacher	Principal Master Teacher / Principal Director
Non-Professional Beginning Teacher 2	Junior Teacher	Principal Master Teacher / Principal Director
Non-Professional Beginning Teacher 3	Senior Teacher	Principal Master Teacher / Principal Director

\*Refer to "Chapter 2: 2-3-1,

**Figure 3-4: Starting Point and Career Progression for Beginning Teachers at Inception of PTPDM Policy**



#### **Professional Beginning Teacher 1 (PBT1)**

- After getting a Teaching License, Professional Beginning Teacher 1 starts their career in the Education Service from the rank of “*Junior Teacher*”, and they can rise to the terminal rank of “*Principal Master Teacher*” or “*Principal Director*”.

#### **Professional Beginning Teacher 2 (PBT2)**

- After getting a Teaching License, Professional Beginning Teacher 2 starts their career in the Education Service from the rank of “*Senior Teacher*”, and the terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

#### **Professional Beginning Teacher 3 (PBT3)**

- After getting a Teaching License, Professional Beginning Teacher 3 starts their career in the Education Service from the rank of “*Senior Teacher*”, and the terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

#### **Non-Professional Beginning Teacher 1 (NPBT1)**

- After getting a Teaching License, Non-Professional Beginning Teacher 1 starts their career in the Education Service from the rank of “*Junior Teacher*”, and the terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

#### **Non-Professional Beginning Teacher 2 (NPBT2)**

- After getting a Teaching License, Non-Professional Beginning Teacher 2 starts their career in the Education Service from the rank of “*Junior Teacher*”, and the terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

#### **Non-Professional Beginning Teacher 3 (NPBT3)**

- After getting a Teaching License, Non-Professional Beginning Teacher 3 starts their career in the Education Service from the rank of “*Senior Teacher*”, and the terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

The PTPDM policy requires that all teachers in Pre-Tertiary Education in Ghana shall obtain a “Teaching License”. However, the License shall be given to only qualified professional teachers. Unqualified teachers shall continue to use the Provisional License for at most five (5) years whilst they pursue courses that will make them eligible for a qualified status.

## **(2) Teachers in Active Service**

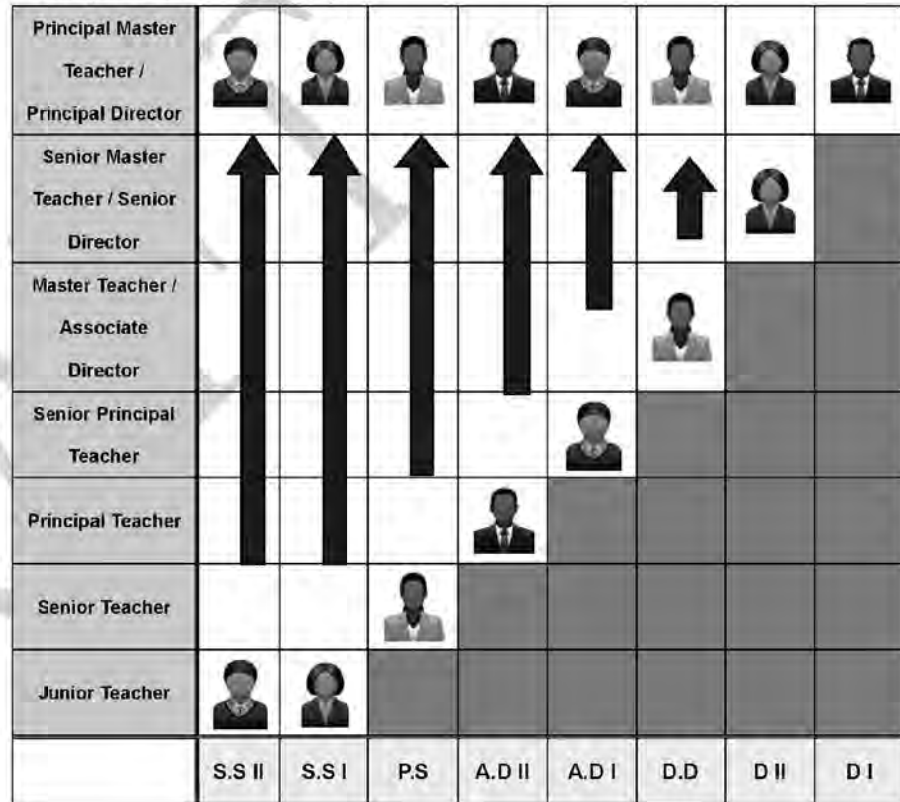
As discussed in Chapter 2, all serving teachers in the Education Service shall be converted from the current to the new career structure. However, before they can be promoted to the next rank, they must satisfy the competency requirements of the rank, i.e. satisfying the various training needs and competences.

The table and figure below shows the new starting ranks and terminal ranks of serving teachers.

**Table 3-2: New and Terminal Rank for Serving Teachers at Inception of PTPDM Policy**

Type of Teachers/Teaching Staff	New Starting Rank	Terminal Rank
Those ranked as <b>Senior Superintendent II</b>	Junior Teacher	Principal Master Teacher / Principal Director
Those ranked as <b>Senior Superintendent I</b>	Junior Teacher	Principal Master Teacher / Principal Director
Those ranked as <b>Principal Superintendent</b>	Senior Teacher	Principal Master Teacher / Principal Director
Those ranked as <b>Assistant Director II</b>	Principal Teacher	Principal Master Teacher / Principal Director
Those ranked as <b>Assistant Director I</b>	Senior Principal Teacher	Principal Master Teacher / Principal Director
Those ranked as <b>Deputy Director</b>	Master Teacher / Associate Director	Principal Master Teacher / Principal Director
Those ranked as <b>Director II</b>	Senior Master Teacher / Senior Director	Principal Master Teacher / Principal Director
Those ranked as <b>Director I</b>	Principal Master Teacher / Principal Director	Principal Master Teacher / Principal Director

**Figure 3-5: Roadmap of Career Progression for Serving Teachers at Inception of PTPDM Policy**



**Teachers ranked as Senior Superintendent II**

- Teachers ranked as **Senior Superintendent II** shall be converted to the new rank of “*Junior Teacher*”, and their terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

**Teachers ranked as Senior Superintendent I**

- Teachers ranked as **Senior Superintendent I** shall be converted to the new rank of “*Junior Teacher*”, and their terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

**Teachers ranked as Principal Superintendent**

- Teachers ranked as **Principal Superintendent** shall be converted to the new rank of “*Senior Teacher*”, and their terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

**Teachers ranked as Assistant Director II**

- Teachers ranked as **Assistant Director II** shall be migrated to the new rank of “*Principal Teacher*”, and their terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

**Teachers ranked as Assistant Director I**

- Teachers ranked as **Assistant Director I** shall be migrated to the new rank of “*Senior Principal Teacher*”, and their terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

**Teachers ranked as Deputy Director**

- Teachers ranked as **Deputy Director** shall be migrated to the new rank of “*Associate Director*”, and their terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

**Teachers ranked as Director II**

- Teachers ranked as **Director II** shall be migrated to the new rank of “*Senior Director*”, and their terminal rank shall be “*Principal Master Teacher*” or “*Principal Director*”.

**Teachers ranked as Director I**

- Teachers ranked as **Director I** shall be migrated to the new rank of “*Principal Director*”, and their terminal rank shall also be “*Principal Master Teacher*” or “*Principal Director*”.

### 3-4. Career Path

There are two career paths for teachers such as:

- Teaching Career as School Teacher
- Management Career as an Administrator

Teachers can choose their career path depending on their own aptitude, interest or characteristics from the rank of “*Principal Teacher*”. This means that teachers ranked as “*Junior Teacher*” and “*Senior Teacher*” cannot choose their career path as they are expected to accumulate teaching experience as school teachers.

Teachers can change their career path from teaching to management or vice versa. Teachers, irrespective of the career path chosen after the rank of Principal Teacher shall continue to meet the competency requirements of their rank under the PTPDM Policy.

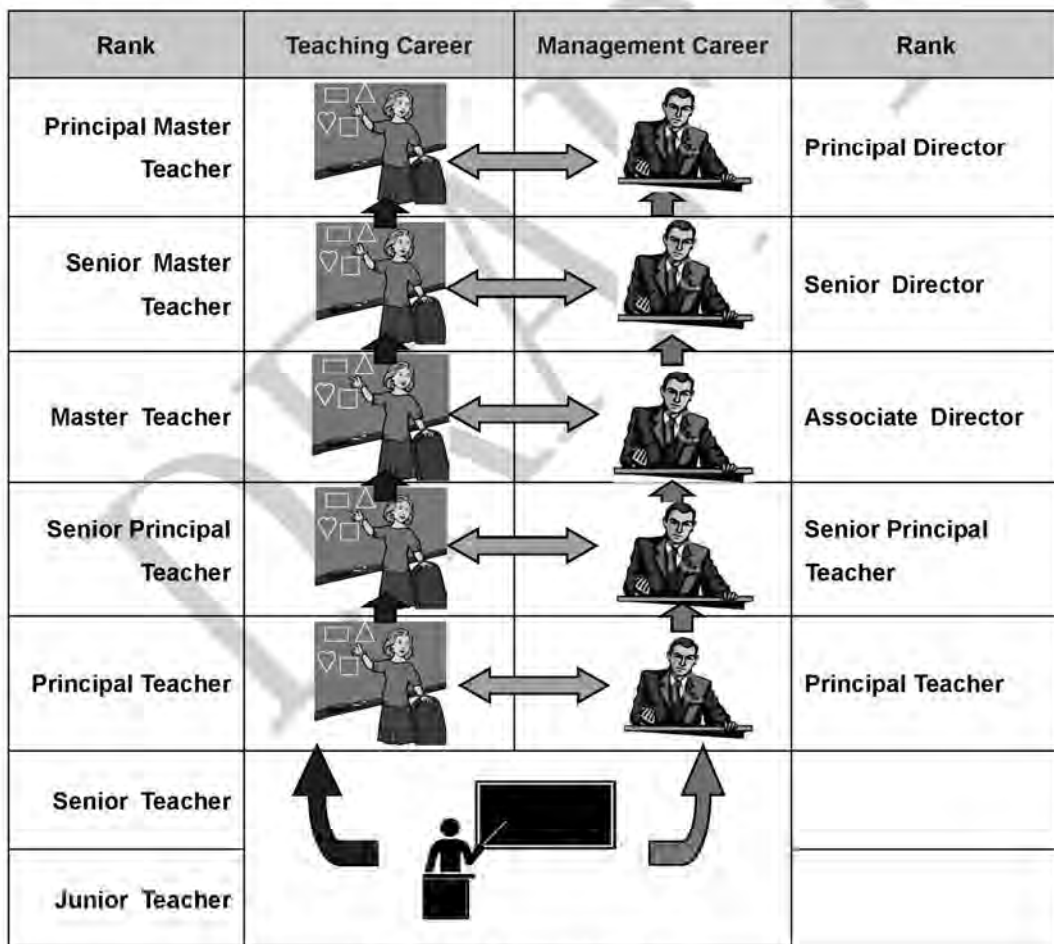


Figure 3-6: Types of Career Path

## 4. Teacher Competency

A “competency” is defined as a combination of knowledge, skills, attitudes, and values which, when acquired, allows a person to perform a task at a specifically defined level of proficiency.

Therefore, “*Competency*” must be one of the key words to provide competent teachers to education in Ghana. Teachers who acquire a wide range of competencies shall have potential to lead to the quality education.

For that reason, PTPDM Policy introduces *Competency-Based* approach to Pre-Tertiary Education. This means that promotion, appraisal, licensing and position advancement for all teachers shall be judged based on the competencies to see if they acquired desired competencies as professional teachers or not. In other words, all teachers who have required competencies have a chance to get promotion and positions.

### 4-1. Teacher Competency Building

Competency building cannot be achieved in a short space of time. All teachers are necessary for day-to-day effort to acquire desired competencies through their teacher life.

The figure below shows the model of competency building for all professional teachers in Ghana through Teacher-Life Cycle.

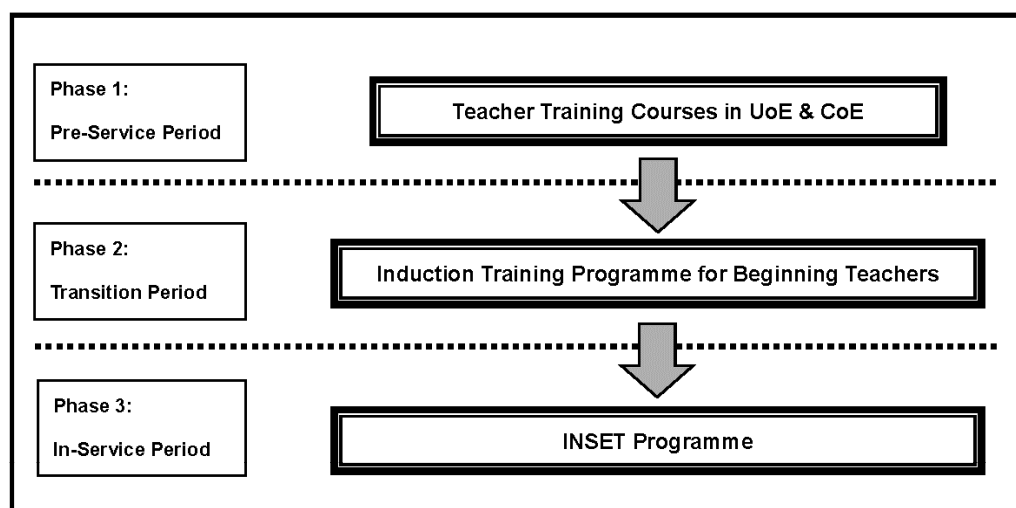


Figure 4-1: Model of Competency Building Flow through Teacher-Life Cycle

There are three phases of competency building for teachers through Teacher-Life Cycle.

### **Phase 1: Pre-Service Teacher Period**

Pre-service teachers are required to acquire the minimum essential competencies eligible for Beginning Teachers through teacher training courses in University of Education or College of Education.

### **Phase 2: Transition Period from Pre-Service to In-Service Teachers**

Beginning Teachers acquire the essential competencies eligible for Professional Teachers through Induction Training Programme for Beginning Teacher.

### **Phase 3: In-Service Teachers Period**

Professional Teachers undergo the training courses in each rank step by step, and acquire the desired competencies eligible for Professional Teachers through continuous INSET Programme in their teacher life.

## **4-2. Teacher Competency Framework**

This section introduces the basic concepts of Teacher Competency Framework in PTPDM Policy.

### **4-2-1. Types of Teacher Competency**

Teacher Competency Framework can be comprised of two types of teacher competencies such as:

- Common Competencies
- Competencies in Each Rank

#### **(1) Common Competencies**

A “Common Competency” is the essential competency that describes the knowledge, skills, attitude and values found in all teachers in Pre-Tertiary Education in Ghana. Common Competencies in the framework indicate the minimum standard of competencies that all teachers are required to acquire through continuous professional development.

#### **(2) Competencies in Each Rank**

A “Common Competency” can be further broken down into the level of teacher rank in accordance with the teaching experience, job duties, and responsibilities of teachers in each rank. Competencies categorized into each rank indicate the minimum standard of competencies that all teachers must acquire through the training courses of INSET Programme in the rank that they are positioned.



