ガーナ共和国
教育省ガーナ教育サービス

ガーナ国
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

プロジェクト事業完了報告書

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独立行政法人
国際協力機構（JICA）

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出典：Map data from No. 4186 Rev. 3, Cartographic Section, Department of Peacekeeping Operation of UN, 2004

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新しい昇進制度での模擬面接	印刷した技術成果物を前に
Steering Committee の様子（2018 年）	JCC の様子（2018 年）

最終 JCC（2018 年）を終えて関係者と

略　　語

ASC	Annual School Census	年次学校調査
BT	Beginning Teacher	初任者教員
CBI	Cluster-Based INSET	クラスター研修
CL	Curriculum Leader	教務主任
COE	College of Education	教員養成校
CP	Counterpart	カウンターパート
CPD	Continuous Professional Development	継続的専門職能構築
CS	Circuit Supervisor	サーキット・スーパーバイザー、指導主事（DEO 配属）
DA	District Assembly	郡議会
DBI	Department Based INSET	部門研修
DDG	Deputy Director General	ガーナ教育サービス副総裁
DEO	District Education Office	郡教育事務所
DFID	Department for International Development	英国国際開発省
DG	Director General	ガーナ教育サービス総裁
DIC	District INSET Committee	郡 INSET 委員会
DIU	District INSET Unit	郡 INSET ユニット
DTST	District Teacher Support Team	郡教員支援チーム
EMIS	Education Management Information System	教育管理情報システム
GAST	Ghana Association of Science Teachers	ガーナ科学教員協会
GES	Ghana Education Service	ガーナ教育サービス
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
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
LGS	Local Government Service (LGS)	地方自治サービス
MAG	Mathematical Association of Ghana	ガーナ数学協会

M/M	Man Months	人月
MOE	Ministry of Education	教育省
NAGRAT	National Association of Graduate Teachers	大卒教員組合
NEA	National Education Assessment	学習状況調査
NIU	National INSET Unit	国家 INSET ユニット
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
PO	Plan of Operation	活動計画
PRESET	Pre-Service Education and Training	教員養成研修
PSC	Public Service Commission	公務員人事委員会
PTPDM	Pre-Tertiary Teacher Professional Development and Management	初中等教員の資質向上・管理
REO	Regional Education Office	州教育事務所
RIU	Regional INSET Unit	地域 INSET ユニット
SBI	School-Based INSET	校内研修
SC	Steering Committee	運営委員会
SMC	School Management Committee	学校運営委員会
SPIP	School Performance Improvement Plan	学校活動計画
SPAM	School Performance Appraisal Meeting	学校活動評価会合
SRC	School Report Card	学校レポート・カード
SRIMPR	Statistics, Research, Information Management and Public Relations	統計・調査・情報管理・広報局
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
T-TEL	Transforming Teacher Education and Learning Project	DfID 支援 4 年間のプロジェクト（2018 年まで）
UoE	University of Education	教育大学
UNICEF	The 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
UTDBE	Untrained Teacher Training Diploma in Basic Education	無資格現職教員資格取得研修

第1章　　プロジェクトの概要

1.1　　　プロジェクトの背景

　ガーナ共和国では、教育の量的拡大は着実に進展しつつある一方で、その質の向上には大きな課題が残されている。2016 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：National Education Assessment）の結果では、到達合格ラインの 55%に達していた生徒の率は、英語は35.3%、算数は16.1%と報告されており、両科目ともに習熟度が低い。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：Trends in International Mathematics and Science Study）2011」では、全参加国（42 ヶ国）のうち、数学、理科ともに最下位であった。

　こうした状況に加え、近年の分権化の流れを踏まえ、ガーナ政府は郡や学校における現職教員の再訓練を含む、教員の資質の向上を喫緊の課題と認識しており、2011 年に教育省が策定した「教育セクター開発計画 [1]」では、教育の質の改善を重点課題として設定している。同計画の 6 つの教育サブセクター政策のうちの 1 つは、「初中等教員の資質向上・管理（PTPDM：Pre-Tertiary Teacher Professional Development and Management）政策」であり、教員資格や経験年数のみに依拠せず、教員のキャリアや能力に即した人事管理制度の構築を目指してしている。

　我が国は、2000 年から 2013 年までの間の 13 年間に 3 件の小学校理数科教育関連の技術協力プロジェクトを実施した。それらのプロジェクトにおいて、①小学校の理数科目における学習者を中心とする授業、②授業研究を中心とする校内研修の実施モデルとそのマニュアルの開発、③全国への普及を通じた現職教員の研修、を支援してきた。これら経験から、授業の改善には、教員の意欲を喚起する仕組みが必要であることが確認された。例えば、研修で得た知見や技術を学校現場で活用し、校内研修を率先して実践する教員が正当に評価される仕組みを作ることである。

　ガーナ国政府は、PTPDM 政策の実現化を目指した技術協力プロジェクト「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」（以下「本プロジェクト」）を日本政府に要請し、2014 年 4 月から開始された。

1.2　　　プロジェクトの実施体制

1.2.1　　実施機関

　ガーナ側の実施機関は表 1-1 のとおりである。

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[1] "National Education Strategy 2010-2020", 2012

表 1-1　カウンターパート（CP：Counterpart）機関

主管省庁	ガーナ国教育省　Ministry of Education（MOE）
CP 機関	ガーナ教育サービス（Ghana Education Service：GES） 国家教員評議会（National Teaching Council：NTC）
プロジェクト運営関係者	プロジェクトダイレクター：GES 総裁 プロジェクトマネジャー：TED 局長 プログラム調整員：National INSET Coordinator（NIU） アシスタントプログラム調整員：Deputy NIU

　本プロジェクトは、当初はガーナ教育サービス（GES：Ghana Education Service）と国家教員評議会（NTC：National Teaching Council）を CP としていたが、プロジェクト開始直後は NTC が設立されてから間もない状況であり、政府機関としての機能が十分に果たされていなかったことから、GES 内の教師教育局（TED：Teacher Education Division）を主な CP として業務を開始した。

　その後、プロジェクト活動の開始から 2 年 9 カ月後の 2016 年 12 月に実施された大統領選挙によって政権が交代し、選挙の結果を受けて 2017 年 4 月に政府の組織改革が行われ、省庁再編により TED が GES から NTC に移管された。これにより、CP 機関は実質的には NTC に移行した。ただし、PTPDM Policy を遂行する上で必要な一部の機能（昇進制度とデータベース）については、引き続き GES が担当することになった。その結果として NTC が主な CP 機関となったものの、GES 内に CP 機関としての調整機能を有する部署がないまま、それぞれの部局と直接業務を行うといったプロジェクト実施体制になった。

1.2.2　主な CP 職員

　プロジェクト実施は主に NTC（プロジェクト開始時は GES TED）と連携して進められた。ガーナ側の主要 CP および事務職員を以下に示す。なお、TED が NTC に移管されたことに伴い、全ての TED 職員が NTC 所属になった。

表 1-2　ガーナ側主要 CP リスト

氏名	肩書	組織	在職期間	
Samuel ANSAH	Director	TED	May-2014	Dec-2014
Evelyn Owusu ODURO	Director	TED	Jan-2015	Dec-2016
	Executive Secretary	NTC	Jan-2017	Project End
Gershon K. DORFE	NIU National Coordinator	TED	May-2014	Aug-2016
Gideon AHOHOLU	NIU Member	TED	May-2014	Aug-2016
	NIU National Coordinator	TED	Sep-2016	Project End
Francesca HAIZEL	NIU Member	TED	May-2014	Aug-2016
	NIU Deputy Coordinator	TED	Sep-2016	Project End
Nana Yaw Safo-Kantanka	NIU Member	TED	May-2014	Aug-2015
Grace Agyeman Duah	NIU Member	TED	May-2014	Project End

氏名	肩書	組織	在職期間	
Augustine Tawiah	Executive Secretary	NTC	May-2014	Dec-2016
Emmanuel T. Aboagye	Deputy Executive Secretary	NTC	May-2014	Dec-2016
Hazel Konadu Sarpong	NIU Member	TED	Jul-2016	Project End
Lawrence Sarpong	NIU Member	TED	Jul-2016	Project End
Francis Kwesi Addai	NIU Member	TED	Jul-2016	Project End
Rogina Adobor	NIU Member	TED	May-2014	Dec-2014
Jacob Molenaar	NIU Member	TED	May-2014	Mar-2015
P. V. Akoto	NIU Member	TED	May-2014	Aug-2015

1.2.3　プロジェクト実施地域

　本プロジェクトは、NTC および GES で開発した政策、制度、マニュアル類を 5 つのパイロット郡において実施し、効果を検証するプロジェクト設計である。

　パイロット郡は、地域性が偏らないように南部と北部の 5 つの州から選定した。2018 年 3 月に、全国展開に向けた準備のため、全 10 州の全 216 郡を対象として PTPDM Policy Implementation Committee を立ち上げた。

表 1-3　パイロット地域

地域	州	郡
南部 （第 1 年次から）	グレーター・アクラ州： セントラル州： イースタン州：	シャイ・オスドク郡 アジュマコ・エンニャン・エシアン郡 アッパーマニャ・クロボ郡
北部 （第 2 年次から追加）	ノーザン州： アッパーイースト州：	サベルグ・ナントン市 カセナ・ナンカナ市 （旧カセナ・ナンカナ・イースト郡）

1.3　　プロジェクトの実施体制

1.3.1　プロジェクト実施体制の概要

　本プロジェクトでは、技術的また政策的な内容を検討する必要があったことから、運営委員会（Steering Committee：SC）と合同調整委員会（Joint Coordinating Committee：JCC）を設置し、技術的な内容についてはまずこの SC において協議し、最終的な承認を JCC で得るという体制を作った。JCC には、パイロット郡およびその郡の属する州、教育大学もメンバーに含み、広く関係者と調整しつつプロジェクト活動が進められるようにした。
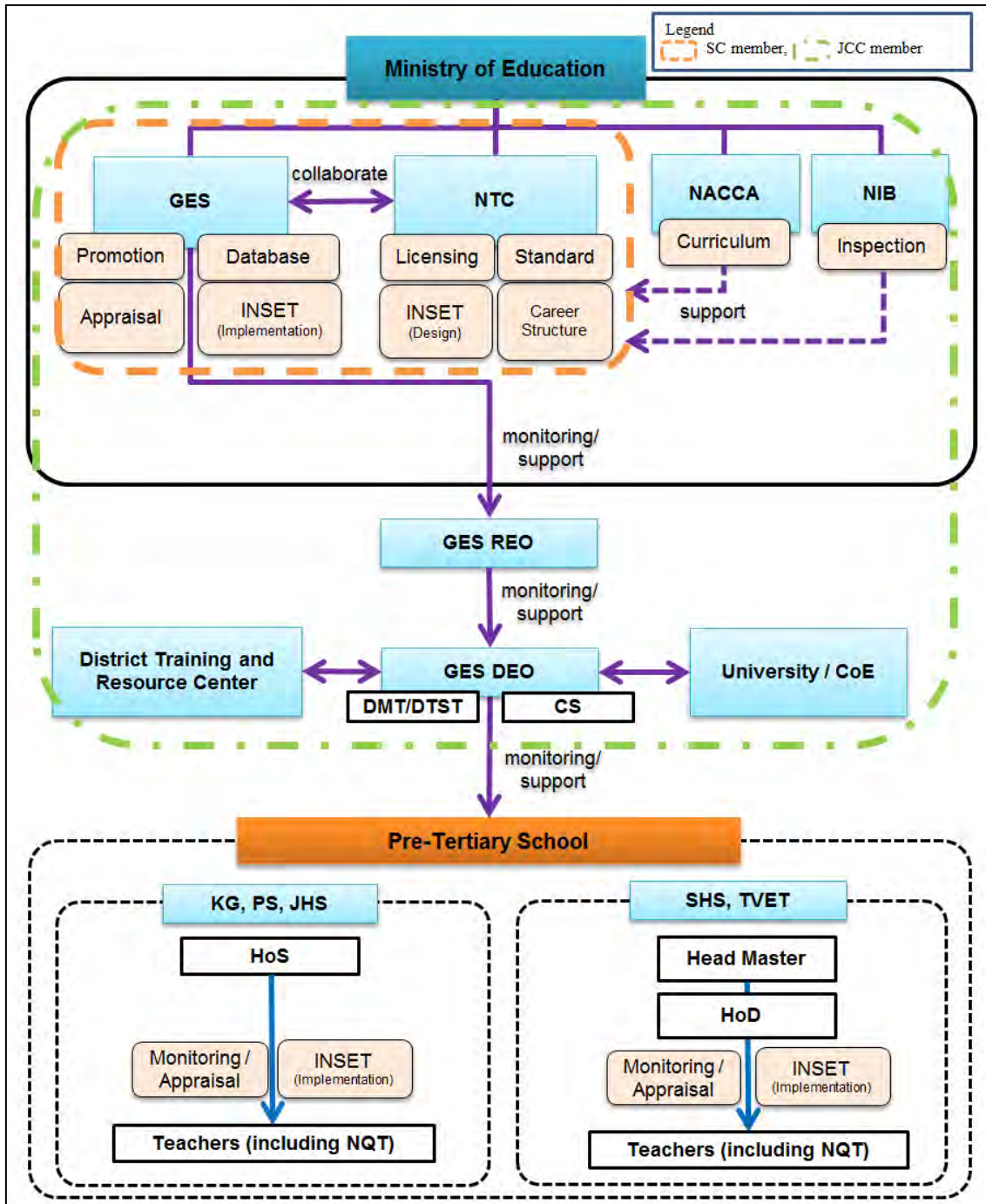
*NACCA: National Council for Curriculum Assessment, NIB: National Inspectorate Boards, KG: Kindergarden, PS: Primary School, JHS: Junior High School, SHS: Senior High School, TVET: Technical Voational Education Training,

図 1-1　プロジェクトの実施体制概念図

1.4　　プロジェクトの運営管理委員会・合同調整委員会

　本プロジェクトの実施体制における JCC と SC の主な構成要員は、表 1-4 に示すとおりである。

表 1-4　JCC と SC の要員構成

JCC	議長：教育省事務次官 主要メンバー： GES 総裁・副総裁、NTC Executive Secretary、教育省関連部局長、GES 関連部局長、NTC Chairman、GES Council Chairman、教育大学学長、州局長（パイロット郡が所属する州）、パイロット郡局長、教員組合代表、NTC 職員、JICAガーナ事務所等
SC	議長：GES 総裁 主要メンバー： GES 総裁・副総裁、教育省関連部局長、NTC 代表、NACCA 代表、NIB 代表、GES 関連部局長、JICA ガーナ事務所

プロジェクト実施期間中、JCC は当初予定どおり 5 回開催された。概要を表 1-5 に示す。

表 1-5　JCC の開催実績

JCC	開催日時	主な協議内容
第 1 回	2014 年 8 月 28 日	プロジェクト背景・計画、PTPDM 政策文書の内容・承認予定、PTPDM 全国展開計画
第 2 回	2015 年 9 月 16 日	プロジェクト進捗・計画、NTC ワークプラン、PTPDM 政策文書改訂状況
第 3 回	2016 年 7 月 21 日	プロジェクト進捗、中間レビュー結果、PDM 改訂
第 4 回	2017 年 5 月 24 日	プロジェクト進捗、教員スタンダード、PTPDM 全国展開計画、ミッドライン調査の結果、PDM 指標の設定
第 5 回	2018 年 2 月 28 日	プロジェクト報告、プロジェクト技術成果物、JICA能力強化プログラム参加報告、全国展開計画の承認

プロジェクト実施期間中、SC は 11 回実施された。概要を表 1-6 に示す。

表 1-6　SC の開催実績

SC	開催日時	主な協議内容
第 1 回	2014 年 6 月 9 日	プロジェクト概要、業務計画
第 2 回	2014 年 8 月 21 日	キャリア階梯、JCC 準備
第 3 回	2014 年 9 月 1 日	データベース、研修、ベースライン調査、啓発活動
第 4 回	2014 年 11 月 25 日	プロジェクト進捗報告、初任者教員向けの教材開発、パイロット郡訪問報告、関係者役割分担の協議報告、TOT の報告
第 5 回	2015 年 3 月 19 日	パイロット郡での初任者研修報告、教員評価システム、75 の貧困郡への展開
第 6 回	2016 年 4 月 14 日	プロジェクト進捗・計画
第 7 回	2016 年 7 月 19 日	中間評価団員の報告、本邦研修の報告

SC	開催日時	主な協議内容
第 8 回	2016 年 11 月 24 日	3 年次業務計画、モニタリング結果報告
第 9 回	2017 年 5 月 22 日	プロジェクト進捗、ミッドライン調査報告、 PDM 指標の設定
第 10 回	2017 年 12 月 7 日	プロジェクト進捗、終了時評価調査団の報告、 教員スタンダード
第 11 回	2018 年 2 月 22 日	プロジェクト達成事項、プロジェクト技術成果物の確認

1.5　　プロジェクト実施期間

プロジェクトは 2014 年 4 月〜2018 年 4 月まで実施された。

1.6　　プロジェクト目標、成果

本プロジェクトは、PDM を 2 回改訂している（詳細は後述）。ここでは第 3 版の PDM の目標および成果を、以下の表 1-7 に示す。

なお、本プロジェクトは政策支援案件という性格上、和訳版を併用することによる内容の理解に齟齬が生じないように、第 2 版以降は和文を作成していない。このため、本稿においても PDM の表現については、英文で統一する[2]。

表 1-7　プロジェクト目標、成果および指標（PDM 第 3 版、2017 年 5 月改訂）

Narrative Summary	Objectively Verifiable Indicators
\<Super goal\> Pre-tertiary teachers acquire competency, by progressing in their career	1. Teachers' self evaluation of their competency is enhanced. 2. The pass rate of Basic Education Certificate Examination (BECE) is increased.
\<Overall goal\> Career progression mechanism is enacted in non-pilot districts.	1. (3 years) End of 2020-21 academic year, 60% of HTs in non-pilot district implement competency-based teacher appraisal. 80% of DEO implement competency-based HT appraisal. 2. (5 years) End of 2022-23 academic year, 80% of HTs in non-pilot district implement competency-based teacher appraisal. 90% of DEO implement competency-based HT appraisal. 3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.
\<Project purpose\> 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 percentage of BTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North. 3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.

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[2] 中間レビューの際に、和文と英文の表現の齟齬が指摘され、以後は英文で統一することで JICA 本部および現地事務所と合意した。

Narrative Summary	Objectively Verifiable Indicators
	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. 5. 80% of schools in pilot districts organize SBI more than 4 times or CBI more than 2 times.
\<Outputs\> 1. Teacher appraisal and promotion mechanism based on competencies is developed.	1. The Appraisal Handbook and promotion forms are approved by JCC for nationwide expansion.
2. A mechanism for data collection and management of teacher training record is developed.	1. 90% of beginning teachers in the pilot districts utilize the logbook. 2. 5 pilot districts enter data on teacher training record of BTs in the Database.
3. Training materials for BT/ST training courses are developed.	1. Materials for BT/ST training courses are approved by JCC for nationwide expansion.
4. Enabling environment for the implementation of PTPDM Policy is created.	1. Revised PTPDM Policy document is approved by JCC 2. PTPDM Policy Framework Guideline is approved by JCC.

1.7　PDM の変遷

1.7.1　PDM 変遷の背景

　本プロジェクトでは、PDM を 2 回変更している。特に、第 1 回目の改訂は、第 2 年次に実施された中間レビュー（2016 年 7 月 4 日〜22 日）の際に行われ、同調査の結果を踏まえて、プロジェクト目標や成果が見直された（第 2 版）。第 2 回目の改訂は、残されていた未設定の指標を確定し、一部の文を修正し、2017 年 5 月に実施された JCC において承認された（第 3 版）。PDM の変更内容の詳細とその時期については、表 1-8 と表 1-9 に示すとおりである。

1.8　活動スケジュール

　本プロジェクトの活動スケジュールは図 1-2 に示すとおりである。

表 1-8　PDM の目標と成果にかかる改訂箇所一覧

該当箇所	PDM 第 1 版	PDM 第 2 版（2016 年 7 月）	PDM 第 3 版（2017 年 5 月）
スーパーゴール： Pre-tertiary teachers acquire competency, by progressing in their career	【指標】 xx% of teachers think that teachers' progress is done based on competency.	【指標】 1. Teachers' self evaluation of their competency is enhanced. 2. The average of result of Basic Education Certificate Examination (BECE) is increased.	【指標】 変更なし
上位目標： Career progression mechanism is enacted in non-pilot districts.	【指標】 1. Career progression mechanism is enacted in xx non-pilot districts.	【指標】 1. (3 years) xx% of HTs in non-pilot district implement competency-based teacher appraisal. 2. (5 years) xx% 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.	【指標】 1. (3 years) End of 2020-21 academic year, <u>60% of HTs</u> in non-pilot district implement competency based teacher appraisal. 80% of DEO implement competency based HT appraisal. 2. (5 years) End of 2022-23 academic year, <u>80% of HTs</u> in non-pilot district implement competency based teacher appraisal. 90% of DEO implement competency based HT appraisal. 3. 変更なし
プロジェクト目標	【プロジェクト目標】 Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.	【プロジェクト目標】 Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.	【プロジェクト目標】 変更なし

該当箇所	PDM 第 1 版	PDM 第 2 版（2016 年 7 月）	PDM 第 3 版（2017 年 5 月）
	【指標】 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.	【指標】 1. Roll out plan of PTPDM Policy of Ministry of Education is formulated. 2. The ratio of BTs who complete induction programme exceeds xx% in the 3 pilot districts in the South and xx% in the 2 pilot districts in the North. 3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts. 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. 5. The ratio of schools which increase the number of SBI in 5 pilot districts is increased. 6. The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.	【指標】 1. 変更なし 2. The percentage of BTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North. 3. 変更なし 4. 変更なし 5. 80% of schools in pilot districts organize SBI more than 4 times or CBI more than 2 times. 6. 削除
成果 1	【成果 1】 The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.	【成果 1】 Teacher appraisal and promotion mechanism based on competencies is developed.	【成果 1】 変更なし
	【指標】 1-1. The draft framework for piloting is designed by GES 1-2. Appraisal forms for promotion are modified.	【指標】 1-1. The Appraisal Handbook and promotion forms are approved by MoE for nationwide expansion.	【指標】 1. The Appraisal Handbook and promotion forms are approved by JCC for nationwide expansion.

該当箇所	PDM 第1版	PDM 第2版（2016年7月）	PDM 第3版（2017年5月）
成果 2	【成果 2】 Existing database of teachers is reviewed and refined to administer career progression.	【成果 2】 A mechanism for data collection and management of teacher training record is developed.	【成果 2】 変更なし
	【指標】 2-1. Comprehensive database is capable of generating necessary information for career progression.	【指標】 2-1. xx% of beginning teachers in the pilot districts utilize the logbook. 2-2. Five (5) pilot districts enter data on teacher training record of BTs in the Database.	【指標】 2-1. 90% of beginning teachers in the pilot districts utilize the logbook. 変更なし
成果 3	【成果 3】 Mandatory training courses are revised and developed.	【成果 3】 Training materials for BT/ST training courses are developed.	【成果 3】 変更なし
	【指標】 3-1. Mandatory training course curricula and materials are developed.	【指標】 3-1. Materials for BT/ST training courses are approved by MoE for nationwide expansion.	【指標】 変更なし
成果 4	【成果 4】 Above outputs are refined reflecting results of pilot.	【成果 4】 Enabling environment for the implementation of PTPDM Policy is created.	【成果 4】 変更なし
	【指標】 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.	【指標】 4-1. Revised PTPDM Policy document is approved by MoE. 4-2. PTPDM Policy Framework Guideline is approved by MoE. 以下削除	【指標】 4-1. Revised PTPDM Policy document is approved by JCC. 4-2. PTPDM Policy Framework Guideline is approved by JCC.

表 1-9　PDM の活動にかかる改訂箇所一覧

該当箇所	PDM 第 1 版	PDM 第 2 版 （2016 年 7 月）	PDM 第 3 版 （2017 年 5 月）
成果 0	該当なし	0-1. Conduct Baseline Survey. 0-2. Conduct a survey to collect good practice and to show effectiveness of PTPDM policy. 0-3. Conduct Endline Survey.	変更なし
成果 1	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 1-2 and 1-3. 1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDDEs etc.)	1-1. Define teacher ranks and develop Teacher Competency Standard Framework. 1-2. Prescribe mandatory trainings for each rank. 1-3. Stipulate criteria and procedure for teacher appraisal and promotion. 1-4. Develop Teacher Apppraisal Handbook. 1-5. Support HRMD to revise promotion form. 1-6. Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting. 1-7. Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotion for pilot districts. 1-8. Monitor teacher appraisal and promotion in pilot districts. 1-9. Finalize Teacher Appraisal Handbook and promotion form based of the pilot.	変更なし
成果 2	2-1. Coordinate key stakeholders (Statistics, Research, Information Management and Public Relations (SRIMPR), HRMD, IPPD etc.) to draw a plan to review and refine the existing database. 2-2. Identify requirement to refine database. 2-3. Modify and test database accordingly.	2-1. Analyze existing databases. 2-2. Consider how to collect and manage data appropriately. 2-3. Define specification of the database. 2-4. Develop and pilot Database. 2-5. Develop logbook. 2-6. Test data collection and management in pilot districts. 2-7. Develop a brief on collecting and managing data on teacher training record. 2-8. Train GES/ICT/NIU /NTC and DEOs in pilot districts on collecting and managing data.	変更なし

該当箇所	PDM 第 1 版	PDM 第 2 版（2016 年 7 月）	PDM 第 3 版（2017 年 5 月）
		2-9. Sensitize central level on data utilization. 2-10. Conduct monitoring on data collection and management. 2-11. Revise database and data collection and management based on piloting.	
成果 3	3-1. Assess induction training needs. 3-2. Develop induction training courses and materials (beginning teacher and principal teacher II) 3-3. Develop TOT courses and materials for district personnel.	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) 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.	変更なし
成果 4	4-1. Sensitize district personnel on career progression, including licensing. 4-2. Train district personnel on mandatory training, teachers' performance appraisal and record keeping. 4-3. Support districts to identify participants for mandatory training. 4-4. Support districts to: 　Implement training. 　Issue certificates / license. 　Monitor districts' monitoring of trainees. 　Monitor districts to promote teachers (e.g. check database). 　Budget INSET related activities in their plans. 4-5. Analyze and report pilots' progress 4-6. Improve outputs 1, 2, and 3, in accordance with pilot results.	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 including financial measures for the staged introduction of PTPDM 4-6. Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards).	変更なし

図 1-2　活動スケジュール

第2章　プロジェクトの投入実績

2.1　日本側投入実績

2.1.1　要員配置

　本プロジェクトに従事した日本側専門家の氏名、担当分野、現地作業日数を以下に示す。プロジェクト期間中は現地要員の活用がプロジェクト遂行において効果的であると考え、表 2-2 の人材をコンサルタントとして雇用した。

<div align="center">表 2-1　日本側専門家リスト</div>

氏名	担当	現地作業日数（年次別）*			合計 MM
		1st	2nd	3rd**	
田中　研一	チーフアドバイザー／人的資源管理1	95 -	60 -	37 -	6.40 -
大原　健治	副総括／人的資源管理2	206 (4)***	220 -	257 -	22.77 (0.2)
アルバート・クワメ・アチャンポン	教員研修政策／教師教育	27 (22)	13 (20)	30 (10)	2.33 (2.60)
尾崎　裕司	データベース<分析・デザイン>	35 (25)	31 (24)	31 -	3.23 (2.45)
持佛　賢一	研修立案／研修実施	110 (4)	165 -	155 -	14.33 (0.20)
山近　隆介	業務調整／地方行政	192 -	93 -	49 -	11.13 -
塩田　恵	業務調整／地方行政	- -	30 -	- -	1.0 -
吉川　響子	業務調整／地方行政	52 (2)	62 (4)	- -	3.80 (0.30)
	本邦研修	- -	- (15)	- -	- (0.75)
	モニタリング・調査(2)	- -	- -	15 -	0.50 -
田中　香	モニタリング・調査(1)	- -	- -	45 -	1.50 -
服部　浩昌	モニタリング・調査(2)	- -	- -	27 -	0.90 -
高橋　香名	モニタリング・調査(3)	- -	- -	4 -	0.13 -
	Total：	717 (57)	674 (63)	650 (10)	68.02 (6.5)

*PFY：Project Fiscal Year

　　1st Fiscal Year：May 2014 – June 2015、2nd Fiscal Year：August 2015 – August 2016、

　　3rd Fiscal Year：October 2016 – March 2018

** 第3年次、表の現地作業日数に加えて、自社負担にて渡航日数を追加した。具体的な追加日数は、大原団員49日、田中（香）団員21日、山近団員40日、高橋香名団員11日。

***（　）：Assignment days out of Ghana

表 2-2　特殊備人

氏名	職位	主な業務内容
Paul N. BUATSI （元教育省事務次官）	シニアコンサルタント	関係者間の調整および政策関連文書の改訂
Stephen Adu （元 GES 副総裁）	シニアコンサルタント	PTPDM 政策文書の改訂およびロールアウトプランの作成
George Kankam （ウィネバ教育大学教授）	シニアコンサルタント	教員スタンダードの作成
Jonathan Fletcher （ガーナ大学教授）	シニアコンサルタント	教員スタンダードの改訂

2.2　　研修員受入実績

　2016 年に、NTC 職員および GES TED 職員（研修当時）に対して、本邦研修「教員能力開発・管理システム」（英語名：Teacher Professional Development and Management System）コースを実施した。日本における教員研修、昇進制度、免許制度について、文部科学省、公的機関、大学、高校などの関係者による講義を受けた。あわせて、教員研修の現場や高校の授業を視察した。

表 2-3　本邦研修

年	期間	コース名 （場所、国）	アウトライン	研修員氏名 （研修当時の肩書、組織）
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)
				Mr. Jacob AAworb-Nang Maabobr Kor (Director General, GES)
				Mr. Emmanuel Tawiah Aboagye (Deputy Executive Secretary, NTC)
				Ms Judith Esther Ofeibea Donkor (Director, Human Resource Division, MoE)
				Dr. Evelyn Owusu ODuro (Director, TED, GES)
				Mr. Yakubu Alhassan (District Director of Education, District Education Office, Sevelugu, Tamale)
				Ms. Grace Agyeman Duah (National Trainer [Science], TED, GES)

　プロジェクト期間中に、CP が参加した本邦研修および第三国研修を表 2-4 に示す。

表 2-4　本邦研修および第三国研修

年	期間	研修概要	参加人数
2014	29th Sep – 17th Oct	27th Third Country Training in CEMASTEA, Nairobi-Kenya	5
2014	19th Nov – 20th Dec	INSET Management in Africa (Anglophone Countries), Japan	2
2015	1st Jun – 31st Jul	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa, Japan	1
2015	28th Sep – 16th Oct	30th Third Country Training on Mathematics and Science Education, Nairobi	5
2015	3rd Nov – 6th Dec	Teacher Education for Basic Education of Africa, Japan	1
2016	11th Jan – 6th Feb	Strengthening of Local Education for SMASE-WECSA in Sub-Saharan Africa in Japan	1
2016	6th Jun – 24th Jun	Enhancing Teacher Professional Growth through the Practice of Lesson Study in Zambia	3
2016	10th Aug – 30th Aug,	Primary Science and Mathematics Education Training for African Countries Enhancing Constructive based Pedagogy in Malaysia	4
2016	29th Aug – 29th Oct	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa in Japan	2
2016	19th Sep – 30th Sep	Improving the Quality of Science and Mathematics Education Through Inquiry Based Learning and Lesson Evaluation in CEMASTEA, Nairobi-Kenya	7
2016	18th Nov – 17th Dec	INSET Management in Africa (Anglophone Countries), Japan	1
2017	17th Sep – 30th Sep	Improving the Quality of Learning of Mathematics and Science through the use of 5E Instructional Model in Inquiry Based Learning in CEMASTEA, Nairobi-Kenya	6
2017	16th Nov – 9th Dec	Improvement of Quality Education through Lesson Study in Japan	1
2017	16th Nov – 16th Dec	INSET Management in Africa (Anglophone Countries)	1

2.3　機材供与

　プロジェクトの円滑な実施のために以下の機材を供与した。これらの機材は主に NTC に設置され、プロジェクト終了後は NTC に供与される予定である。2018 年 3 月時点で、引き渡し手続き中である。供与機材リストを以下に示す。

表 2-5　供与機材リスト

名称	規格・品番	個数	取得日	設置場所
エアコン	CS-PC18MKH	1	2014/6/3	NTC
デスクトップ PC	DELL-OPT7010-l53-500	1	2014/6/26	NTC
ビデオカメラ	HDR-PJ340E BJE3	1	2014/7/3	NTC
エアコン	Daikin Split 2.5HP	1	2015/3/2	NTC
UPS	Vision Budget 1200 UPS	1	2015/3/10	NTC
リング式製本機	Combinder C250 Pro	1	2015/5/20	NTC
会議用テーブル	FM2412	1	2015/6/4	NTC
ジェネレーター	5.5KVA, Petrol engine	1	2015/6/10	NTC
ノート PC	Corei7, 8GB RAM, 500GB HDD	1	2016/3/31	GES
エアコン	Daikin 2.5 HP Air condition for project office	1	2016/4/29	NTC
ノート PC	HP ProBook 450 G3, Intel Core i5 6200U	3	2016/10/27	NTC
スキャナ	Fujitsu Scanner 7140	1	2017/1/24	NTC

この他、ガーナ事務所からプロジェクトに車輌が貸与された。

2.4　現地業務費

プロジェクト 1 年次から 3 年次の現地業務費およびその主な用途は表 2-6 に示すとおりである。

表 2-6　現地業務費

Category	Items	1st Year	2nd Year	3rd Year (planned)*
		Disbursement		
Assistance, Secretary	Salary, Allowance for Assistant, Secretary, etc.	382,169	680,900	5,442,118
Remuneration (except Assistant and Secretary)	Salary, Allowance for Local Consultant, etc.	7,222,631	11,026,514	20,375,358
Car related Expenses	Rental car, Fuel, Drivers' salary, etc.	2,428,340	1,801,605	2,723,810
Rental Fee	Conference Room, etc.	383,700	1,343,929	1,734,361
Facility and Equipment Maintenance	Maintenance of Copy machine, etc.	169,886	787,892	1,108,681
Consumables	Paper, Copy, Stationary, Ink for Printer, etc.	2,086,468	1,458,312	1,300,357
Travel	Accommodation, Per Diem, etc.	5,984,497	3,988,944	15,525,467
Communication	Internet fee, Recharge card, etc.	329,242	139,341	528,028
Photocopy, Printing and Binding	Printing materials, Advertisement, etc.	1,775,335	1,002,811	3,936,374
Others	Snacks for meeting, etc.	487,611	36,493	478,905
	Sub Total	21,249,879	22,266,741	53,133,459
	Total			96,650,079

*as of 15th March 2018

2.5　ガーナ側投入実績

　ガーナ側から、フルタイムの事務員 2 名、執務スペース、ジェネレーターが提供された。その他、ガーナ側の費用負担によって、2014 年にパイロット郡南部 3 郡にて、初任者教員向け研修とシニア教員向け研修が実施された。

第3章　プロジェクトの活動内容

3.1　プロジェクトの活動概要

3.1.1　プロジェクトの概念図

図 3-1 は、プロジェクトの活動と成果の関係を示す概念図である。

Level 4	Students' Competency is Enhanced
Level 3	Teachers' Competency is Enhanced

Level 2

Strengthened PDSI* cycle for better teaching & learning	Better supervision By HTs	**Continuous Professional Development**	
		Implementation of SBI/CBI	Participation to trainings prescribed to the ranks

Level 1

Induction of Competency-based Performance Appraisal System (by PSC)	Induction of Competency-based Promotion System	Introduction of Teacher License

Level 0

Development of Teacher standard	Development of Teacher Database	Development of Training Contents	Development of Training Logbook	Development of Related Guideline, Forms, etc.

*PDSI: Plan, Do, See, Improvement

図 3-1　プロジェクトロジックモデル

3.1.2　プロジェクト活動の概要

プロジェクトの当初計画では、CP との合意に基づき、政策の枠組みを作った後に研修を実施する予定であった。しかし、パイロット活動を早急に実施するという MOE の方針転換により、パイロット郡での現職教員への研修を政策枠組みの構築と同時並行で実施することになった。これに伴い、プロジェクトでは要員配置を変更して、研修活動と政策枠組み構築を同時並行で実施できる体制を整えた。

3.1.3　PTPDM 政策とプロジェクトの支援範囲

　PTPDM 政策は大きく 8 個の要素を有しており[3]、そのうち教員養成研修（Pre-Service Education and Training：PRESET）、教員免許を除く、6 つの分野を本プロジェクトが支援した。
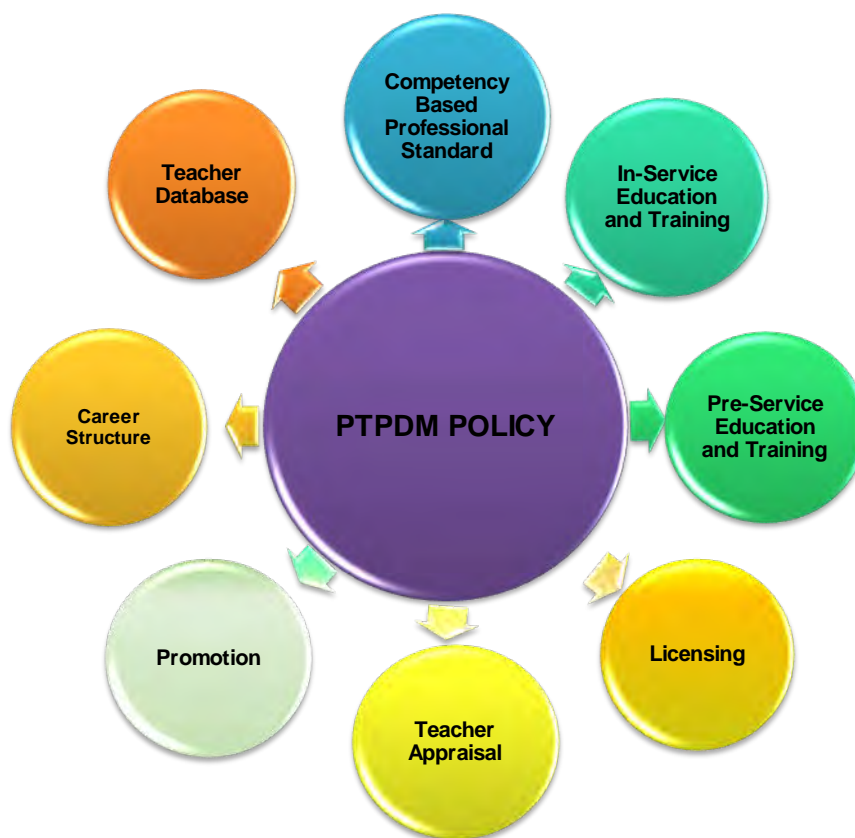
表 3-1　PTPDM 政策の主要要素

3.2　活動実績

3.2.1　成果 1「コンピテンシーベースの教員評価・昇進メカニズムが開発される」に関する活動

　成果 1 にかかる活動は以下の 9 つである。

Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.

1-1 Define teacher ranks and develop Teacher Competency Standard Framework.
1-2 Prescribe mandatory trainings for each rank.
1-3 Stipulate criteria and procedure for teacher appraisal and promotion.
1-4 Develop Teacher Appraisal Handbook.

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[3] PTPDM 政策の要素（elements）については、当初は 9 つ（中間レビュー調査時）、その後、CP 機関が再整理し、10 となったが（2017 年 5 月）、最終的にはここに記載されている 8 つで合意した。

1-5 Support HRMD to revise promotion form.
1-6 Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting.
1-7 Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotion for pilot districts.
1-8 Monitor teacher appraisal and promotion in pilot districts.
1-9 Finalize Teacher Appraisal Handbook and promotion form based of the pilot.

　成果1の活動は、キャリア階梯の改定、教員コンピテンシーの整理、Teacher Performance Appraisal Handbook（以下、教員評価ハンドブックと称する）の作成、昇進制度の改定、に整理できる。本稿では、これらの4つの分類に準じて、具体的な活動の内容を述べる。

(1)　教員のキャリア階梯の改定（1-1、1-2）

　キャリア階梯の改定は、昇進、研修に関わる本プロジェクトの大きな柱となる活動であったため、まず初めに、ガーナの教員のキャリア階梯の見直しを行った。当初ガーナの教員のキャリア・ランクは9段階に分かれており、各ランクに対して、次のランクへの昇進資格が得られるまでに最低限就業すべき年数が設定されていた。そのため、優秀な教員であっても昇進、昇給の機会を得るためには時間を要することから、昇進、昇給が教員のモチベーションの向上に貢献していなかった。また昇進してマネジメントの役職に就くにも一定の年月を要し、優秀な人材がなかなか要職に就くことができないという状況が明らかになった。

　そこで、プロジェクトでは1年次（2014年）に7段階の新しいキャリア・ランクを提案した。その後 Public Service Commission（PSC）や Local Government Service（LGS）とランクの分類や各ランクの名称についての協議を繰り返した。1年次末には、表 3-2 のとおり CoE や UoE ともワークショップを通じて協議した。3年次（2017年）にはキャリア・ランクをもう一段階統合し、最終的に6段階とし、後述する教員スタンダードを各ランクに適用した。

表 3-2　第1回 キャリア階梯関連レビューワークショップ

対象	CoE、UoE、PSC
参加者	約120名
期間	2015年6月1〜3日（3日間）
会場	Kumashi（St. Louis College of Education Conference Hall）
内容	キャリア階梯、教員評価制度、PTPDM政策概要、のレビュー、協議

(2)　教員スタンダードの開発（1-1、1-2、1-3、1-6、1-7）

　PTPDM政策の枠組みの中には、現職教員の向けのスタンダード（以下、教員スタンダードと称する）と教員養成大学の在校生向けスタンダード（以下、教員養成スタンダードと称する）の2種類の教員スタンダードがある。本プロジェクトは、このうちの教員スタンダードを開発した。

　　プロジェクト開始時には、教員スタンダードの必要性は認識されていなかった。教員の昇進要件、評価基準や各ランクで身に付けるべき資質・能力を検討している際に、教員スタンダードの必要性が認識され、開発することとなった。教員スタンダードの開発にあたっては、世界各国の関連情報を収集し、教員スタンダードを構成する要素の整理と分類を行った。この結果を、既に開発していたキャリア階梯にあてはめ、各ランクに求められる資質・能力を定めて、ガーナ版教員スタンダードを作成した。

　　一方で、教員養成スタンダードも、DFID（Department for International Development）が支援している教員養成大学改善のプロジェクト（Transforming Teacher Education and Learning: T-TEL）のもとで、並行して開発されていた。そこで、教員養成期間から現職教員への一貫性を持たせ、かつ内容と用語に整合性を保つために、双方のスタンダードがある程度完成した段階で、教員スタンダードを見直した。

　　さらにその後、2016 年 5 月に、パイロット郡や教員大学等の関係者を含めたレビューワークショップ（表 3-3）を開催し、本スタンダードの適用の可能性の観点から、内容の精査をした。その後、バリデーションワークショップや関係者との協議を経て、2018 年 2 月に SC および JCC において、"Pre-Tertiary Teachers' Standard for Ghana（PTTSG）2018" として承認を得た（添付資料 11）。

表 3-3　第 1 回 教員スタンダード関連レビューワークショップ

対象	CoE、REO、パイロット郡、教員組合等
参加者	15 名
期間	2016 年 5 月 16～18 日（3 日間）
会場	Accra（M-PLAZA HOTEL）
内容	PTPDM 政策実施ガイドライン（教員スタンダードを含む）の レビュー、協議

(3)　教員評価ハンドブック作成支援（1-3、1-4、1-6、1-7、1-8、1-9）

　　プロジェクトは当初、PTPDM 政策枠組みの中で、教員の資質・能力を踏まえた教員評価制度を構築する予定であった。しかしながらプロジェクト開始後に、PSC が教員を含む全公務員を対象とする新しい評価制度と評価フォームを 2014 年度に導入したため、プロジェクトは当初計画を変更し、同評価制度に即した教員評価制度を構築することになった。そこでプロジェクトが、この新規に導入される PSC の評価フォームとハンドブックを精査したところ、教員の評価にはそぐわないことが判明した。このため、教員の実情に合わせた教員評価ハンドブックを作成し、パイロット地域（南部 3 郡）の校長研修で試行した。その結果、具体的な記述方法や評価フォームの表現の説明も必要なことが確認できたため、大幅な改訂を行った。

　　その後は、モニタリング活動や研修の際に聞き取り調査を行い、その結果を受けて微調整を繰り返した。さらにミッドライン調査やエンドライン調査の際には、ハンドブックの認知度や使用状況も含めて調査を行い、内容の改定のみならず、使用を促進した。

　　あわせて、内容についても教員スタンダードの改訂（前述）に準じて、ハンドブックを修正した。

　これらの改訂にあたっては、①評価期間の相違、②公共サービスと教員の業務内容の違い、③行政官と教員の意識の違い、を踏まえて具体的な指示を教員評価ハンドブックに明示する必要があったため、具体的な処方については PSC と協議しながら進めた。その結果、以下の 2 点について PSC が承認した。①教員に関しては、会計年度ではなく、学年度を適用すること、②コンピテンシーにかかる各評価基準を教員の職務にあわせて読み替えること。

　なお、同ハンドブックは 2015 年から GES のホームページに PDF の形で掲載され、パイロット郡に限らず、全郡で教員評価に利用できるようにした。

(4)　教員の昇進制度改定に関する技術支援　（1-3、1-4、1-5、1-6、1-7、1-8、1-9）

昇進基準の設定

　第 1 年次のプロジェクト開始直後に、昇進に関する要件を、①各ランクでの勤務年数、②指定された研修の受講、③規定されたコンピテンシー評価、の 3 つの基準に基づくことで、GES と NTC と合意した。しかしながらその試行については、パイロット郡と他の郡との間で異なる昇進制度を導入することはできないという教育省の上層部の見解から、パイロットでの活動は行わず、ガイドラインに昇進プロセスを記載するに留まった。

　なお、上述した PSC の新評価制度では、教員の評価を既定のフォームで実施することは定められていたが、昇進の際に添付することは義務付けられていなかった。プロジェクトでは、GES 人事局に働きかけ、新評価制度において、このフォームを活用することが有用であると訴えてきた。その結果、2015-16 学年度から、昇進の申請時に PSC の評価フォームを添付することが義務付けられた。

新昇進制度の構築

　PTPDM 政策下における昇進制度は、教員の資質・能力を適切に測定し、かつ公平に評価することを目指している。そこで本制度では、毎年の研修履歴や教員評価票（Apprisal Form）を添付することで、エビデンスに基づいた昇進制度を構築した。

　プロジェクト終了後に、ガーナ政府が独自で同昇進制度を全国に展開できるように、具体的なプロセスや内容を明確にしたハンドブックを作成した。このハンドブックを、全州の教育事務所の人事担当者とのワークショップ（表 3-4）を通じて、改訂した。

　なお NTC はガーナの保健分野で適用されているポイント制度を参考に、Continuous Professional Development （CPD）ポイント制度の構築を検討しており、プロジェクトにも同制度の構築への協力依頼が出されていた。しかしながら、ポイント制度の前提条件になる各種研修が未確定・未計画であり、実施可能で適用可能なポイント制度を提言できる状況ではなかった。そこで終了時評価団より、ポイント制度導入に向けての現状分析を提示するに留めるように提案された。これを受け、プロジェクトは、2018 年 2 月の状況を踏まえた現状分析を NTC に提示した。NTC は引き続きポイント制度の導入を検討しており、2018-19 学年度に開始する新昇進制度には、ポイント制度を組み込むことが予想される。

表 3-4　第 1 回 昇進制度関連レビューワークショップ

対象	REO、パイロット郡、NTC
参加者	約 20 名
期間	2018 年 1 月 31 日（1 日間）
会場	Koforidua（GNAT Conference Hall）
内容	昇進制度、州と郡の役割分担に関するレビュー、協議

昇進制度の試行とモニタリング

　上述のとおり、昇進制度をパイロット郡の一部の地域だけで試行することはできないとの MOE の見解により、昇進制度の試行を実施することが長い間できなかった。終了時評価団から、昇進制度の適用ではなく、プロセスを試行することを提案され、SC においてMOE の合意が得られた。これによって、2018 年 2 月に、グレーター・アクラ州において新制度　のプロセスを試行することができ、新昇進制度の妥当性の確認と改訂のためのコメントを収集することができた。この結果を受け、昇進制度のハンドブックを最終化した。

3.2.2　成果 2「教員研修記録に関するデータ収集・管理メカニズムが開発される」に関する活動

2. A mechanism for data collection and management of teacher training record is developed.

2-1 Analyze existing databases.
2-2 Consider how to collect and manage data appropriately.
2-3 Define specification of the database.
2-4 Develop and pilot Database.
2-5 Develop logbook.
2-6 Test data collection and management in pilot districts.
2-7 Develop a brief on collecting and managing data on teacher training record.
2-8 Train GES/ICT/NIU /NTC and DEOs in pilot districts on collecting and managing data.
2-9 Sensitize central level on data utilization.
2-10 Conduct monitoring on data collection and management.
2-11 Revise database and data collection and management based on piloting.

(1)　教員データベースのデザイン検討（2-1）

データベース構築の基礎とする既存データベースの精査

　教員データベースを構築するためには、既存のデータベースの活用を検討することが不可欠であるため、以下の 3 つの教員関連データベースの分析を第 1 年次に行った。①GES データベース、②Intergrated Payroll and Personnel Database（IPPD）、③Education Management Information System（EMIS）

①**GES データベース**：

　GES データベースとは、GES に所属する全教職員の基礎情報が含まれている人事管理データベースである。ただし同データベースには、幽霊教員（名前だけ登録されている教員

で、勤労実績はないが給与支払い対象になっている人物）のような本来はデータに含めるべきでない人物のデータが含まれていた。プロジェクトでは、現在使用されている教員 IDを用いてこれらの人物を特定する方法を検討したが、同 ID 付与プロセスに不備があると判明したため、幽霊教員を特定しデータベースから削除することは不可能と判断された。

②IPPD データベース：

　IPPD データベースは、GES が管理している教職員給与管理データベースである。昇進や異動により、教員の職位やランクが変更した場合には、このデータベースに一番早く反映されるため、プロジェクトで活用するデータベースとしては一番適している。しかしながら、同データに含まれる給与情報に、GES 以外がアクセスすることは禁じられていたため、給与情報を除いたデータを GES がプロジェクトに提供することで一旦合意した。その後、給与情報を外すことは、技術的に困難であることが判明し、同データの活用は不可能と判断された。

③EMIS データベース：

　EMIS データベースは、生徒数、教師数、施設状況など、教育管理に関する情報が含まれた、毎年改定されるデータベースである。このデータベースの中には、プロジェクトで必要としている教員の詳細な個人情報や研修受講歴などが管理されているため、プロジェクトで活用するのに適していると思われていた。しかしながら同データは、年に 1 回実施される調査結果を 1 年かけて入力するため、特にプロジェクトが必要とする教師の異動や研修履歴に関する最新情報は含まれておらず、その活用を見送った。

　以上の分析結果から、既存のデータベースを活用することは断念した。

(2)　データの収集・管理方法の検討（2-2、2-3、2-4、2-5、2-6、2-7、2-8、2-11）

　データの収集管理方法については、学校と教師から直接、研修受講履歴を紙媒体で収集する体制の構築と、データベースを用いた包括的なデータ収集・管理システムの構築という二つの活動を実施した。以下にそれぞれの詳細を記載する。

1）　教員研修ログブック

　プロジェクト開始当初から、各教員が研修受講履歴を管理するための「教員研修ログブック」の開発を行った。教員研修ログブックは、各教員が自らの研修受講歴を記録して、CPD に活用するだけでなく、昇進や免許更新に必要な研修の受講を管理するためのものである。2015 年に第 1 版が完成し、南部パイロット 3 郡で試行し、その結果を踏まえて改訂した。その後、キャリア・ランクの変更、必須研修の改定、教員スタンダードの開発（研修ニーズ）に沿って改訂を加えた。さらに、モニタリング・調査やミッドライン調査およびエンドライン調査において使用感を確認し、その結果を基に記載すべき項目やレイアウトを改訂した。

2)　学校研修ログブック

　学校研修ログブックは、各教員の研修受講履歴を学校（校長）や DEO がまとめて管理するために 2015 年 6 月から開発した。学校においては、校長が各教員の研修受講履歴を管理し、校内研修（School-Based INSET: SBI）やクラスター研修（Cluster-Based INSET: CBI）等の研修計画を立てる際や、各教員が免許更新に必要な研修を受講できているかどうか確認するために使用する。DEO においては、教員の昇進にかかる研修受講履歴の確認や研修計画を立てる際に対象者数の把握や研修ニーズの確認にこのデータを用いる。

　学校研修ログブックに記載されたデータは、毎学年度の終わりに、校長が DEO へ提出する。DEO においてソフトデータ化されて郡データとして管理される。これによって DEO は、郡内の全学校、全教員の研修受講履歴を把握することが可能となる。

　なお、学校研修ログブックは、後述する SharePoint を用いたデータベースの入力フォームと同じものになっており、学校でデータを直接入力できるようになれば、DEO における電子化の作業が割愛され、直接中央のデータベースに学校のデータが反映されるようになる。紙媒体からソフトデータで提出に徐々に移行させることを検討しているが、郡および学校が有する PC の台数や担当できる要員の確保、学校におけるインターネット環境の整備が課題となっている。

3)　SharePoint によるデータ収集

　2015 年 6 月より、SharePoint による研修受講履歴の収集・管理システムの構築を開始した。この方法は、各学校からの教員の研修受講履歴を、SharePoint を利用して郡ごとにまとめ、中央で一括管理できるようにするためのシステムである。学校研修ログブックは、SharePoint に対応できるよう作成されており、各学校または DEO がインターネットを通じて研修受講履歴を中央のデータベースへ提出すれば、自動的に研修受講履歴が郡ごと、学校ごとにデータベースにまとめられる。プロジェクトから終了時評価の際に提出された研修受講履歴データは、この SharePoint を用いてとりまとめられたものである。

4)　SMS によるデータ収集方法の検討

　教員データの、特に研修履歴の正確さを向上させ、かつ、DEO での作業の軽減を目的に、SMS による研修受講履歴の管理を検討した。2015 年から 2016 年にかけて、SMS によるデータ収集システムを構築し、ダミーデータによる動作確認や、パイロット郡での初任者研修において、各教員の携帯電話を用いた研修受講データの収集を試行した。添付資料 11 で概要を示す。しかしながら、通信費の負担をどこに（誰に）課すかという課題が解決できず、また、SMS で送付された教員情報の正しさを確認するのに必要な教員のデータソースが無いため、実用までには至らなかった。今後、携帯会社からの通信料の値引きなどの協力が得られるようになれば、十分使用できる方法であるため、構築したシステムは GES の ICT セクションに引き継いだ。

(3)　教員データベースの開発（2-4、2-6、2-8、2-9、2-10、2-11）

　教員データベースにかかる活動は、技術的な側面や維持管理にかかる資金の問題から、ガーナ側の方針が定まらず、活動期間中に方針の変更が数回あった。ここでは、時系列に教員データベースにかかる活動を概観する。

<u>1)　GES 内におけるデータベースの構築</u>

　まず、プロジェクト開始当初から 2016 年までは、GIS の ICT セクションと新教員データベースの構築を実施した。このデータベースの開発については、(1)で述べたとおりデータソースに問題があったため、（2）で述べたように SharePoint や SMS を併用したデータベースを構築した。SharePoint を用いたデータベースについては、大枠で使用が可能と判断されていたが、SMS については通信費の負担の問題が解決せず、運用は難しいと判断された。ただし、技術的には SMS で集めた教員の個人データを ShparePoint に取り込める段階まで設計してあり、費用面の問題が解決すれば使用できる状態である。

<u>2)　NTC 内のデータベース構築</u>

　プロジェクトでは、上述のように当初予定通り GES 内にデータベースを構築する方針で、活動を行っていたが、2017 年に入り、教育大臣が NTC に対して、現行のものよりも信頼性の高い新しいデータベースを構築するよう指示した。おりしも、TED が NTC に再編された時期でもあり、NTC は GES 内にデータベースを構築することを棚上げし、NTC 内に独自のデータベースを構築する方針を打ち出した。プロジェクトも CP の方針に沿って、NTC に対するデータベース構築にかかる支援へと、活動方針を転換せざるを得なくなった。

　NTC のデータベースの構想は、①独自のデータ収集・管理枠組みを構築し、そこに財務省の保有する生体認証データを入れ教員基礎データを整備する、②NTC ポータルを作り、各教員がポータル上に基礎情報と昇進や免許発行に必要な書類（免許証、教員評価フォーム、教員研修ログブック）をアップロードする、というものであった。

　①については、外注しデータ収集・管理枠組みまでは構築できたが、財務省から入手する予定であった教員の生体認証データは、再三の申し入れにもかかわらず、プロジェクト実施期間中には入手することができなかった。そのため、新規に同ポータルから入力されたパイロット郡の 2014-15 学年度以降の Newly Qualified Teacher（NQT）データと 2017-18 年度の全国の NQT のデータが整備されたにとどまった。

　②については、2017 年 11 月にプロジェクトの支援を得て、NTC ポータルが完成し（別添資料 12）、パイロット郡で NQT を対象に試行した。その結果、NQT は独自で情報をアップロードできることが確認できたため、全国への導入を決定した。

<u>3)　GES 内に中央データシステムの構築</u>

　2017 年 12 月の SC において、NTC と GES に異なるデータベースを構築することよる混乱と、それぞれのデータベースの管理費用の観点から、一つの基幹データベースを作り、関係機関がそのデータベースを活用する体制を構築する必要性が指摘された。これを受け、GES が教職員管理で使用している GES データベース（上述 1) ①）を活用し、そこに研修

履歴や教員評価にかかる情報を追加することとなった。GES データベースの問題として指摘されていた幽霊教員のデータについては、免許の更新や昇進の際に順次クリーニングしていく方針が打ち出された。研修履歴については SharePoint（上述　(2)の 3)）を活用し、個人のデータのアップロードは NTC ポータルを活用する方針である。具体的にどのように運用するか、各データへのアクセス権の付与 [4]、セキュリティーの問題などは、引き続き関係者間で協議し、決定することになっている。NTC のデータベースの仕様については、添付資料 12 のとおりである。

<u>4)　研修データの集約</u>

　教員の個人データは、NTC のポータルを用いて中央に集めることが可能になったが、学校ログブックについては、以下のようなプロセスを経て ShearPoint を通じて、GES データベースに反映される。①学年度初めにパイロット郡の DEO から各学校に学校研修ログブックが配布される、②校長が、各教員の受講した研修を教員研修ログブックから学校用ログブックに転記する、③各学年度末に DEO に提出する。④提出を受けた DEO は、そのデータを PC のフォームに入力し、クラウド上のデータベースへ提出する。

3.2.3　　成果 3「初任者・シニア教員の研修に対するメカニズムが開発される」に関する活動

Output 3 Training materials for BT/ST training courses are developed.