#### 4-2-2. Domains of Teacher Competency

Teacher Competency consists of three domains such as:

- Professional Values and Attitudes
- Professional Knowledge
- Professional Skills

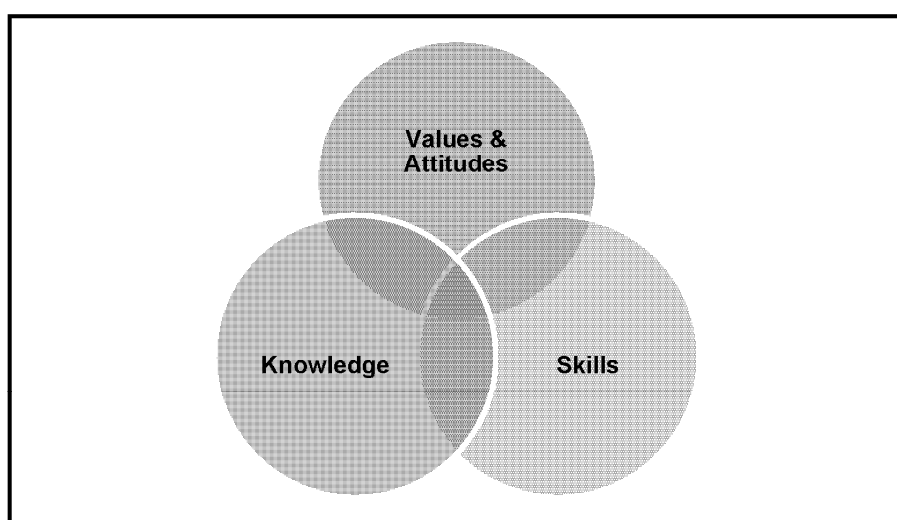


Figure 4-3: Three Domains of Teacher Competency

##### (1) Professional Values and Attitudes

The competence of “Personal Values and Attitude” means that:

- *“Teachers behave in a personally and socially correct way and take an appropriate action as profession.”*
- *“Teachers make a contribution to continuous change and development of their profession.”*

This domain includes the *Areas* of commitment, ethic, moral, good role model, following legislations, self-managing, responsibility, passion, educational affection, cooperativeness, professionalism, continuing lifelong learning, self-reflection & self-cultivation, etc

##### (2) Professional Knowledge

The competence of “Professional Knowledge” means that:

- *“Teachers possess professional knowledge and its deep understanding”.*

This domain includes the *Areas* of students, curriculum, pedagogies, methodology for teaching

& assessment, subject matter, characteristics of students, well-rounded culture, education policies and legislation, etc

### **(3) Professional Skills**

The competence of “Professional Skills” means that:

- *“Teachers apply professional knowledge to the effective practice”.*

This domain includes the *Areas* of teaching & learning, assessment, management, counseling & guidance, communication, leadership, relationship-building, etc

## **4-3. Teacher Competency-Based Standard**

### **(1) Competent Professionals**

PTPDM Policy aims to grow “Competent Professionals”, who are able to contribute significantly to the improvement of students’ learning and performance and the assurance of quality education in Ghana. To capture multi-faceted characters of teachers’ jobs and responsibilities, the Competent Professional in Ghana can further be described by following characters:

- **Dedicated Educator**
- **Continuous Learner**
- **Transformational Leader**
- **Effective Collaborator**

PTPDM Policy shall set the National Standard for Teacher Competency to grow teachers with the characters described as above.

### **(2) National Teacher Competency-based Standard**

The National Teacher Competency-based Standard (NTCS) is an integrated theoretical framework that defines the different dimensions of effective teachers. The standard defines the minimum level of competencies expected of teachers from the point of being awarded “Competent Professionals”. In other words, the standard describes what teachers are expected to believe, know, understand and are able to do.

The standard has been designed to provide single framework that shall define effective teaching in

all aspects of a teacher’s professional life and in all phases of teacher development. The single framework should provide a better guide for all teacher development programs from the school-level up to the national level.

Therefore, teachers can use the National Teacher Competency-based Standard (NTCS) in many ways:

- As a guide to reflect on their current teaching practices
- As a framework for creating new teaching practices
- As a guidepost for planning for professional development goals
- As a common language for discussing teaching practices with other teachers

National Teacher Competency-based Standard (NTCS) consist of:

- Standard for “Common Competencies” for all teachers
- Standard for “Competencies in Each Rank”

For more information, refer to the documents of “*National Teacher Competency-based Standard*”.

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## 5. INSET Programme

For any educational system to flourish and achieve its goals the role of teachers is very paramount. The quality of training that teachers receive and the systematic support for their professional growth are what would ensure that education systems reap the full potential of teachers' contribution to quality education. PTPDM policy has introduced a new INSET programme framework for Pre-tertiary education to foster the professional development of teachers that can assure the quality of education in Ghana.

This system shall apply to *all GES teachers in public and private education sectors*.

### 5-1.The Focus of the INSET Programme

The following show the focus areas of the INSET Programme.

#### (1) Sector

The INSET Programme shall focus on all Pre-Tertiary Education Sectors such as:

- 1) Public Pre-Tertiary Education
- 2) Private Pre-Tertiary Education

#### (2) School

The INSET Programme shall focus on all in Pre-Tertiary education sectors such as:

- 1) Basic school level
- 2) Second cycle level which consists of Senior High School, Technical/Vocational Institutions
- 3) Special schools

#### (3) Teachers

The INSET Programme shall apply to all Teachers in Pre-Tertiary Education sectors such as:

- 1) All teachers in Teaching Career in GES Public Schools/Institutes
- 2) All teachers in Private Schools/Institutes

# DRAFT

## **5-2. Roles and Responsibilities in the INSET Programme**

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

The National Teaching Council (NTC) shall be responsible for setting standards for regulating the provision of INSET and other forms of teacher development programmes such as sandwich courses and Distance Learning programmes for upgrading teachers qualifications.

### **(2) National INSET Unit (NIU)**

The NIU shall be responsible for INSET at NTC Secretariat, and collaborate with all other GES Divisions, NGOs, Subject Associations, Donor Partners, Teacher Unions and the Districts to ensure harmonised implementation of INSET according to pre-determined standards and schedules set by the National Teaching Council.

### **(3) National Centre for Teacher Training (NCTT)**

There shall be National Centre for Teacher Training (NCTT) e.g. Ghana Education Staff Development Institute (GESDI) providing physical facilities for staff development programmes of the GES/MOE. Three NCTT must be established in Northern, Central, and Southern zones to cater for the country.

### **(4) Regional Education Office (REO)**

Regional Education Offices (REO) through the Regional INSET Committee (RIC) shall coordinate, monitor and support INSET activities in districts.

#### **Regional INSET Committee (RIC)**

- Regional Director
- Regional Training Officer
- Regional Coordinators of Programmes
  1. Early Grade Coordinator
  2. Basic School Coordinator
  3. STMIE Coordinator

### **(5) District Education Office (DEO)**

District Education Offices (DEO) through the District INSET Committee (DIC) shall plan, coordinate, arrange and implement INSET Programme, and monitor and support INSET activities in schools/institutes.

#### **District INSET Committee (DIC)**

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The DIC is a steering committee in DEO that handles INSET in the district. The members of the DIC shall be:

- District Director;
- Deputy Director Planning & Statistics;
- Deputy Director Supervision;
- Deputy Director Human Resource;
- District Training Officer; and
- Budget Officer

The District Director of Education shall formally appoint the members occupying positions listed above as members of the DIC. The members of the DIC shall be required to play a lead role in planning, budgeting, implementing, monitoring and evaluating all district INSET programmes.

The DIC shall be responsible for ensuring that teachers meet NTC licensing requirements at the district level and also keep records on INSET attendance by teachers in the district.

### **District Master Trainer (DMT)/ District Teacher Support Team (DTST)**

The DIC shall identify and select the members of DMT and DTST for key subjects. Both DMT and DTST are to provide their subject expertise during training and monitoring when DIC need their expertise. The number of DTSTs shall be based on the total number of schools in the districts. For details refer to “INSET Sourcebook: Module 1&2”.

The DMT should receive periodic training from the NIU and transfer the knowledge and skills acquired to their DTST through training.

### **Circuit Supervisor (CS)**

CS shall visit their respective schools to collect necessary information on INSET and report to his/her respective DIC. CS shall also advise on planning and implementing of SBI/CBI/DBI to heads of schools and Curriculum Leaders (CL).

## **(6) District Training and Resource Centres**

Districts shall establish training and resource centres for district level INSET to provide training for teachers, trainers and education managers.

## **(7) Schools/Institutes**

Schools/Institutes shall be responsible for planning, arranging and implementing INSET at school level. Head of School and Curriculum Leaders are key players of INSET at school/institute

### **Heads of Schools**

# DRAFT

Heads of schools, with certification by the NTC, shall supervise and appraise the performance of teachers, support them and provide opportunities for teachers to improve upon their professional practice through SBI/CBI/DBI in first and second cycle schools/institutes.

## Curriculum Leaders (CL)

Under the leadership of the Head of school, Curriculum Leaders (CL) shall sensitise their colleague teachers and organise effective SBI/DBI at least twice a term and CBI once a term.

CL shall be appointed by the head of a school and he /she shall coordinate SBI/CBI/DBI activities.

The figure below shows stakeholders responsible in the INSET programme at each level under the PTPDM policy.

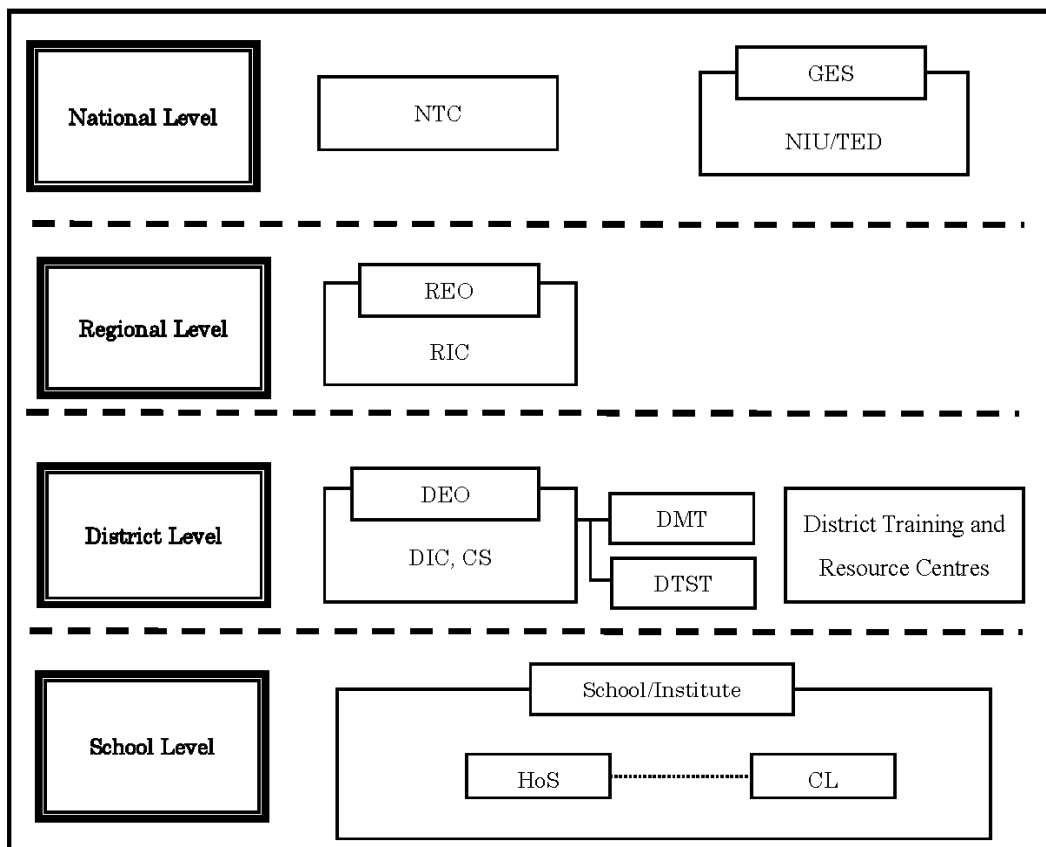


Figure 5-1: Stakeholders involved in the INSET Programme

### 5-3. Structure of INSET Programme

The figure below shows the structure of the INSET Programme under PTPDM Policy.

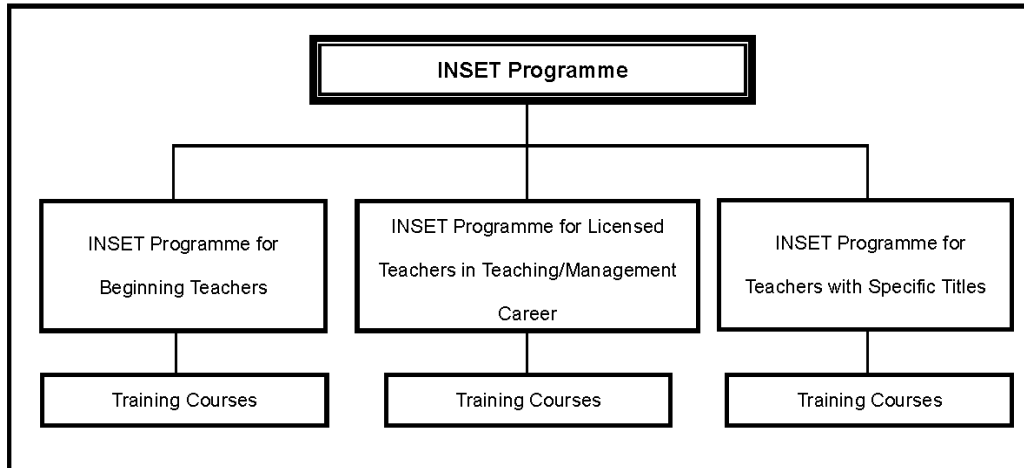


Figure 5-2: Structure of the INSET Programme

INSET Programme consists of three components such as:

- INSET Programme for Beginning Teachers
- INSET Programme for Licensed Teachers in Teaching/Management Career
- INSET Programme for Teachers with Specific Title

Under each component of INSET Programme, prescribed training courses shall be prepared for all teachers in Pre-Tertiary Education.



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## 5-4. Types of INSET Programme

There are three types of INSET Programme under the PTPDM Policy:

- INSET Programme for Beginning Teachers
- INSET Programme for Licensed Teachers in
- INSET Programme for Teachers with Specific Title

### (1) INSET Programme for Beginning Teachers

This training programme is called “*Induction Training Programme for Beginning Teachers*”. This training programme shall target all Beginning Teachers. All Beginning Teachers are required to go through this training programme within the prescribed years. Completing and meeting the necessary requirement of the training program is one of the conditions for Beginning Teachers to be issued with a “*Teaching License*”.

### (2) INSET Programme for Licensed Teacher in Teaching/Management Career

This INSET Programme shall be continuous. This means that all Licensed Teachers in both Teaching and Management Career are required to undergo this training programme throughout their life in the educational service. It is therefore referred to as Teacher Continuous Professional Development. This training programme shall target all Licensed Teachers who are engaged in Pre-Tertiary Education. All Licensed Teachers are required to undergo this training programme according to the prescribed training courses in each rank. Therefore, this training programme is called *Rank-based INSET Programme*. Completing and meeting the necessary requirement of the training program is one of the conditions for Licensed Teachers to apply for *promotion to the next rank*.

### (3) INSET Programme for Teachers with Specific Titles

This training programme shall target the teachers who have specific titles such as Head of School, Circuit Supervisor, District Director or Regional Director. All teachers with specific titles in school/education office are required to go through this special training programme prior to assuming that role. Therefore, this training programme is called *Title-based INSET Programme*.

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**Table 5-1: Types of INSET Programme & Its Targets**

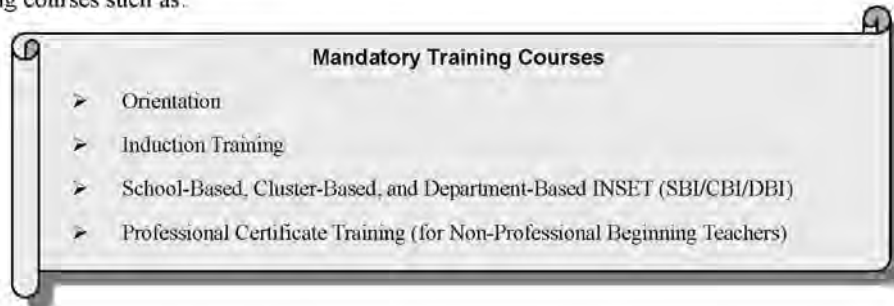
Types of INSET Programme	Targets
Induction Training Programme for Beginning Teachers	All Beginning Teachers: <ul style="list-style-type: none"> <li>➤ All Professional Beginning Teachers in Public/Private Schools/Institutes</li> <li>➤ All Non-Professional Beginning Teachers in Public/Private Schools/Institutes</li> </ul>
Rank-based INSET Programme	All Licensed Teachers: <ul style="list-style-type: none"> <li>➤ All Licensed Teachers in Teaching Career in Public/Private Schools/Institutes</li> <li>➤ All Licensed Teachers in Management Career in Public/Private Schools/Institutes/Education Office</li> </ul>
Title-based INSET Programme	All Teachers with Specific Titles such as: <ul style="list-style-type: none"> <li>➤ Head of School</li> <li>➤ Circuit Supervisor</li> <li>➤ District Director</li> <li>➤ Regional Director, etc</li> </ul>

## 5-5. Training Courses

This guideline indicates the mandatory training courses for each INSET Programme. This means that Nation/Regions/Districts have to cover all mandatory training courses when they design and develop the training courses for each INSET Programme. However, the training courses indicated in this guideline shall be minimum standards for each INSET Programme. Therefore, Nation/Regions/Districts are required to design and develop their own training programmes taken into consideration not only mandatory training courses but also the needs of each level.