3-1 Identify training needs.
3-2 Collect information on existing INSET.
3-3 Develop programme and training material for Beginning Teachers (BT)[5] and Senior Teachers (ST)
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.

(1)　研修ニーズおよび既存の In-Service Education and Training（INSET）に関する情報の収集（3-1、3-2）

<u>1)　研修ニーズ</u>

　プロジェクト開始直後の 2014 年 6〜10 月に、各ランクの研修ニーズおよび研修内容（項目）を定めるための簡易なニーズ分析調査を実施した。2015 年 10 月に実施したモニタリング調査では、パイロット郡の初任者教員に対して、研修についてのニーズを再確認した。

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[4] 研修管理や教員研修歴と給料情報を同列に扱うことはできず、GES の HR 以外の関係者、特に DEO や校長がどのレベルの情報にアクセスできるかが、論点となっている。

[5] 初任教師を Beginning Teacher と呼んでいたが、プロジェクト終了間近の 2018 年 2 月に Newly Qualified Teacher（NQT）と呼び名が変わった。PTPDM 政策文書、PTPDM 政策ガイドランなどの関連文書は NQT を使用している。

2)　既存の INSET の情報収集

　ランクごとの研修を設計するために、まず 1 年次に他の主要開発パートナーが実施してきた初中等教員向け研修の情報を収集した。小規模 NGO が実施する初中等教員向け研修は、数も多く、内容も多岐にわたっていたため、PTPDM 政策に関連する研修が確認された段階で、適宜情報を追加した。

　2 年次には、教育省からの意向をうけ、教員の理数科の教科知識の向上についても検討した。これまでの JICA の技術協力プロジェクト関わりのあった Mathematical Association of Ghana（MAG）や Ghana Association of Science Teacher（GAST）と協議し、理数科関連の研修内容の作成および研修実施の協力を取り付けた。

(2)　初任者教員、シニア教員向け研修の開発および実施支援（3-3、3-4、3-5、3-6）

　プロジェクト開始直後、当初 2 年次から実施する予定であったパイロット活動を、1 年次から開始するようにと、事務次官から非常に強い要請があった。そのため、プロジェクトのデザインを変更する必要があったが、計画していたパイロット活動の全てを 1 年次に前倒しすることはプロジェクトの要員や CP の体制からも困難であると判断された。そこで、MOE 内の関係各部署と協議し、南部 3 郡のパイロット郡で研修を実施することとなった。

　研修の実施においては、効率よく研修を計画し実施できるように、先行プロジェクトが作成した INSET ソースブックや、他ドナーや教育省が作成した研修教材（Headteacher Handbook や Circuit Supervisor Handbook）を参考に、研修プログラムと研修教材を開発した。

　研修の予算については、プロジェクトが TOT にかかる費用を負担し、MOE がそれ以外の費用を負担することで合意した。しかしながら、結局、MOE は研修のための予算を別途獲得できなかったため、TED の独自の運営管理費である Internally Generated Fund（IGF）[6]を転用して、初任者研修を実施した。校長研修は、学校（Capitation Grant）と IGF の双方の費用を活用した。南部 3 郡のパイロット郡における TOT 研修の詳細は、表 3-5、表 3-6、表 3-7 に示すとおりである。

　北部 2 郡のパイロット郡に関しては、2015-16 学年度より活動を開始することになり、2016 年 4 月に TOT を実施した。TOT 並びに初任者および校長研修の費用は、Ghana Partnership for Education Grant（GPEG）からの支援により賄うことになっていたが、予算が承認されず、研修の実施が遅れると、プロジェクトの進捗に支障を来すことから、プロジェクト経費を利用して TOT を実施した。その後の初任者および校長研修は、GPEG の予算を用いて実施した。

　なお、研修内容および教材の改訂は、研修のモニタリングやレビューワークショップ通じて得たフィードバックを基に改訂した。

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[6] TED が教員登録用紙を販売して得ている内部資金。

表 3-5　第 1 回 初任者研修向け TOT の詳細

対象	DEO 職員（パイロット南部 3 郡）
出席者	46 名（各郡約 15 名）
期間	2014 年 11 月 17〜21 日（4 日間）
会場	Koforidua GNAT Hall
資金源	プロジェクト
内容	1)　PTPDM Policy 概要 2)　教員の新キャリア階梯と求められるコンピテンシー 3)　初任者教員研修の概要（初任者教員の定義、タイプ） 4)　グループワーク（初任者教員が職能開発のためにすべき事） 5)　初任者教員の昇進・評価システム 6)　SBI/CBI INSET Handbook の研究、DBI の運営方法

表 3-6　第 1 回 シニア教員向け研修用 TOT の詳細

対象	DEO 職員（パイロット南部 3 郡）
出席者	46 名（各郡約 15 名）
期間	2015 年 4 月 27〜30 日（4 日間）
会場	Koforidua GNAT Hall
資金源	プロジェクト
内容	1)　PTPDM Policy 概要 2)　初任者教員の定義、タイプ 3)　シニア教員が昇進するために必要な事項、研修 4)　教員の昇進・評価システム 5)　教員データ管理 6)　シニア教員向けハンドブックの研究、DBI の運営方法 7)　DEO における研修プログラムの開発

　2016 年 4 月に行った北部での TOT は、時間的な制約があったため、初任者研修の TOT とシニア研修の TOT を、同時に実施する内容とした。

表 3-7　第 2 回 初任者研修用・シニア研修用 TOT の詳細

対象	DEO 職員（パイロット北部 2 郡）
出席者	28 名（各郡約 14 名）
期間	2016 年 4 月 18〜22 日（5 日間）
会場	Bagabaga College of Education Resource Centre
資金源	プロジェクト
内容	本研修は初任者研修・シニア教員向け研修の TOT を同時に行った。 1)　PTPDM Policy 概要 2)　教員の新キャリア階梯と求められるコンピテンシー 3)　初任者教員研修の概要（初任者教員の定義、研修概要） 4)　グループワーク（初任者研修スケジュール、研修における関係者の役割） 5)　初任者教員の昇進・評価システム 6)　グループワーク（初任者教員が職能開発のためにすべき事）

7)	初任者研修ガイドラインの使い方
8)	SBI/CBI INSET Handbook の研究、DBI の運営方法
9)	新しい教員評価制度、新評価フォームの入力手続き
10)	教員データ管理
11)	シニア教員向けハンドブックの研究
12)	研修プログラムの開発

3.2.4　成果 4「PTPDM 政策の実施可能な環境が設立される」に関する活動

Output 4: Enabling environment for the implementation of PTPDM Policy is created.

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 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 政策文書改訂および PTPDM 政策実施ガイドラインの開発（4-1、4-2）

1)　PTPDM 政策文書の改訂

　教育大臣が 2013 年 8 月に PTPDM 政策を承認し、実施を宣言した。本プロジェクトではまず、PTPDM 政策の開始に向け、キャリア階梯の改定を中心とした政策文書の改訂作業を実施した。その後、付属文書や必要な制度を構築しながら必要な改訂を加えることとした。

　2017 年 5 月には、それまでの政策全体の進捗を基に改訂を実施した上で、関係者によるバリデーションワークショップにおいて改定を実施し、同月 24 日に実施した JCC において改訂版 PTPDM 政策文書の承認を得た。

　しかしその後、終了時評価団から、PTPDM 政策文書とガイドラインなどの他の政策関連文書に対して、文言や文書校正上の整合性に関する提言が示されたため、政策文書の大幅な編集上の改訂を行い、2018 年 2 月に実施した SC で確認し、JCC にて最終的な承認を得た。承認された PTPDM 政策文書は添付資料 9 のとおりである。

2)　PTPDM 政策実施ガイドラインの開発

　PTPDM 政策を効率的かつ効果的に実施するためには、実施のためのガイドラインが必要との認識に至り、2015 年の半ばから PTPDM 政策実施ガイドラインの作成を開始した。2015 年末には第一ドラフトが完成し、パイロット郡での活動や関係各部署との協議を踏まえ、適宜改訂を重ねた。1)の政策文書と同じ様に、バリデーションワークショップや JCC を経て、終了時評価調査団からの提言を基に大幅に改訂し、2018 年 2 月に実施した SC および JCC にて承認を得た。

(2)　教員免許発行支援（4-3、4-4）

　本プロジェクトでの教員免許に関する活動は、パイロット郡に教員免許を発行する際の支援であり、教員免許制度構築は含まれていなかった。プロジェクト開始当初、NTC は設立されて間もない時期であり、職員も 2 名しかおらず、組織として機能していなかったため、教員免許制度を構築するのが難しい状況であった。そのため、プロジェクトの業務範囲外であったが、教員免許制度の案を TED と協力して作成し、一つの章として PTPDM 政策実施ガイドラインに組み込んだ。省庁再編により TED が NTC に移管されたことで NTC が機能し始め、プロジェクトが作成したガイドラインを基に免許制度の構築を開始した。

　NTC にプロジェクトが協力して、教員免許用の NTC ポータル（上述（3）2）参照）を2017 年後半に開発した。2017 年 12 月には、パイロット 5 郡に対して 2014-15 学年度以降の初任者導入プログラム修了者に対する、教員免許発行申請のためのデータ入力ワークショップを実施した。この後、パイロット郡では、2014-15 学年度以降に初任者導入プログラムを終了した初任者教員は、ウェブサイトに自分の基本データを入力し、免許発行に必要な書類（CoE または UoE の卒業証書、教員評価フォーム、教員研修ログブック）をアップロードして、各自で免許発行の申請を行った。申請後には、NTC が要件を満たしているか確認した上で、免許状（Provisional License "A"）が発行された（確認作業に時間がかかっており、2018 年 3 月末現在、順次発行中の状況）。発行された免許を以下に示す。
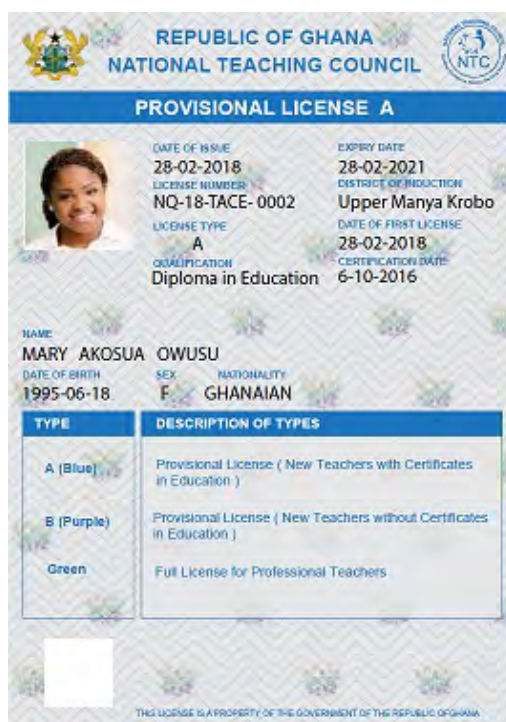
図 3-2　Provisional License A

(3)　PTPDM 政策のロールアウトプラン [7]（Implementation Plan）を策定する（4-5）

　プロジェクト終了後は、MOE（NTC および GES）主導で、PTPDM 政策を全国で実施することとなっている。そのためには、政策に含まれる各項目（免許、昇進、評価等）の具体的な実施工程や必要な予算案が必要である。プロジェクトではMOE（NTCおよびGES）と協力して、関係各機関が PTPDM 政策を通常の業務として実施できるようになるまでの道筋を立てた。

　第 3 年次から元 GES 副総裁である Adu 氏を PTPDM Implementation Plan 作成担当のローカルコンサルタントとして雇用し、作成を開始した。2017 年 3 月には第一ドラフトが完成し、5 月に実施した JCC において承認を得た。その後、終了時評価の際に提言として出された、政策文書と他の文書との整合性についての問題を解決するため、改訂された政策文書を基に改訂を実施した。そのうえ、人材や予算不足、インターネット環境を含む社会インフラが整備されていない等により新制度を実施するのが困難な DEO や、学校や教員で、研修の学校での実施や DEO へのアクセスが困難な状況にいる場合の救済措置をより詳細に設定した。改訂したこのプランは、2018 年 2 月に実施した SC および JCC にて承認を得た。PTPDM Implementation Plan 詳細については第 4 章の成果 4 の項目にて述べる。

(4)　ワークショップ、ニュースレター、広報活動、ハンドブックとスタンダードの配布を通じて、関係者を啓発する（4-6）

　プロジェクトにおいて実施した啓発活動を表 3-8 にて説明する。

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[7] NTC からの要望により Roll Out Plan を Implementation Plan に名称変更した。

表 3-8　啓発活動

活動名	時期	対象	内容
レビュー会合	2014 年 7 月	パイロット郡	PTPDM 政策文書のレビュー、協議
	2014 年 9 月	パイロット郡	キャリア階梯、教員評価制度、研修内容等のレビュー、協議
	2015 年 6 月	CoE	キャリア階梯、教員評価制度、PTPDM 政策概要、のレビュー、協議
	2016 年 5 月	CoE、REO、パイロット郡、教員組合等	PTPDM 政策実施ガイドラインのレビュー、協議
	2016 年 8 月	パイロット郡	PTPDM 政策実施ガイドライン、評価ハンドブック、初任者・シニア教員研修ハンドブック、予算等についてレビュー、協議
	2017 年 12 月	パイロット郡	データ管理に関するレビュー、協議
	2018 年 1 月	REO	昇進制度、州と郡の役割分担に関するレビュー、協議
	2018 年 2 月	REO、パイロット郡	ロールアウトプランの内容、PTPDM Implementation Committee の設立および計画に関するレビュー、協議
	2018 年 3 月	全 REO、全 DEO	PTPDM 政策概要、州と郡の役割分担、PTPDM Implementation Plan に関する協議
NTC Council	2016 年 8 月	NTC 関係者	PTPDM 政策の概要と、これまでのプロジェクトの進捗について関係者に対して報告した
新聞記事の寄稿	2016 年 9 月	全国民	ガーナの新聞 Daily Graphic に PTPDM 政策に関する記事を教育大臣の名前で寄稿した。また 2015 年 5 月、2018 年 3 月には直近に実施された JCC について、2016 年 5 月にはプロジェクトが実施したワークショップについて新聞報道された。
パンフレットの作成と配布	2016 年 12 月	全郡・学校	PTPDM 政策および PTPDM プロジェクトに関するパンフレットを作成し、全国に向け配布した。

3.3　　本邦研修の実施

　　日本の教員政策、現職教員研修制度および研修内容・実施方法の理解を通じて、本プロジェクトが実施を支援している PTPDM 政策の具現化に寄与することを目的として、本邦研修プログラムを策定して実施した。PTPDM政策の主要領域である、教員免許制度（研修項目①）、教員管理（評価とそのシステムを含む）と質の保証に加え、ガーナで今後進む予定の地方分権化の動きを踏まえ、教員政策策定と実施における中央と地方自治体の役割（研修項目③）、の 3 つを研修項目とした。これらの項目を横断する課題として、「現職教員研修制度」についても研修プログラムに盛り込んだ。研修の概念図を図 3-3 に、研修日程を表 3-9 に示す。
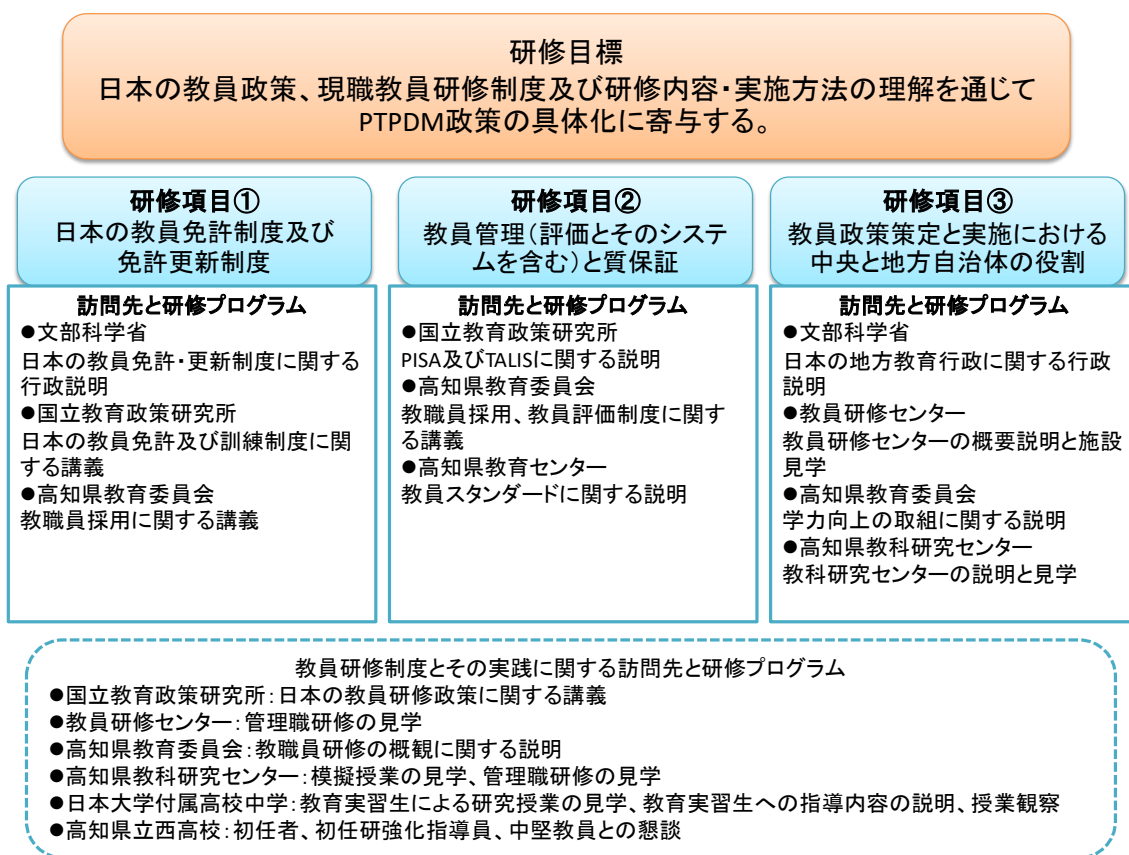
図 3-3　研修の概念図

表 3-9　本邦研修日程

JICA Project for Supporting Institutionalization of the Pre-tertiary Teacher Professional Development Management Policy				
Japan Study Tour on Teacher Professional Development and Management				
Date			**Time**	**Location**	**Contents**

Date			Time	Location	Contents
Day1	11-Jun	Sat	18:05	EK788	Leaving Accra
Day2	12-Jun	Sun	22:45	EK312	Arriving at Narita → Moving to JICA Tokyo
Day3	13-Jun	Mon	AM	JICA Tokyo	Program Briefing
			PM		
Day4	14-Jun	Tue	AM/PM	Ministry of Education, Culture, Sports, Science and Technology, Japan （MEXT）	[Lec.] Educational Policy in Japan, Licensing system (incl. renewal system), Local educational administration, Central government's role regarding human resource management, etc.
					[Discuss.] PTPDM Policy, Licensing system (incl. renewal system), educational system in decentralization, etc.
Day5	15-Jun	Wed	AM/PM	National Institute for Educational Policy Research	[Lec.] Teacher training policy in Japan (Pre-set and In-set), NIER's contribution for policy formation, policy evaluation, PISA data analysis (methods, analysis results, utilization of results), etc
					[Discuss.] Educational policy formation in Ghana, challenge and measure regarding appraisal, utilization of PISA in Ghana
Day6	16-Jun	Thu	AM	Nihon University / Tamagawa Academy & University	[Lec.] The role of university for teacher training in Japan, Local education authorization [Obs.] Lesson observation regarding teacher training
			PM	Moving day	Haneda Airport to Kochi Ryoma Airport
Day7	17-Jun	Fri	AM	Kochi Prefectural Board of Education	[Lec.] Basic plan for promoting education, Teacher standards and teacher training in Kochi prefecture, teacher appraisal, teacher promotion system, Teacher recruitment, training history record management, measures for academic improvement
			PM	Kochi Prefectural Education Center	[Lec.] Teacher standard formation and teacher training in Kochi prefecture (development and implementation of training based on standards), teacher appraisal, promotion system, licensing renewal course, etc.
Day8	18-Jun	Sat	AM/PM		Preparation for Presentation on Monday
Day9	19-Jun	Sun	AM/PM		
Day10	20-Jun	Mon	AM	Kochi Prefectural Board of Education	[Discuss.] PTPDM Policy and measures for realization
			PM	Kochi Prefectural Education Center	[Discuss.] Teacher training in local government (plan, implementation, evaluation), training material development
Day11	21-Jun	Tue	AM	Kochi Prefectural Education	[Obs.] The role of subject study center and training program
			PM	Subject Study Center	[Obs.] The role of subject study center and training program
Day12	22-Jun	Wed	AM	School	[Obs.] Class observation and discussion with teachers regarding in-set teacher training
			PM	Moving day	Kochi Ryoma Airport to Haneda Airport
Day13	23-Jun	Thu	AM	JICA Tokyo	Visiting Human Development Department, JICA Tokyo
			PM	JICA Tokyo	Preparation for presentation (teacher training, appraisal, progression system)
Day14	24-Jun	Fri	AM	JICA Tokyo	[Presentation] Discussion and Presentation regarding teacher training system
			22:00	EK319	Leaving Narita
Day15	25-Jun	Sat	7:35	EK787	Leaving Dubai
			12:05		Leaving at Accra

3.4　調査活動

3.4.1　ベースライン調査

ベースライン調査の概要について、以下の表に示す。

表 3-10　ベースライン調査の概要

実施期間	2014 年 11 月（質問票調査は、初任者教員向け TOT 実施時）
調査目的	PTPDM 政策が具現化される前の、現行システムでの教員の状況（評価・昇進、校内研修等）に関する状況の把握
対象者とサンプルサイズ	パイロット郡の DEO（3 人）と CS（12 人）
調査手法	・質問票 ・文献調査（AIPR）
主な調査結果	(1) Aumako と Upper Manya では、研修履歴、教員評価、経験年数に応じた昇進制度を既に実施している。他方、シャイ・オスドク郡では、教員評価、経験年数に応じて昇進制度を実施していた。 (2) パイロット郡の CS 回答者のうち 50%は、彼らが管轄する学校のうち 70%以上に対し、教員の昇進に関して支援を実施していた。 (3) 2013 学年度の校内研修は、全国 216 郡のうち約 30%（65 郡）が学校 1 校あたり年 3 回以上、約 56%（122 郡）が年 1 回以上実施していた。
その後の活動への影響	・パイロット郡の多くは、教員の研修履歴に基づいた昇進を既に実施しており、GES が定めた評価フォームも使用されていた。このため、PTPDM 政策を具現化する際には、新しい制度の必要性について適切に説明することが重要であると認識された。 ・CS による教員の昇進に関する支援の頻度を向上させる必要がある、と認識された。 ・校内研修については、学校 1 校あたり 3 回以上行っている郡は 30%に留まった。残りの 70%の郡に対して、改善の手段を応じる必要があると認識された。

3.4.2　ミッドライン調査

2016 年 10 月に実施したミッドライン調査の結果は以下のとおりである。

表 3-11　ミッドライン調査の概要

実施期間	2016 年 10 月 24 日〜11 月 4 日
調査目的	初任研修の効果の発現 シニア教員研修（校長）の効果の発現 研修ログブックや教員評価の実施状況とその問題点 INSET の実施状況把握

対象者とサンプルサイズ	初任者教員 203 人、校長 187 人、DEO 53 人
調査手法	・質問票 ・グループディスカッション（初任教師、校長） ・授業観察 ・文献調査（AIPR、BECE 結果）
主な調査結果	(1) 初任研修の効果は高く、研修導入前の初任者教師よりも意識が高いと、現場で評価されていた。 (2) 初任教員は、研修ログブックを問題なく使用していた。 (3) 教員評価は、初任者教員は実施していたが、それ以外の教師はパイロット郡でもほとんど実施しておらず、毎年実施することになったという情報が徹底していなかった。
その後の活動への影響	・TED スタッフによる郡への定期的なモニタリングを実施した。 ・初任研修のさらなる見直しと、実施促進を行った。 ・教員評価の実施促進活動を実施（啓発活動）した。 ・郡における INSET 実施促進を支援した。

3.4.3　エンドライン調査

2017 年 10 月に実施したエンドライン調査の結果は以下のとおりである。

表 3-12　エンドライン調査の概要

実施期間	2017 年 9 月 18 日～29 日
調査目的	初任研修の効果の発現 シニア教員研修（校長）の効果の発現 SBI/CBI の効果の発言 教員評価票の実施状況とその問題点
対象者とサンプルサイズ	初任者教員 113 人、校長 47 人、教師 215 人、CS 72 人
調査手法	・質問票 ・テスト ・文献調査（AIPR、教員評価票、Logbook）
主な調査結果	(1) 初任者研修は有効であり、研修に参加した初任者教員は高いパフォーマンスを示す傾向にあると評価された。 (2) 校長研修は有効であり、参加した校長は、授業観察の頻度が増える等、行動が改善されるとその学校の教員から評価された。 (3) 2016 学年度のパイロット郡での SBI/CBI 平均実施回数は、2015 学年度の実施回数よりも改善された。 (4) 2016 学年度に、パイロット郡では全ての初任者教員が教員評価票を提出していた一方、非パイロット郡では 74%の初任者教員が提出していた。

その後の活動への影響	・初任者教員に対する Provisional License 発行の準備を進めた。 ・校長研修の見直しと、他機関による校長研修の取り扱いを検討した。 ・SBI/CBI の実施率向上のため、DEO の役割の重要性を認識した。 ・教員評価について REO、DEO、校長への研修の重要性を認識した。

3.5　　その他の活動

3.5.1　　全国展開支援

政府主導の全国展開に関する以下の活動の支援を実施した。

1) GPEG からの支援を得て、プロジェクトのパイロットを除く 73 郡（政府が貧困郡と認定している郡）に対して PTPDM 政策の実施、特に教員評価および初任者研修実施のための TOT を実施した。
2) UNICEF 支援の 7 郡に対して PTPDM 政策の実施、特に教員評価および初任者研修実施のための TOT の実施と、初任者研修実施支援およびモニタリングを実施した。

3.5.2　　他国からの視察受け入れ

2016 年 3 月 8 日から 9 日かけて、マダガスカルから教育省関係者および JICA の教育担当者（5 人）の視察を受け入れた。また、ブルキナファソからは JICA 事務所の教育担当者の視察を受け入れた。

表 3-13　受け入れ視察の概要

	マダガスカル	ブルキナファソ
目的	ガーナにおける PRESET および INSET に関連する教員政策を学び、マダガスカルにおける教員政策支援の可能性を検討する。	ガーナにおける PRESET および INSET に関連する教員政策を学び、ブルキナファソにおける教員政策支援の可能性を検討する。
実施時期	2016 年 3 月（2 日間）	2017 年 8 月
参加者	マダガスカル教員省 局長クラス（3 名） JICA マダガスカル事務所 企画調査員（1 名） 在外専門調整員（1 名） 計 5 名	JICA ブルキナファソ事務所 企画調査員（教育担当）
訪問先	MOE、GES （TED）、NIU、NCTE、PTPDM Project、JICA Ghana Office、WB	GES（TED）、NIU、PTPDM Project、JICA Ghana Office、その他

第4章　プロジェクト目標の達成度、成果、成果品

4.1　プロジェクトの達成度

　本プロジェクトは、終了時評価調査団による終了時評価が実施された 2017 年 12 月後にも、いくつかの重要な活動が行われていることから、2018 年 3 月時点の、プロジェクトの達成状況をまず記載し、その後、プロジェクト成果達成にかかる変遷を中間評価および終了時評価結果をもとに概観する。