### 5-5-1. Training Courses: “*Induction Training Programme for Beginning Teachers*”

The Induction Training Programme for Beginning Teachers consists of four types of mandatory training courses such as:



Professional and Non-Professional Beginning Teachers have different training courses as follows:

#### (1) Professional Beginning Teachers

Professional Beginning Teachers are required to undergo a *one-year* Induction Training Programme. They must complete three types of mandatory training courses within the *First Year* of probation period as shown below:

- 1) Orientation
- 2) Induction Training
- 3) School-Based, Cluster-Based, and Department-Based INSET (SBI/CBI/DBI)

#### (2) Non-Professional Beginning Teachers

Non-Professional Beginning Teachers are required to undergo a *three-year* Induction Training Programme and to complete four types of mandatory training courses during their probation period as shown below:

- 1) Orientation
- 2) Induction Training
- 3) School-Based, Cluster-Based, and Department-Based INSET (SBI/CBI/DBI)

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- 4) Undertake training to acquire a Professional Certificate

**Table 5-2: Training Courses of Induction Training Programme for Beginning Teachers**

Training Name	Minimum Training Period	Training Courses
Induction Training Programme for Beginning Teachers	Professional Beginning Teacher: ➤ One Year	➤ Orientation ➤ Induction Training ➤ SBI/CBI/DBI
	Non-professional Beginning Teacher: ➤ Three Years	➤ Orientation ➤ Induction Training ➤ SBI/CBI/DBI ➤ Professional Certificate Training

## **5-5-2. Training Courses: “Rank-based INSET Programme”**

The training courses of “Rank-based INSET Programme” target all Licensed Teachers in both “Public” and “Private” education sector.

The training courses shall be prescribed on the basis of job duties and responsibilities, and the required competencies of Licensed Teachers in each rank.

PTPDME Policy also provides two types of the training courses in consideration of the characteristics of teacher’s career path such as:

- Training Courses for Licensed Teachers in Teaching Career
- Training Courses for Licensed Teachers in Management Career

Each training course consists of “Common Trainings” and “Specialized Trainings” in each rank.

- A “Common Training” is a fundamental training for all Licensed Teachers. It provides the training contents that cover the essential competencies required for all Licensed Teachers in Ghana to acquire. Therefore, all Licensed Teachers must take this “Common Trainings” in accordance with their rank even though they are in “Teaching Career” or “Management Career”.
- A “Specialized Training” is a career-based training for Licensed Teachers. The job duties, responsibilities, and the competencies required for Licensed Teachers are different from “Teaching Career” to “Management Career”. Therefore, a “Specialized Training” aims to develop practical competencies of Licensed Teachers so that they can do their best job performance in their career. All Licensed Teachers must take this “Specialized Trainings” in

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each rank in accordance with their career.

**Table 5-3: Structure of Training Course of Rank-based INSET Programme**

Types of Licensed Teachers	Training Courses
Licensed Teachers Ranked as “Junior Teacher” & “Senior Teacher”	1. “Common Trainings” for all Licensed Teachers
Licensed Teachers in Teaching Career	1. “Common Trainings” for all Licensed Teachers 2. “Specialized Trainings” for Teaching Career
Licensed Teachers in Teaching Career	1. “Common Trainings” for all Licensed Teachers 2. “Specialized Trainings” for Management Career

However, as described in “Chapter 3: Career progression” teacher career paths start from the rank of “Principal Teacher”. Therefore, Licensed Teachers ranked as “Junior Teacher” and “Senior Teacher” are required to undergo the training courses of “Common Trainings” in accordance with their rank.

All Licensed Teachers in public and private education sector must undergo the training courses in accordance with their “Rank” and “Career Path”.

## **(1) Public Education Sector**

All Licensed Teachers in public education sector must undergo this kind of training courses based on their ranks and career paths.

### **A. Training Courses for Licensed Teachers Ranked as “Junior Teacher” & “Senior Teacher”**

These training courses target all Licensed Teachers ranked as “Junior Teacher” and “Senior Teacher” in public education sector. The training courses consist of only “Common Trainings” that are expected for them to accumulate teaching experience and essential competencies as school teachers.

The table below shows the mandatory training courses in each rank for all Licensed Teachers ranked as “Junior Teacher” and “Senior Teacher”.

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**Table 5-3: Training Courses of Licensed Teachers Ranked in “Junior Teacher” & “Senior Teacher”**

Rank	Mandatory Training Courses
Junior Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ SBI/CBI/DBI</li> <li>➤ Lesson Study</li> <li>➤ Pedagogy (Basic)</li> <li>➤ Teaching &amp; Learning (Basic)</li> <li>➤ ICT (Basic)</li> <li>➤ Subject Pedagogy</li> <li>➤ Classroom Management (Basic)</li> </ul>
Senior Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ SBI/CBI/DBI</li> <li>➤ Lesson Study</li> <li>➤ Pedagogy (Advanced)</li> <li>➤ Teaching &amp; Learning (Advanced)</li> <li>➤ ICT (Advanced)</li> <li>➤ Subject Pedagogy</li> <li>➤ Classroom Management (Advanced)</li> <li>➤ School Management (Basic)</li> <li>➤ Communication (Basic)</li> </ul>

## **B. Training Courses for Licensed Teachers in Teaching Career**

These training courses target all Licensed Teachers in public education sector who choose their career path as a “Teaching Career”. The training courses consist of “Common Trainings for all Licensed Teachers” and “Specialized Trainings for Teaching Career” from the rank of “Principal Teacher” to “Principal Master Teacher”.

The table below shows the mandatory training courses in each rank for all Licensed Teachers who choose their career path of “Teaching”.

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**Table 5-4: Training Courses of Licensed Teachers in Teaching Career**

Rank	Mandatory Training Courses
Principal Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Guidance and Counselling Training (Basic)</li> <li>➤ Leadership Training (Basic) : Leadership for Change</li> <li>➤ Mentoring and Coaching Skills Training (Basic)</li> <li>➤ School Management (Advanced)</li> <li>➤ Communication (Advanced)</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ SBI/CBI/DBI</li> <li>➤ Lesson Study</li> <li>➤ Subject Pedagogy</li> <li>➤ ICT in Teaching</li> </ul>
Senior Principal Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Guidance and Counselling Training (Advanced)</li> <li>➤ Leadership Training (Advanced) : Leadership for Change</li> <li>➤ Mentoring and Coaching Skills Training (Advanced)</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ SBI/CBI/DBI</li> <li>➤ Lesson Study</li> <li>➤ Subject Pedagogy</li> <li>➤ ICT in Teaching</li> <li>➤ Subject Curriculum Development (Basic)</li> </ul>
Master Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Writing Technique (Basic)</li> <li>➤ Local Administration (Basic)</li> <li>➤ Monitoring and Evaluation (Basic)</li> <li>➤ Project Knowledge &amp; Management (Basic)</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ SBI/CBI/DBI</li> <li>➤ Lesson Study</li> <li>➤ Subject Pedagogy</li> <li>➤ ICT in Teaching</li> <li>➤ Subject Curriculum Development (Advanced)</li> </ul>
Senior Master Teacher	<p><b><u>A. Common Trainings</u></b></p> <p>Writing Technique (Advanced)</p>

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	<p>Local Administration (Advanced)</p> <p>Monitoring and Evaluation (Advanced)</p> <p>Project Knowledge &amp; Management (Advanced)</p> <p>Comprehensive Leadership (Basic)</p> <p>Educational Policies (Basic)</p> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ SBI/CBI/DBI</li> <li>➤ Lesson Study</li> <li>➤ Subject Pedagogy</li> <li>➤ ICT in Teaching</li> <li>➤ School Curriculum Development (Basic)</li> </ul>
Principal Master Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Comprehensive Leadership (Advanced)</li> <li>➤ Educational Policies (Advanced)</li> <li>➤ Education Governance</li> <li>➤ Programme Knowledge &amp; Management</li> <li>➤ Comprehensive Management</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ SBI/CBI/DBI</li> <li>➤ Lesson Study</li> <li>➤ Subject Pedagogy</li> <li>➤ ICT in Teaching</li> <li>➤ School Curriculum Development (Advanced)</li> </ul>

## **C. Training Courses for Licensed Teachers in Management Career**

These training courses target all Licensed Teachers in public education sector who choose their career path as a “Management Career”. The training courses consist of “Common Trainings for all Licensed Teachers” and “Specialized Trainings for Management Career” from the rank of “Principal Teacher” to “Principal Master Teacher”.

The table below shows the mandatory training courses in each rank for Licensed Teachers in Management Career.



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**Table 5-5: Training Courses of Licensed Teachers in Management Career**

Rank	Mandatory Training Courses
Principal Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Guidance and Counselling Training (Basic)</li> <li>➤ Leadership Training (Basic) : Leadership for Change</li> <li>➤ Mentoring and Coaching Skills Training (Basic)</li> <li>➤ School Management (Advanced)</li> <li>➤ Communication (Advanced)</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Data Collection, Interpretation and Analysis Training (Basic)</li> <li>➤ Financial Management (Basic)</li> <li>➤ Human Resource Management (Basic)</li> </ul>
Senior Principal Teacher	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Guidance and Counselling Training (Advanced)</li> <li>➤ Leadership Training (Advanced) : Leadership for Change</li> <li>➤ Mentoring and Coaching Skills Training (Advanced)</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Data Collection, Interpretation and Analysis Training (Advanced)</li> <li>➤ Financial Management (Advanced)</li> <li>➤ Human Resource Management (Advanced)</li> <li>➤ Bookkeeping (Basic)</li> </ul>
Associate Director	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Writing Technique (Basic)</li> <li>➤ Local Administration (Basic)</li> <li>➤ Monitoring and Evaluation (Basic)</li> <li>➤ Project Knowledge &amp; Management (Basic)</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Data Base Management (Basic)</li> <li>➤ Bookkeeping (Advanced)</li> <li>➤ Education Planning at Local Level (Basic)</li> </ul>
Senior Director	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Writing Technique (Advanced)</li> <li>➤ Local Administration (Advanced)</li> <li>➤ Monitoring and Evaluation (Advanced)</li> <li>➤ Project Knowledge &amp; Management (Advanced)</li> <li>➤ Comprehensive Leadership (Basic)</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Educational Policies (Basic)</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Data Base Management (Advanced)</li> <li>➤ Education Planning at Local Level (Advance)</li> <li>➤ Educational Policies (Basic)</li> </ul>
Principal Director	<p><b><u>A. Common Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Comprehensive Leadership (Advanced)</li> <li>➤ Educational Policies (Advanced)</li> <li>➤ Education Governance</li> <li>➤ Programme Knowledge &amp; Management</li> <li>➤ Comprehensive Management</li> </ul> <p><b><u>B. Specialized Trainings</u></b></p> <ul style="list-style-type: none"> <li>➤ Educational Policies (Advanced)</li> <li>➤ Education Planning at National Level</li> </ul>

All Licensed Teachers in both Teaching and Management Career must undergo and complete the training courses designated for their rank. For example, teachers ranked as “Senior Teacher” must complete the training courses in the rank of “Senior Teacher”.

In addition, training courses listed in each rank shall be considered minimum training required for all Licensed Teachers. Licensed Teachers can and will be encouraged to undertake other training relevant to their professional development and for their career advancement. Nation/Regions/Districts are also required to prepare various types of training courses according to their needs.

## (2) Private Education Sector

All Licensed Teachers in private education sector are also required to undergo and complete the mandatory training courses. However, Teachers in private sector are not given “Teacher Ranks” but will be licensed. Therefore, the training courses required for teachers in private sector shall be defined on the basis of their years of teaching experience in education service.

The table below shows the relationship between the years of teaching experience of teachers in private sector and the “Teacher Rank”.

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**Table 5-5: Experience Years of Teaching corresponding to Teacher Rank**

Experience Years of Teaching	Teacher Rank
From 1 year to 4 years	Junior Teacher
From 5 years to 8 years	Senior Teacher
From 9 years to 12 years	Principal Teacher
From 13 years to 16 years	Senior Principal Teacher
From 17 years to 20 years	Master Teacher / Associate Director
From 21 years to 24 years	Senior Master Teacher / Senior Director
From 25 years -	Principal Master Teacher / Principal Director

All Licensed Teachers in private education sector must choose the mandatory training courses based on the years served in the education service according to the mandatory training courses in each rank and the career. For example, Licensed Teachers in private sector with 15 years teaching experience must go through and complete the training courses listed in the rank of “*Principal Teacher*”.

### 5-5-3. Training Courses for Teachers with Specific Title

The training courses shall not applied to all teachers. This training course is only for Teachers with administrative and statutory supervisory positions such as Head of School, Circuit Supervisor, District Director or Regional Director. The training course shall correspond to job duties and responsibilities prescribed for the relevant position.

The table below shows the standard of training courses for Teachers with Specific Title.

**Table 5-6: Training Courses for Teachers with a Specific Title**

Types of INSET Programme	Training Courses and INSET (SBI/CBI/DBI)
Head Teacher Training (Public and Private School/Institute)	<ul style="list-style-type: none"> <li>➤ Orientation (Job Duties &amp; Job Responsibilities)</li> <li>➤ School Management (Human, Environment, Budget, Time, etc)</li> <li>➤ Administration (Recording, Reporting, etc)</li> <li>➤ Communication</li> <li>➤ Leadership Training</li> <li>➤ Curriculum Development</li> <li>➤ Mentoring, Coaching &amp; Counseling</li> </ul>

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<p>Circuit Supervisor Training (Public Sector)</p>	<ul style="list-style-type: none"> <li>➤ Orientation (Job Duties &amp; Job Responsibilities)</li> <li>➤ Management</li> <li>➤ Assessment</li> <li>➤ Communication</li> <li>➤ Mentoring, Counseling &amp; Coaching</li> </ul>
<p>District Director Training (Public Sector)</p>	<ul style="list-style-type: none"> <li>➤ Orientation (Job Duties &amp; Job Responsibilities)</li> <li>➤ Management</li> <li>➤ Local Administration</li> <li>➤ Leadership Training</li> <li>➤ Education Policy &amp; Regulation</li> <li>➤ Assessment</li> <li>➤ Curriculum Development</li> </ul>
<p>Regional Director Training (Public Sector)</p>	<ul style="list-style-type: none"> <li>➤ Orientation (Job Duties &amp; Job Responsibilities)</li> <li>➤ Management</li> <li>➤ Local Administration</li> <li>➤ Leadership Training (UNICEF)</li> <li>➤ Education Policy &amp; Regulation</li> <li>➤ Assessment</li> <li>➤ Curriculum Development</li> </ul>

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## 5-6. Annual Schedule of INSET Programme

PTPDM Policy places an emphasis on “Decentralization”. This means that each district is required to make an annual plan of INSET training schedule according to the prescribed standard of training schedule every year.

### (1) Induction Training Programme for Beginning Teachers

The annual schedule of the Induction Training Programme shall begin in late August before students come to school and end in July of the next year in accordance with the academic year.

### (2) Rank-Based INSET Programme for Licensed Teachers

Basically, the annual schedule of this training programme shall begin in September of the year and end in August of the next year. Therefore, each district is recommended to set up one cycle of annual training programme for Licensed Teachers in an academic year.

### (3) Title-Based INSET Programme for Teachers with Specific Titles

This training programme is on a needs basis with no prescribed standard of annual schedule of training programme. Therefore, this training programme shall be organized on a case-by-case basis when professional classroom teachers and professional teachers in administrative positions take up additional duties with a new job title.

Annual Time Schedule of INSET Programme

Types of INSET Programme	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Induction Training Programme												
Rank-Based INSET Programme												
Title-Based INSET Programme												

## 5-7. Training Record

Completing and meeting the necessary requirement of the training program of the mandatory training courses in each INSET Programme shall be one of the conditions for licensing, appraisal, and promotion. This requires keeping a training history of all teachers in classroom and in administration.