4.1.1　プロジェクト終了時における成果の達成状況

　プロジェクト終了時（2018 年 3 月）における成果の達成状況を表 4-1 に、成果指標をもとに記載する。

表 4-1　プロジェクト終了時における成果の達成状況

成果	指標	プロジェクト終了時の達成状況
1. Teacher appraisal and promotion mechanism based on competencies is developed.	1. The Appraisal Handbook and promotion forms are approved by JCC for nationwide expansion.	達成： 2018 年 2 月 22 日にグレーター・アクラ州において昇進手続きの小規模パイロットを実施し、昇進ハンドブックを最終化した。 2018 年 2 月 22 日に開催した SC および 2 月 28 日開催の JCC において、教員評価ハンドブックおよび昇進ハンドブックが承認された。
2. A mechanism for data collection and management of teacher training record is developed.	1. 90% of beginning teachers in the pilot districts utilize the logbook. 2. 5 pilot districts enter data on teacher training record of BTs in the Database.	部分的に達成： 指標 1 は終了時評価の時点で達成した。 パイロット郡のログブックの使用（n=63） I completed my logbook ... 95% I still have some training to be recorded ... 3% I completed the record but did not get some of the trainers to sign ... 2% 指標 2 については、全ての郡において学校研修ログブックにデータが入力され、プロジェクト（NTC）に提出されたことが確認できた。郡ごとの提出率は下表のとおり。 DEO によると、大半の学校は、学校ログブックにデータを手書きしたものを提出しているとのこと。DEO が、学校に直接確認して得たデータも、一部含まれる。

成果	指標	プロジェクト終了時の達成状況
		<table><tr><td>郡名</td><td>学校からの提出率</td></tr><tr><td>Shai Osudoku</td><td>81.7%</td></tr><tr><td>Ajumako</td><td>92.5%</td></tr><tr><td>Upper Manya</td><td>67.0%</td></tr><tr><td>Savelugu Nantong</td><td>98.6%</td></tr><tr><td>Kassena Nankana</td><td>94.0%</td></tr></table> GES と NTC の教員データベースの統合については、合意されただけでその後の進捗が確認できていないため、「部分的に達成」と判断した。
3. Training materials for BT/ST training courses are developed.	1. Materials for BT/ST training courses are approved by JCC for nationwide expansion.	達成： 「シニア教員研修マニュアルの改訂」については、終了時評価時の提言を受けて、パイロット郡（シャイ・オスドク郡）のシニアランクの教員および郡関係者に対して、使用感に関する調査を行い、その結果を基に改訂した。 2018 年 2 月 28 日に開催された JCC において、初任者研修およびシニア教員研修の教材が承認された。
4. Enabling environment for the implementation of PTPDM Policy is created.	1. Revised PTPDM Policy document is approved by JCC 2. PTPDM Policy Framework Guideline is approved by JCC.	達成： 2018 年 2 月 28 日に開催された JCC において、改訂された PTPDM 政策文書と PTPDM 政策実施ガイドラインが承認された。

4.1.2　中間評価の結果概要 [8]

　2016 年 7 月に実施された中間レビュー調査では、前述のとおり大幅に PDM が改訂された（第 1 章、表 1-8 参照）。まず、活動については、すでにプロジェクトが実施している活動に沿って整理され、今後実施すべき活動が具体的に記述された。そのうえで、プロジェクトの終了時までに目指すべき方向と、プロジェクト終了後にガーナ側が目指すべき目標が明示された。中間評価調査団から出された、主なコメントおよび提言は、以下のとおりである。

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[8] 中間評価団からのコメントや提言は、中間評価報告書（[8] http://open_jicareport.jica.go.jp/pdf/12291399.pdf）から抜粋して記載する。ただし、報告書全体の統一を図るために一部の表現については、加筆・修正している。

提言（中間レビュー報告書から抜粋）⁹

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。

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）およ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、DEO（郡教育事務所）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）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

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⁹ http://open_jicareport.jica.go.jp/pdf/12291399.pdf

‧ 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

4.1.3　終了時評価の結果概要

2017 年 11 月に実施された終了時評価の結果概要を以下に示す。

(1)　プロジェクト目標

プロジェクト目標	PTPDM 政策に基づく全国展開可能な評価・昇進制度が構築される
指標	1.　教育省の PTPDM 政策全国展開計画が策定される。 2.　南部パイロット 3 郡では 80%、北部パイロット 2 郡では 60%の初任者教員が、初任者導入プログラム（Induction Program）を修了する。 3.　評価フォームの提出率がパイロット 5 郡で 70%を超える。 4.　評価フォームの重要な箇所（要特定）を適切に記載している教員の割合が 2016 年の最初のモニタリング時と比較して 20%増加する。 5.　パイロット 5 郡において SBI の実施回数が増えた学校の割合が増加する。 6.　パイロット 5 郡において CBI の実施回数が増えた小学校の割合が増加する。

【要約】プロジェクト目標達成のためには、残された課題の進捗と提言への対応ならびに指標未達成部分の要因を分析する必要がある。現在詳細分析中のエンドライン調査結果に基づき、対応策も含めた各成果のさらなる見直しが必要である（終了時評価報告書(ドラフト)より抜粋）。

プロジェクト目標の指標達成度要約は以下のとおり。

- 指標 1 全国展開計画が策定される：全国展開計画案は予算案とともに作成済みで、現在、最終改訂中であることから達成される見込み
- 指標 2 初任者導入プログラム修了率が南部パイロット 3 郡で 80%以上、北部 2 郡で 60%以上：南部 2 郡で達成、北部 1 郡でほぼ達成

地域	郡名	修了率
南部	Shai Osudoku	86.3%
	Ajumako	100.0%
	Upper Manya	32.0%
	Average	72.5%
北部	Savelugu Nantong	18.7%
	Kassena Nankana	54.5%
	Average	40.8%

- 指標 3 パイロット 5 郡で教員評価フォームの提出率 70%以上：3 郡で達成、5 郡の平均ではほぼ達成（69.71%）

地域	郡名	学校からの提出率
南部	Shai Osudoku	67.35%
	Ajumako	73.69%
	Upper Manya	39.95%
北部	Savelugu Nantong	78.73%
	Kassena Nankana	85.77%
Average (Pilot)		69.71%

- 指標 4 教員評価フォームの重要な箇所を適切に記入した教員の割合 20%増（2016 年比）：6 項目のうち 2 項目で達成。特に重要とみられるコンピテンシーの箇所は向上しておらず、記入率も半分以下と低い。
- 指標 5 と 6　SBI を 4 回、CBI を 2 回実施した学校割合の増加：パイロット 4 郡で達成。

(2)　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	1.　（3 年後）パイロット以外の郡において 60%の校長がコンピテンシーベースの教員評価を実施する。 2.　（5 年後）パイロット以外の郡において 80%の校長がコンピテンシーベースの教員評価を実施する。 3.　（5 年後）教員のコンピテンシーに関するデータが郡レベルの昇進プロセスにおいて活用される。

上位目標の達成は、プロジェクト目標の達成と提言への今後の対応次第である。

　プロジェクト目標の達成ならびに後述する提言への対応が、上位目標達成の前提条件である。なお、上位目標達成の促進要因としては、PSC フォームによる教員評価システムおよび申請時ランクの全評価フォームを添付する昇進システムがすでに全国システムとして普及されている点が挙げられる。なお、上位目標は現在策定中の全国展開計画の内容に大きく拠るものであるため、同計画に基づき指標の改訂を検討する必要がある（終了時評価報告書(ドラフト)より抜粋）。

(3)　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 [10]の能力が向上する
指標	1.　教員のコンピテンシーにかかる自己評価が向上する。 2.　基礎教育修了資格試験（BECE）結果の平均点が向上する。

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ると、能力に基づいて昇進判断がなされるため、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（終了時評価報告書(ドラフト)より抜粋）。

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[10]　「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。

(4)　評価 5 項目の評価結果 [11]

評価結果	説明
妥当性： 高い	プロジェクトは、一部プロジェクトのアプローチに課題があるものの、政策、ニーズと整合しており、全般的な適切性は担保され、「高い」と判断される。
有効性： 中程度	主にプロジェクト目標の達成度によって評価されるが、現時点で入手可能な情報に基づくと「中程度」と判断される。残された課題や提言への対応により、有効性を高める必要がある。
効率性： 中程度	様々な要因により影響を受け「中程度」と判断される。
インパクト： 中程度	上位目標達成見込みや現在確認できる波及効果から「中程度」と判断される。
持続性： 中程度	現状では「中程度」と判断される。政策・制度面での持続性は高いため、残りの課題や提言への対応により、持続性を高める必要がある

4.1.4　終了時評価団からの提言およびプロジェクトの対応

　終了時評価団から出された提言と、それに対するプロジェクトの対応を以下に述べる。

(1)　プロジェクトチームが実施すべきこと

表 4-2　プロジェクトへの横断的な提言

提言	対応
エンドライン調査の分析結果に基づき、すべてのプロジェクト成果品を改善する。	エンドライン調査の分析結果に基づき、すべての成果品を改訂した。
PTPDM 政策の実施にあたり、新制度についていけない教員や、地方分権化によって想定される郡レベルまたは学校レベルで発生しうる格差について、影響を最小限にとどめるべく是正措置を全国展開計画に含める。	全国展開計画に、格差の影響を最小限にとどめる是正措置と救済措置について記載した。

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[11] 5 項目評価は、CP との合同評価。評価指標は、非常に高い（very high）、高い（high）、中程度（moderate）、低い（low）の 4 段階。

(2)　ガーナ教育省が実施すべきこと

表 4-3　プロジェクト終了時まで

提言 12	対応
PTPDM 政策と関連文書を適正な手続きにより承認する。	PTPDM 政策とその関連文書は、プロジェクトの SC と JCC において承認された。 なお、大臣の見解では「NTC が確認すれば、別途議会の承認の必要はない」とのことであった。
プロジェクトに関する組織知や専門性、PTPDM 政策の全国展開計画やその効果的な実施等の留意しつつ、技プロチームよりその機能を引き継ぐよう、責任機関に指示を出す。	NTC 内に、技プロチームの機能を引き継げるように担当者を決めた。 PTPDM 政策の実施に必要なことを協議するために、プロジェクトで実施していた SC は継続されることになった。
教員のキャリア階梯について、教員組合とのコンセンサスを形成する。	大臣、DG、DDG によると「教員組合と協議が必要な場合は、教育省とび GES が責任を持って協議を行い、政策の実施に影響が無いようにする」とのことであった。
NTC の人員体制強化を含め、PTPDM 政策の効果的な実施のための実施機関のキャパシティーを強化する。	NTC と協働で、各 PTPDM 政策の各エレメントの担当者を決めて、全ての文書の改訂をして実施することにより、実施機関の能力を強化した。
PTPDM の全国展開計画に記載されている今後 4 年間の必要予算について、適時の予算配布および支出を担保する（まずは 2018-2019 予算）。	NTC から教育省に提出した 2018 年度予算案に、PTPDM 政策の全国展開に必要な予算を計上した。しかし、実際に承認された予算額は、NTC が要求した額を下回り、財務省が当初からNTCへ予算として割り当てていた額であった（要求額の約 10 分の 1）。PTPDM 政策は、Education Strategic Paper（ESP）では重要な政策として位置づけられており、2018 年 2 月に設置された National Education Reform Implementation Secretariat の協議すべき課題として、Operationalisation of PTPDM が記載されていることから、今後は同政策に必要な予算の確保が期待できる。
初任者教員に対する必須研修について、GES および郡 GES とともに必要な予算を措置する。	全ての郡で初任者研修の受講が免許の取得に必須であること、初任者研修を今年度から実施すること、この二点について NTC から全 REO に対して説明した。REO が主催する Implementation Committee の立ち上げと Dissemination のワークショップにおいて、初任者教員に対する必須研修について必要な予算を措置することを、全州と全郡の関係者に通知した。

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12 終了時評価報告書のから抜粋しているが、表現の統一のために一部、修正して使用。

4.2　プロジェクトの成果

　プロジェクトの達成した成果については、成果別に以下に詳述する。

4.2.1　成果 1「コンピテンシーベースの教員評価・昇進メカニズムが開発される」

【成果 1】

成果 1	コンピテンシーベースの教員評価・昇進メカニズムが開発される
指標	教員評価ハンドブックおよび昇進フォームが教育省／JCC[13]によって全国展開向けに承認される。

> **終了時評価結果**
> <u>昇進手続きにおける研修記録の取り扱いにかかる試行・検証・確定がなされれば、概ね達成される見込み。</u>
> - 本成果の指標である「教員評価ハンドブックと昇進フォームの JCC 承認」に言及されるハンドブック、フォームは、現在改訂の最終段階にあり、2018 年 2 月予定の JCC で承認が得られる見込みである。
> - 他方、研修記録の昇進手続きでの参照方法や、昇進要件の一つである「選択研修」の定義が不透明で、加えて評価ハンドブックの活用状況の改善を要し、課題が残る。特に、研修記録の昇進手続きでの参照方法は、本プロジェクトの核心で明確化が必要である。プロジェクトは、終了までに昇進手続きに関する小規模なパイロットを実施予定で、この点は本指標達成の前提条件である。

表 4-4　成果 1 に関連する終了時評価団からの提言とプロジェクトの対応

提言	対応
研修記録を昇進手続き上どのように位置づけるかを明らかにし、昇進を所管する GES 人事局とともに実施可能性を検証する。	教員評価票の結果と研修履歴が、確実に昇進手続きに使用されるように、GES の HRMD、全 10 州の HR、パイロット 5 郡の HR と協力しながら、昇進制度の改訂と、昇進ハンドブックの作成を行った。 グレーター・アクラ州の REO とシャイ・オスドク郡の DEO の協力の下に、改訂した昇進制度が機能するかどうかの検証を実施した。初任者教員 5 名をシャイ・オスドク郡から招聘し、模擬的に昇進制度を試行した。それらの結果を踏まえて、同ハンドブックの修正を行った。

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[13] PDM 第 2 版では教育省と(MOE)なっているが、JCC での承認を意味する。

提言	対応
選択研修に関する CPD（Continuous Professional Development）ポイント制度について、分析フレームワークを策定する。	CPD ポイント制度の利点と欠点についてまとめた。NTC が実施しているポイント制度の最終化を支援した。
GES（郡事務所および州事務所）が NTC と協働で、各種ワークショップ等の機会を通じ、教員評価ハンドブックを教員に紹介するよう働きかける。	全州、全郡関係者に対して、全10州の REO 関係者を参加者とするワークショップ、REO 主催の Implementation Committee の立ち上げ、Dissemination のワークショップを開催した。ワークショップでは、①教員評価票が免許の発行と昇進に必須であること、②プロジェクトで作成した教員評価ハンドブックを使用すること、この 2 点を周知した。
SBI/CBI やアプレイザル等の PTPDM プロジェクトのエレメントを、SPIP（School Performance Improvement Plan）および SPAM（School Performance Appraisal Meeting）に含める。	SBI/CBI やアプレイザル等の PTPDM プロジェクトのエレメントを SPIP と SPAM に含めることを、全国展開計画に記載した。NTC が作成中の CPD ポイント制度に、SPIP と SPAM が校長の必須の活動となることを記載した。

（**1-1**）Define teacher ranks and develop Teacher Competency Standard Framework.
ランク・キャリア階梯の改定

　2012 年に制定された PTPDM 政策文書に記載されていた、教員のキャリア階梯を基に、現行のキャリア階梯を考慮しつつ、PSC や LGS と協議を実施し、表 4-5 に示す新しいキャリア階梯を作成した。

<div align="center">表 4-5　教員ランクの定義</div>

Teacher Rank	Definition of Each Rank
Rank 1: **Junior Teacher**	**A teacher in "*Rank 1*" shall be capable of:** 1.　Demonstrating basic knowledge and practical skills in teaching and performing basic minimal instructional strategies and functions of a classroom teacher. 2.　Collaborate with colleagues and parents to contribute to the improvement of teaching and learning of their class.
Rank 2: **Senior Teacher**	**A teacher in "*Rank 2*" shall be capable of:** 1.　Demonstrating effective teaching and performing professional responsibilities to at least a medium level of proficiency. 2.　Demonstrating basic pedagogical leadership and capacity to mentor teachers in Rank 1.

Teacher Rank	Definition of Each Rank
Rank T3: Principal Teacher **Rank M3: Assistant Director**	**A teacher in "*Rank 3*" in addition to demonstrating capabilities of a Rank 2 shall be capable of:** 1. Demonstrating mastery of subject content knowledge and performing management duties that enhance improvements in teaching and learning in a school. 2. Demonstrating satisfactory proficiency in offering guidance, mentoring and coaching to teachers below their rank to reach expected level of proficiency for a teacher in Rank 2.
Rank T4: Master Teacher **Rank M4: Director**	**A teacher in "*Rank 4*" shall in addition to demonstrating capabilities of a Rank 3 be capable of:** 1. Demonstrating leadership qualities for whole school improvement. 2. Demonstrating capacity to design and implement professional development activities for teachers up to teachers in Rank 3 to enhance their professional capabilities.
Rank T5: Senior Master Teacher **Rank M5: Senior Director**	**A teacher in "*T5/M5*" shall in addition to capabilities expected of a Rank 4 be capable of:** 1. Mentoring teachers in Rank 3 and Rank 4 to high levels of professional proficiency. **A teacher ranked as "*T5/M5*" shall be capable of:** 2. Demonstrating comprehensive management skills that improve the quality of education in schools or institutes. 3. Demonstrating ability to enhance school-community relations for community development. 4. Demonstrating high level of instructional and administrative leadership and provides a clear vision and specific strategies for comprehensive school improvement.
Rank T6: Principal Master Teacher **Rank M6: Principal Director**	**A teacher in "Rank T6", in addition to capabilities of a Rank T5 shall be capable of:** 1. Demonstrating capacity to train teachers below his/her rank to become effective mentors or school improvement leaders. 2. Demonstrating high level capacity to oversee school and teacher improvement at institution and or district level. **A teacher in "Rank M6" shall be capable of:** 3. Demonstrating leadership qualities that fulfill the educational vision and goals of quality education at the district level. 4. Demonstrating satisfactory levels of administrative and management responsibilities to secure qualitative improvements in education at school and or district level. 5. Demonstrating strong leadership qualities that lead to significant improvement in schools at regional or national level. 6. Demonstrating high proficiency in implementing system-wide reforms to improve quality of pre-tertiary education in Ghana.

スタンダード

　教員スタンダードは、教員が経験年数に応じて各キャリア・ランクで、身に付けるべき資質・能力、果たすべき役割について、制定した。スタンダードの概要は表 4-6 に示す

（作成したスタンダード"初中等教員スタンダード　2018"は、添付資料 10 を参照のこと）。

表 4-6　初中等教員スタンダード

Domain	Sub Domain	Categories	Standard
A. Professional Value and Attitude	Community of Practice	Ethics and Compliance	Meet professional ethics and comply with legislative, administrative, and organization requirement as a teacher
		Collaboration	Collaborate with colleagues and stakeholders of the school to contribute to the improvement of education.
		Expected Attitude as a Teacher	Demonstrate commitment and enthusiasm to the work and show respect for students and stakeholders.
	Professional Development	CPD	Engage in their own professional development throughout their career.
B. Professional Development	Knowledge of Learners	Psychology	Understand how children develop and learn
	Knowledge of Educational Framework and Curriculum	Curriculum	Know and understand structure contents and expected learning outcomes as described in the curriculum.
		Subject contents	Know and understand the contents of the subject(s) they teach.
		Methodology	Know various instructional strategies to improve students learning.
		Education System	Demonstrate familiarity with the education system and key policies guiding it.
C. Professional Practice	Managing Teaching and Learning	Lesson Planning	Plan lessons that lead to purposeful learning and achievement
		Lesson Implementation	Deliver effective lessons, employing a variety of strategies to encourage understanding of learners with different characteristics
		Mentoring and Supervision	Provides supportive supervision and mentoring
	Managing the Learning Environment	Classroom Environment	Create a safe, encouraging learning environment and manages students' behavior in the class.
		Equity	Cater for learners' diverse background and different characteristics.
		School management and administration	Plan, implement and monitor school improvement plans.
			Manages resources efficiently and effectively.
			Manages teachers and other staff under their supervision
			Records, reports and utilizes data to improve education
		Assessment	Properly monitor and assess students' learning, provide useful feedback to help them make progress and report the assessment results to stakeholders.

（**1-2**）Prescribe mandatory trainings for each rank.

研修表

ランクごとの必須研修について規定された。詳細は、表 4-7 に示す。

表 4-7　ランクごとの必須研修一覧

Minimum Years	Career Level	Training Courses for Each Level	Training Code
1-3 [2]	Newly Qualified Teacher	1. Induction Training	NT01
		2. Orientation by CS or DEO	NT02
		3. Orientation by Head of School or HoD	NT03
		4. School Based INSET (SBI)	NT04
		5. Cluster-based INSET or Department-based INSET (CBI/DBI)	NT05
		6. Any Other Trainings	NT20
4	Rank 1	1. Pedagogy (Basic)	R1-01
		3. ICT (Basic)	R1-02
		4. Subject Content Matter (Basic)	R1-03
		5. Classroom Management (Basic)	R1-04
		6. School Based INSET (SBI)	R1-05
		7. Cluster-based INSET or Department-based INSET (CBI/DBI)	R1-06
		8. Any Other Trainings	R1-20
4	Rank 2	1. Orientation	R2-01
		2. Intensive Training	R2-02
		3. School Based INSET (SBI)	R2-03
		4. Cluster-based INSET or Department-based INSET (CBI/DBI)	R2-04
		5. ICT (Standard)	R2-05
		6. Data Management (Basic)	R2-06
		7. Subject Content Matter (Standard)	R2-07
		8. Classroom Management (Standard)	R2-08
		9. Any Other Trainings	R2-20
4	Rank T3 / M3	1. Guidance and Counselling (Standard)	R3-01
		2. Leadership (Standard) : Leadership for Change	R3-02
		3. Mentoring and Coaching (Standard)	R3-03
		4. School Management (Standard)	R3-04
		5. Data Management (Standard)	R3-05
		6. Subject Content Matter (Advanced)	R3-06
		7. School Curriculum Development (Standard)	R3-07
		8. Pedagogy (Advanced)	R3-08
		10. Classroom Management (Advanced)	R3-09
		11. School Based INSET (SBI)	R3-10

Minimum Years	Career Level	Training Courses for Each Level	Training Code
		12. Cluster-based INSET or Department-based INSET (CBI/DBI)	R3-11
		13. ICT (Advanced)	R3-12
		14. Any Other Trainings	R3-20
4	Rank T4 / M4	1. Guidance and Counselling (Advanced)	R4-01
		2. Leadership (Advanced) : Leadership for Change	R4-02
		3. Mentoring and Coaching (Advanced)	R4-03
		4. School Management (Advanced)	R4-04
		5. Writing Technique (Basic)	R4-05
		6. Local Administration (Basic)	R4-06
		7. Monitoring and Evaluation (Basic)	R4-07
		8. Project Management (Basic)	R4-08
		9. Data Management (Advanced)	R4-09
		10. School Curriculum Development (Advanced)	R4-10
		11. School Based INSET (SBI)	R4-11
		12. Cluster-based INSET or Department-based INSET (CBI/DBI)	R4-12
		13. Any Other Trainings	R4-20
4	Rank T5 / M5	1. Writing Technique (Standard)	R5-01
		2. Local Administration (Standard)	R5-02
		3. Monitoring and Evaluation (Standard)	R5-03
		4. Project Management (Standard)	R5-04
		5. Comprehensive Leadership (Basic)	R5-05
		6. Educational Policies (Basic)	R5-06
		7. National Curriculum Development (Basic)	R5-07
		8. School Based INSET (SBI)	R5-08
		9. Cluster-based INSET or Department-based INSET (CBI/DBI)	R5-09
		10. Any Other Trainings	R5-20
-	Rank T6 / M6	1. Writing Technique (Advanced)	R6-01
		2. Local Administration (Advanced)	R6-02
		3. National Administration	R6-03
		4. Education Governance	R6-04
		5. Monitoring and Evaluation (Advanced)	R6-05
		6. Project Management (Advanced)	R6-06
		7. Programme Management	R6-07
		8. Comprehensive Management	R6-08
		9. Comprehensive Leadership (Standard)	R6-09
		10. Comprehensive Leadership (Advanced)	R6-10
		11. Educational Policies (Standard)	R6-11

Minimum Years	Career Level	Training Courses for Each Level	Training Code
		12. Educational Policies (Advanced)	R6-12
		13. National Curriculum Development (Standard)	R6-13
		14. National Curriculum Development (Advanced)	R6-14
		15. School Based INSET (SBI)	R6-15
		16. Cluster-based INSET or Department-based INSET (CBI/DBI)	R6-16
		17. Any Other Trainings	R6-20

（**1-3**）Stipulate criteria and procedure for teacher appraisal and promotion.
教員評価

　PSC が定めた評価制度や、評価フォームに合わせて、教員評価ハンドブック（Teacher Appraisal Handbook）を作成した。
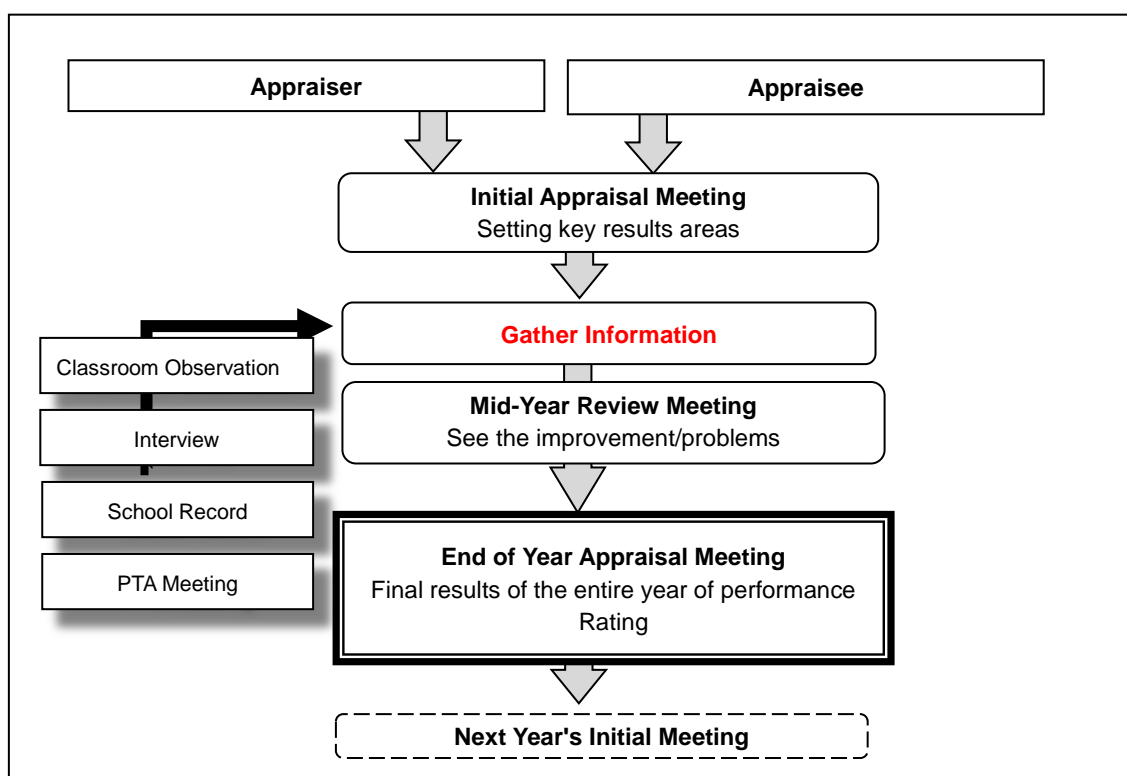
図 4-1　教員評価の実施プロセス

昇進基準

　昇進に関する要件は①キャリア階梯における現在のランクでの勤務年数、②昇進のために必要と指定された研修の受講、③各ランクにおいて規定されたコンピテンシー評価、の3つと定められた。PTPDM 政策に基づいた昇進制度が実施されるために、GES の人事局の協力を得て、昇進ハンドブック（Pre-tertiary Teacher Promotion Handbook）が作成された。
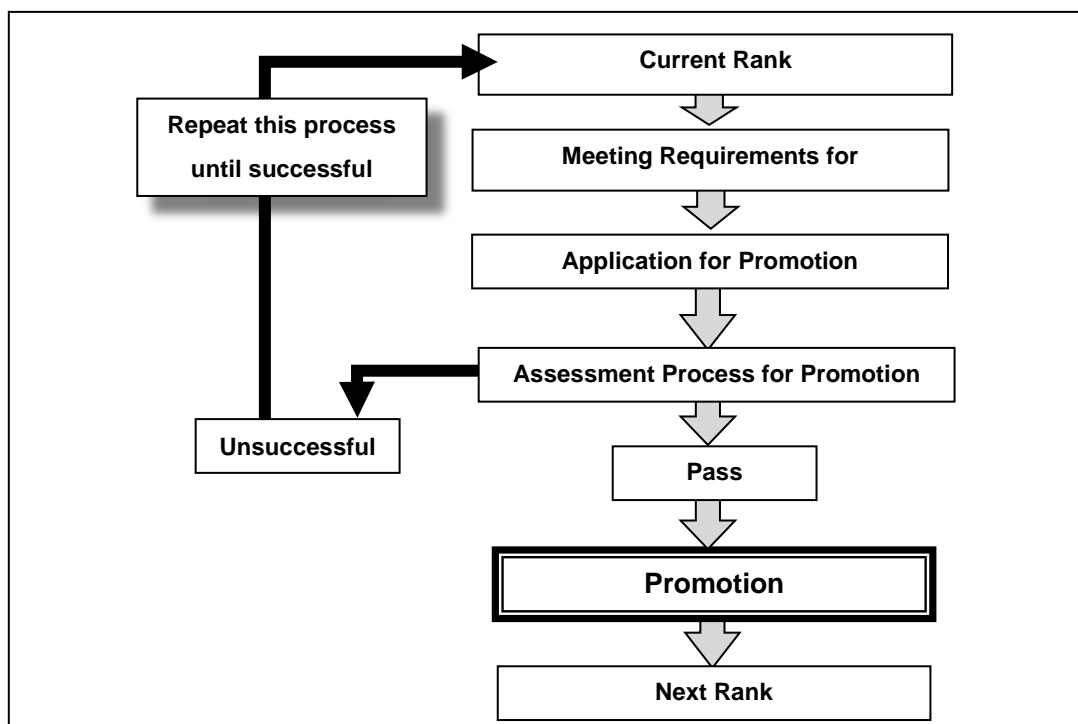
図 4-2 Appointment Process to Rank

研修の受講の評価方法については、現在 NTC が CPD ポイント制度の構築を実施しているため、CPD ポイント制度導入後は、②については詳細が変更される予定である。

表 4-8 昇進の要件一覧

Requirements for Promotion	References	Criteria
Results of Appraisal[*]	The cumulative results of Performance Appraisal in a current rank (Section 8 of Appraisal Form) Teachers Database	4th Appraisal should be rated as "Outstanding". 2nd and 3rd Appraisal should be better than "Likely to be ready for Promotion in 2 to 3 years". Teachers in good standing would be promoted.
Training History (CPD)	Teaching Portfolio and Teachers' Database Refer to CPD guidelines.	Completion of required training courses in the current rank. CPD scores at current rank
Experience in the Education Service	Teachers' Database	Applicant satisfies minimum years of experience in education service in the current rank
Certificate(s)	Original Certificate(s) and Teachers' Data base	Certificates which issued by training institutions and schools holding with the applicant are eligible for promotion
Interview Performance	Interview Evaluation Sheet	Total score of Evaluation Sheet is over 60-70%[**]

* It includes Character assessment at school/office Applicant's Character (Humanity, Personality, Professionalism, Values, and Abilities)

** The passing score depend on the quota of promotion of the year.

（**1-4**）Develop teacher appraisal Handbook.