### (1) Recording Forms

All teachers in classroom and administration are required to keep a record of their training history in

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the “*TEACHER LOGBOOK*” and “*Training History*”.

## **TEACHER LOGBOOK**

“TEACHER LOGBOOK” is an official document that records information about teachers. The Logbook contains the official record of all teachers either in the classroom or in administrative positions and includes information such as name, personal information, Registered Number, current rank, Academic history, Employment history, and Training history. This Logbook can be used in a variety of ways including for appraisal, promotion and application for position advancement.

## **Training History**

The Training History form contains two sections: “Training Description and Self-Evaluation” and “Trainer's Part”. After completing each training course, teachers have to personally fill in the section on “Training Description and Self-Evaluation” and then ask trainers to fill in the section requesting “Trainer's Part”.

## **(2) Process and Procedure of Training Record**

The steps below show the general process and procedure of training record.

### **Step 1: Attendance of Training Courses**

- ✓ Teachers attend a training course.

### **Step 2: Filling up of Section of “Training Description and Self-Evaluation” in the “Training History” Form**

- ✓ After a training course, teachers fill in the section of “Training Description and Self-Evaluation” in the “Training History” form. .
- ✓ In the section of “Training Description and Self-Evaluation”, teachers are supposed to write the comments on the training course such as Training Description, What you learned in training, how you utilized the lesson in classroom, etc.

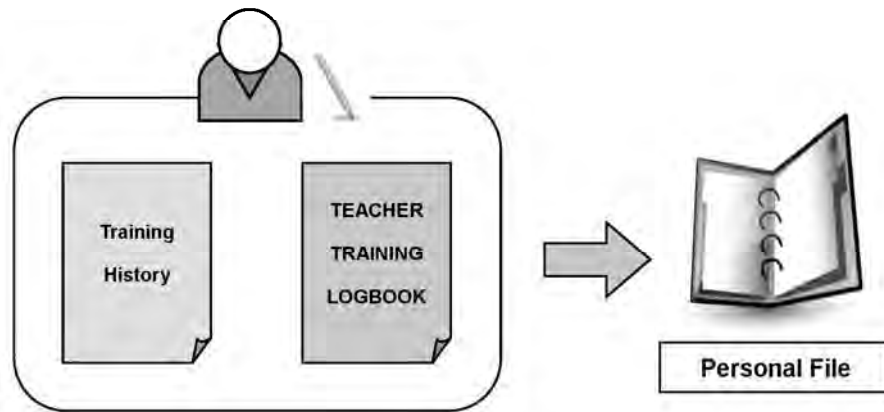
### **Step 3: Filling up of Section of “Trainer's Part” in the “Training History” Form**

- ✓ After completing the section of “Training Description and Self-Evaluation”, teachers shall ask the trainers to fill in the section of “Trainer's Part”.
- ✓ Trainers shall fill in the following sections of the “Trainer's Part” in the “Training History” Form: Trainer Name, Signature and Date, and Trainer's Comments

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## **Step 4: Filling Up of "TEACHER LOGBOOK"**

- ✓ Based on the "Training History" form, teachers fill in the part of "Training Received" in the "TEACHER LOGBOOK".
- ✓ Teachers shall file "Training History" and "TEACHER LOGBOOK" Forms as "Personal File" to be considered as a Teaching Portfolio.



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Ghana Education Service / National Teaching Council


# TEACHER TRAINING LOG BOOK



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Ghana Education Service / National Teaching Council				
 <b>TEACHER LOG BOOK</b> (EXAMPLE OF ENTRY)				
Registered Number	0X00-14			
1. Full Name <small>(Title) (Surname) (Middle) (First name)</small> <b>Mr. Gershon K. Dorfe</b>	2.1. Social Security Number		<b>3030002</b>	
	2.2. Bank account No.		<b>3030003</b>	
3. Date of Birth <small>(dd / mm / yyyy)</small> <b>11/02/1977</b>	4. Sex [ <input checked="" type="checkbox"/> ] Male [ <input type="checkbox"/> ] Female			
5. Present Address <b>Teacher Education Division, Opp. Workers College, P.O. Box MB 247, Adabraka, Accra.</b> <small>( Telephone number: 024-338-XXXX; E-mail: XXXXXX@XXX.XX )</small>				
6. Present Job Title <b>Class Teacher, etc.</b>	Date of First Appointment		<small>( mm / yyyy )</small> <b>09/2013</b>	
7. Rank <b>Beginning Teacher, Senior Teacher, etc.</b>	Date of Last Promotion		<small>( mm / yyyy )</small> <b>09/2014</b>	
8. School Name <b>Akoase Methodist Primary School</b> <small>(EMIS Code: XXXXXXXX )</small>	School Location		Region Treasury Code: <u>XXXXXX</u> District Treasury Code: <u>XXXXXX</u>	
9. Academic History and Prof. Qualification	<small>Name (Elementary School / University / College / SHS)</small>		<small>From (mm / yyyy)</small>	<small>To (mm / yyyy)</small>
	<b>School of Graduate Studies in University of Ghana, Masters Degree</b>		<b>09/2011</b>	<b>07/2012</b>
	<b>University of Ghana, Faculty of Education</b>		<b>09/2006</b>	<b>08/2010</b>
	<b>Ada Senior High School</b>		<b>09/2003</b>	<b>08/2008</b>
10. Employment History	<small>School Name</small>	<small>Position / Rank Held</small>	<small>From</small>	<small>To</small>
	<b>Akoase Methodist Primary School</b> <small>( EMIS Code: XXXXXXXX )</small>	<b>Beginning Teacher</b>	<b>09/2013</b>	<b>Present</b>
	<small>( EMIS Code: )</small>			
	<small>( EMIS Code: )</small>			
	<small>( EMIS Code: )</small>			
	<small>( EMIS Code: )</small>			
	<small>Others</small>	<small>Period (mm/yyyy - mm/yyyy)</small>	<small>Name of Organization</small>	<small>Position</small>
		~		
		~		
11. Training Received	<small>Institution</small>	<small>Period (mm/yyyy)</small>	<small>Training Name</small>	<small>Training Code</small>
	1 <b>DEO (Dadekotopon Municipal)</b>	<b>11/2013</b>	<b>Induction Training</b>	<b>XXXX</b>
	2			
	3			
	4			
	5			
	6			
	7			
	8	22		
9				

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 Ghana Education Service / National Teaching Council			
<b>Training History</b>			
Registered Number	OX00-14		
Training Record			
1. Training Name	<b>Induction Training</b>	2. Training Code	<b>BT01</b>
3. Training Content	<b>Obligations, Entitlements, Resources and Support services, Sound understanding of their expectations, and Roles and Responsibilities as professional teachers.</b>		
4. Period	<small>( dd / mm / yyyy ) - ( dd / mm / yyyy )</small> <b>01/08/201X - 05/08/201X</b>	5. Implementation Institution	<b>District Education Office of Shai-Osudoku</b>
6. Trainer's Name	<b>Gershon K. Dorfe</b>	7. Trainer's Signature and date	Gershon K. Dorfe 05/08/201X
8. Trainer's Comments	(If you have any comments for the participant...)		
Training Record			
1. Training Name		2. Training Code	
3. Training Content			
4. Period	<small>( dd / mm / yyyy ) - ( dd / mm / yyyy )</small>	5. Implementation Institution	
6. Trainer's Name		7. Trainer's Signature and date	
8. Trainer's Comments	(If you have any comments for the participant...)		
Training Record			
1. Training Name		2. Training Code	
3. Training Content			
4. Period	<small>( dd / mm / yyyy ) - ( dd / mm / yyyy )</small>	5. Implementation Institution	
6. Trainer's Name		7. Trainer's Signature and date	
8. Trainer's Comments	(If you have any comments for the participant...)		
Training Record			
1. Training Name		2. Training Code	
3. Training Content			
4. Period	<small>( dd / mm / yyyy ) - ( dd / mm / yyyy )</small>	5. Implementation Institution	
6. Trainer's Name		7. Trainer's Signature and date	
8. Trainer's Comments	(If you have any comments for the participant...)		

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Ghana Education Service / National Teaching Council			
<b>Training Code Table</b>			
Minimum Years	Career Level	Necessary Trainings for Each Level	Training Code
1-3 [2]	Beginning Teacher	1. Induction Training (Mandatory):	BT01
		2. School Based INSET (Mandatory) x 4	BT02
		3. Cluster Based INSET (Mandatory) x 2	BT03
		4. Orientation by CS	BT04
		5. Orientation by Head of Schools and HoD	BT05
		6. Boot Camp (to be discussed)	BT06
3	Junior Teacher	1. Basic Management Skills Training	SS01
		2. Assessment Training	SS02
		3. Basic Teaching Methods and Managing Challenging Topics	SS03
		4. Communication Skills	SS04
		5. Basic ICT Training	SS05
		6. Subject Contents Training (KG, Prim., JHS and Sec / Tech	SS06
5	Senior Teacher	1. Guidance and Counselling Training	PS01
		2. Basic Mentoring and Coaching Skills Training	PS02
		3. Managerial and Leadership Skills Training (including	PS03
		4. ICT in Teaching and Learning	PS04
		5. Data Collection, Interpretation and Analysis Training	PS05
		6. Subject Contents (Curriculum Issues)	PS06
5	Principal Teacher	1. School Leadership and Management Training (including	ST01
		2. Management of INSET (SBI / CBI, etc.)	ST02
		3. Mentoring and Coaching Skills	ST03
		4. Financial Administration Training	ST04
		5. Leadership for Change	ST05
5	Senior Principal Teacher	1. Legal regulatory framework	PT01
		2. School Financial Management	PT02
		3. Human Resource Management	PT03
		4. Skills in evidence-based research	PT04
		5. Mentoring and professional skills	PT05
4	Master Teacher	1. Financial Administration and Management Training	SP01
		2. Resource Mobilization and Management Training including	SP02
		3. Communication Training.	SP03
		4. Training on Educational Policies.	SP04
		5. Training on Monitoring and Evaluation.	SP05
4	Senior Master Teacher	1. Tactics for Becoming an Empowering Leader	DR01
		2. Creative Problem Solving: Innovative and Creative Leadership	DR02
		3. Conflicts Management	DR03
		4. Strategic Leadership: Knowledge Management and the	DR04
-	Principal Master Teacher	1. Leadership and Motivation	SD01
		2. Effective Leadership Behaviours and Attitude	SD02
		3. Contingency and Situational Leadership Skills	SD03
		4. Global Human Resource Management	SD04

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## 6. Promotion

Promotion refers to the advancement in rank by Professional Classroom Teachers (PCT) and Professional Teachers in Administration (PTAd) in GES. For example, a teacher ranked as “Principal Teacher” gets promoted to the next rank as “Senior Principal Teacher”. This system shall apply to all of GES teachers in classrooms and in administration but not to the staff in the private education sector. This promotion system does not apply to Beginning Teachers because they are still “teachers on probation”.

### 6-1. Key Changes of Promotion

Under the PTPDM Policy the following changes have been introduced:

- i. Process of Promotion
- ii. Requirements for Promotion
- iii. Criteria of Promotion
- iv. Documents necessary for applying promotion

### 6-2. Process of Promotion

Figure 6.1 below shows the basic process of promotion under the PTPDM policy.

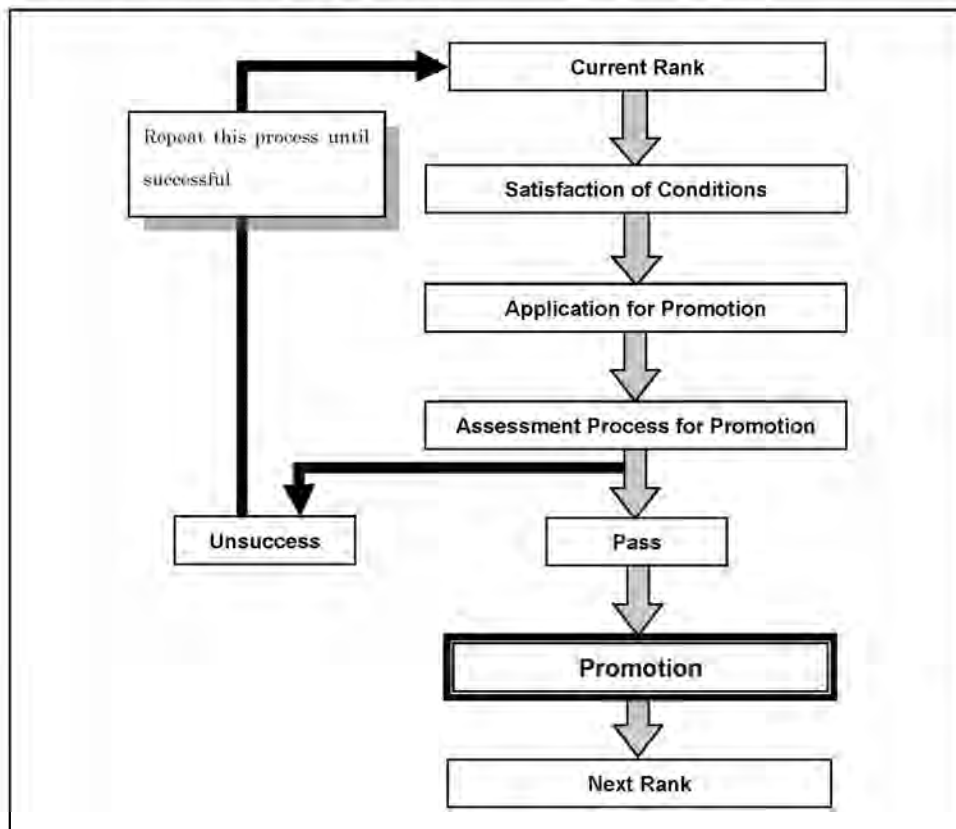


Figure 6-1: Process of Promotion

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## **Step 1: Satisfying the Conditions for Promotion**

For promotion to the next rank, Professional Classroom Teachers (PCT) and Professional Teachers in Administration (PTAd) are required to have satisfies the following conditions: 1) Minimum Years of Experience in education service, 2) Completion of Required Training Needs, and 3) Acquisition of Desired Competencies in each rank.

## **Step 2: Applying for Promotion**

After satisfying the conditions to apply to the next rank, the teacher has to prepare the necessary documents and submit them to appropriate personnel or organizations officially.

## **Step 3: Getting Promotion**

After submitting the necessary documentation, assessment process is performed by going through the prescribed checks and interviews to see if applicants are satisfied with the criteria for promotion or not. The successful applicant is promoted to the next rank, but unsuccessful applicants need to meet the gaps in their competencies before re-applying for promotion.

### **6-3. Responsible Personnel/Organization**

The following personnel or organizations have direct responsibility for the promotion process:

- i. Heads of Basic Schools, Second cycle Schools and Institutes
- ii. Human Resource Personnel at District and Regional Education Offices
- iii. Human Resource Management Division, GES HQ, and Public Services Commission

### **6-4. Requirements for Promotion**

#### **(1) Minimum Years of Experience in Educational Service**

Table 6-2 shows the prescribed minimum years of experience in each rank before qualifying to apply for promotion to the next rank:

**Table 6-2: Minimum Years of Experience in Educational Service Required for Promotion**

<b>Rank</b>	<b>Minimum Years</b>
<b>Junior Teacher</b>	<b>Four (4) years</b>
<b>Senior Teacher</b>	<b>Four (4) years</b>
<b>Principal Teacher</b>	<b>Four (4) years</b>
<b>Senior Principal Teacher</b>	<b>Four (4) years</b>
<b>Master Teacher / Associate Director</b>	<b>Four (4) years</b>
<b>Senior Master Teacher / Senior Director</b>	<b>Four (4) years</b>
<b>Principal Master Teacher / Principal Director</b>	<b>Four (4) years</b>

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## (2) Completion of Required Training Courses

Professional Classroom Teachers (PCT) and Professional Teachers in Administration (PTAd) shall be required to complete mandatory training courses in each rank before applying for promotion.

All Beginning Teachers shall undergo an “*Induction Training Programme for Beginning Teachers*” during the first year of service. Thereafter, Beginning Teachers who are officially employed by GES shall go through mandatory training courses at their entry rank as either Junior or Senior Teachers.

## (3) Acquisition of Required Competencies in Each Rank

Professional Classroom Teachers (PCT) and Professional Teachers in Administration (PTAd) are required to acquire the prescribed competencies for their current rank before applying for promotion. The competencies to be acquired through INSET in each rank are described in the “Chapter 4. Teacher Competencies” in detailed.

## 6-5. Timing of Promotion

The GES processes employee applications for promotion every year. The promotion process starts from September and ends in June or July the following year. The schedule of the promotion process however varies according to the position in education service. The following table shows the annual schedule of the promotion process in accordance with staff’s position.

**Table 6-3: Annual Schedule of Promotion Process**

Types of Applicant	Sep	Oct	Nov - Jan	Feb - Apr	May - July
All PCTs & Head of Department at School/Institute	Application	Interview by Head Teacher	Interview by DEO	Interview by REO	Final Review & Approval
Head of Basic School / PTAd at District Level	-	Application	Interview by DEO	Interview by REO	Final Review & Approval
Head of School in Second Cycle Education	-	-	Application	Interview by REO	Interview by GES HQ and Final Approval
District/Regional/ Divisional Director	-	-	-	Application	Interview by GES HQ and Final Approval

### (1) Teachers at Schools/Institutes and Heads of Department

Professional Classroom Teachers (PCT) at Schools and Institutes and Heads of Department are

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supposed to submit their application forms and necessary documents in September. Prescribed checks and interviews shall take place from October to April. Final review and approval will take place from May to July.

(2) **Head of Basic School and Professional Teachers in Administration (PTAd) at District Level**

Heads of Basic Schools and Professional Teachers in Administration at the District Level shall submit their application forms and necessary documents in October. Prescribed checks and interviews will take place from November to April. Final review and approval shall take place from May to July.

(3) **Head of School in Second Cycle Education**

Heads of Schools in Second Cycle Education shall submit their application forms and necessary documents from November to January. Prescribed checks and interviews shall take place from February to April. Final review and approval shall take place from May to July.

(4) **District/Regional/Divisional Director**

District/Regional/Divisional Directors are supposed to submit their application forms and necessary documents from February to April. After that, screening process, several interviews, final review and approval will take place from May to July.

### 6-6. Procedure of Promotion

Process and procedure of promotion is different from person to person according to its position.

(1) **Professional Classroom Teacher at Schools/Institutes and Head of Department**

The following steps show the procedure of promotion for Professional Classroom Teacher and Head of Department at Schools and Institute.

**Step 1: Preparation of Documents and Application**

- i Professional Classroom Teacher and Head of Department at Schools and Institute submit application forms and necessary documents to Head of School or Institute.

***Necessary Documents for Promotion***

The documents required for promotion are:

- First Appointment Letter
- Previous Promotion Letter (Teachers ranked as "Junior Teacher" are not necessary.)
- CV
- Certificates
- License

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### **Step 2: Processing and Interviews at School/Institute**

- i. Head of School or Institute checks the application form, the results of teacher performance appraisal for years in series, and Teaching Portfolio to see if the applicants satisfy the minimum conditions or not.
- ii. Head of School or Institute interviews the applicants and fills in remarks on the application form.
- iii. If the applicants satisfy the requirements, Head of School or Institute submits the application form and other documents to DEO.

#### ***Teaching Portfolio***

A teaching portfolio is a collection of documents that together provide evidence of teaching and context for that evidence such as:

- The ideas and objectives that inform your teaching
- The courses you teach or are prepared to teach
- The methods you use
- Your effectiveness as a teacher
- How you assess and improve your teaching

Therefore, all professional classroom teachers and professional teachers in administration must compile all documents in a "Personal File" such as:

- First Appointment Letter
- Last Promotion Letter
- Certificates
- Teacher LOGBOOK
- Training History
- The Results of SBI/CBI/DBI Lesson Observation Sheet, etc



### **Step 3: Processing and Interviews at DEO**

- i. Human Resource Personnel at DEO checks the application forms and documents to see if the applicants meet the minimum requirements.
- ii. Human Resource Personnel selects the applicants who are eligible for promotion.
- iii. Human Resource Personnel conducts interviews with the selected applicants and fill in remarks on the application form.
- iv. Human Resource Personnel at DEO submits the application documents of the applicants who pass the screening and interview to REO.



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### **Step 4: Processing and Interviews at REO**

- i. Human Resource Personnel at REO checks the application forms and documents to see if the applicants meet the minimum requirements.
- ii. Human Resource Personnel selects the applicants who are eligible for promotion.
- iii. Human Resource Personnel interviews the selected applicants and fill in remarks on the application form.
- iv. Human Resource Personnel at REO submits the application forms of the applicants who pass the interview to GES HQ.

### **Step 5: Processing and Approval at GES HQ**

- i. Human Resource Management Division (HRMD), GES HQ checks the application forms and documents to see if the applicants meet the minimum requirements.
- ii. If the applicants meet the conditions for promotion, HRMD approves the promotion of the applicants who pass final review
- iii. HRMD issues and sends a letter of promotion to successful applicants.


***Database System***

PTPDM policy introduces a new system of "***Database***" to store and administer the information of all teachers and teaching staff in private and public education sector.

Everybody can access to the database to check personal information such as the results of appraisal and training history by inputting "Registered Number" and "Password".

Database store the information such as:

- Name of Teachers/Teaching Staff
- Registered Number
- Training history
- Results of Appraisal
- Certificates, etc



## **(2) Head of Basic School and Professional Teacher in Administration at District Level**

The following steps show the procedure of promotion for Heads of Basic Schools and Professional Teachers in Administration at the District Level.

### **Step 1: Preparation of Documents and Application**

- ✓ Head of Basic School and Professional Teacher in Administration prepare the application forms and necessary documents, and submit them to DEO.

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## **Step 2: Processing and Interview at DEO**

- i. Human Resource Personnel at DEO checks the application forms and documents to see if the applicants satisfy the minimum requirements.
- ii. Human Resource Personnel selects the applicants who are eligible for promotion.
- iii. Human Resource Personnel conducts an interview with the selected applicants and provide remarks on each applicant.
- iv. Human Resource Personnel submits the application documents of the applicants who pass the screening and interviews to the REO.

## **Step 3: Screening Process and Interview at REO**

- i. Human Resource Personnel at REO checks the application forms and documents to see if the applicants meet the minimum requirements.
- ii. Human Resource Personnel selects the applicants who are eligible for promotion.
- iii. Human Resource Personnel conducts an interview with the selected applicants and with remarks on each applicant.
- iv. Human Resource Personnel submits the application documents of the applicants who pass the interview to GES HQ.

## **Step 5: Processing at GES HQ**

- i. Human Resource Management Division (HRMD), GES HQ checks the application forms and documents to see if the applicants meet the minimum requirements.
- ii. If the applicants meet the requirements for promotion, HRMD approves the promotion of the applicants who pass final review.
- iii. HRMD issues and sends letters of promotion to the successful applicants.

## **(3) Head of School in Second Cycle Education**

The following steps show the procedure of promotion for Heads of Schools in Second Cycle Institutions.

### **Step 1: Preparation and Application of Documents**

- i. Head of School in Second Cycle Education completes the application form and necessary documents, and submit them to REO.

### **Step 2: Screening Process and Interview at REO**

- i. Human Resource Personnel at REO checks the application forms and documents to see if the applicants meet the minimum requirements.
- ii. Human Resource Personnel select the applicants who are eligible for promotion.
- iii. Human Resource Personnel conducts interviews with the selected applicants and with

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remarks on each applicant.

- iv. Human Resource Personnel submits the application documents of the applicants who pass the interview to GES HQ.

### **Step 3: Screening Process at GES HQ**

- i. Human Resource Management Division (HRMD), GES HQ checks the application forms and documents to see if the applicants meet the minimum requirements.
- ii. If the applicants meet the requirements for promotion, HRMD approves the promotion of the applicants who pass final review.
- iii. HRMD issues and sends a letter of promotion to the successful applicants.

### **(4) District/Regional/Divisional Director**

The following steps show the procedure of promotion for District, Regional, and Divisional Directors.

#### **Step 1: Preparation and Application of Documents**

- i. District/Regional/Divisional Director submits completed application form with necessary documents to GES HQ.

#### **Step 2: Screening Process and Interview at GES HQ**

- i. Human Resource Management Division (HRMD), GES HQ screens the application forms and documents to see if the applicants meet the minimum requirements.
- ii. HRMD selects the applicants who are eligible for promotion.
- iii. HRMD conduct an interview with the selected applicants.
- iv. If the applicants meet the conditions for promotion, HRMD approves the promotion of the applicants who pass final review.
- v. HRMD issues and sends a letter of promotion to the successful applicants.

### **6-7. Criteria for Promotion**

The process of promotion is implemented by evidence-based and competency-based approaches. Responsible personnel at all levels within GES are guided by established criteria and procedures to ensure fairness and equal opportunities for all applicants.

This section describes the references and criteria for promotion from the aspects of: Competency, Experience in education service, Training History, Certificates, and Applicant's Character.

#### **(1) Competency**

##### **References**

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- The result of Performance Appraisal Forms in a current rank for years in series

## **Criteria**

- Average Score of appraisal is over 70%

## **(2) Experience in education service**

### **References**

- EMIS, Database

### **Criteria**

- Applicants satisfy minimum years of experience in education service in a current rank

## **(3) Training History**

### **References**

- Teaching Portfolio, EMIS, and Database

### **Criteria**

- Required Training Courses in a current rank is completed

## **(4) Certificates**

### **References**

- A copy of certificates, EMIS, and Database

### **Criteria**

- Certificates that the applicants hold are eligible for promotion

## **(5) Applicant's Character (Humanity, Personality, Professionalism, Value and Ability)**

### **References**

- Interview Evaluation Sheet

### **Criteria**

- Total score of Evaluation sheet is over 60 %

## 7. Teacher Performance Appraisal

The teacher performance appraisal is a process in which a head teacher collaborates with each teacher in evaluating that teacher's work as a professional person. A head teacher is required to study teachers' performance and gather reliable information on them over a period of time. Assessment of teacher performance is really important to improve their work, by comparing a teachers' performance against the standards and expectation of NTC. Currently, it is necessary for teachers to submit a performance appraisal report to his/her Circuit Supervisor for onward processing.

### 7-1. Target of Teacher Performance Appraisal

This appraisal system shall apply to all teachers in classrooms and teachers in administration in Pre-tertiary Education in Ghana. This means that the work of all teachers in classrooms and teachers in administration are required to be assessed by heads of schools/institutes.

### 7-2. Appraisal Periods

Teacher performance shall be appraised annually under the following appraisal periods: September 1<sup>st</sup> through August 31<sup>st</sup>. Although head teacher and teacher may regularly discuss the performance and review the progress, only one rating shall be in effect for an appraisal cycle.

Table 7.1: Annual Schedule of Assessment for Teachers

	Sep-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	Jul-Aug
Teacher Performance Appraisal	Initial Meeting			Mid Year Meeting		End of Year Meeting

On the other hand, teachers in administration shall be appraised annually under the following periods: January 1<sup>st</sup> through December 31<sup>st</sup>

Table 7.2: Annual Schedule of Assessment for Teachers in administration

	Jan-Feb	Mar-Apr	May-Jun	Jul-Aug	Sep-Oct	Nov-Dec
Teacher (admin.) Performance Appraisal	Initial Meeting		Mid Year Meeting			End of Year Meeting

### 7-3. Process of Teacher Performance Appraisal

The teacher performance shall be appraised according to the PSC appraisal system, except that the assessment schedule shall be according to the school year<sup>1</sup>. The appraisal process includes regular information gathering, periodical discussions with teachers, and a written assessment in mid-year

<sup>1</sup> Under the public service staff performance appraisal system, mid-year review takes place in June, and end-of-year in December. The appraisal in schools/institutes shall begin during School Term 1, with Mid-Year Review in Term 2 and End-of-Year Review in Term 3.

meeting and end-of-year a meeting. As for the written assessment, the Staff Performance Review and Appraisal Form (SPRAF) is usually used.

The teacher performance appraisal process is prescribed by NTC as follows.

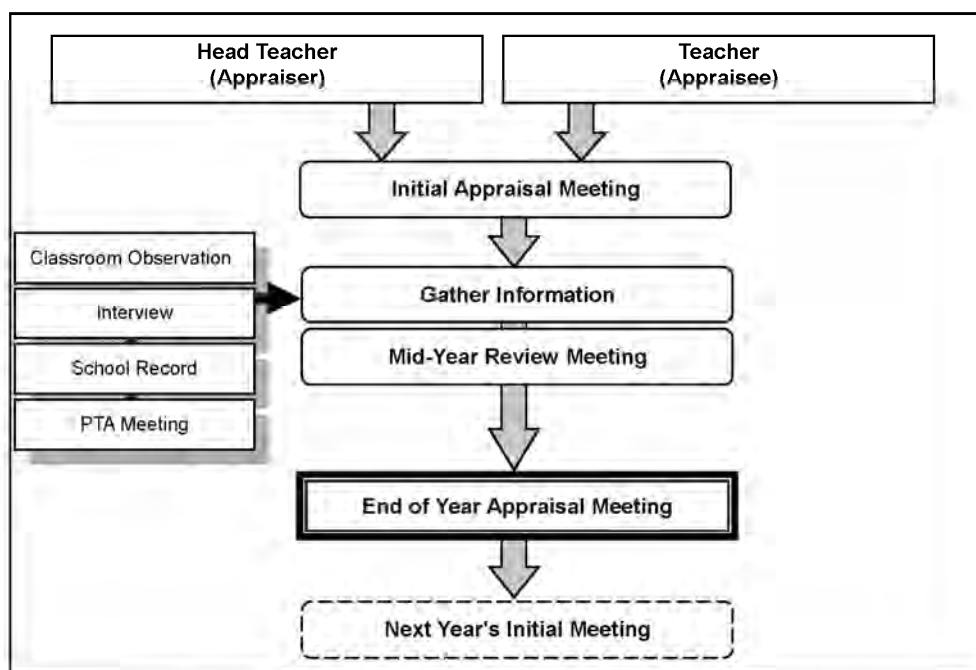


Figure 7.1: Flow Chart for Teacher Performance Appraisal

**STEP 1: Initial Appraisal Meeting (September - October)**

The Head teacher/Principal/HOD/Unit head shall hold an initial appraisal meeting with teachers, individually, early in the school year. In the meeting, head teacher and teacher will identify the key results areas and establish the targets to be achieved during the school year.

**STEP 2: Gathering information for teacher appraisal (Nov - May)**

The Head teacher/Principal/HOD/Unit head shall gather information for teacher appraisal very early in the year. The useful sources of information will be school records (e.g. staff record book, staff attendance book), classroom observation, interviews with pupils/students, etc.

**STEP 3: Mid-Year Review Meeting**

Along with gathering information for teacher appraisal, it is expected that Head teacher/Principal/HOD/Unit head hold a mid-year review meeting. The Head teacher/Principal/HOD/Unit head should discuss with teachers to determine the degree of progress being made towards attainment of performance standards. The Head teacher/Principal/HOD/Unit

head provides initial feedback, and make any required adjustments to the plan regarding job performance.

#### **STEP 4: End of Year Appraisal Meeting (June - August)**

At the end of the school year, the Head teacher/Principal/HOD/Unit head shall establish an appraisal review meeting to ascertain whether the performance standards have been met or not. In the meeting, the Head teacher/Principal/HOD/Unit head shall discuss with each teacher and validate the achievement of targets established at the beginning of the school year, taking into account any modifications during the Mid-Term Review.

The results are used to review and set new objectives in the next year. The Head teacher/Principal/HOD/Unit head shall submit the report to the head of HRM for review, compilation and submission to the head of MDA or MMDA for onward transmission to the PSC through GES.

#### **7-4. Key Result Area and Targets for Appraisal**

The appraisal system of the PSC requires that the the Head teacher/Principal/HOD/Unit head and each teacher define key result areas and set the targets to be achieved during the year. The teacher performance is mainly appraised by evaluating the extent to which the targets and competencies are achieved at the end of the academic year.

##### **7-4-1. Key Result Areas**

The key result areas, not more than five, should be drawn from the teacher standards described in Chapter 4, at the start of the academic year.