　PSC が定めた公務員評価制度や、その評価フォームを教員に適応させるために、教員用評価ハンドブックを作成した。作成した教員評価ハンドブックは、プロジェクトで作成した教員スタンダードとエンドライン調査の結果を基にして改訂を行い、最終版を作成した。

　各学校への配布については、REO や DEO が予算を確保して印刷することとしている。教員評価ハンドブックは、今後は NTC および GES のホームページからダウンロードできるようになる計画である。

（**1-5**）Support HRMD to revise promotion form.

　昇進申請フォームは、昇進を申請する教師の基本的な情報を記入するものである。プロジェクトが導入する研修履歴および教員評価による昇進評価が、確実に考慮されることを目的に、昇進制度とあわせて昇進申請フォームを改定した。GES の人事局並びに各 REO およびパイロット DEO の人事担当者と協力して改定した昇進制度を、昇進ハンドブックとしてまとめた。

表 4-9　昇進制度の旧制度と新制度の比較表

	Previous Promotion System	**Promotion System under PTPDM Policy**
Application Documents	(1) Application Form (2) Appraisal Forms (3) Copy of Certificate(s) (4) Copy of Payslip (5) Copy of last promotion letter	(1) Application Form (2) Appraisal Forms **(3) Teacher Training Logbook** (4) Copy of Certificate(s) **(5) Copy of Full License** (6) Copy of Payslip
Criteria for Promotion	(1) Experience in Education Service (2) Interview Result	(1) Experience in Education Service **(2) Result of Appraisal Form** **(3) Completion of required training courses** (4) Interview Result
Interview	Weighting is more in favour of one shot interview and "knowledge" than teacher daily performance.	Greater weight is assigned to teacher daily performance through teacher appraisal form and training history.

（**1-6**）Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting**.**

教員評価について

　2016 年 8 月および 2017 年 5 月にレビュー会合を実施し、コンピテンシーベースの教員評価・昇進についてパイロット郡に説明を実施した。

昇進について

　昇進制度の改定のために、全 REO およびパイロット郡関係者を集めてワークショップを実施した。パイロット郡の関係者は昇進制度の改定作業に参加しており、新昇進制度については、十分に理解できていることが確認できた。

（**1-7**）Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotion for pilot districts.

　パイロット郡において TOT を実施し、校長研修の実施を支援した。

（**1-8**）Monitor teacher appraisal and promotion in pilot districts.

教員評価について

　2016 年 9〜10 月にミッドライン調査と、2017 年 9 月のエンドラン調査を実施した際に、教員評価に関するモニタリングを重点的に行った。ミッドライン調査の結果では、教員評価の実施と教員評価フォームの提出状況が良くなかったため、2017 年 9 月に教員評価の実施を促進するためのワークショップを開催した。同ワークショップでは、教員評価を確実に実施することと、評価表を回収することを周知した。ワークショップ後には、各パイロット郡を巡回して指導を行った。

昇進について

　昇進については、パイロット郡だけで新しい昇進制度を導入することがない。そこで新しい昇進制度が実施できるかどうかと昇進制度の改定のための情報収集を行うために、グレーター・アクラ州において、制度の試行を行った。

（**1-9**）Finalize Teacher Appraisal Handbook and promotion form based of the pilot.

　2017 年 8〜9 月実施のモニタリングと、2017 年 9 月のエンドランの結果を踏まえて、教員評価ハンドブックを最終化した。

4.2.2　成果 2「教員研修記録に関するデータ収集・管理メカニズムが開発される」

【成果 2】

成果 2	教員研修記録に関するデータ収集・管理メカニズムが開発される
指標	1.　パイロット郡において 90%[14]の初任者 [15]がログブックを利用する。 2.　パイロット 5 郡が、初任者の研修履歴をデータベースに入力する。

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[14] 目標値は 2017 年 5 月の JCC で 90%と設定された。
[15] 初任者の呼称は、教員組合の意向を反映し Beginning Teacher（BT）から Newly Qualified Teacher（NQT）へと変更された。

終了時評価結果

<u>部分的に達成される見込み。</u>

- 本成果の指標である「パイロット郡において 90%以上の初任者がログブックを活用する」は達成された。「パイロット郡において初任者の研修履歴をデータベースに入力する」については一部確認できた。また、2017 年に新しく構築されたライセンス付与のための NTC のデータベースの進展が見られた。
- 他方、校長および DEO での学校研修ログブックのデータを活用したデータ管理の実施状況は確認できず、郡レベルのデータ収集・管理能力の向上も確認できなかった。昇進目的にかかる中央レベルのデータベースおよび能力強化も同様である。ガーナ財務省が保有する生体認証データの NTC への提供遅延や、NTC と GES 双方が持つ教員関連のデータベースの連携等について課題が残る。

表 4-10　成果 2 に関連する終了時評価団からの提言とプロジェクトの対応

提言	対応
ライセンス、教員採用、昇進に必要なデータについて、NTC と GES がそれぞれ保有するデータベースを統合する	NTC と GES との協議を行い、データベースを統合することで合意したが、プロジェクト終了時において統合には至っていない。GES のデータを用いて NTC が教員免許を更新する際に、幽霊教員などの不明なデータを排除することになっている。
パイロット郡にて 1 年間のインダクション期間を終了したライセンス未付与の教員について、NTC のデータベースを使用しライセンス付与の手続きをテストする。	免許を発行するためのデータベースを完成させた。パイロット郡で、初任者導入研修プログラムを修了した教員が、免許の発行に必要なデータ（CoE の卒業証書、教員評価票、教員研修ログブック）を NTC のポータルにアップロードした。そのデータを NTC が確認した後、偽造防止のためのホログラム付きの免許を、Provisional License として発行した。
NTC のデータベース構築をこれ以上遅延させないため、2017 年末までにガーナ財務省より生体認証データを受領する。	財務省から生体認証データが入手できなかったため、その代わりに、GES データベースを使うことで、関係者間の合意を得た。

提言	対応
パイロット郡において、研修受講履歴の作成と履歴の郡事務所への提出のために、学校研修記録が配布され使用されたかを確認する。	学校研修記録用紙が、全パイロット郡において配布され、使用されたことは確認済みである。学校研修記録の、DEO への提出状況は下表のとおりである。 School Training Logbook の提出状況 | 郡名	学校からの提出率
Shai Osudoku	81.7%
Ajumako	92.5%
Upper Manya	67.0%
Savelugu Nantong	98.6%
Kassena Nankana	94.0%	

（**2-1**）Analyze existing databases.

　3.2.2(1)に記載のとおり、既存のデータベースについての分析を実施した。

（**2-2**）Consider how to collect and manage data appropriately

　教員研修ログブックおよび学校研修ログブックの記録・管理方法については、インターネットの利用の環境に応じて、①紙媒体で提出する方法、②インターネットを通じて提出する方法、と図 4-3 に示すように 2 つの方法を構築した。

（**2-3**）Define specification of the database.

　GES のデータソースを基に教員の統一データベースを構築し、そのデータを用いて NTC と GES がそれぞれ免許の付与や昇進に必要な手続きを行う。

（**2-4**）Develop and pilot Database.

　初任者研修を受講したパイロット郡の教員のデータを NTC のポータルを通じて入力し、NTC が入力情報を確認した。
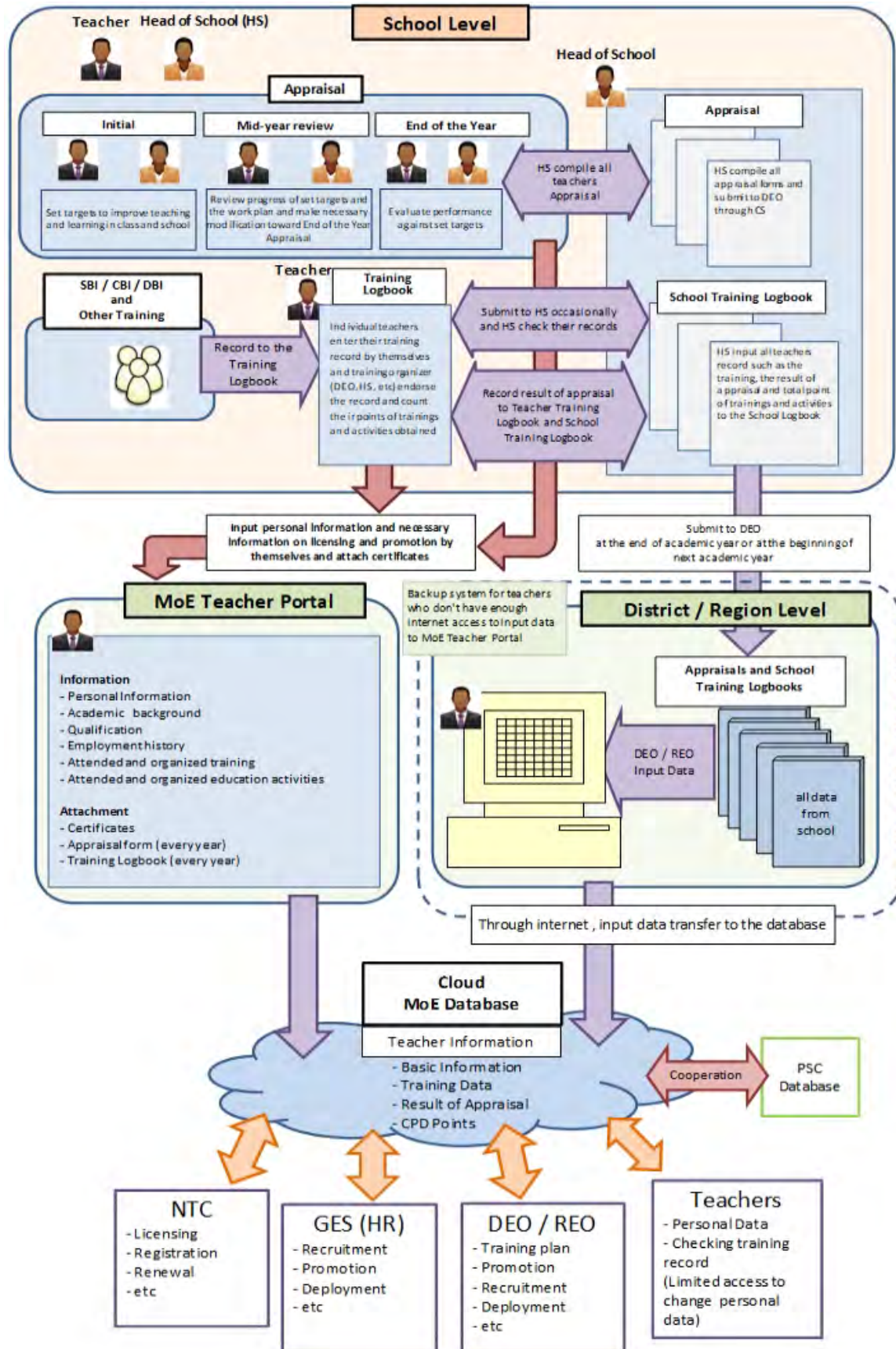
図 4-3　統一された教員データベースの概念図

（**2-5**）Develop logbook.

　教員研修ログブック（図 4-4）と学校研修ログブック（図 4-5）を開発した。最終版の研修ログブックは、各パイロット郡に対して電子データを送付した。

図 **4-4**　**教員研修ログブック**

| DATA/INFORMATION COLLECTION FORM | | | | | | | |

District Name:	SHAI OSUDOKU		*District Code:	83		Circuit:	ASUTSUARE JUNCTION
School Name	DEDENYA D/A BASIC		EMIS School Code:	105030026		Date:	10th July 2017

Teacher Name	Teacher ID Code (Registered Number)	Number of attended INSETs					*Assessment Decision (SECTION 8 of Appraisal form)
		SBI	CBI	DBI	Other	Mandatory (Specify)	
Kofi Ansah	123456 (1369/2017)	4	2	0	3	1 (Induction)	B
Kwame Boateng	654321 (2468/2010)	5	2	0	4	1 (ST Training)	A

図 4-5　学校研修ログブック

（**2-6**）Test data collection and management in pilot districts.

　パイロット郡におけるデータ管理・収集とは、各教員が受講した研修歴を管理し今後受けるべき研修を把握することと、校長が全教員の研修履歴を把握して実施すべき研修を認知し計画することを指している。

　ミッドライン調査およびエンドライン調査の際に、データ収集・管理の状況を確認した。

（**2-7**）Develop a brief on collecting and managing data on teacher training record.

　開発した教員研修ログブックと学校研修ログブックの記入・収集・管理方法の説明書を作成した。また、PTPDM 政策実施ガイドラインに、データ管理について記載した。

（**2-8**）Train GES/ICT/NIU /NTC and DEOs in pilot districts on collecting and managing data.

　2017 年 12 月にデータ収集および入力に関するワークショップを実施し、教員免許発行に必要な教員評価票や教員研修ログブックの収集・管理についての説明と、実際のデータベースを用いたデータ入力研修を実施した。また、ミッドライン調査やエンドライン調査の際に、データの収集や管理に関する説明・指導を実施した。

（**2-9**）Sensitize central level on data utilization.

　統一データベース構築に関するワークショップを実施し、どのようにデータを利用するかについて、NTC と GES が検討した。この活動を通じて、NTC と GES は、中央レベルのデータ利用への理解を深めた。

（**2-10**）Conduct monitoring on data collection and management.

　2016 年 10 月、2017 年 7 月にモニタリング活動を実施し、教員評価が実施され、かつ教員評価票が回収されるように啓発活動を実施した。またミッドライン調査やエンドライン調査の際にも各パイロット郡のデータ収集・管理の状況に応じて指導を実施した。

（**2-11**）Revise database and data collection and management based on piloting.

　ワークショップの際に行った実際のデータ収集状況についての聞き取り調査、ミッドライン調査やエンドライン調査のデータ収集の際の状況を基に、教員研修ログブックや学校研修ログブックや記入方法の改訂、ガイドラインに記載の収集・管理方法について改定した。

4.2.3　成果 3「初任者・シニア教員の研修に対するメカニズムが開発される」

【成果 3】

成果3	初任者・シニア教員研修教材が開発される [16]
指標	初任者・シニア教員研修教材が教育省／JCC[17]によって全国展開向けに承認される。

終了時評価結果

達成される見込み。

- 本成果の指標である「初任者・シニア教員研修教材の JCC 承認」について、各種教材は一部を除きすでに開発され、パイロットを通じて検証・改訂されている。現在、最終版スタンダード等を反映した最終改訂中で、2018 年 2 月予定の JCC 承認を待つ段階である。シニア教員研修マニュアルのみ、今後 JCC 前にパイロット活動を通じて検証・最終化する予定である。
- 他方、各郡における必須研修の予算確保に加え、初任者教員の配属遅延に伴う初任者研修未実施の課題が残っている。後者については、プロジェクトによる今期の研修計画策定支援が求められる。

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[16] シニア教員は校長となることのできる一つ手前のランクであり、昇進に必要な資質を身につけるための研修を行うもの。

[17] PDM 第 2 版では教育省と（MOE）なっているが、JCC での承認を意味する。

表 4-11　成果 3 に関する終了時調査団からの提言とプロジェクトの対応

提言	対応
現在計画されているパイロット郡におけるシニア教員の研修を実施後、すみやかにシニア教員研修マニュアルを最終化する。	シャイ・オスドク郡でシニア教員研修の実施を計画していたが、郡の資金不足によりプロジェクト終了時点では実施されていない。研修を実施するよう、GES と TED を通じて引き続き支援する。研修マニュアルについては、パイロット郡に対して使用感についての調査し、その結果を基に最終化を行った。
2017-2018 年における、パイロット郡の初任教員向け研修および予算策定を支援する。	2018 年 3 月 20 日の時点で、パイロット郡の 2 郡において初任者研修が実施され、それに対する支援を行った。初任者研修の実施が遅れた理由は、GES の赴任の手続きが遅れ、初任者教員の赴任の時期が 2018 年 1 月にずれ込んだことによるものである。

（**3-1**）Identify training needs.

　上記 3.2.3 に記載のとおりニーズ調査を実施し、下記のとおりランクごとの研修ニーズをまとめた。

表 4-12　研修のニーズ

Teacher Rank	Training Needs
Rank 1	• Portfolio writing /Development • Action research in classroom teaching and learning • Facilitation and communication skills. *Skills for equity and inclusion in school work • Gender responsive scoreboard for teacher assessment • Use of assessment data to improve learning • Journal writing • Use of reflective logs in teaching • Motivation for self-directed study and needs assessment for professional planning and growth • Pedagogical skills in classroom teaching, Assessment and management • ICT for teaching
Rank 2	• Mentoring and coaching • Leadership for learning skills • School improvement plans and budgeting • Guidance and counselling for students • Report writing • ICT for teaching
Rank 3	• Examination item writing and management • School curriculum policy: development and reviews. • Building partnership in community learning

Teacher Rank	Training Needs
	• Teaching and learning strategies - creative approaches, group work, questioning, talk for learning • Use of learning resources - technologies and networking • Collaborative learning for professional development • Team building for school improvement • School leadership qualities and skills • Preparation and use of reflective logs and journals in teaching and learning
Rank 4	• ICT and other technologies in school administration and governance • Leadership for learning • Conflict: causes and resolution at district and school levels • Proposal writing for school support from partners • Use of technologies for teaching and learning • Clinical supervision at school • Teacher motivation for improved quality education • Basic principles in planning, data collection and management • Roles of Local government policies in education • Conflict in school governance: causes and resolution
Rank 5	• Procurement laws • GES and MOE organogrammes and working principles • EMIS data interpretation and implications for school improvement • Policy development and reviews at school, district, regional and national levels • Change management (Leadership for Change) • Team Building
Rank 6	• Strategic planning and management in education • Communication skills (oral and written) and cabinet memorandum • Time management • Conflict management • Stakeholder partnership relationships (principles and practice) • Labour laws and trade unions • Financial regulations and controls • Mentoring and coaching (principles and practice) • Public policy formulation and reviews • Teacher self- motivation and workplace motivation • Social accountability in education sector • Action Research/ Research in education • Principles of dialogue and negotiation • Education project and programme management • Time and stress management (balancing work and pleasure) • leadership skills and types • Leadership for learning • Leadership for change (principles and practice) • Planning, monitoring and evaluation in sustainable development in education • Public policy formulation and reviews • Stakeholder analysis and roles development • Quality Assurance and Accreditation systems in education

（**3-2**）Collect information on existing INSET.

表 4-13　収集した既存の INSET 情報

資料	用途
INSET Sourcebook District Guidelines & Operational Manual for District Level INSET	District レベルでの INSET 実施のガイドライン
INSET Sourcebook School-based and Cluster-based INSET (SBI/CBI) Manual	SBI/CBI の計画、実施、モニタリングに関するマニュアル
INSET Sourcebook General Pedagogy	INSET における教授学（授業計画・準備等）の説明
INSET Sourcebook Sample Lesson Plans in Mathematics	算数の授業計画例
INSET Sourcebook Sample Lesson Plans in Science	理科の授業計画例
INSET National Guideline	現在の INSET ガイドライン
INSET SBI/CBI Lesson Observation Sheet	SBI/CBI における授業観察シート
Instructional Manual for SBI/CBI Lesson Observation Sheet	SBI/CBI 授業観察シートの使い方に関するマニュアル
INSET: In-Service Education and Training A Basis for Quality Education	現在の INSET の仕組みについての概要を説明する教材
Manual for Teacher Trainees on School Attachment	教員トレーナーに対するマニュアル
Head Teacher Handbook	校長の実務に関するハンドブック
Circuit Supervisor Handbook	視学官の実務に関するハンドブック
Leadership for Change	TED が UNICEF の協力の下に作成した GES のマネジメントスタッフ用研修教材
Leadership for Learning	TED が UNICEF の協力の下に作成した校長および視学官用の研修教材

（**3-3**）Develop programme and training material for Beginning Teachers (BT) and Senior Teachers (ST).

　第 1 年次にパイロット郡において、初任者研修とシニア教員向け研修の研修プログラムと研修教材を開発した。

（**3-4**）Implement ToT on BT/ST training in pilot districts.

　南部パイロット 3 郡に対しては、初任者研修の TOT を、第 1 年次の 2014 年 11 月 17 日から 21 日の 5 日間、シニア教員向け研修の ToT を、2015 年 4 月 27 日から 30 日の 5 日間、実施した。

　北部パイロット 2 郡については、第 2 年次の 2016 年 4 月 18 日から 22 日の 5 日間に初任者研修とシニア教員研修の ToT を合わせて実施した。

（**3-5**）Provide technical support to pilot districts in implementing BT/ST training.

　2014 年から 2015 年の初任者研修とシニア教員研修は、研修を実施するそれぞれの郡に対して日本人専門家１名と NIU メンバー2、3 名を派遣し、研修実施のための技術支援を行った。この研修以降に、研修が実施された際には NIU メンバーが研修のモニタリングのために現地に派遣され、必要に応じて技術支援を行った。プロジェクト期間中に実施した初任者・シニア研修を以下のとおり示す。

表 4-14　【2014 年度】第 1 回初任者研修の詳細

対象	初任者教員（パイロット南部 3 郡)
出席者	157 名（Upper Manya Krobo 55 名、Ajumako 45 名、Shai-Osudoku 57 名）
期間	2015 年 2 月 16〜20 日（5 日間）
資金源	GES TED 内部資金（Internally Generated Fund）

表 4-15　【2015 年度】第 1 回初任者研修の詳細

対象	初任者教員（パイロット南部 3 郡）
出席者	144 名（①Upper Manya Krobo 50 名、②Ajumako 40 名、③Shai-Osudoku 54 名）
期間	①2016 年 3 月 1〜4 日（4 日間）、②2016 年 3 月 9〜11 日（3 日間）、③2016 年 3 月 14〜18 日（5 日間）
資金源	①参加者負担、②参加者負担および DA による支援、③参加者負担

表 4-16　【2015 年度】第 2 回初任者研修（シニア教員向け研修も同時実施）の詳細

対象	初任者教員、シニア教員（パイロット北部 2 郡）
出席者	277 名（①Savelugu-Nanton 215 名、②Kasena Nankana 62 名）
期間	①2016 年 7 月 18〜22 日（4 日間）、②2016 年 6 月 6〜10 日（5 日間）
資金源	GPEG

表 4-17　【2016 年度】第 1 回初任者研修の詳細

対象	初任者教員（パイロット南部 3 郡）
出席者	316 名（①Upper Manya Krobo 180 名、②Ajumako 68 名、③Shai-Osudoku 68 名）
期間	2016 年 10 月 31〜11 月 4 日（5 日間）、②2017 年 7 月 11〜14 日（4 日間）、③2017 年 6 月 12〜16 日（5 日間）
資金源	①　参加者負担、②参加者負担、③参加者負担

表 4-18　【2016 年度】第 2 回初任者研修の詳細

対象	初任者教員（パイロット北部 2 郡）
出席者	256 名（①Savelugu-Nanton 95 名、②Kasena Nankana 161 名）
期間	①2017 年 3 月 8〜11 日（4 日間）、②2017 年 2 月 6〜10 日（5 日間）
資金源	①参加者負担、②GNAT、NAGRAT、ADB 等による負担

表 4-19　【2014 年度】第 1 回シニア教員向け研修の詳細

対象	シニア教員（パイロット南部 3 郡）
出席者	315 名（①Upper Manya Krobo 85 名、②Ajumako 145 名、③Shai-Osoduku 85 名）
期間	①2015 年 5 月 25〜29 日（5 日間）、②2015 年 6 月 22〜25 日、③2015 年 6 月 1〜5 日
資金源	①GES TED 内部資金、②GES TED 内部資金＋学校予算、③GES TED 内部資金

表 4-20　【2015 年度】第 1 回シニア教員向け研修の詳細

対象	シニア教員（パイロット南部 3 郡）
出席者	147 名（シャイ・オスドク郡のみ。他 2 郡は前年までの研修でほぼカバーされたため、実施されていない。）
期間	2016 年 5 月 3〜5 日（3 日間）
資金源	参加者負担

*2015 年度第 2 回は初任者研修と同時に実施された

（**3-6**）Revise BT/ST training programme and materials based on monitoring of BT/ST training.

　研修プログラムおよび教材の改訂は、研修実施後のモニタリング、パイロット郡の関係者とレビューワークショップ、ミッドライン調査やエンドライン調査、終了時評価の結果を踏まえて行われた。プロジェクト終了前に教員スタンダードを反映させて最終化した。

4.2.4　成果 4「PTPDM 政策の実施可能な環境が設立される」

【成果 4】

成果 4	PTPDM 政策の実施可能な環境が設立される
指標	1.　改訂版 PTPDM 政策文書が教育省／JCC で承認される [18]。 2.　PTPDM 政策フレームワークガイドラインが教育省／JCC で承認される [19]。

終了時評価結果

達成される見込み。

- 本成果の指標である「改訂版 PTPDM 政策文書の JCC 承認」および「PTPDM 政策ガイドラインの JCC 承認」について、両文書はすでに開発され最終版の改訂中で、2018 年 2 月予定の JCC 承認を待つ段階である。
- 他方、教員ライセンスや研修参加費用の負担について教員組合が抵抗を示しており、加えて今後承認される見込みの新教育法が規定する地方分権に即した PTPDM 政策の修正が必要であり、課題が残る。

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[18] PDM 第 2 版では教育省と（MOE）なっているが、JCC での承認を意味する。
[19] PTPDM Policy Framework Guideline は、PTPDM Policy Guideline に名称が変更された。また、PDM 第 2 版では教育省と（MOE）なっているが、JCC での承認を意味する。

表 4-21　成果 4 に関する提言とプロジェクトの対応

提言	対応
2012 年に策定された PTPDM 政策文書と現在改訂中の PTPDM 政策文書およびガイドラインの内容を整合する。	PTPDM 政策文書、ガイドライン、全国展開計画の内容を整合した。その際には、実施する際の責任機関が明確になるようにした。
PTPDM 政策の全国展開に関し一義的な責任機関とその役割を教育省、NTC、GES 間で決定し、併せて PTPDM 政策の 11 コンポーネント（暫定）の調整機関、監督機関、実施機関を再定義し各機関の詳細なタスクを策定する。また、それらに沿って全国展開計画の予算を修正する。	教育省の大臣と協議し、責任機関を NTC とした。各コンポーネントを担当する機関については、ガイドラインと全国展開計画に記載した。予算の詳細は全国展開計画に記載した。

（**4-1**）Develop PTPDM Policy Framework Guideline[20].
　政策実施のために必要な要領を PTPDM 政策実施ガイドラインとしてまとめた。終了時評価の際の提言を受けて、PTPDM 政策文書との整合性を持たせるため大幅な改訂を実施した。

（**4-2**）Revise PTPDM Policy document.
　プロジェクトを開始した 2014 年に、教育大臣が承認した 2013 年版の政策文書を、その後の進展を踏まえて改訂した。3 年次には、教員スタンダードに合わせて改訂およびバリデーションワークショップ実施し、最終的に終了時評価の提言を踏まえて最終化した。最終化された PTPDM 政策文書は、添付資料 9 にて示す。

（**4-3**）Support NTC and pilot districts to identify BTs who have completed induction training and met other requirements for licensing.
　終了時評価に合わせ、パイロット郡の教師が記入した教員研修ログブックの情報を各学校で学校研修ログブックに転記し、それを各 DEO がまとめた。NTC はその情報を基に教員免許取得対象者を把握した。
　あわせて、前述の NTC ポータル（2 章 3.2.2 (3)）を通じて、初任者導入プログラムが大学の卒業証書、教員評価票の結果および教員研修ログブックを添付できるようにするためのワークショップ実施し、各教員のデータの入力と研修情報のアップロードを支援した。

（**4-4**）Support NTC to test procedure for issuing license to those BTs who qualify to be licensed in the future.
　NTC ポータルを通じて提出されたデータを用いて、NTC の免許担当者による免許発行対象者の特定作業を支援した。その際、免許制度の基本事項の確認や免許証のデザインについてもプロジェクトが支援した。免許のデザインは図 3-2 にて示す。

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[20] その後、PTPDM Implementation Guideline に変更。

（**4-5**）Formulate PTPDM policy roll-out plan including financial measures for the staged introduction of PTPDM.

　PTPDM 全国展開計画は、2018 年 2 月の JCC で承認された。全国展開計画の詳細は、4.3 に後述する。

（**4-6**）Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards).

　プロジェクトにおいて実施した啓発活動は、第 3 章表 3-8 のとおり。

4.3　　全国展開計画（ロールアウトプラン）

4.3.1　　全国展開計画の概要

　PTPDM 政策の全国展開計画の主要なエレメントに関する概要を説明する。本プロジェクトでは、プロジェクト終了後の 2018 年 4 月から、2018-19 学年度が始まる 2018 年 8 月までを準備期間、2018-19 学年度から 2022-23 学年度の終了までを導入期間として全国展開計画を作成した。各期間の目的は以下の通り。

準備期間：導入期間開始に向け、必要な制度の構築や改定、免許制度の最終化や REO や
　　　　　DEO に対する PTPDM 政策実施のための TOT の実施、政策を周知するための広
　　　　　報活動等を実施
導入期間：研修や免許制度、昇進制度等、政策実施に必要な内容を整備しつつ、全国に導
　　　　　入して、モニタリングを通じて改定する。このようなプロセスを経て、通常の
　　　　　実施期間に移行するまでに最終化する。

各項目における活動の概要は以下の通り。

(1)　INSET

1)　準備期間
- ・　プロジェクト期間中に TOT を実施しなかった残りの 131 郡に対する TOT の実施。
- ・　プロジェクト期間中に TOT を実施した 85 郡に対する追加研修の実施。
- ・　CPD ポイントシステムの整備および CPD プロバイダーの登録・免許制度の構築。
- ・　REO および DEO による校長研修、DEO による初任者研修、学校での SBI/CBI/DBI 実施の実施。

2)　導入期間
- ・　必須研修内容が未作成のランクに対する研修内容作成（NTC、GES）、REO および DEO を対象とした TOT と各ランクの教員に対するランク別研修の実施。
- ・　CPD プロバイダーに対する PTPDM 政策および登録・免許制度に関する研修の実施。

- ・ CS 研修の TOT 実施（NTC、GES）と CS 研修実施（DEO）、校長研修の実施（REO、DEO）、初任者研修の実施（DEO）、SBI/CBI/DBI 実施（学校）。

3)　支援策および救済措置

- ・ 教育省は確実に REO や DEO に対して必要な予算を用意する。
- ・ CPD プロバイダーが確実に研修を実施できるよう必要な技術的支援を行う（教育省負担の研修費用削減につながる）。
- ・ NTC や GES は INSET 実施に関して問題のある郡に対して必要な技術的支援や措置を行う（近隣の DEO と合同で INSET を実施する等）。

(2)　教員免許

1)　準備期間

- ・ ライセンス制度のための CPD ポイントシステムの構築（制度、マニュアル）とライセンス制度導入の準備。
- ・ 2017-18 学年度 CoE・UoE 卒業生に対する Registration および Provisional License の発行。

2)　導入期間

- ・ CoE・UoE 卒業生に対する Registration および Provisional License の発行。
- ・ 現職教員に対する教員免許の発行および更新の実施。

3)　支援策および救済措置

- ・ 現職教員に対する初めの教員免許発行では、CoE や UoE の卒業証書のみ確認する。
- ・ 最初の教員免許の更新では SBI の参加回数など更新条件を満たしていなくても、各自、各郡の状況に応じて条件を緩和する。
- ・ CPD ポイントシステムを貧困郡など状況の厳しい郡においても、各教員の努力によってポイントを蓄積し、昇進や教員免許更新の条件が満たせるような制度とする。

(3)　教員評価

1)　準備期間

- ・ NTC、GES、DEO は、全ての郡、学校、教員が学年度末に最後の教員評価を実施するようモニタリングし、必要な支援を実施する。
- ・ 各学校の校長は教員評価の結果を DEO に提出する。

2)　導入期間

- ・ NTC および GES は全ての郡、学校、教員が年間を通して（Initial、Mid-year、End of the Year）教員評価を実施するようモニタリングし、必要な支援を実施する。
- ・ DEO は CS を通じて教員評価をモニタリングする。
- ・ 各学校の校長は教員評価フォームを DEO に提出する。

3)　支援策および救済措置

- ・ すべてのレベルで教員評価が確実に実施されるよう NTC および GES は各郡に通達を出し、広報活動を実施し、各 REO や DEO と協力しモニタリングする。

・ 導入期間は教員評価フォームの質（記載内容等）が低くても、教員免許更新や昇進に関係しないようにし、適宜記載方法について REO や DEO を通じて指導を行う。

(4)　教員データベース

1)　準備期間
・ NTC および GES はデータベース統一の作業工程について合意し、必要な作業を開始する。
・ 2017-18 学年度の CoE および UoE 卒業生のデータを入力する（各生徒自身で）。
・ 各教員が教員研修ログブックに研修履歴を記載し、校長は各教員の研修受講履歴を学校研修ログブックにまとめ DEO に提出する。

2)　導入期間
・ NTC および GES はデータベースを統一させ、統一データベースの運用を開始する。
・ 各学年度の CoE および UoE 卒業生のデータを入力する（各生徒自身で）。
・ 各教員が教員研修ログブックに研修履歴を記載し、校長は各教員の研修受講履歴を学校研修ログブックにまとめ DEO に提出する。
・ 各教員はインターネットを通じてデータベース内の各自のページにアクセスし、教員評価や教員研修ログブック等の情報をアップロードする。

3)　支援策および救済措置
・ 教育省はデータベース統一が進むよう、NTC および GES の意見を取りまとめるとともに、必要な ICT 関連人材を配置する。
・ まずは紙媒体（教員研修ログブックおよび学校研修ログブック）での運用を確実に実施する。

(5)　キャリア階梯と昇進制度

1)　準備期間
・ 新しい昇進制度導入のための研修教材をプロジェクトが作成したハンドブックを基に作成する。
・ GES HQ、REO、DEO に対して新昇進制度の研修を実施する。

2)　導入期間
・ REO および DEO は、教員に対して新昇進制度についての説明を実施する。
・ 教員評価フォームや教員研修ログブックの提出について段階を追って 1 年分から 4 年分の提出を義務づける。

3)　支援策および救済措置
・ 導入期間中は、教員評価フォームや教員研修ログブックが必要年数分提出されていなくても、直近 1 年が提出されていれば、それを用いて評価する。
・ CPD ポイントシステム導入後も、NTC および GES が、ポイントが足りない教員に対して追加研修などの救済措置をとる。

- 昇進の必要条件について様々な機会を通じて全教員に周知する。

(6)　モニタリング・評価

1)　準備期間
- 全国展開開始のための SC を開催する。
- NTC および GES は、Implementation Committee 立ち上げ後の状況をモニタリングする。
- 各学校は AIPR および教員評価の状況を SPAM の一部としてまとめ、DEO に提出する。
- 各 DEO および REO は、AIPR や PTPDM 関連活動状況を纏め、PTPDM Annual Report を作成し、NTC および GES へ提出する。
- PTPDM Policy Annual Review Meeting を開催し、Annual Monitoring Report を作成する。

2)　導入期間
➢ NTC・GES レベルでの活動
- Annual PTPDM Policy Implementation Plan および Annual monitoring plan を作成する。
- GES HR が各 REO で実施される昇進のインタビューをモニタリングする。
- REO および DEO を選び 1 年を通して活動をモニタリングする。
- PTPDM Policy Annual Review Meeting を開催し、Annual Monitoring Report を作成する。
➢ REO レベルでの活動
- Regional Implementation Plan （DEO との会合を実施、DEO からの ADEOP を基にする）。
- Mid-year Review Meeting および End of the Year Review Meeting を開催する。
- Annual Report を作成し、NTC および GES へ提出する （AIPR や ADPR を含める）。
➢ DEO レベルでの活動
- District PTPDM Implementation Plan を作成する（INSET やその他 PTPDM に関連するすべての活動を ADEOP の一部として作成)。
- 教員評価 (Monitor Initial, Mid-year and End of the year)をモニタリングする。
- Annual Report を作成し、REO へ提出する （AIPR および ADPR を含む）。
- 各学期に 1 回は CS が各学校をモニタリングする。
➢ 学校レベルの活動
- Annual INSET および教員評価のプランを策定する（SPIP の一部として）。
- INSET および教員評価に関する活動を振り返る（SPAM の一部として）。

(7)　予算

1)　準備期間

➤　NTC・GES レベルでの活動

  ・　2019 年の PTPDM 政策実施に必要な予算を積算し、教育省に提出する。2018 年内の活動について補正予算を計上する。

  ・　開発パートナーに対して全国展開計画を基に支援（財政的、技術的）を要請する。

➤　REO・DEO レベルの活動

  ・　2019 年の PTPDM 政策実施に必要な予算を積算し、GES に提出する（REO）。2019 年の PTPDM 政策実施に必要な予算を積算し、REO に提出する（DEO）。

2)　導入期間

➤　NTC・GES レベルでの活動

  ・　各年の PTPDM 政策実施に必要な予算を積算し、教育省に提出し、各年内の活動について補正予算を計上する。

  ・　開発パートナーに対して全国展開計画を基に支援（財政的、技術的）を要請する。

➤　REO・DEO レベルの活動

  ・　各年の PTPDM 政策実施に必要な予算を積算し、GES に提出する（REO）。各年の PTPDM 政策実施に必要な予算を積算し、REO に提出する（DEO）

4.4　プロジェクトの成果品

　下表に、プロジェクト期間において作成されたプロジェクト成果品ならびに政策文書関連の成果品を記す。政策文書関連成果品は、プロジェクト期間中に修正を重ね、第 3 年次終了時に CP である NTC に提出した。

表 4-22　プロジェクト成果品リスト

成果品名	提出時期	成果品概要
第 1 年次		
業務計画書（第 1 年次）	契約締結後 10 日以内（2010 年 12 月）	第 1 年次の活動計画を示した。
インセプションレポート（IC/R）（和・英）	業務開始から約 1 カ月後	TED との協議を踏まえ 4 年間（当初）の活動計画を示した。
プロジェクト事業進捗報告書（その 1）（和）	2014 年 12 月下旬	プロジェクト開始後約 6 カ月間の活動の進捗、課題、提言を記した。
プロジェクト事業進捗報告書（その 2）（和・英）	第 1 年次終了時	第 1 年次の活動を総括した。
第 2 年次		
業務計画書（第 2 年次）（和）	契約締結後 10 日以内	第 2 年次の活動計画を示した。
ワークプラン（第 2 年次）（英）	業務開始から約 1 カ月後	TED との協議を踏まえ第 2 年次の活動計画を示した。
プロジェクト事業進捗報告書（その 3）（和）	2015 年 12 月下旬	活動の進捗、問題点、課題、提言を記した。
ミッドラインサーベイ報告書	2017 年 5 月	第 2 年次に実施したミッドライン調査の結果をとりまとめ、プロジェクトの進捗状況、PTPDM 政策の全国展開の意義と準備状況を分析して課題と提言を記した。
プロジェクト事業進捗報告書（その 4）（和・英）	第 2 年次終了時	第 2 年次の活動を総括した。
第 3 年次		
業務計画書（第 3 年次）（和）	契約締結後 10 日以内	第 3 年次の活動計画を示した。
ワークプラン（第 3 年次）（英）	業務開始から約 1 カ月後	TED との協議を踏まえ第 2 年次の活動計画を示した。
プロジェクト事業進捗報告書（その 5）（和）	2017 年 8 月下旬	活動の進捗、問題点、課題、提言を記した。
エンドラインサーベイ報告書	2018 年 4 月	第 3 年次に実施したエンドライン調査の結果をとりまとめ、プロジェクトの進捗状況、PTPDM 政策の全国展開の意義と準備状況を分析して課題と提言を記した。
プロジェクト業務完了報告書（和・英）	第 3 年次契約終了時（2018 年 4 月）	第 1 年次から 3 年次までのすべての活動について総括した。

表 4-23　政策文書関連成果品（技術成果品）リスト

成果品名	成果品概要
PTPDM 政策関係	
PTPDM Policy Document 2018	PTPDM 政策文書（2012）の 2018 年時点の状況に合わせた改訂版
Implementation Guideline for PTPDM Policy in Ghana 2018	PTPDM 政策を実施する際のガイドライン
PTPDM Policy Implementation Plan	2018-2023 年に PTPDM 政策を活動レベルに落としこんだ計画書
教員能力開発関係	
Guideline for the Pre-Tertiary Teachers' Standards for Ghana	教員スタンダードの定義、対象、ドメインを示すガイドライン
Manual for INSET (1, 2, and 3)	INSET プログラムの全体図やフレームワークを示すマニュアル
Newly Qualified Teacher's Training Handbook	NQT が PTPDM 政策について理解するためのハンドブック。初任者研修の教材を想定。
Senior Teacher Training Handbook	ST が次ランクに昇進する上で求められる知識やスキル等を示すハンドブック。ST 研修教材。
SBI/CBI/DBI Training Handbook	SBI、CBI、DBI の概要と役割、重要性について述べたハンドブック。
Teacher Training Logbook	教員が参加した研修を記録するためのログブック。昇進申請やライセンス更新に使用される。
教員管理関係	
Teacher Performance Appraisal Handbook	教員評価票の記入方法について示すハンドブック。
Pre-tertiary Teacher Promotion Handbook	教員の昇進制度・手続きについて説明するハンドブック。

第5章　　プロジェクト実施運営上の工夫、教訓

5.1　　プロジェクト実施運営上の課題、工夫、教訓

5.1.1　　プロジェクト関係者との協働

(1)　NTC（旧 TED）の人員の増員と能力強化

　プロジェクト開始当初は、本プロジェクトの前フェーズにあたる INSET 運営管理能力強化（INSET フェーズ 2）プロジェクトからの職員が多く残っており、行政官として実務能力の高い人員が多かった。しかし、プロジェクト開始後、TED の数名のスタッフが郡教育事務所 Director として異動したり、National INSET Coordinator が定年退職したりするなど、プロジェクトを実施運営できるガーナ側の人材が不足する状況となった。

　National INSET Coordinator の定年後、後任として適任者がおらず、若くとも資質・能力から選ぶよう、人選についてはプロジェクトから TED 助言したものの、結局、年長者から選ばれることとなった。その結果、選ばれた National INSET Coordinator は、IT 関連の知識に疎く、リーダーシップもあまりない人材だった。彼は、Director やプロジェクトからの指示に従うという業務のやり方だったため、NTC の業務が停滞し、プロジェクトの業務の負担が増えることとなった。

　その状況を改善すべく、プロジェクトから TED のスタッフの増員を働きかけ、比較的年齢が若い職員数名が配属された。人員は増員されたが、人材の能力強化に時間を要し、この間プロジェクト活動を円滑に遂行するのが困難であった。そのため、2 年次以降は CP の人員の不足と能力の不足を補うために、プロジェクト雇用のローカルコンサルタントを増員するだけでなく、TED に対して、職員の能力強化も考慮して業務にあたるよう指示した。また、新たに加わった職員の能力強化策としては、本邦研修や第三国研修（ケニア）に参加させることや、プロジェクト活動の一環である昇進制度や免許制度の構築に関係する業務を担当させて、日本人専門家と協働で業務できる OJT の環境を作った。

　これらの方策を講じた結果、TED が NTC に再編される頃には、40 歳代の職員が NTC の業務の中心を担えるようになった。特に Lawrence Sarpong 氏に関して言えば、PTPDM 政策文書や関連文書の改訂作業、免許制度構築のガーナ側の責任者として、プロジェクトと協働して業務を実施することができるようになった。彼は、こうした経験を通じて業務遂行能力が高くなり、Deputy Executive Secretary に推薦されるまでになった。このように、プロジェクトの終了時には能力の高い人材が、NTC 内で育つまでになった。

(2)　プロジェクトを通じて育成された人材の活用

　2000 年に JICA の技術協力プロジェクトが開始されて以降、プロジェクトに関わってきた CP が、CP 機関にだけでなく MOE 内の各部局に在籍している。また、本邦研修参加者や日本の大学で修士号や博士号を取得した人も、MOE だけでなく、大学や COE などに多数在籍しており、本プロジェクトの実施において様々な場面で協力が得られた。彼らの存在は、JICA の協力がガーナに築いた、非常に大きな財産であると言える。

5.1.2 　　ステークホルダーとの良好な関係の構築

政策の立案と実施には、多岐にわたるステークホルダーからの協力が不可欠であるため、ステークホルダーとは良好な関係を築くことが重要である。本プロジェクトでは、ステークホルダーとは密に連絡を取り合い、常に活動に巻き込むことにより政策に対するオーナーシップを高め、それぞれのステークホルダーの役割の重要性の認識を高めてきた。そのおかげで、単にプロジェクトの終了時まで良好な関係を保つことができただけでなく、政策の改定を行う重要なワークショップを実施する際には、大きな協力が得られた。特に教員組合からは「プロジェクトはよくやってくれた。プロジェクトの成果については何の不満もない」という言葉を頂いた。教員組合に関して言えば、今後は制度の構築に対して過度に反対することなく GES・NTC との協議を重ねながら、PTPDM 政策の全国展開に協力してくれるであろうと期待している。

教育大臣や副大臣については、機会があるごとに挨拶に伺い、また、教育省事務次官についても重要な話がある際には必ず相談するようにした。それにより、友好な関係を築けただけでなく、教育大臣や副大臣、事務次官の PTPDM 政策の理解を深めることができ、同政策が重要な政策であるとの認識を、より強く持ってもらうことができたと考えている。

このように、プロジェクトを通じて醸成されたステークホルダーの PTPDM 政策に対するオーナーシップや、ステークホルダー間の良好なつながりを、NTC や GES がより一層強いものとし、オール教育省、オールガーナで取り組んでもらうことが重要である。

5.1.3 　　教員免許制度構築支援

3.2.4（2）で述べたとおり、教員免許制度の構築に関する活動は、当初プロジェクトには含まれておらず、NTC はプロジェクトの支援なしで免許制度を構築するのは難しい状況であった。免許制度は PTPDM 政策の核となる要素であり、できるだけ早く方針を決める必要があった。そこで、プロジェクトは 2017 年から、免許制度の構築を支援することにした。構築にあたっては、他の職種の免許制度の情報収集や、法令との整合性、料金設定や免許証のデザイン、私立学校の教員の取り扱いを支援した。しかしながら、これらの支援に多くの労力を要してしまい、パイロット郡での免許の発行が、プロジェクト終了直前になるなど、活動が遅れる結果となった。プロジェクトのデザインに教員免許制度の構築が含まれていれば、もう少し早い段階でパイロット郡での免許発行を実施できたと考える。

5.1.4 　　教員組合との協議

本プロジェクトの進捗に大きな影響を与えた要因の一つとして、教員組合との関係が挙げられる。PTPDMプロジェクトの実施協議でも、教員組合との関係に気を付けるよう指摘されており、プロジェクトでも常に教員組合との関係に注意を払い業務を進めた。

　だが、組合という性質上、一度合意に達していても、組合の代表メンバーの交代や、大統領選挙や国政選挙の実施、新たな懸案事項が出てくると、合意を覆して再度要求してくることが多々あり、最終的な合意を得ることが困難であった。

　教員組合との調整については、最終的に教育大臣からは、「プロジェクトは組合との協議に煩わされることなく業務を遂行し、すべての成果品を仕上げてほしい」、「教員組合との協議が必要な場合は、MOE と GES が責任を持って協議を行う」という約束を、口頭ではあるものの、とりつけた。

　上記の経験から、教員組合との連携が必要な案件の場合、以下の点に気を付ける必要がある。

- 特に大統領選挙や国政選挙が近くなると、教員関連制度に対して、組合からの反発が強くなる。反対している組合の代表者は、こちらが提示した内容に反対しているのではなく、組合員へのアピールのために反対していることも多い。こうした政治的なアピールは、結論が出にくく選挙が終わるまでは結論を見ないことも多いため、プロジェクトの進捗に支障を来す恐れがある。プロジェクト運営の観点から、こうした利益団体との協議は、できるだけ選挙の時期を外すのが賢明である。やむを得ず、選挙の時期に協議をする必要がある場合は、協議に時間を要することを留意しておく必要がある。
- 教員組合との協議が継続的に必要な場合は、毎回、合意事項を纏め、双方の出席者（各組織の代表者）からの署名をとった記録を残しておく必要がある。組合の代表が交代しても、その文書があれば、合意を覆されることを防ぐことができる。
- 大臣などの省内の意思決定者も政治家であるため、教員票を意識して行動することがある。そのため、時に組合寄りの方針をだし、プロジェクトに支援を要求してくることもあるため、注意が必要である。

5.1.5　教育省の重要な施策や文書等への PTPDM 政策に関する事項の記載

　5.1.2 で述べたステークホルダーを通じて、教育省の Education Strategic Paper（ESP）や予算教書などの重要な文書に PTPDM 政策が記載されるように働きかけたことにより、ESP の 2018-30 版にも PTPDM 政策が重要な政策であるということが記載され、予算書にも教育省が実施する政策の一つとして盛り込まれた。この他にも、現在教育省が計画している Establishment of National Education Reform Implementation Secretariat（NERIS）においても、13 項目の実施すべき活動の項目の一つとして PTPDM 政策が挙げられており、そこには、「Operationalisation of PTPDM Framework」と記載されている。

　これは、単に教育省が PTPDM 政策を全国展開するうえで、本政策の重要性を強調しているだけでなく、政策実施のための予算の確保や他ドナーからの協力をとりつけるために非常に重要なアプローチである。

5.1.6　　州教育事務所（REO）との関係

　PTPDM政策には、昇進手続きのように州の教育事務所が実施に深く関わる項目が含まれている。そのため、PTPDM政策の全国展開を考慮すると、州教育事務所の果たすべき役割は大きいと言える。しかしながら、ガーナ側の要求を受け入れ、パイロット郡での研修事業を先に実施したことにより、郡中心の活動となってしまい、州を巻き込むことの重要性を認識するまでに時間を要した。早い段階で、パイロット郡のみならず、パイロット郡が所属する州の教育事務所をパイロット州と位置づけて活動を行っていれば、特に昇進や教員免許制度の設計がもっと早い段階でできていた可能性がある。地方分権化の流れの中で、州の役割はあまり重要視されていなかったが、州の役割とその重要性を、もう一度見直す必要がある。

　考えられる州の役割の一つは、教員の採用についてである。教育行政の区分の適切な規模を考慮すると、教員の採用や昇進は州レベルで実施するのが妥当と考えられるが、現行の地方分権化案では（提出されているEducation Bill 2018）、郡が教員の採用や昇進を担うことになっている。郡の社会経済的な状況によっては、教師が応募してこない郡が出てくる可能性が示唆され、郡間の格差が拡大することが危惧される。

　地方分権化関連法案や国会で審議中の教育法案に対して、教育行政の規模や州や郡の役割について、GES に配属されている個別専門家から適切な助言ができる体制が作れるとよい。

5.1.7　　非パイロット郡への研修の広がり

　非パイロット郡であるグレーター・アクラ州にあるニンゴ・プランプラン郡のDEO が、独自に校長対象の教員評価の研修や、初任者教員への導入研修を実施した。同郡は、パイロット郡であるシャイ・オスドク郡から、本プロジェクトの研修の情報を入手し、研修を計画したようである。ニンゴ・プランプラン郡は、本プロジェクトに研修教材の電子データの提供を依頼してきたものの、教材の印刷やその他研修に必要な費用は、同郡の DEO が独自に集めた予算を充当して、同研修を実施した。

　UNICEF のパイロット郡においても、教員評価実施のための研修や初任者研修といったPTPDM 政策関連の研修が実施された。同地域でこれらの研修が実施された理由としては、NTC が研修実施を担当していたことが考えられる。あわせて、UNICEF が PTPDM 政策を重要で効果的な政策と捉えており、同研修の実施には非常に協力的であった。

5.1.8　　実施業務が影響を受けた外部要因

(1)　　プロジェクト実施プロセスの変更

　すでに述べた通り、教育省の事務次官からの強い要望により、プロジェクトの第 2 年次から実施する予定であったパイロット活動を、第 1 年次から実施することになった。それにより、プロジェクトの前半は、パイロット郡での研修中心の活動となってしまい、PTPDM政策実施のための十分な制度設計ができず、プロジェクト実施期間の後半になってから、教員スタンダードや PTPDM 政策実施ガイドラインといった政策実施に必要な文書

や制度が整うことになった。プロジェクトの活動計画を見直す場合は、十分に検討が必要である。

　1 年次に前倒した研修実施の予算に関して、事務次官は、費用は教育省の予算から出すと約束したが、結局、予算を確保することができなかった。そのため、プロジェクトはTED と予算の獲得について検討し、最終的に TED の IGF を利用することになったが、TOT実施から初任者研修実施まで約 2 か月かかった。

　このような MOE が予算を確保できなかったことによる混乱を避けるために、合意をする際には予算確保の期限を決め、それまでに確保されなければ元の設計どおりに活動を実施するような、何らかの取り決めを、教育省と交わしておくとよかった。

　パイロット活動を前倒しで実施したことは、マイナス要素ばかりでなく、研修の実施体制が予定よりも早く整い、パイロット郡の能力強化が早く進められたこなどの、プラスの面もあったことを付記しておく。

(2)　大統領選挙と国会議員選挙

　2016 年 12 月に実施された大統領選挙と国会議員選挙の選挙結果により、プロジェクトでは次のような影響を受けた。

NTC への影響
- ➢ NTC の前 Executive Secretary が国会議員選挙に立候補するため、選挙活動が始まる前から選挙に関わる活動を開始した。そのため、業務時間中に不在になることが多くなり、2 か月間近く NTC の業務、とりわけ免許関連の業務が停滞した。
- ➢ 選挙後、教育大臣の指示により、GES の TED が NTC に統合されることになり、業務分掌の移行や部局の整備というような、NTC としての機能を整えるための業務にCP の時間の大半が割かれることになった。このため、2017 年の上半期は、プロジェクト業務を進めるうえでの十分なコミットメントを CP から得ることができなっった。
- ➢ その一方で、これまで十分機能していなかったNTCにTEDが加わったことにより、統合前に NTC が行っていた全ての業務を、TED が新 NTC として実施することになったため、以前には滞っていた NTC の業務が進むようになった。

GES への影響
- ➢ プロジェクト開始当初から GES の Director General（DG）であり、PTPDM 政策の策定当初から携わっていた Charles Aheto-Tsegah 氏が、選挙活動が始まる前に異動になり、代わりに、当時の政権寄りの人物であった Jacob Kor 氏が新 DG に就任した。
- ➢ 選挙後は、政権が交代したことにより、大幅な人事異動が実施された。本プロジェクトが実施した本邦研修に参加した DG の Jacob Kor 氏が、就任後間もないのにも関わらず異動となり、これまで本プロジェクトとは関わりのなかった Kwame Nkruma University of Science and Technology の Kwasi Opoku-Amankwa 教授が新しい DG に就任した。

➢ PTPDM 政策や本プロジェクトへの理解が深かった 2 名の Deputy Director General
（DDG）が、それぞれ NACCA と NIB の代表となり、プロジェクトとは直接関わる
ことが無くなってしまった。

➢ 新政権が高校の無償化政策を開始したため、GES 職員の業務が多忙を極め、2017 年
の 3 月頃から半年以上は、プロジェクトは GES と重要事項の確認のための協議すら
できない状況となった。

➢ 新 DDG に、プロジェクト開始当初に、Human Resource Management Division（HRMD）
の Director であった Mr Boateng 氏が就任したが、DDG が 1 名体制であったことか
ら、同氏は多忙を極め、同氏との必要な協議が実施できなかった。

<u>NTC 及び GES への影響</u>

➢ GES の TED と NTC との統合によって、TED の職員が NTC の所属になった。しかし
その後、本人の希望で GES に戻ることができるようになるなど、プロジェクトの最
終段階において、CP 機関および職員の業務所掌が明確にならず、プロジェクトから
ガーナ側への業務移管に支障が生じた。