##### **7-4-2. Targets**

After setting the key result areas, the Head teacher/Principal/HOD/Unit head and teacher discuss, identify, and agree on targets in relation to the key result areas. The targets should be specific, measurable, realistic, and time-bound.

##### **7-4-3. Competencies**

The PSC appraisal system has identified the Core/Non-core Competencies to be assessed on Section 5 of SPRAF. The teacher performance appraisal utilizes the specific competencies developed by NTC, according to the Core/Non-core Competencies (?).

##### **7-4-4. Resources Required**

There are various ways of gathering information for teacher appraisal that the Head teacher/Principal/HOD/Unit head is provided in the "Handbook for Teachers on Performance Appraisal System".

The Head teacher/Principal/HOD/Unit head can ask learners to complete a questionnaire regarding teacher performance, as described in "Handbook for Teachers on Performance Appraisal System". This can help the Head teacher/Principal/HOD/Unit head to have a comprehensive view of how a teacher is performing and the kind of advice needed, as a multi-source appraisal system.

### 7-5. Appraisal Rating and Definition

Under the appraisal system, the target achievement and competencies are appraised with the following five-point scale.

**Table7.2: Rating and Definition**

Rating	Definition
5: Exceptional, exceeds expectations	<ul style="list-style-type: none"> <li>✓ Exhibits the highest level of performance.</li> <li>✓ Exceeds goals and objectives</li> </ul>
4: Exceeds expectations	<ul style="list-style-type: none"> <li>✓ Performance above standard level</li> <li>✓ Job performance clearly more than satisfactory.</li> <li>✓ Meets all goals and exceeds several</li> </ul>
3: Meets expectations	<ul style="list-style-type: none"> <li>✓ A solid, consistent performance</li> <li>✓ Meets most goals and exceeds some</li> </ul>
2: Below expectation	<ul style="list-style-type: none"> <li>✓ Performance needs to be improved in several major areas.</li> <li>✓ Did not meet many goals</li> </ul>
1: Unacceptable	<ul style="list-style-type: none"> <li>✓ Performance is below job requirements and needs definite and significant improvement.</li> <li>✓ Did not meet most.</li> </ul>

### 7-6. Reference

1. NTC and GES. (2015). Handbook for Teachers on Performance Appraisal System, Professional Requirement Manual
2. NTC and GES. (2014). Handbook for Teachers on Performance Management System, A guide to Public Services Performance Management System
3. PSC. (2014). Handbook: Public Service Staff Performance Planning Performance Review, Performance Appraisal and Decision-Making.
4. PSC. (2014). Staff Performance Planning, Review and Appraisal Form
5. PSC. (2015). Human Resource Management Policy Framework and Manual for the Ghana Public Services.



## 8. Licensing

The PTPDM Policy introduces a new system of “Licensing” for teachers in Pre-tertiary Education towards improving the quality of personnel and performance within the education sector in Ghana. Under the PTPDM Policy, all teachers in classrooms and teachers in administration in Pre-tertiary Education shall be issued with licenses. After getting a license, all teachers in classrooms and teachers in administration shall be officially approved as “Professional Teachers” in Ghana.

### 8-1. Target of Licensing

This licensing system shall apply to all teachers in classrooms and teachers in administration in Pre-tertiary Education in Ghana. This means that regardless of public or private sector all teachers/teaching staffs are required to obtain a license to assure the quality of education in Ghana. In other words, teachers in classrooms and teachers in administration without licenses are not qualified to teach at schools and institutes in at the Pre-tertiary level.

In consideration of the terms outlined above, licenses shall be issued to:

- All teachers in GES School/Institute in Pre-tertiary Education
- All teaching staff in GES administrative organizations in Pre-tertiary Education
- All teachers in private/NGO school/institute in Pre-tertiary Education
- All teaching staff in administrative organizations of private/NGO sectors in Pre-tertiary Education

### 8-2. Responsible Organization

National Teaching Council (NTC) shall bear responsibility for licensing.

### 8-3. Types of License

There are two types of license:

- Provisional Teaching License
- Teaching License

#### (1) Provisional Teaching License

A provisional teaching license is a probationary-type of license. It is a temporary teaching license issued to only Beginning Teachers and Non-professional Teachers, but not to Professional Teachers.

A provisional license allows them to teach at schools or institutes at the Pre-tertiary level.

The holder of a Provisional Teaching License shall complete prescribed a Training Programme to obtain the minimum qualification for licensing by a period of time as determined by the NTC and GES. The Provisional License shall be revoked if the provisional license holder fails to obtain the required training by the end of the defined period.

**(2) Teaching License**

A Teaching License is a formal permission from the National Teaching Council (NTC) that allows teachers to teach at schools and institutes at the Pre-tertiary level in Ghana.

It shall be issued to all teachers in classrooms and teachers in administration as proof of professional teacher qualification for employment in Ghana.

The holders of a Teaching License shall be required to keep on developing their professionalism and competencies through INSET to renew teaching license by a period of time as determined by the NTC and GES. The Teaching License shall be revoked if the teaching license holders neglect their duty of Continuous Professional Development.

**Table 8.1: Types of License and Teachers**

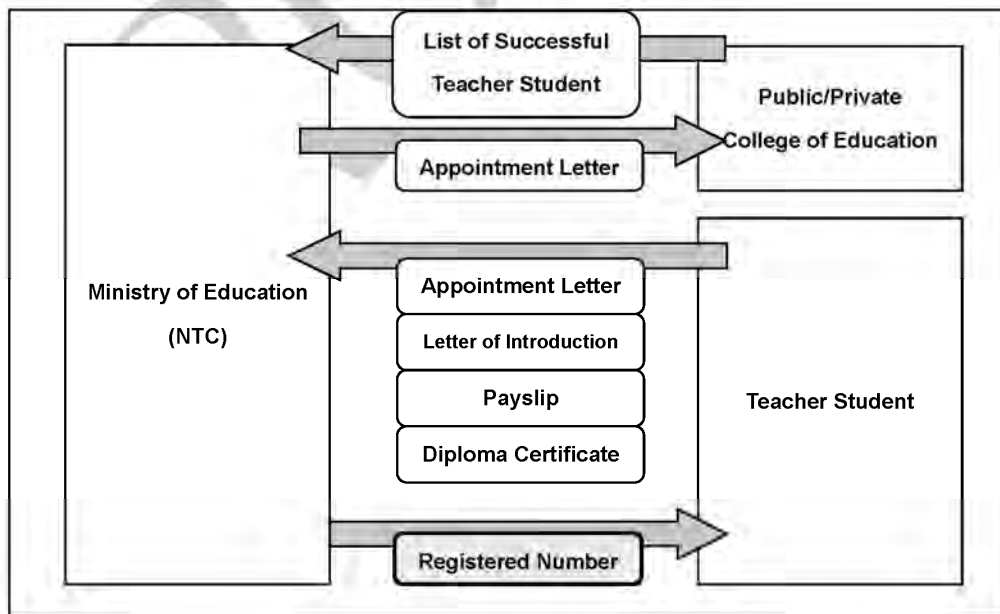
	Beginning Teachers		Teachers in Active Service	
	Professional	Non-Professional	Professional	Non-Professional
Types of License	- Provisional Teaching License		- Teaching License	- Provisional Teaching License

**8-4. Process of Registration**

Persons who desire to take up teaching as a profession shall be registered as a teacher before licensing. They are required to obey the procedure prescribed by NTC, according to their academic background.

**8-4-1. Persons with Diploma**

Students who complete college of education shall registered as follows:



**Figure 8.1: Process of Registration for Persons with Diploma in Education**

**Step 1:** The College of Education shall send a list of teacher students who successfully passed the final exam and completed the curriculum to the National Teaching Council (NTC).

**Step 2:** NTC will issue a "Provisional License" to each certificated teacher on the pass list to facilitate engagement as Beginning Teacher in the rank of Junior Teacher.

**Step 3:** Teacher with Provisional Licenses shall submit the following four documents to the NTC: (a) appointment letter; (b) letter of introduction; (c) pay slip; and (d) diploma certificate. The letter of introduction will be generally issued by District Director, the Head of School where teachers works Controller & Accountant General will issue the payslip for public sector workers.

*Note: Diplomates who successfully find employment in teaching shall submit the required documents to the NTC within 3 months maximum after the contract start date.*

**Step 4:** Upon receiving all these documents, the Council shall issue the beginning Teacher with a 'Registered Number'.

#### **8-4-2. Persons with Non-Education Diploma**

The process is almost same as that of persons with diploma in education except that, in addition, they are required to ensure that they provide proof of completion of the certificate of education programme to the NTC during the prescribed period of employment as Beginning Teachers at the rank of Junior Teachers.

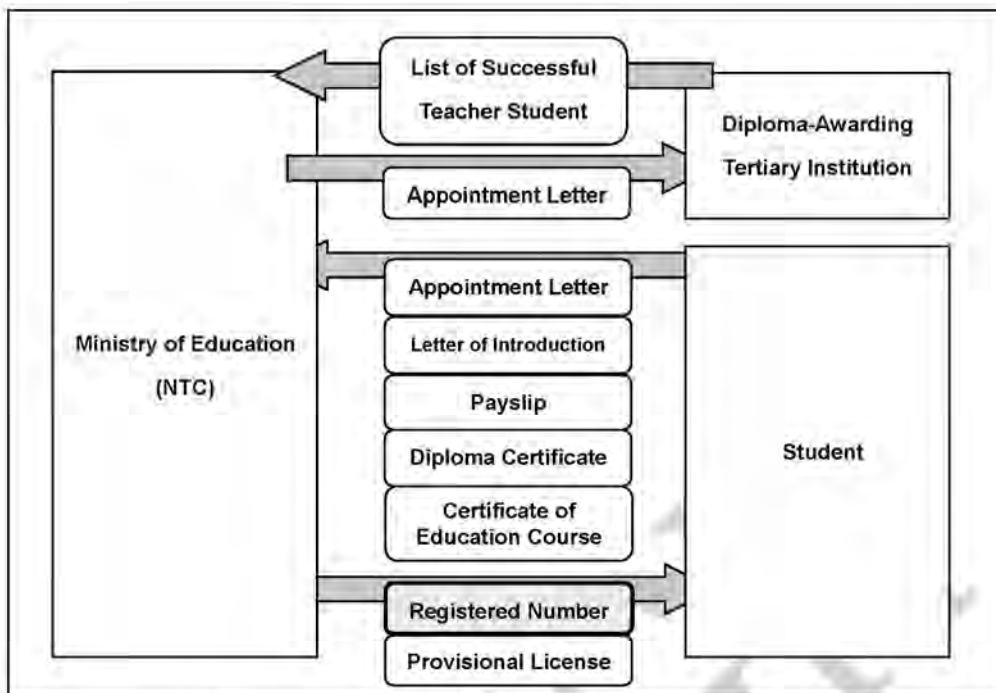


Figure 8.2: Process of Registration for Persons with Non-Education Diploma

#### 8-4-3. Persons with Education Degrees (who completed a 4-year university programme)

The process is almost the same as that of a person with a diploma from a college of education. A difference is that the graduate teacher is required to submit the degree certificate to the NTC, instead of a diploma certificate.

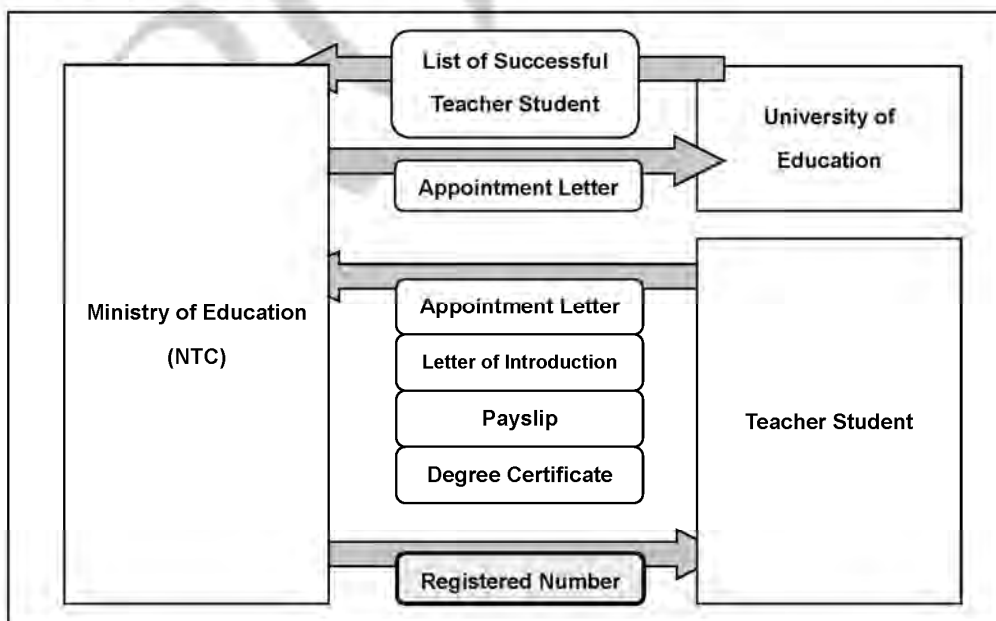


Figure 8.3: Process of Registration for Persons with Education Degree

#### 8-4-4. Persons with Non-Education Degree (who completed 4-year university)

The process is almost same as that of persons with degrees in education except that , in addition, they are required to ensure that they provide proof of completion of the certificate in education programme to the NTC during the prescribed period of employment as Beginning Teachers at the rank of Senior Teachers.

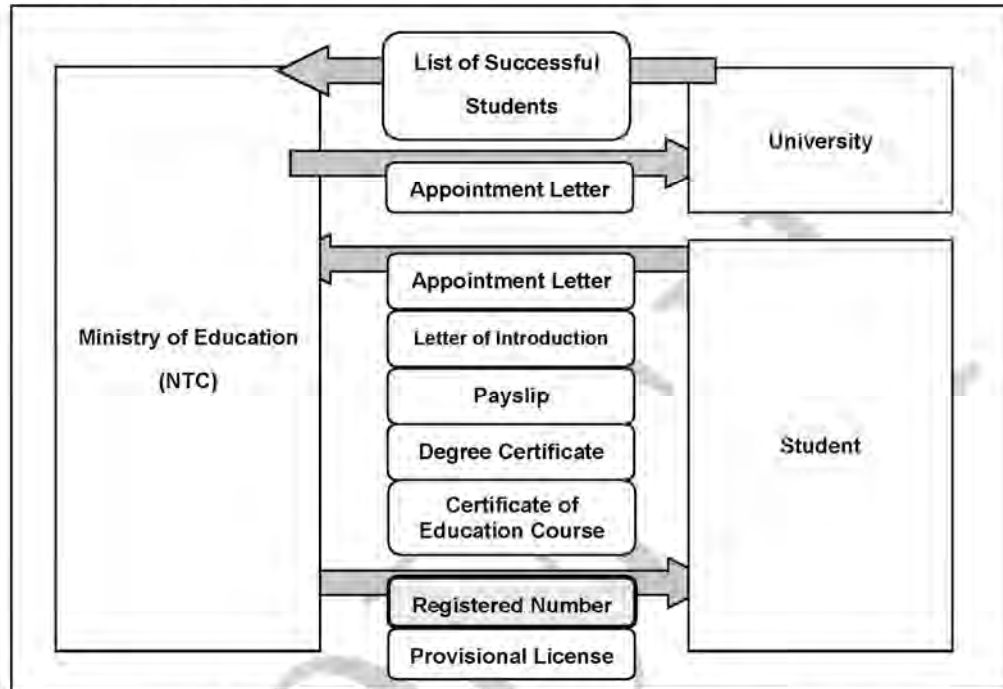


Figure 8.4: Process of Registration for Persons with Non-Education Degrees

## 8-5. Process of Licensing

The licensing process is prescribed by NTC depending on the types of teachers. This section describes the basic process of licensing for each type of teacher.

### 8-5-1. Beginning Teachers

The figure below shows the process of licensing of Beginning Teachers.

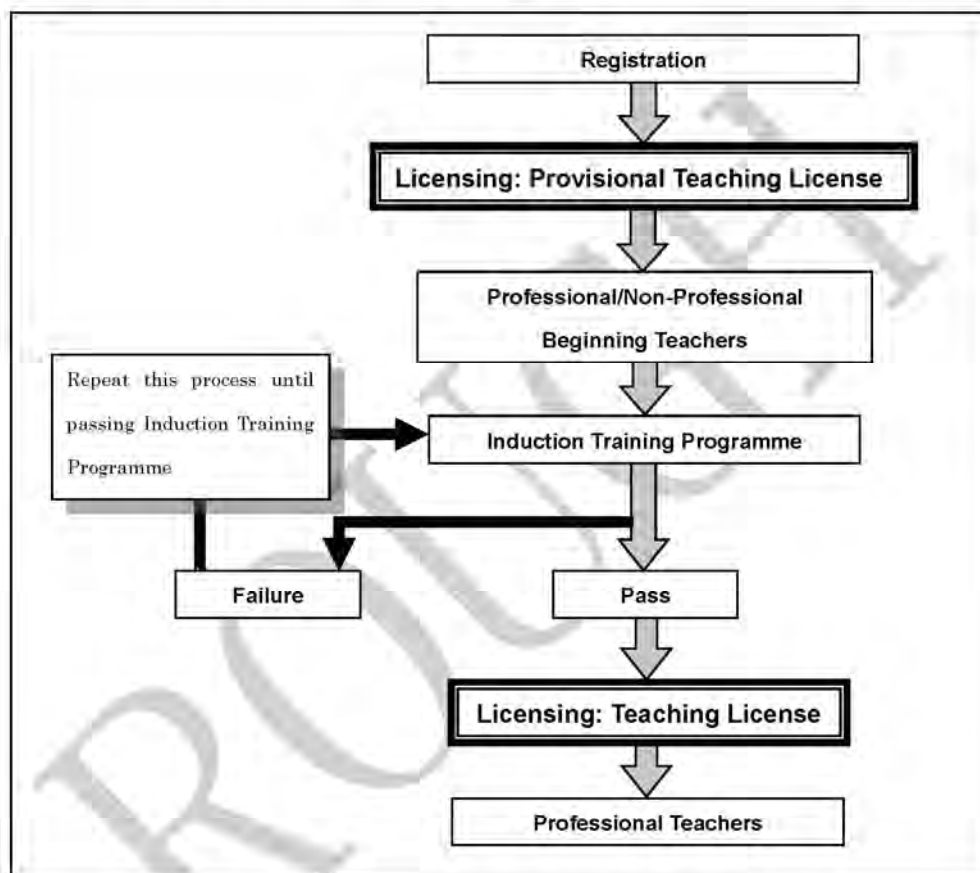


Figure 8.5: Process of Licensing for Beginning Teachers

#### Step 1: Registration

#### Step 2: Licensing: Provisional Teaching License

NTC issues “Provisional Teaching License to all Beginning Teachers who have been registered.

#### Step 3: Induction Training Programme for Beginning Teacher

After registration and getting Provisional Teaching License, the candidates become Professional or Non-Professional Beginning Teachers. All Beginning Teachers are required to undergo an

“Induction Training Programme for Beginning Teacher” and to acquire the desired competencies as a Professional Teachers.

**Note:** Professional BTs are required to complete Induction Training Programme and pass the programme within maximum 3 years during probation period to get a License. Non-Professional BTs are required to complete Induction Training Programme and pass the programme within maximum 4 years during probation period to get a License.

**Step 4: Performance appraisal of Induction Training Programme**

After the one-year Induction Training Programme, all Beginning Teachers are supposed to undergo a performance appraisal by DEO. If they fail the appraisal, they cannot get a Teaching License and would be required to remain at the rank until they meet the prescribed requirements.

**Step 5: Licensing: Teaching License**

A Non-Professional Beginning Teacher shall obtain a post-graduate certificate in education and pass the annual performance appraisal to qualify for a Teaching License from NTC. A Beginning Teacher shall apply to the NTC on a prescribed form along with three documents: (1) registered number; (2) certificate of the induction training (??), and (3) post-graduate certificate in education. NTC shall access the teacher’s records on performance appraisal on the Teacher Database.

**8-5-2. Teachers in Active Service**

**(1) Professional Teachers**

The figure below shows the process of licensing to Professional Teachers.

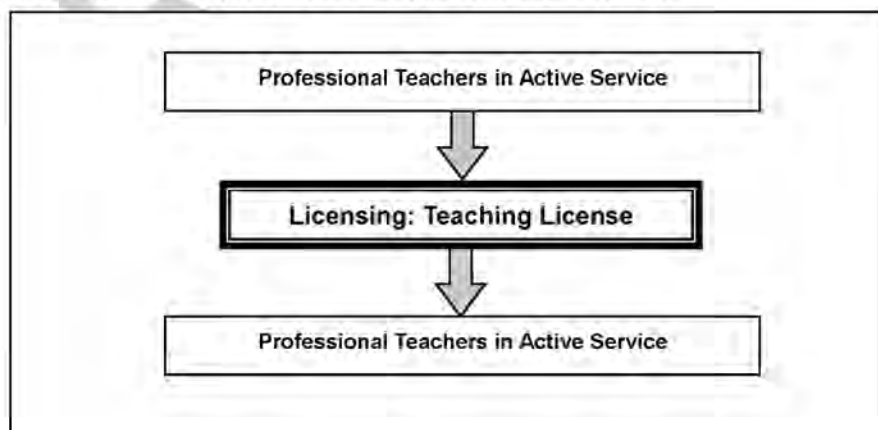


Figure 8.6: Process of Licensing for Professional Teachers

### Step 1: Licensing: Teaching License

As for Professional Teachers in active service, there is no special process for licensing. Teaching License shall be issued to Professional Teachers in active service automatically by NTC.

Professional Teachers shall submit for approval by the Council an application in the prescribed form along with the registered number. The Council shall check it and issue the license if the candidate meets the requirements.

### (2) Non-Professional Teachers

The figure below shows the process of licensing to Non-Professional Teachers.

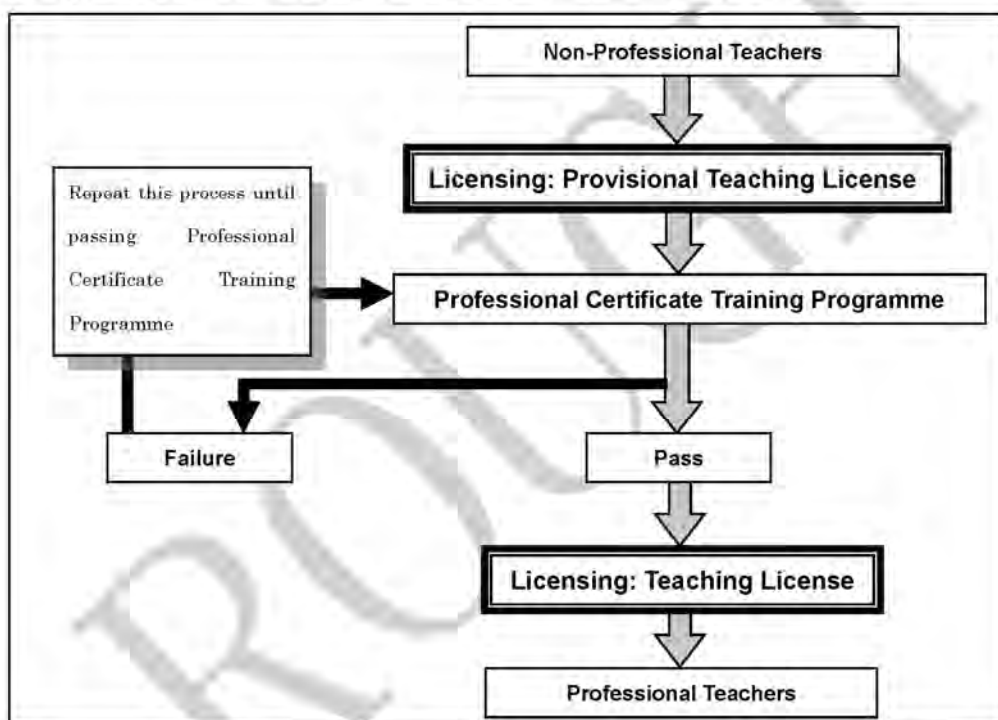


Figure 8.7: Process of Licensing for Non-Professional Teachers

### Step 1: Licensing: Provisional Teaching License

Provisional Teaching License shall be issued to Non-Professional Beginning Teachers by NTC automatically.

### Step 2: Professional Certificate Training Programme

After a Provisional Teaching license is issued, a Non-Professional Beginning Teacher are required to undergo a “Professional Certificate Training Programme” such as PGCE/Sandwich Programme and to acquire professionalism and the desired competencies as a Professional Teacher.



*Note: Non-professional teachers in active are required to complete Professional Certificate Training Programme such as PGCE/Sandwich Programme and pass the programme within maximum 4 years after becoming Provisional Teaching License holders*

**Step 3: Performance appraisal of Induction Training Programme**

After completing the Professional Certificate Training Programme, Non-Professional Teachers are supposed to undergo a performance appraisal by DEO. If they fail the appraisal, they cannot get a Teaching License and would be required to remain at the rank until they meet the prescribed requirements.

**Step 4: Licensing: Teaching License**

If Non-Professional Teacher pass the appraisal, Teaching License shall be issued to them by NTC.

Professional Teachers shall submit for approval by the Council an application in the prescribed form along with (1) the registered number and (2) Certificate of Professional Certificate Training Programme. The Council shall check it and issue the licensing, if the candidate meets the requirements. (??)

## 9. Appointment to Positions with Additional Duties

“Additional Duties” means being assigned more duties by an employer. For example, a school teacher being appointed a “Head of School” by GES.

This system shall apply to all of GES classroom teachers and teachers in administration not to teachers in classroom and administration in the private education sector. *This system of promotion cannot be applied to Beginning Teachers* because they are still teachers on probation.

### 9-1. Key Changes in Positions with Additional Duties

The following represent the key dimensions of Positions with additional duties:

- Procedure for Applying Position Advancement
- Requirements Criteria
- Documents necessary for applying

## 9-2. Process of Assigning Additional Duties

The Process of Assigning Additional Duties is different from the process of Career Progression. The figure below shows the basic process of advancement by the assignment of additional responsibility under PTPDM policy.

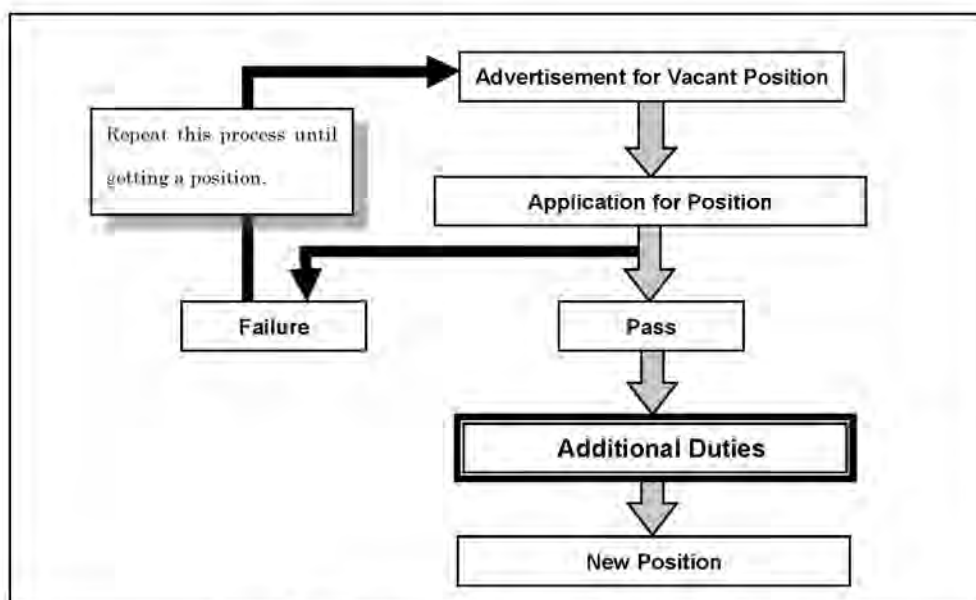


Figure 9.1: Process of Assigning Additional Duties

### Step 1: Advertisement of Vacant Position

A Teacher can only apply for a position with Additional Duties when the authorized organization advertises a vacancy of a position.

### Step 2: Application for Position

To apply for the position, a teacher shall meet the minimum requirements. The requirements for positions of additional duties are:

- 1) Eligibility for the position by Rank
- 2) Completion of Required Training Needs
- 3) Demonstration of required Competencies in each rank

If classroom teachers and teachers in administration meet the conditions, they shall be eligible to apply for the position. They have to prepare and submit the required documents to the office in charge.

### Step 3: Appointment to Position with Additional Duties

An applicant (classroom teachers and teachers in administration) who meets the requirements, including interviews, may be appointed to the new position. An applicant who fails to meet the requirements for appointment may apply whenever vacancies are announced but would be expected to meet the prescribed requirements for appointment.

ROUGH

### 9-3. Responsible Personnel/Organization

The following personnel or organizations shall be responsible for appointment to positions with additional duties:

- Human Resource Personnel at District and Regional Education Offices
- Human Resource Management Division, GES HQ

### 9-4. Requirements for Appointment to Position with Additional Duties

Those who want to get a new position shall meet the minimum conditions as follows:

#### (1) Rank Eligible for the Position

Classroom teachers and teachers in administration can apply for the vacant position: however the position that they can apply for is determined by their rank. This means that a classroom teachers or teachers in administration can only be appointed to a position depending on the rank they belong to. The rank an applicant belongs to is the pre-requisite.

The table below shows the positions and their corresponding ranks.

Table 9-1: Relationship between Rank and Position

Rank	Position
Junior Teacher	School Teacher
Senior Teacher	School Teacher
Principal Teacher	Circuit Supervisor???
Senior Principal Teacher	Head of Department, Head of Basic School, Assistant Head of SHS/Institute, Vice Principal
Master Teacher / Associate Director	Head of SHS/Institute, Unit Head
Senior Master teacher / Senior Director	Principal, District Director
Principal Master Teacher / Principal Director	Regional Director, Divisional Director, Deputy Director General, Director-General

The positions in each rank are set up in accordance with job duties and competencies that are required for classroom teachers and teachers in administration in each rank.

#### (2) Completion of Required Training Courses

Classroom teachers and teachers in administration have to complete the mandatory training

courses in each rank before applying for the position. The mandatory training courses are the same as that for Career Progression as shown in “*Chapter 4: 4-4. Requirements for Career Progression*”.

### **(3) Acquiring Competencies in Each Rank**

Classroom teachers and teachers in administration are required to acquire the desired competencies before applying for the vacant position.

The required competencies for positions with additional duties are the same as that for Career Progression as shown in “*Chapter 4: 4-4. Requirements for Career Progression*”.

## **9-5. Timing of Appointment to Position with Additional Duties**

The process of appointment to positions with additional duties is managed by GES (and LGS under decentralization). Every teacher who meets the requirements has a chance to apply for an advertised vacant position.

## **9-6. Procedure Appointment to Positions with Additional Duties**

The Procedure Appointment to Positions with Additional Duties is prescribed according to the types of position. All classroom teachers and teachers in administration have to comply with the prescribed procedure for such appointments.

This section shows the basic steps of position advancement under PTPDM policy.

### **Step 1: Preparation of Documents and Application**

- ✓ Classroom teachers and teachers in administration check if they meet the conditions for the position advertised by the authorized organization.
- ✓ Classroom teachers and teachers in administration prepare the application form with prescribed supporting documents.
- ✓ Applicants submit completed application forms and supporting documents to authorized organization.

**Table 9.2: Position and Authorized Organizations**

Position	Authorized Organizations
Circuit Supervisor	HR in DEO
Head of Department	HR in REO
Head of Basic School	HR in DEO
Assistant Head of SHS/Institute	HR in REO/RED
Vice Principal	HR in REO
Head of SHS/Institute	HR in REO
Unit Head	HR in REO
Principal	HR in REO
District Director	HRMD in GES HQ
Regional Director	HRMD in GES HQ
Divisional Director	HRMD in GES HQ
Deputy Director General	HRMD in GES HQ
Director-General	HRMD in GES HQ

**Necessary Documents for Position Advancement**

The documents necessary to apply for promotion are:

- First Appointment Letter
- Last Promotion Letter (Teachers ranked as "Junior Teacher" are not necessary.)
- Certificates???
- License??
- Teacher LOGBOOK
- Training History

**Step 2: Screening Process and Interview**

- ✓ Authorized organization checks the application form, documents, and the results of teacher performance appraisal for years in series referring to Database?? EMIS??? to see if the candidates meet the minimum conditions or not.
- ✓ Authorized organization selects the candidates who are eligible for the position.
- ✓ Authorized organization interviews the selected candidates using the interview evaluation sheet.