5.2　　提言

(1)　研修の質の向上への取り組み

　我が国はこれまでガーナ国において、教員の授業の改善を目指した校内研修の実施を支
援してきた。本プロジェクトの業務指示書にも、「教員の授業の改善には教員が継続的に
研修へ参加すること、そして校内研修を率先する教員が正当に評価され、その意欲を喚起
するような仕組みが必要である」と記載されている。ミッドライン調査及びエンドライン
調査の結果から、プロジェクトが構築した、教員が研修を通じて資質・能力を強化し、そ
れが正当に評価され、昇進するというキャリア階梯の仕組のもと、パイロット郡の各学校
における校内研修の実施回数が増えていることが確認できている。

　プロジェクトで実施したシャイ・オスドク郡での調査によると、SBI の実施回数が多い
学校ほど BECE（Basic Education Completion Examination）の学校の平均点が高いという結果
が得られている。このことは、キャリア階梯の仕組みを導入することで、学校が校内研修
を継続的に実施し、そのため教員の校内研修を含む研修を受講する意欲が高まり、その結
果として児童の学力が向上するという効果が期待できることを意味する。

　児童・生徒の学力向上のためには、PTPDM 政策を全国で確実に実施することが重要であ
り、より一層の研修の質の改善をする必要がある。その上で、NTC が構築しようとしてい
る INSET プロバイダーに対する免許制度の構築が完成し、INSET プロバイダーの管理がで
きるようになれば、小学校から高校まで切れ目のない研修を提供することが可能となる。
こうした教員研修体制が構築されれば、初中等レベル全体の児童・生徒の学力向上につな
がっていくだろう。

(2)　全てのステークホルダーの協力

PTPDM 政策がカバーしている範囲は多岐にわたるため、教育省の努力だけでこの政策を実施することは難しく、関係するすべてのステークホルダーを巻き込んだ協力体制を作ることが必要である。

- 政策の実現のためには教育省が全省を挙げて取り組む必要がある。
- ドナーや NGO が協力し、PTPDM 政策のそれぞれのエレメントを分担して、NTC や GES をサポートする。
- 教員組合は、組合員に提供している研修を、PTPDM 政策の下での研修となるように、NTC に協力する。
- School Management Committee（SMC）においては、PTPDM 政策の実施は重要な課題であると認識して取り組む。
- 初中等学校に通う子供を持つ保護者にも、PTPDM 政策の重要性を理解してもらうような広報活動を実施する。

(3)　PTPDM 政策の実施予算の確保

PTPDM 政策を実施するためには、教育省の予算だけでは必要な経費を賄うことは難しく、以下のような対策を取ることが望まれる。

- 地方自治省にも経費の負担を依頼する。
- 開発パートナーが協力して必要経費の一部を分担して負担する。
- 新たに開始される GPE プログラムを有効に活用する。
- Ghana Education Trust Fund（GETFund）から各国会議員が各選挙区で教育関連プロジェクトに使用できる 75,000 セディのファンドが支給されることになっている。そのため、各 DEO から国会議員に働きかけ、そのファンドの一部を教員研修に使えるようにする。

(4)　教員免許制度の構築

免許制度の構築支援の経験から、一般的に教員免許制度構築に関連する活動が、案件に含まれる場合は、以下のような留意点や対応策が考えられる。

① 教員が関係する法律や制度の確認について
- 関係する法律や制度を確認し、新たに作る制度がこれらの既存の法律や制度と齟齬がないように留意する。
- 教育省や GES のような大きな公的組織では、法律関連の事案を担当する職員がいるので、その職員とも協力して、新たに作成している制度と既存の法律、制度に矛盾がないか確認する。

② 他の免許を必要とする職業（看護師等）との比較

- ガーナの場合、教員養成と看護師養成の制度が似ているため、免許制度の整備にあたっては制度整備が進んでいた看護師の養成制度を参考にした。専門職の免許制度は、他の分野であっても参考になる制度があれば積極的に取り入れるとよい。

③ 教員免許発行料金（手数料）について

- 免許発行を課金制にする場合、料金徴収方法や金額の決定においては、教員組合と合意を得ておくことが望ましい。
- 本プロジェクトでは、免許の発行形態はインターネット上に掲載（自分で印刷）、紙、プラスチックなどが議論された。形態によってコストも大幅に異なるため、免許発行に当たっては、免許証の仕様についても十分に検討しておく必要がある。

④ 私立学校の教員の取り扱いについて

- 国によって状況は異なるが、ガーナの場合、私立学校には無資格教員が多い。新しい政策の裨益者あるいは対象者として現職教員を含める際には、新規に資格を得るための研修コースの提供や、新制度への移行までに十分な猶予期間を設け、各人が準備できるようにするなどの配慮が必要である。
- 通常、公立学校と私立学校では、教員の評価や研修の制度が異なるため、免許の更新に関しては異なる基準を設けるなど、制度に幅も持たせることが必要である。

(5) 政策案件に取り組む意義について

　教員評価や免許制度、昇進制度に関わる政策案件を日本として取り組むことの意義としては、以下のようなことがあげられる。

- PTPDM 政策の制度には、日本の制度がそのまま取り込まれているわけではないが、CP はプロジェクトが実施した本邦研修で学んだことを生かし、キャリア階梯を出来る限り簡略化したり、教員採用試験の代わりに教員免許発行に対して試験を課す案を出したりするようになった。
- 教員スタンダード作成の際に、高知県が実施している、教員スタンダード作成から子供の学習成果が向上するまでの取り組みを参考にするなど、日本の知見、経験が生かされている。
- 現職教員研修の制度化を、政策策定と関連制度構築というより大きな枠組みで実施する経験が得られる。教員のキャリアを通した能力向上による生徒の学びの向上への取り組みを、教員評価や免許制度、昇進制度を推進力として実現に導く経験が得られる。
- このような取り組みはあまり例がなく、今後、教育政策の策定、実施の拠点、特にアフリカ域内の拠点となることが期待される。
- 今回の本邦研修によって、独立行政法人教職員支援機構や地方自治体の教育委員会（高知県等）の途上国への理解が深まっており、今後、類似の案件に対する協力が期待できる。

添付資料

添付資料 1
PDM

1. PDM ver.1

2. PDM ver.2

3. PDM ver.3

Project Design Matrix

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

Target Area: Nationwide

Version No. 1

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

Pilot Area: Total of five pilot districts

Date: Jan XX, 2014

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Super Goal Pre-tertiary teachers aquire 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	
Overall Goal (to be achieved 3-5 years after the end of the project) Career progression mechanism is enacted in non-pilot districts.	1. Carrer 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.
Project Purpose (to be achieved in the end of the project) 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. Ditricts secure funds. 2. GoG determines salary scale in accordance with new career levels of techers.
Outputs 1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.	1-1. The draft framework for piloting is designed by GES 1-2. Appraisal forms for promotion are modified.	1-1. NIU Annual Report/AIPR (using data from the database of each district)	1. The related policy and personenel system is not changed drastically. 2. The situation of district management is not changed drastically.
2. Existing database of teachers is reviewed and refined to administer carrer progression.	2-1. Comprehensive database is capable of generating necessary information for career progression.	2-1. NIU Annual Report/AIPR (using questionnaire by the Project at the end of the training)	
3. Mandatory training courses are revised and developed.	3-1. Mandatory training course curricula and materials are developed.	3-1. NIU Annual Report/AIPR	
4. Above outputs are refined reflecting results of pilot.	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.	4-1. NIU Annual Report/AIPR (Interview to stakeholders)	

Activities	Inputs		The budget and human resources necessary for the project /
	Japanese side	**Ghanaian side**	PTPDM policy are provided by the Government of Ghana

1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.
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 1-2 and 1-3.
1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDDEs etc.)
	1. Personnel
	  Expert
	    Chief Advisor / INSET Policy
	    Teacher Education / Human Resource Management
	    Database
	    Training design
	    Local consultants
	2. Training of counterpart personnel in Japan and the third countries (if necessary)
	3. Machinery and Equipment (As necessary)
		1. Counterpart Personnel
		  Director General, GES (Programme Director)
		  Director, TED (Project Manager)
		  Programme Coordinator (NIU)
		  Assistant Programme Corrdinator (NIU)
		  NTs (NIU)
		2. Administrative Personnel
		- Secretary
		- Driver
		- Other staff necessary for the implementation of the Project
		3. Facilities and Equipment
		  Office and equipment necessary for the project (including the expert)
		6. Other expenses
		(training / orientation / workshop / meeting, travel, printing, ect.	

2. Existing database of teachers is reviewed and refined to administer carrer progression. 2-1. Coordinate key stakeholders (SRIMPR, HRMD, IPPD etc) to draw a plan to review and refine the existing database. 2-2. Identify requirement to refine database. 2-3. Modify and test database accordingly.			
3. Mandatory training courses are revised and developed. 3-1. Assess induction training needs. 3-2. Develop induction training courses and materials (beginning teacher and principal teacher II) 3-3. Develop TOT courses and materials for district personnel.			**Pre-conditions**

4. Above outputs are refined reflecting results of pilot.
4-1. Sensitize district personnel on career progression, including licensing.
4-2. Train district personnel on mandatory training, teachers' performance appraisal and record keeping.
4-3. Support districts to identify participants for mandatory training.
4-4. Support districts to:
    Implement training.
    Issue certificates / license.
    Monitor districts' monitoring of trainees.
    Monitor districts to promote teachers (e.g. check database).
    Budget INSET related activities in their plans.
4-5. Analyze and report pilots' progress
4-6. Improve outputs 1, 2, and 3, in accordance with pilot results.			

Project Design Matrix

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 East region)

Version No. 2
Dated 21, July, 2016

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Super Goal Pre-tertiary teachers acquire competency, by progressing in their career.(*1)	1. Teachers' self evaluation of their competency is enhanced.	1. Sample survey	
	2. The average of result of Basic Education Certificate Examination (BECE) is increased.	2. Basic Education Certificate Examination	
Overall Goal (to be achieved 3-5 years after the end of the project) 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.	1. Sample survey	
	2. (5 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal.	2. Sample survey	
	3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.	3. Sample survey	
Project Purpose (to be achieved in the end of the project) 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.	1. Roll out plan	1. GoG ensures the budget for PTPDM introduction and implementation. 2. The related policy and acts are not changed drastically.
	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.	2. Database in pilot districts	
	3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.	3. Sample survey / monitoring records	
	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.	4. Sample survey in the pilot districts	
	5. The ratio of schools which increase the number of SBI in 5 pilot districts is increased.	5. AIPR	
	6. The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.	6. AIPR	
Outputs			
Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.	1. The Appraisal Handbook and promotion forms are approved by MoE for nationwide expansion.	1. Minutes of JCC and approved Handbook and promotion forms	1. NTC Council approves Teacher Competency Standard Framework.
Output 2: A mechanism for data collection and management of teacher training record is developed.	1. xx%(*4) of beginning teachers in the pilot districts utilize the logbook.	1. Database in pilot districts	
	2. 5 pilot districts enter data on teacher training record of BTs in the Database.	2. Database in pilot districts	
Output 3: Training materials for BT/ST(*5) training courses are developed.	1. Materials for BT/ST training courses are approved by MoE for nationwide expansion.	1. Letter of MoE and approved curricula and materials	
Output 4: Enabling environment for the implementation of PTPDM Policy is created.	1. Revised PTPDM Policy document is approved by MoE	1. Letter of MoE and approved Policy	
	2. PTPDM Policy Framework Guideline is approved by MoE.	2. Letter of MoE and approved Guideline	

Activities	Inputs		Important Assumptions
Activities	**Japanese side**	**Ghanaian side**	1. The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.

0-1 Conduct Baseline Survey.
0-2 Conduct a survey to collect good practice and to show effectiveness of PTPDM policy.
0-3 Conduct Endline Survey.
	1. Personnel
	  Expert
	    Chief Advisor / INSET Policy
	    Teacher Education / Human Resource Management
	    Database
	    Training design
	    Local consultants
		1. Counterpart Personnel
		    Director General, GES (Programme Director)
		    Director, TED (Project Manager)
		    Programme Coordinator (NIU)
		    Assistant Programme Corrdinator (NIU)
		    NTs (NIU)	

1-1 Define teacher ranks and develop Teacher Competency Standard Framework.
1-2 Prescribe mandatory trainings for each rank.
1-3 Stipulate criteria and procedure for teacher appraisal and promotion.
1-4 Develop teacher appraisal Handbook.
1-5 Support HRMD to revise promotion form.
1-6 Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting.
1-7 Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotoin for pilot districts.
1-8 Monitor teacher appraisal and promotion in pilot districts.
1-9 Finalize Teacher Appraisal Handbook and promotion form based of the pilot.
	2. Training of counterpart personnel in Japan and the third countries (if necessary)
	
	3. Machinery and Equipment (As necessary)
		2. Administrative Personnel
		    Secretary
		    Driver
		    Other staff necessary for the implementation of the Project
		
		3. Facilities and Equipment
		    Office and equipment necessary for the Project (including the experts)	

2-1 Analyze existing databases. 2-2 Consider how to collect and manage data appropriately. 2-3 Define specification of the database. 2-4 Develop and pilot Database. 2-5 Develop logbook. 2-6 Test data collection and management in pilot districts. 2-7 Develop a brief on collecting and managing data on teacher training record. 2-8 Train GES/ICT/NIU /NTC and DEOs in pilot districts on collecting and managing data. 2-9 Sensitize central level on data utilization. 2-10 Conduct monitoring on data collection and management. 2-11 Revise database and data collection and management based on piloting.		4. Other expenses (training / orientation / workshop / meeting, travel, printing, ect.	
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.			**Pre-conditions**
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 cources 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

Project Design Matrix

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 East region)

Version No. 3

Dated 24, May, 2017

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Super Goal Pre-tertiary teachers acquire competency, by progressing in their career.(*1)	1. Teachers' self evaluation of their competency is enhanced.	1. Sample survey	
	2. The pass rate of Basic Education Certificate Examination (BECE) is increased.	2. Basic Education Certificate Examination	
Overall Goal (to be achieved 3-5 years after the end of the project) Career progression mechanism (*2) is enacted (*3) in non-pilot districts.	1. (3 years) End of 2020-21 academic year, 60% of HTs in non-pilot district implement competency based teacher appraisal. 80% of DEO implement competency based HT appraisal.	1. Sample survey	
	2. (5 years) End of 2022-23 academic year, 80% of HTs in non-pilot district implement competency based teacher appraisal. 90% of DEO implement competency based HT appraisal.	2. Sample survey	
	3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.	3. Sample survey	
Project Purpose (to be achieved in the end of the project) 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.	1. Roll out plan	1. GoG ensures the budget for PTPDM introduction and implementation. 2. The related policy and acts are not changed drastically.
	2. The percentage of BTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.	2. Database in pilot districts	
	3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.	3. Sample survey / monitoring records	
	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.	4. Sample survey in the pilot districts	
	5. 80% of schools in pilot districts organize SBI more than 4 times or CBI more than 2 times.	5. AIPR	
Outputs			
Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.	1. The Appraisal Handbook and promotion forms are approved by JCC for nationwide expansion.	1. Minutes of JCC and approved Handbook and promotion forms	1. NTC Council approves Teacher Competency Standard Framework.
Output 2: A mechanism for data collection and management of teacher training record is developed.	1. 90%(*4) of beginning teachers in the pilot districts utilize the logbook.	1. Database in pilot districts	
	2. 5 pilot districts enter data on teacher training record of BTs in the Database.	2. Database in pilot districts	
Output 3: Training materials for BT/ST(*5) training courses are developed.	1. Materials for BT/ST training courses are approved by JCC for nationwide expansion.	1. Minutes of JCC and approved curricula and materials	
Output 4: Enabling environment for the implementation of PTPDM Policy is created.	1. Revised PTPDM Policy document is approved by JCC	1. Minutes of JCC and approved Policy	
	2. PTPDM Policy Framework Guideline is approved by JCC.	2. Minutes of JCC and approved Guideline	

Activities	Inputs		Important Assumptions
	Japanese side	Ghanaian side	The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.

Activities
0-1 Conduct Baseline Survey.
0-2 Conduct a survey to collect good practice and to show effectiveness of PTPDM policy.
0-3 Conduct Endline Survey.
	Japanese side
	1. Personnel
	  Expert
	    Chief Advisor / INSET Policy
	    Teacher Education / Human Resource Management
	    Database
	    Training design
	    Local consultants
		Ghanaian side
		1. Counterpart Personnel
		    Director General, GES (Programme Director)
		    Director, TED (Project Manager)
		    Programme Coordinator (NIU)
		    Assistant Programme Corrdinator (NIU)
		    NTs (NIU)	

1-1 Define teacher ranks and develop Teacher Competency Standard Framework.
1-2 Prescribe mandatory trainings for each rank.
1-3 Stipulate criteria and procedure for teacher appraisal and promotion.
1-4 Develop teacher appraisal Handbook.
1-5 Support HRMD to revise promotion form.
1-6 Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting.
1-7 Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotoin for pilot districts.
1-8 Monitor teacher appraisal and promotion in pilot districts.
1-9 Finalize Teacher Appraisal Handbook and promotion form based of the pilot.
	2. Training of counterpart personnel in Japan and the third countries (if necessary)
	
	3. Machinery and Equipment (As necessary)
		2. Administrative Personnel
		  Secretary
		  Driver
		  Other staff necessary for the implementation of the Project
		
		3. Facilities and Equipment
		  Office and equipment necessary for the Project (including the experts)	

2-1 Analyze existing databases. 2-2 Consider how to collect and manage data appropriately. 2-3 Define specification of the database. 2-4 Develop and pilot Database. 2-5 Develop logbook. 2-6 Test data collection and management in pilot districts. 2-7 Develop a brief on collecting and managing data on teacher training record. 2-8 Train GES/ICT/NIU /NTC and DEOs in pilot districts on collecting and managing data. 2-9 Sensitize central level on data utilization. 2-10 Conduct monitoring on data collection and management. 2-11 Revise database and data collection and management based on piloting.		4. Other expenses (training / orientation / workshop / meeting, travel, printing, ect.	
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.			**Pre-conditions**
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 In the PTPDM policy framework, 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 achievem

*2 Alomg the progress of the project, the necessary component for achievement of the project purpose became clear. In this project, "Career progression mechanism" means "appraisal and promotion based on PTPDM policy", in other words, scope of the project includes the teacher rank, teacher competencies, database, mandatory training sources for beginning teachers and head aspirants, PSC form, appraisal based on the developed handbook and promotion based on the PSC form. On the other hand, in order to implement whole PTPDM policy, licensing, recruitment and deployment should be implemented along the PTPDM Framework Guideline.

*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 HT of Basic School.

*6 including roles and responsibilities

添付資料 2
業務フローチャート

Activity Flow Chart

		1st year																2015									2nd year

Ghana School Calendar

Project Management
- 0-1 Conduct Baseline Survey

Output 1 Appraisal & Promotion
- 1-1 Define teacher ranks and develop Teacher Competency Standard Framework
- 1-2 Prescribe mandatory trainings for each rank
- 1-3 Stipulate criteria and procedure for teacher appraisal and promotion.
- 1-4 Develop teacher appraisal Handbook
- 1-5 Support HRMD to revise promotion form
- 1-1 Define teacher ranks and develop Teacher Competency Standard Framework
- 1-4 Develop teacher appraisal Handbook
- 1-7 Support DEOs of pilot districts to conduct training for HTs on appraisal and promotoin
- 1-1 Define teacher ranks and develop Teacher Competency Standard Framework
- 1-3 Stipulate criteria and procedure for teacher appraisal and promotion.
- 1-4 Develop teacher appraisal Handbook
- 1-8 Monitor teacher appraisal and promotion in pilot districts
- 1-6 Brief pilot districts on appraisal and promotion

Output 2 Database
- 2-1 Analyze existing databases.
- 2-2 Consider how to collect and manage data appropriately
- 2-3 Define specification of the database.
- 2-4 Develop and pilot database
- 2-5 Develop logbook
- 2-6 Test data collection and management in pilot districts.
- 2-1 Analyze existing databases.
- 2-3 Define specification of the database.
- 2-4 Develop and pilot database
- 2-6 Test data collection and management in pilot districts.

Output 3 Training
- 3-2 Collect information on existing INSET.
- 3-1 Identify training needs
- 3-3 Develop programme and training material for Beginning Teachers (BT) and Senior Teachers (ST)
- 3-4 Implement ToT on BT/ST training in pilot districts.
- 3-5 Provide technical support to pilot districts in implementing BT/ST training
- 3-4 Implement ToT on BT/ST training in pilot districts.
- 3-5 Provide technical support to pilot districts in implementing
- 3-6 Revise BT/ST training programme and materials based on monitoring of
- 3-6 Revise BT/ST training programme and materials based on monitoring of BT/ST training
- 3-6 Revise BT/ST training programme and materials based on monitoring of

Output 4 Nationwide Implementation
- 4-2 Revise PTPDM Policy document.
- 4-1 Develop PTPDM Policy Framework Guideline.
- 4-5 Formulate PTPDM policy roll-out plan
- 4-5 Formulate PTPDM policy roll-out plan
- 4-5 Formulate PTPDM policy roll-out plan
- 4-5 Formulate PTPDM policy roll-out plan
- 4-6 Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards.

Event
- JCC
- JCC

2016						2017												2018		
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

Conduct Mid-line Survey

Conduct End-line Survey

1-1 Define teacher ranks and develop Teacher Competency Standard Framework

1-2 Prescribe mandatory trainings for each rank

1-2 Prescribe mandatory trainings

1-2 Prescribe mandatory trainings

1-2 Prescribe mandatory trainings

1-3 Stipulate criteria and procedure for teacher appraisal and promotion.

1-3 Stipulate criteria

1-3 Stipulate criteria and procedure for teacher appraisal and promotion.

1-4 Develop teacher appraisal Handbook

1-5 Support HRMD to revise promotion form

1-4 Develop teacher appraisal Handbook

1-4 Develop teacher appraisal Handbook

1-5 Support HRMD to revise promotion form

1-6 Brief pilot districts on appraisal and promotion

1-7 Support DEOs of pilot districts to conduct training for HTs

1-6 Brief pilot districts on appraisal and promotion

1-6 Brief pilot districts on appraisal and promotion

1-8 Monitor teacher appraisal and promotion in pilot districts

1-6 Brief pilot districts on appraisal and promotion

1-9 Finalize Teacher Appraisal Handbook and promotion form based of the pilot.

1-8 Monitor teacher appraisal and promotion in pilot districts

1-8 Monitor teacher appraisal and promotion in pilot districts

1-8 Monitor teacher appraisal and promotion in pilot districts

1-8 Monitor teacher appraisal and promotion in pilot districts

2-11 Revise database and data collection and management based on piloting.

2-4 Develop and pilot database

2-5 Develop logbook

2-5 Develop logbook

2-5 Develop logbook

2-5 Develop logbook

2-6 Test data collection and management in pilot districts.

2-6 Test data collection and management in pilot districts.

2-10 Conduct monitoring on data collection and management.

2-7 Develop a brief on collecting and managing data on teacher

2-7 Develop a brief on collecting and managing data on teacher training record

2-8 Train GES/ICT/NIU/NTC and DEOs in pilot district on collecting and managing data

2-11 Revise database and data collection and management based on piloting.

2-8 Train GES/ICT/NIU/NTC and DEOs in pilot district on collecting and managing data

2-8 Sensitize central level on data utilization

2-10 Conduct monitoring on data collection and management.

2-10 Conduct monitoring on data collection and management.

3-4 Implement ToT on BT/ST training in pilot districts.

3-5 Provide technical support to pilot districts in implementing BT/ST training

3-5 Provide technical support to pilot districts in implementing BT/ST training

3-5 Provide technical support to pilot districts in implementing BT/ST training

3-5 Provide technical support to pilot districts in implementing

3-5 Provide technical support to pilot districts in implementing

3-6 Revise BT/ST training programme and materials based on monitoring of BT/ST training

3-6 Revise BT/ST training programme and materials based on monitoring of

3-6 Revise BT/ST training programme and materials based on monitoring of BT/ST

4-1 Develop PTPDM Policy Framework Guideline.

4-1 Develop PTPDM Policy Framework Guideline.

4-1 Develop PTPDM Policy Framework Guideline.

4-5 Formulate PTPDM policy roll-out plan

4-3 Support NTC and pilot districts to identify BTs who have completed induction training and met other requirements for licensing

4-3 Support NTC and pilot districts to identify BTs for licensing

4-2 Revise PTPDM Policy document.

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

4-2 Revise PTPDM Policy document.

4-4 Support NTC to test procedure for issuing license to those BTs who qualify to be licensed in the future

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

4-6 Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards.

JCC

election

JCC

JCC

添付資料 3
専門家派遣実績（要員計画）

要員計画・実績表

氏名（担当業務）	格付		渡航回数	日数合計	人月合計
田中研一（チーフアドバイザー／人的資源管理①）	2	計画	4	45	1.50
		実績	4	37	1.23
大原健治（副総括／人的資源管理②）	3	計画	6	210	7.00
		実績	7	257	8.57
アルバート・クワメ・アチャンポン（教員研修政策／教師教育）	2	計画	4	45	1.50
		実績	3	30	1.00
尾崎裕司（データベース〈分析・デザイン〉）	3	計画	4	60	2.00
		実績	2	31	1.03
持佛賢一（研修立案／研修実施）	3	計画	5	165	5.50
		実績	5	155	5.17
山近隆介（業務調整／地方行政）	4	計画	3	55	1.83
		実績	3	49	1.63
田中香（モニタリング・調査①）	3	計画	3	45	1.50
		実績	4	45	1.50
吉川（岩崎）響子（業務調整／モニタリング・調査②）	4	計画	2	40	1.33
		実績	1	15	0.50
服部浩昌（モニタリング・調査②）	4	計画	0	0	0.00
		実績	1	27	0.90
髙橋香名（モニタリング・調査③）	6	計画	0	0	0.00
		実績	1	4	0.13
現地業務小計		計画		665	22.16
		実績		650	21.66

国内業務表

氏名（担当業務）	格付		渡航回数	日数合計	人月合計
田中研一（チーフアドバイザー／人的資源管理①）	2	計画		0	0.00
		実績		0	0.00
大原健治（副総括／人的資源管理②）	3	計画		0	0.00
		実績		0	0.00
アルバート・クワメ・アチャンポン（教員研修政策／教師教育）	2	計画		0	0.00
		実績（3/2, 9, 10, 14, 15（5）／3, 5, 8-10（5））		10	0.50
尾崎裕司（データベース〈分析・デザイン〉）	3	計画		0	0.00
		実績		0	0.00
持佛賢一（研修立案／研修実施）	3	計画		0	0.00
		実績		0	0.00
山近隆介（業務調整／地方行政）	4	計画		0	0.00
		実績		0	0.00
田中香（モニタリング・調査①）	3	計画		0	0.00
		実績		0	0.00
吉川（岩崎）響子（業務調整／モニタリング・調査②）	4	計画		0	0.00
		実績		0	0.00
国内業務小計		計画		0	0.00
		実績		10	0.50
合計		計画			22.16
		実績			22.16

凡例：
- 業務従事計画
- 業務従事実績（予定）
- 業務従事実績
- 業務従事実績（自社負担）（予定）
- 業務従事実績（自社負担）

報告書等：
△業務計画書（第3年次）
△ワークプラン（第3年次）
△プロジェクト業務進捗報告書（その5）
プロジェクト業務完了報告書△

添付資料 4
研修員受入れ実績

ガーナ国
教育省ガーナ教育サービス

ガーナ国
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
（第 2 年次）

研修受入業務完了報告書

平成 28 年 7 月
（2016 年）

株式会社　パデコ

1.　　報告内容

1.1　　コースの概要

(1)　コースの名称（和文／英文）

（和文）ガーナ国初中等教員資質向上・管理政策制度化支援
　　　　　（ガーナ国教育省政策策定実施者向け本邦招聘プログラム）
（英文）Overseas Training in Japan: Teacher Professional Development and Management System

(2)　研修期間

2016 年 6 月 12 日（来日）～2016 年 6 月 24 日（離日）
ただし、Enoch Cobbinah 教育省次官のみ、6 月 18 日に離日。

(3)　研修員人数

7 名（内訳下記）

表 1　研修参加者一覧

	氏名	肩書	所属
1	Mr. Enoch Cobbinah	Chief Director	Ministry of Education
2	Mr. Jacob AAworb-Nang Maabobr Kor	Director-General	Ghana Education Service
3	Mr. Emmanuel Tawiah Aboagye	Deputy Executive Secretary	National Teaching Council
4	Ms. Judith Esther Ofeibea Donkor	Director, Human Resource Management Division	Ghana Education Service
5	Dr. Evelyn Owusu Oduro	Director, Teacher Education Division	Ghana Education Service
6	Mr. Yakubu Alhassan	District Director of Education	District Education Office, Sevelugu Nanton, Tamale, Northern Province
7	Ms. Grace Agyeman Duah	National Trainer (Science)	Teacher Education Division, Ghana Education Service

1.2　　研修内容

(1)　背景

ガーナでは、教育の量的拡大が進む一方で、その質の向上が大きな課題として残されている。この課題に対し、ガーナ国政府は主に現職教員の再訓練を通じて教員の資質向上に取り組んできた。2012年には、現職教員研修の制度化と教員の質の管理を通じて教育の質の向上に取り組むために、Pre-Tertiary Teacher Professional Development and Management Policy（以下、PTPDM政策）が承認された。