### **Step 3: Final Approval and Position Advancement**

- ✓ If the candidates meet the conditions for the position, authorized organization approves the position advancement of the candidates who pass final review.
- ✓ Authorized organization issues and sends appointment letter to the successful candidates.

### **9-7. Criteria of Appointment to Positions with Additional Duties**

The appointment process is evidence- based and competency-based.

There are four criteria for appointment to positions with additional duties: Competency, Training History, Certificates, and Candidate's Character.

#### **(1) Competency**

##### **References**

- The result of Performance Appraisal Forms in a current rank for years in series

##### **Criteria**

- Average Score of appraisal is over 70%????(Pass/Fail?)

#### **(2) Training History**

##### **References**

- Teaching Portfolio, EMIS???, Database

##### **Criteria**

- Required Training Courses in a current rank is completed. Plus extra trainings.

#### **(3) Certificates**

##### **References**

- A copy of certificates, EMIS, Database??

##### **Criteria**

- Certificates that the candidates hold are eligible for promotion

#### **(4) Candidate's Character (Humanity, Personality, Professionalism, Value and Ability)**

##### **References**

- Interview Evaluation Sheet????

##### **Criteria**

- Total score of Evaluation sheet is over 60 %???? (Pass/Fail?)



## 10. Database

In this chapter, 'Database' is one of key elements of information management systems; means 'structured set of data held in computer systems, especially one that is accessible in various ways'.

### 10-1. Management scope of the Database

Teacher Database shall contribute toward a Competency-based & Evidence-based Approaches in the development and management of teachers to follow PTPDM policy. Teacher Database accumulates following 'results of things' as information of individual teacher;

- ✓ Basic personal information (Name, Identification code/number, Certifications, etc.)
- ✓ Licensing results
- ✓ Appraisal results
- ✓ Training (include INSET) Records

### 10-2. Integrity of information and data in the Database

The Teacher Database shall be consistent and lack of corruptions by accepting collectable, verifiable and authorized information/data.

- ✓ Collectable: Specify corresponding source or origin of each data/information.
- ✓ Verifiable: Specify structure, type and range of each data/information.
- ✓ Authorized: Specify positions to give official permission for or approval to each data/information.

### 10-3. Consistency of objects to manage in the Database

Objects to manage in the Teacher Database shall equip identifier (e.g. ID number, Administrative code, Registration Number, Document number, etc.) without duplications to identify each object and to avoid inconsistency.

Those identifiers shall be based on the prescribed coding systems with temporal stability, and identical object shall have *one integrated* coding system to secure compatibility among databases. As a typical example, the Districts shall have integrated administrative code<sup>1</sup> to identify each district to avoid the effects of spelling inconsistency<sup>2</sup>.

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<sup>1</sup> Each administrative body set their own administrative code to Districts or Regions, and most of coding systems lack of temporal stability (e.g. The Ghana Statistic Office changes District code in every Census). This is a big obstacle against interoperability and integration of plural databases.

<sup>2</sup> For example, "La Dede-Kotopon" and "LA DADE-KOTOPON MUNICIPAL" in Grater Accra Region, "Krachi Ntsumuru" and "KRACHI NCHUMURU" in Volta Region, etc.

## 10-4. Stage of Information Systems Utilization

The table below shows the stages of Information Management Systems utilization model<sup>3</sup>.

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<b>Data collection</b>	Paper based / Hand writing			Electronic based / Direct input by PC	
<b>Data storage</b>	Paper based		Partly electronic based	Electronic based	
<b>Efficiency</b>	Multiple redundant formats	Focus on using existing systems to collect optimized and smaller set of data, with a view to increasing data quality and, relevance		Gradually integrate management system information addition to the educational data	Integrate all stages of Educational management system information
<b>Data Quality</b>	Low quality, delay in reporting	Improvement of quality, an use the data promptly	Improvement of data storage, automated reporting system, improvement of data analysis	Systematic business process <sup>4</sup> analysis required, complex reporting	Evidence-based decision making and data-driven management, complex reporting
<b>Utilization of the data</b>	Not much use	Use for decision-making on management		Access to information from all levels of service delivery network possible and encouraged	Use daily in decision making process in management and educational practices
<b>Resources</b>	Paper, Pen, etc.		Computer, data storage media		
<b>Computer Literacy</b>	Little or no computer literacy at local level		Limited computer literacy required for data entry at local level	Moderate to significant computer literacy required for a larger number of users	Significant computer literacy required for most users
<b>Scope</b>	Capture only district indicators			Greatly expanded with inclusion of individual-level data from educational system transactions, and resource data (personnel, supplies)	Maximized, with Stage 4 data integrated with public educational data
<b>Scale</b>	Can be country-wide depending on compliance and follow-through (which is often spotty)		Projects often begin with one or two districts, but aim for nationwide deployment	Sub-national; because of increased resource and capability requirements.	National, entire population included.

Stage 1 is the fundamental level, and gradually the level goes up to Stage 5. By Understanding the gaps current situations and attainment target levels, effective interventions shall be selected.

<sup>3</sup> Original Source: Health Information System in Developing Countries-A Landscape Analysis, VITAL WAVE CONSULTING, May 2009

<sup>4</sup> Systematic business process: conduct comprehensive analysis on medicine and medical supplies, clinical examination, human resources and medical financing management and find out appropriate amount of activities and service supply effectively and efficiently.

### **10-5. Principle of disclosure**

Basically, information in the Teacher Database shall be opened to the public, as both of human-readable and machine-readable formats. But sensitive personal information of individual teachers shall be restricted.

### **10-6. Deployment of the Database**

1. Designing information scheme and structure of the Teacher Database by the top of decision-making units; such as NTC/GES, based on PTPDM policy.
2. The Teacher Database shall be developed in accordance with the above information scheme by not only GES/NTC, but also Districts/DEO.
3. The Teacher Database collects only verified and authorized results of things in accordance with the information scheme by DEO/schools/institutions.
4. Collected data and compiled/aggregated reports shall be opened to the public, except personal information of teachers.

パイロットを通じて何を検証すべきか：パイロット検証項目案

「プロジェクトで開発する昇進制度は全国展開可能か？」を①実現可能性、②効果、③持続性の観点から検証。

成果	検証項目	検証方法	検証時期
<b>実現可能性</b>			
1	スタンダードはガーナの各ランクの教員に適切か（高すぎないか、低すぎないか）	スタンダード策定時に校長・教員の意見を取り入れたか	スタンダード策定時
1	スタンダードは使いやすいか	モニタリング時に質問	2017-18Academic Year (AY)のモニタリング時
1	HB は使いやすいか	モニタリング時に質問	2016-17AY のモニタリング時
1	HB を用いて適切に評価が行われているか	Pre-implementation Survey*とエンドライン調査でPre-Post 比較	①2016 年中 ②2017 年 11 月頃
1	教員のワークロードや学年度に照らして無理のないスケジュールか	モニタリング時に質問	2016-17AY のモニタリング時
1	PSC フォームの提出率	モニタリング時に郡に確認	2016-17AY のモニタリング時 2017-18AY のモニタリング時
1	PSC フォームは使えているか	モニタリング時に質問	2016-17AY のモニタリング時 2017-18AY のモニタリング時
1	教員は HB の使い勝手に満足か	モニタリング時に質問	2016-17AY のモニタリング時 2017-18AY のモニタリング時
1	教員は新制度に基づいて行われた評価結果に満足か	Pre-implementation Survey とエンドライン調査でPre-Post 比較	①2016 年中 ②2017 年 11 月頃
1	評価結果を用いて昇進を検討しているか、していなければ理由は何か	モニタリング時に郡と校長に昇進申請書類を見せてもらう	2017-18AY のモニタリング時

\* PTPDM 政策実施前に現状を把握するための調査。改訂 PDM に基づいたベースライン値を収集。

成果	検証項目	検証方法	検証時期
1	プロジェクトで開発したフォームを用いて昇進が行われそうか - 昇進フォームは使えそうか - 必要条件をチェックしやすいか - 教員、校長、郡は適切に手続きを行えそうか	モニタリング時に質問	2016-17AY のモニタリング時 2017-18AY のモニタリング時
2	ログブックに必要な情報が適切に記入されているか	モニタリング時に BT に質問	2016-17AY のモニタリング時 2017-18AY のモニタリング時
2	学校（校長が）適切に必要な情報を School logbook に記入しているか	モニタリング時に質問	2016-17AY のモニタリング時 2017-18AY のモニタリング時
2	School logbook が適切な時期に郡に提出されているか	モニタリング時に質問	2016-17AY 学年度末のモニタリング時
2	郡が School logbook の情報を正確に入力しているか	モニタリング時に質問	2016-17AY 学年度末のモニタリング時
3	研修教材は BT/ST のレベルにあっているか	モニタリング時に質問（研修時に CP/プロジェクトがモニタリング）	BT/ST 研修時
3	研修教材は使いやすいか	モニタリング時に質問（研修時に CP/プロジェクトがモニタリング）	BT/ST 研修時
3	トレーナーは期待される質で研修できるか	モニタリング時に質問（研修時に CP/プロジェクトがモニタリング）	BT/ST 研修時
3	研修の内容は妥当か - カリキュラム - 日程 - 実施環境 - 設備	モニタリング時に質問（研修時に CP/プロジェクトがモニタリング）	BT/ST 研修時

成果	検証項目	検証方法	検証時期
3	郡の予算計画に研修予算が入っているか	予算計画書を確認	いつ?
3	研修履歴のデータを使って郡が研修計画を立てられているか	モニタリング時に質問(郡)	2017-18AYのモニタリング時
3	郡は研修を実施できるか(実施の時期、頻度は適切か)	研修が実施できたかどうかをもって評価	BT/ST 研修時
4、2	郡は導入研修を修了した BT (=ライセンス発行対象者) を特定することができるか	活動時に確認	活動実施時
4、2	NTC は導入研修を修了した BT (=ライセンス発行対象者) を特定することができるか	活動時に確認	活動実施時
4	NTC は対象者に対してライセンスを発行できるか	活動時に確認	活動実施時
4	PTPDM は関係者にどの程度に周知されているのか	Pre-implementation Survey とエンドライン調査で Pre-Post 比較 (パイロット郡/非パイロット郡)	①2016 年中 ②2017 年 11 月頃
4	研修予算の獲得方法に関するグッドプラクティスがどの程度収集されているか	レビュー会合、JCC などの資料	PTPDM フォーラム時
4	ガーナ政府は全国展開の予算を確保できるのか	予算確保状況	随時
4	改訂 PTPDM 政策は政府によって承認されているか	政策承認状況	随時
4	PTPDM Framework Guideline は政府によって承認されているか	政策承認状況	随時
<b>②効果</b>			
3	研修は効果がありそうか	BT: 理解度テスト ST: 理解度テスト、Pre-implementation Survey とエンドライン調査で Pre-Post 比較 (学校運営)	BT/ST 研修時 ①2016 年中 ②2017 年 11 月頃
全	SBI/CBI の実施回数は増えたか	AIPR の結果を Pre-Post/with-without で比較	①2016 年中 ②2017 年 11 月頃

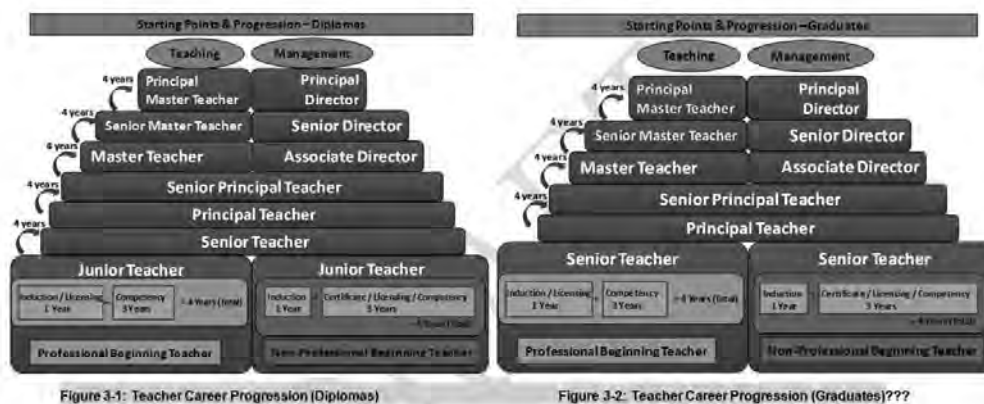
成果	検証項目	検証方法	検証時期
全	教員の CPD へのモチベーションは上がっているのか	Pre-implementation Survey とエンドライン調査で Pre-Post 比較	①2016 年中 ②2017 年 11 月頃
全	教授力は上がっているのか	教員/校長インタビュー	2017 年 11 月頃
全	教員の能力は上がっているのか	教員/校長インタビュー、 Pre-implementation Survey とエンドライン調査（教授力の自己評価）で Pre-Post 比較	2017 年 11 月頃 ①2016 年中 ②2017 年 11 月頃
全	学校運営は良くなっているのか	Pre-implementation Survey とエンドライン調査で Pre-Post 比較	①2016 年中 ②2017 年 11 月頃
全	生徒の成績は上がっているのか	NEA	①2016 年中 ②2017 年 11 月頃
<b>③持続可能性</b>			
3	郡は研修予算を確保できるか	研修が実施できたかどうかをもって評価	BT/ST 研修時
3	すべての昇進研修で実施主体が確保できるか	研修主体の確保状況	随時
全	昇進、評価、研修実施の政府内での役割は明確になっているか。	GES/NTC/DEO 等主要関係者の役割を示した文書の有無、その位置づけ	随時
全	ガーナ政府側の適切な組織に以下を実施するだけの機能と能力が備わっているか - 全国展開 - 教員評価 - 昇進 - 免許発行 - PTPDM のモニタリング		随時

成果	検証項目	検証方法	検証時期
全	教員組合など主要ステークホルダーは政策の導入に対して合意しているか		随時
	そのほかに持続性を阻害する要因がないか		随時



## 6. 研修開催方法・費用負担の素案

### 必修研修の開催方法、費用について（素案）



#### Professional Beginning Teacher の導入研修は 3 部構成（Professional Teacher）

- ・ Orientation by C/S、HT
- ・ Induction Training
- ・ SBI/CBI/DBI

このうち、集合研修は Induction Training のみ。Induction Training はコアトピックを決め、最短 1 日で実施できる内容とする。郡が集合研修の費用を捻出できない場合、参加者が交通費と昼食代を負担する。ただし、BT 研修についてはなるべく参加者負担としないことを Training Handbook\*に記載する。コアトピック以外の研修コンテンツについては、集合研修で実施できない場合、DEO が責任を持って代替手段を検討する。（例：校長が SBI でカバー、CS が Circuit 内の BT を集めて実施、など）

Junior Teacher の必修研修は、Senior Teacher Handbook のうち、Junior Teacher にも必要とされる数章とする。これらは SBI/CBI ないし可能な場合は District-based INSET でカバーする。

Senior Teacher の必修研修は、Senior Teacher Handbook の残りの章とする。このうち、集合研修でしか身につけられない部分のみ集合研修とし、最低 1 日とする。残りの章については基本的には郡レベルの集合研修とするが、不可能な場合は SBI/CBI でカバーする。郡が集合研修の費用を捻出できない場合、参加者が交通費と昼食代を負担する。

Principal Teacher 以上のランク の必修研修は、プロジェクトではカリキュラムのみ定める。SBI/CBI/DBI 以外の研修については、Principal Teacher 以上は給与も相当程度あるため、参加者負担のオプションを妨げない。Principal Teacher 以上の教員が外部研修に参加した場合、ログブック提出時に当該外部研修の修了証、プログラム、教材などを併せて提出し、校長が必修研修に適合すると判断した場合は研修コードの記入を認める。学校ログブックを DEO に提出する際、DEO も確認する。

\* Guidelines for the Induction Training Programme for Beginning Teacher、ToT の教材。郡人材が BT に対して導入研修を行うためのガイドライン。