PTPDM政策により、ガーナの基礎教育課程及び高等教育課程の教員を対象に、能力ベースの昇進制度と教員免許制が導入される。現在、ガーナ教育省、ガーナ教育サービス(Ghana Education Service: GES)、国家教育評議会(National Teaching Council, NTC)が、JICAの支援を受け、政策実施のための制度構築とパイロットに取り組んでいる。

(2)　研修全体概念図

本研修プログラムは、日本の教員政策、現職教員研修制度及び研修内容・実施方法の理解を通じて、本プロジェクトが実施を支援している Pre-Tertiary Teacher Professional Development and Management Policy（以下 PTPDM 政策）の具体化に寄与することを目標として実施された。PTPDM 政策の主要領域である①教員免許制度及び②教員管理（評価とそのシステムを含む）と質保証に加え、ガーナで今後進む予定の地方分権化の動きを踏まえ、③教員政策策定と実施における中央と地方自治体の役割の 3 つを研修項目とした。また、これらの項目を横断する課題として現職教員研修制度についても研修プログラムに盛り込んだ。研修の概念図を以下に示す。
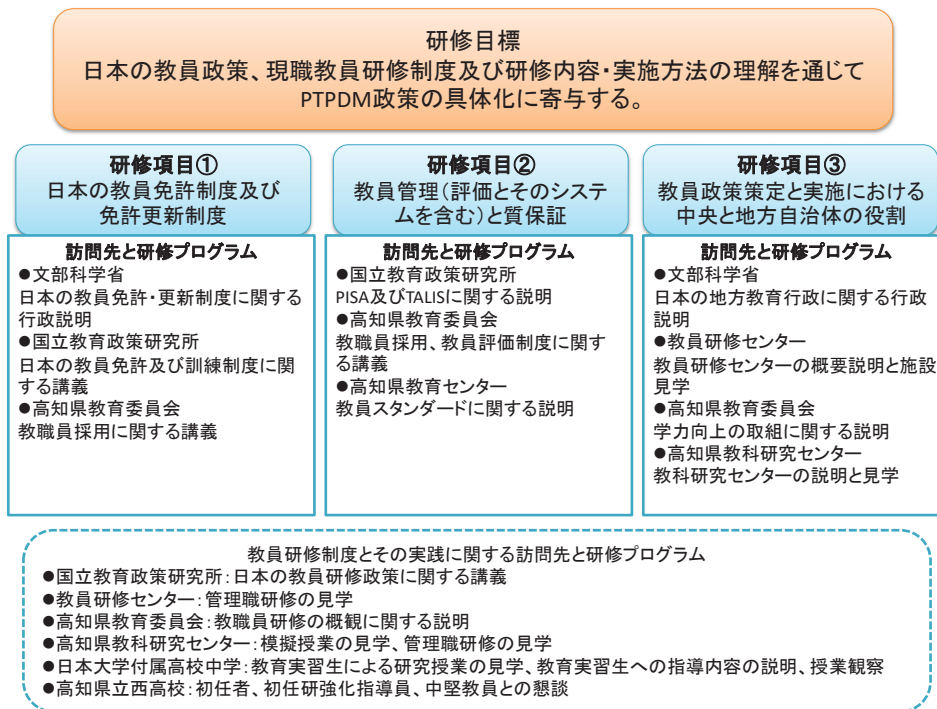
図 1　研修概念図

(3)　日程表

別添資料の研修計画表（実績版）を参照

(4)　研修カリキュラム

以下に研修プログラムの概要を訪問先ごとに記す。

文部科学省

名称	日本の地方教育行政に関する行政説明
日程	2016年6月14日
講師	文部科学省初等中等教育局初等中等教育企画課教育委員会係 山村　研二
概要	日本の教育行政における国・都道府県・市町村の役割分担、教育委員会制度の仕組みと趣旨、最近の制度改正についての説明。

名称	日本の教員免許・更新制度に関する行政説明
日程	2016年6月14日
講師	文部科学省初等中等教育局教職員課教員免許企画室 若林　徹　専門官
概要	日本の教員免許制度の概要（相当免許主義、教員免許状の種類など）及び免許更新制度についての説明。

国立教育政策研究所

名称	日本の教員養成及び研修制度に係る講義
日程	2016年6月15日
講師	国立教育政策研究所国際研究・協力部 沼野　太郎　総括研究官
概要	教員養成と免許制度、免許授与から採用までの流れ、教員採用試験についての説明。

名称	国立教育政策研究所の概要、PISA 調査に関する講義（結果の概要と政策への活用）
日程	2016年6月15日
講師	国立教育政策研究所　教育課程研究センター基礎研究部 小田　沙織　研究員
概要	国立教育政策研究所の概要説明、PISA、TALIS の概要。国際的な試験・調査への参加意義。結果を国内の教育改革に如何に活用してきたか等

日本大学付属高等学校・中学校

名称	教育実習生による研究授業及び教育実習生に対する指導風景の見学
日程	2016 年 6 月 16 日
講師	教育実習生　小林大地先生 指導教諭　佐藤俊宏先生
概要	教育実習生が行う研究授業（中学理科）の観察及びその後の指導教諭と教育実習生の振り返りセッションの見学

名称	教育実習生の指導内容に関する講義
日程	2016 年 6 月 16 日
講師	日本大学高等学校・中学校　前校長　野澤拓夫先生
概要	教職課程の説明、教育実習の流れ、教育実習生への学校内の支援体制に関する説明。

名称	意見交換、情報交換（検討会）
日程	2016 年 6 月 16 日
参加者	日本大学理工学部アドミッションアドバイザー（日本大学高等学校・中学校前校長）野澤拓夫先生 日本大学高等学校・中学校　漆間弘好校長、中園健二教頭、佐藤俊宏先生、日本大学理工学部　中村文紀教授
概要	教育実習生や若年教員に対する支援体制に関する意見交換。ガーナ側からPTPDM 政策の紹介

独立行政法人教員研修センター

名称	教員研修センターの施設見学及び実施中の校長研修の見学
日程	2016 年 6 月 17 日
概要	教室、講堂、宿泊施設、食堂などの施設見学。校長研修「マネジメントの実践に向けて」の見学

名称	教員研修センターの役割と教員研修の実施体系
日程	2016 年 6 月 17 日
講師	独立行政法人教員研修センター 高口　努　理事 大野　照子　総務部総務課長
概要	教員研修センターの役割、文部科学省との連携、教員研修センター、都道府県等教委、市町村教委が実施する研修の実施体系。教員研修センターで行う研修の講師や研修テーマに関する説明

JICA 本部表敬

名称	JICA 本部表敬
日程	2016 年 6 月 17 日
講師	JICA 人間開発部 戸田部長、小塚課長、徳川職員
概要	次官帰国前の中間報告。研修一週目を終え、何を学んだか、どのようにガーナの教育改革や PTPDM 政策の実施に活用するかを発表。

高知県教育委員会

名称	高知県の教育の概観について
日程	2016 年 6 月 20 日
講師	高知県教育委員会教育政策課
概要	教育委員会の機構、教育予算、学校教育、学校概要、幼稚園・保育所、県内の主な教育施設配置状況、教育大綱、児童生徒の学力の状況などに関する説明

名称	教職員研修の概要について
日程	2016 年 6 月 20 日
講師	高知県教育委員会教育政策課
概要	高知県における教職員研修の概要に関する説明

名称	教職員採用、教員評価制度について
日程	2016 年 6 月 20 日
講師	高知県教育委員会教職員・福利課
概要	高知県の求める教員像、選考についての基本的な考え方、受審要件、審査内容に関する説明。 人事評価の目的、評価期間、評価の実施方法、評価結果の活用、人事評価の年間スケジュールに関する説明

名称	学力向上の取組について
日程	2016 年 6 月 20 日
講師	高知県教育委員会小中学校課、高等学校課
概要	全国学力状況調査の結果を受けた学力向上の取組に関する説明

高知県教育センター

名称	教科研究センター、教科専門研修生による模擬授業及び管理職研修の見学
日程	2016 年 6 月 21 日
講師	高知県教育センター中学校・高等学校学力対策担当及び管理職候補者研修担当
概要	教科研究センター設立の背景、指導アドバイザーの設置に関する説明、教科専門研修生（若年教員）による模擬授業及び管理職候補者研修の見学

名称	教員スタンダードの説明
日程	2016 年 6 月 21 日
講師	若年教員研修担当
概要	教員スタンダード開発の背景、開発の手順、活用方法に関する説明

高知県立高知西高校

名称	初任者、初任研教科指導員、中堅教員との懇談
日程	2016 年 6 月 22 日
概要	試用期間中の初任者の正式採用までのプロセス、初任者の校内での支援体制、高等学校における管理職の構成、昇進の仕組みなどに関する説明。

PTPDM 政策ガイドラインに関する討議

名称	PTPDM 政策ガイドラインに関する討議
日程	2016 年 6 月 23 日
概要	本研修プログラムで学んだことを通して、政策ガイドラインの内容を見直し、ガイドライン最終化に向けた修正加筆提案を行う。

1.3 　研修コースに対する所見

(1) 　講義、見学、討論

文部科学省

文部科学省では、日本の地方教育行政及び日本の教員免許・更新制度に関する行政説明を受けた。

日本の地方教育行政に関する説明では、教育委員会制度の仕組みと趣旨、教育行政における国・都道府県・市町村の役割分担に加え、最近の制度改正として、新「教育長」の設置や「総合教育会議」の設置などについても解説があった。研修員は、今後、地方分権が進むガーナの教育セクターで、中央、州、郡の役割分担を検討する上で参考になる情報を得た。

教員免許・更新制度に関する講義では、相当免許状主義により学校の種類や教える教科ごとに必要な免許状が異なること、「大学による教員養成」と「開放制の教員養成」の 2 原則により養成課程の質を担保していることなどが紹介された。また、2009 年に導入された免許更新制度に関して、導入の背景や免許状更新研修について説明を受けた。ガーナでは PTPDM 政策の下で教員免許制が導入される予定であるため、研修員は高い関心を持って講義に参加していた。免許状の更新についても導入の意欲が示されたものの、昇進の条件となる階梯研修との関係を整理する必要性があることが共有された。

（写真）免許制度に関する行政説明の様子

国立教育政策研究所

（写真）次長表敬の様子

国立教育政策研究所では、次長表敬の後、日本の教員研修制度及び PISA 調査についての講義が行われた。

日本の教員研修制度については、初任者研修と 10 年研修の 2 つの法定研修が定められていること、その他に、都道府県、市町村、学校で様々な研修が行われていることなどが紹介された。また、大学における養成、都道府県による採用試験、一年間の試用期間、10 年ごとの免許更新を通して、教員が生涯を通して継続的に職能開発に取り組む仕組みになっていることが説明され、研修員の理解が深まった。

国立教育政策研究所が独自に行っている研究や PISA、TALIS といった国際共同研究についても紹介され、研究成果をどのように政策の立案や実施に活用しているかという点について質疑応答がなされた。特に 2003 年と 2006 年の PISA の結果が日本の教育行政に大きな影響を与え、この結果を踏まえて学習指導要領の改定が進んだことなどが紹介された。研修員からは、ガーナが PISA に参加するのは尚早という考えが示されたものの、客観的な研究成果を踏まえて政策・制度の設計にあたることの重要性が認識された。

日本大学付属高等学校・中学校

日本大学付属高等学校・中学校では、教育実習生への学校レベルでの支援体制について、見学、講義、意見交換を通して学んだ。

まず、教育実習生による研究授業を見学した。研修員は、指導教諭が多くの時間を割いてきめ細かく実習生に指導している様子に感銘を受けていた。例えば、指導教諭が生徒の席に座り実習生の授業をスマートフォンで撮影し、実習生の授業改善に役立てていることや、指導教諭が実習生に対して授業の進め方や生徒との接し方に関して授業後にフィードバックをしている様子などが印象的であった。ガーナでは教育実習生に対する学校レベルのサポート体制はほとんどないため、改善のためのアイデアを得たとの発言があった。

（写真）教育実習生による研究授業

また、日本大学付属高等学校・中学校の前校長で、現在は日本大学で教育実習生の事前指導を行っている野澤先生から教育実習生への指導内容について説明を受けた。その中で、教員免許取得のプロセスとして、必要単位の修得だけでなく中学校教諭免許状を取得するには介護等体験も必要であることや、教育実習前後及び実習期間中のフローについて紹介された。教育実習生を送りだす大学側も、教育実習の手引きを作成するなどの取組をしていることに関心が示された。

日本大学付属高等学校・中学校では、上記の他に、iPad を用いた国語の授業の見学も行った。

独立行政法人教員研修センター

茨城県つくば市にある教員研修センターでは、センターの概要説明、研修施設の見学、実施中の管理職研修の見学、教員訓練制度に関する講義が行われた。

講義の中では、教員の経験年数ごとに国、都道府県等教委、市町村教委が提供している研修について説明があり、特に教員研修センターが行う国レベルの研修について、講師や研修員の選出方法、テーマの設定方法などについて詳しい解説があった。その中には、教員用に経験や職能に応じた研修がある他に、事務職員や養護教諭向けの研修なども設定されていることなどが紹介された。

講義の後、校長研修と事務職員研修を見学した。校長研修では、校長の専門職基準が紹介され、研修員からは教員スタンダードの作成に役立てられるとのコメントがあった。事務職員研修はガーナでは現在実施されていないが、効率的、効果的な学校運営のために必要であるとの認識が共有された。

また、教室、講堂、宿泊所、図書館、食堂などの施設も見学した。研修員は研修施設に非常に感銘を受けており、特に、講堂にある収納可能な椅子に高い関心を示していた。ガーナには、セントラル州ソルトポンドに現職教員向け研修施設が建設中であるものの未完成であり、完成のために日本からの支援を要請したい意向が示された。

（写真）研修員が感銘を受けていた講堂

JICA 本部表敬

JICA 本部を訪問し、戸田隆夫人間開発部長を表敬した。翌日に帰国予定の Cobbinah 教育省次官から前半 1 週間で得た学びと、それをどのように PTPDM 政策の実施に活かすかについて報告を行った。また、①パイロット郡だけでなく全郡の校長に対する PTPDM 政策の啓発及び②ソルトポンドで建設中の教員研修センターの施設整備について支援の要請があった。

（写真）JICA 本部表敬の様子

高知県教育委員会

高知県教育委員会では、高知県の教育の概観、教職員研修の概要、教職員採用、教員評価制度、学力向上の取組について講義があった。高知県の教育に係る課題は、2007年の全国学力テストで全国平均を大きく下回ったことに象徴される学力の低さ、そして森林率が高く僻地に質の高い教育を届けることの難しさにある。ガーナの地方では僻地での教育が大きな課題となっており、定年退職後の教師や学生など地域のリソースを活用し子供の学力向上に取り組む高知の取組が大変参考になったとの声が研修員から聞かれた。また、教員採用の審査内容や要件についても詳細な説明があった。教員評価については、その目的、実施日程、方法、結果の活用について紹介された。目標設定の方法や時期など、ガーナで今年度から導入された Public Service Commission(PSC)の人事評価方法と類似しているため、研修員から多くの質問がなされた。

また、研修員は地元テレビ局の取材を受け、教育委員会訪問の様子がテレビ高知及び高知さんさんテレビの同日夕方のニュースで取り上げられた。

（写真）研修員の高知訪問の様子を伝えるテレビ高知のニュース番組

高知県教育センター

高知県教育センターでは、若年教員による模擬授業、管理職候補者研修、教科研究センターを見学した。管理職候補者研修においては、近く管理職になりうる教員が管理職の心得を学ぶ研修であったが、このような任用前の研修も必要であるとの認識が研修員の間で共有された。また、教員の自発的な学びを支援する目的で設立された教科研究センターにも刺激を受けていた。センターでは、学習指導要領及び解説、学習指導案、研究紀要、実践事例集、視聴覚教材や教材の見本の貸出を行っている。また、カラー拡大機でポスターを作成したり、「指導アドバイザー」（定年退職した教員）に授業改善や生徒指導の相談に乗ってもらうこともできるとのことであった。

（写真）教科研修センター見学の様子

（写真）教科研修センターで教材
見本について説明を受ける研修員

教育センターでは教員スタンダードについても講義を受けた。スタンダード作成の経緯として、教員の大量退職、大量採用により、数年前から 20 代の教員が半分を占める状態になり若年教員の育成が課題であったこと、2007 年の全国学力テストで全国平均を大きく下回る結果であったことなどが紹介された。また、作成手順としては、他県の初任者研修、10 年研修、人事評価の基準を収集し、身につける資質として 176 項目を抽出、似ているものを整理統合して 116 項目にし、何年目までに身につけるべき資質かを明らかにするために教委、指導主事、10 年研修受講者を対象に調査、統計的処理をして 50 の資質を決定したことなどが紹介された。また、スタンダードは全学校向けの一般的なものであるため、各教員が各校の目標を踏まえ自己の達成基準を設定し

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評価シートに記載しているとのことであった。ガーナでもスタンダード作成のプロセスが進んでいるが、高知県では、策定の過程で多くのステークホルダーの意見を聞いたこと、教員自身が策定に関わったこと、スタンダードに基づいて教員自身が目標設定をしていることによってオーナーシップが生まれている点などが特に印象に残ったようであった。

高知県立高知西高校

高知県立高知西高校では、初任者、教科指導員（初任者のメンターとなる中堅教員）、教頭、副校長、校長との懇談及び学校内の施設見学を実施した。

ここでも研修員は、初任者に対する学校レベルの支援体制が非常に充実していることに感銘を受けていた。例えば、初任者が他教員の授業観察や自身の授業準備に十分な時間が確保できるよう授業時間数を少なく設定していたり、毎週水曜に教科指導員による授業観察が、毎週木曜には教育センターでの研修があったりと、学校内外で初任者の能力強化が制度的に行われて

（写真）記念品贈呈の様子

いる様子がうかがわれた。研修員は、中堅以上の教員の資質として教育実習生、初任者、若年教員に対するメンタリングやコーチングが必要であるという認識を新たにしていた。

PTPDM 政策ガイドラインに関する討議

研修で得た学びを踏まえて、PTPDM 政策ガイドライン最終化のためのワークショップを行った。ワークシップでは、ガイドラインのチャプターごとに今回の研修で得た学びについて書き出し、グループでまとめ、発表した。その後、ガイドラインの現在のバージョンと照らし合わしながら、過不足や修正提案を作成した。

（写真）ワークショップの様子

研修評価会

最終日には JICA 本部にて本研修の振り返りを行った。評価会の中では、今後、政策の実施のために整備する必要がある文書類の整理、作成の大まかな見通しなどを確認した。また翌月に予定されている中間レビューの目的や日程なども共有された。その後、JICA 人間開発部基礎教育グループ基礎教育第二チーム小塚課長の挨拶があり、研修員に修了証書が手渡された。

（写真）研修評価会での記念撮影

(2)　研修期間、配列、内容

研修期間は 2016 年 6 月 12 日羽田到着から 2016 年 6 月 24 日羽田発の 13 日間で、講義、実習、見学、発表日数の合計は 10 日間だった。期間については概ね適切であったようだが、学ぶ内容に比して研修期間が短すぎたという意見もあった。

1 週目に東京で文部科学省、国立教育政策研究所、教員研修センターなど国の機関を訪問し日本の教員政策の概観をつかみ、国と地方の役割分担を学んだ後、2 週目に高知県を訪問した流れはよかったと言える。研修員は、1 週目の講義を通し、2 週目に高知県で聞きたい質問や学びたい内容を具体化できたようだった。

研修内容については、PTPDM 政策の主要分野はほぼ網羅されており、PTPDM 政策の具体化に寄与することを目的にしていた本研修の研修内容として適切であったと言える。一方で、研修員を対象に行ったアンケートの結果から、地方の小規模校でどのように教員が学校運営をしているのかを学びたかったという意見も聞かれた。

(3)　テキスト・機材・施設

研修員はテキスト、機材、施設に関して概ね満足しており、適当な学習環境だったと言える。学校訪問や研修見学の際にはレンタルしたパナガイドを活用したが、訪問先に迷惑をかけずに、研修員の理解を促すことができ有効であったと言える。一方で、訪問先からの資料入手が遅れ、翻訳会社が行った翻訳をプロジェクトチームが十分にチェックできなかったことから、資料の英語訳に課題があるとの指摘もあった。

1.4　　研修員

(1)　資格要件

研修員は「ガーナ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」の関係者の中から選ばれた。選定基準は以下の通りである。

応募者の要件（全て満たす必要あり）：
(1) PTPDM 政策策定・実施の関係者
(2) 教育省より推薦された者
(3) 心身共に健康で研修に耐えられる者
(4) 在外日本大使館または在外 JICA 事務所と調整のうえ応募することができる者

(2)　研修参加への意欲・受講態度

研修員の意欲は総じて高かった。どの講義、見学でも熱心にメモを取り、研修最終日には配布した 2 冊のノートをほぼ使いきっていた。質疑応答の際には非常に多くの質問をしており、最初の数日は時間を超過することもあったため、それ以降は厳格な時間管理を心掛けた。研修全体を通して遅刻するものはほとんどおらず、進行を妨げるものも一切なく良好な受講態度であった。

1.5　　研修成果の活用

(1)　研修で得られた成果について

<u>教員の生涯を通じた継続的な職能開発</u>

日本では、大学での養成、都道府県での採用、学校での試用期間、10 年ごとの免許更新と、教員の生涯を通じて継続的な職能開発が行われている点は、今回の研修プログラムを通して研修員にとって大きな学びとなった。PTPDM 政策は、教員の継続的な学びを制度面から後押しする政策であるが、政策の各コンポーネントの意義や目指すべき方向性などを再確認できたことは、今後政策を具体化する上で有益な経験であった。

<u>教員免許・更新制度に関する具体例の提示</u>

文部科学省、国立教育政策研究所、高知県教育委員会での講義を通して、PTPDM 政策の主要コンポーネントの一つである教員免許制度について体系的かつ具体的に学ぶことができた。日本では免許発行と採用のプロセスが別にあり、採用プロセスが教員の質の担保に大きな役割を担っていることを知り、採用試験の導入について再度検討がなされる場面もあったが、実現可能性と効果の両面から引き続き検討していく必要があることが確認された。

<u>高知県訪問の意義</u>

高知県教育委員会では、高知県の特徴として全国の中でも森林率が高く僻地に質の高い教育を届けることに課題があること、目立った産業がなく所得が低いこと、2007 年の学力テストで全国平均を大きく下回る結果を出したことが紹介された。しかし、困難な状況の中でも様々な取り組みを進め、生徒の学力の向上を図った結果、現在小学校の学力は全国上位にまで向上した。このことは、同じく困難な状況の中で教育の状況を改善しようと取り組むガーナからの研修員を大きく勇気づけていた。特に、若年教員への手厚い研修制度、退職した教員の学習支援員としての登用、同僚性を促す学校内での学び合いの仕組みなど、限られたリソースを有効活用して、教育の質の向上を図っていることに刺激を受けていた。

<u>地方分権化への準備</u>

ガーナでは Education Bill 2015 の議会での審議が終わり次第、教育分野での本格的な地方分権が始まる。その意味で、今回の研修プログラムの中で中央と県の両方を訪問したことで役割分担について具体的なイメージが持てたことは有意義であった。

(2)　成果の活用方法について

前述の通り、研修プログラムの終盤で、プロジェクトで策定中の PTPDM 政策ガイドラインに関するワークショップを行った。また、最終日には今後の PTPDM 政策の枠

組みや今後のスケジュールの確認を行った。ガイドラインは今後最終化に向けて関係者のレビューが行われる予定である。

研修員はガーナに帰国後、Steering Committee で研修の成果を報告した。その中では、ガイドラインの改定提案の他に、政策の具体化の中で検討すべき事項として、教員の採用プロセス、僻地の教員配置、教員倫理規定、政策の効果検証のためのモニタリング及び評価などが挙げられた。今後政策を具体化する中で、これらの扱いについても検討する必要がある。

1.6   研修環境

研修員は学習環境や宿泊環境に満足し、特に問題はなかった。また、見学先への移動は全てマイクロバスが手配されたため、スムーズな移動ができた。

1.7   その他特記事項

研修員は、総じて非常に満足して帰国した。研修期間中に訪問した組織、JICA 本部、TIC、研修管理員、㈱パデコに対して感謝状（別添）が渡された。

2. 添付資料

(1) 研修詳細計画（実績版）

添付資料（1）研修詳細計画表（実績版）

研修コース名	ガーナ国初中等教員資質向上・管理政策制度化支援（ガーナ国教育省政策策定実施者向け本邦招聘プログラム）		
研修コース番号	J1621708	受入形態	国別研修
研修期間	2016/6/12　～　2016/6/24	研修員数	7　人

研修目標：　日本の教員政策(策定から実施まで)並びに現職教員研修制度（教員スタンダード設定およびそれに基づく職層研修）及び研修内容・実施方法の理解を通じて、PTPDM政策の具現化に寄与する。

研修項目：①日本の教員免許制度及び免許更新制度、②教員管理（評価とそのシステムを含む）と質保証、③教員政策策定と実施における中央と地方自治体の役割

日付	時刻		形態	研修内容	講師又は見学先担当者等 氏名(敬称略)	所属先及び職位	講師使用言語	研修場所	宿泊先
	～			事前打ち合わせ					
06/12(日)	～	22:45		東京来日(羽田)					
06/13(月)				発表準備など					
	13:30	17:00	講義	プログラムオリエンテーション	大原健治 吉川響子	㈱パデコ	英	TIC SR303	
06/14(火)	10:00 ～ 12:30		講義	規定オリエンテーション	JICA担当者	－	日	TIC	
	14:00 ～ 15:00		見学	日本の地方教育行政に関する行政説明	山村研二	文部科学省初等中等教育局初等中等教育企画課教育委員会係	日		
	15:00 ～ 16:00		見学	日本の教員免許・更新制度に関する行政説明	若林徹	文部科学省初等中等教育局教職員課教員免許企画室	日	文科省 東京都千代田区霞が関三丁目2番2号	
06/15(水)	10:30 ～ 10:45			次長表敬					
	10:45 ～ 11:15		見学	国立教育政策研究所の概要	小田沙織	国立教育政策研究所	日		
	11:15 ～ 12:30		見学	日本の教員養成及び研修制度について	沼野太郎				
	13:30 ～ 16:00		見学	PISA調査について	小田沙織				
06/16(木)	11:00 ～ 11:40		見学	学校紹介	中村文紀	日本大学 准教授			ホテルサンルートプラザ新宿
	11:45 ～ 12:35		見学	授業参観・中学理科（研究授業）	小林大地 佐藤俊宏	教育実習生 日本大学中学校　教諭			
	13:15 ～ 13:45		見学	教育実習生への指導風景見学	佐藤俊宏	日本大学高等学校・中学校　教諭			
	13:45 ～ 14:15		講義	教育実習生への指導内容についての説明	野澤拓夫	日本大学理工学部アドミッションアドバイザー	日	日本大学高等学校・中学校 横浜市港北区箕輪町2-9-1	
	14:20 ～ 14:50		見学	授業参観・ICT教室（中1教室）	中村文紀	日本大学　准教授			
	15:00 ～ 16:00		発表	意見交換・情報交換（検討会）	中村文紀 漆間弘好 野澤拓夫 中園健二 佐藤俊宏	日本大学　准教授 日本大学高等学校・中学校校長 日本大学理工学部アドミッションアドバイザー 同中学校教頭 同教諭			
06/17(金)	9:30 ～ 13:00		見学	・理事長への挨拶（理事長室） ・当日実施している研修の視察 ・施設見学	大野照子	独立行政法人　教員研修センター総務課長	日	教員研修センター 茨城県つくば市立原3	
	12:00 ～ 13:00		見学	教員研修センターの概要と教員研修の実施体系	高口努 大野照子	同　理事	日		
	16:00 ～ 17:00		－	JICA表敬	人間開発部部長	JICA本部	英	JICA本部	
06/18(土)	12:00 ～ 16:10			羽田空港→高知竜馬空港					
06/19(日)	10:00 ～ 17:00			高知市内観光（日本文化体験：日曜市、高知城、路面電車）	大原健治	㈱パデコ	英		
06/20(月)	9:00 ～ 9:20			開会		高知県教育委員会			ザ クラウンパレス 新阪急高知
	9:20 ～ 10:20		見学	高知県の教育の概観について	渡邉浩人	教育政策課長			
	10:30 ～ 11:30		見学	教職員研修の概要について	渡邉浩人	教育政策課長			
	11:30 ～ 12:30		見学	教職員採用、教員評価制度について	坂田省吾	教職員福利課長	日	高知県庁西庁舎2階 教育委員室	
	13:30 ～ 16:00		見学	学力向上の取り組みについて	岡本延也 竹崎実	小中学校課課長補佐 高等学校課課長補佐			
	14:30 ～ 17:00		発表	ガーナのPTPDM政策について					
06/21(火)	9:30 ～ 14:00		見学	教育センター、教科研究センター 若手教員、管理職研修見学	上岡美保所長ほか	高知県教育センター	日	高知県高知市大津乙181	
	14:00 ～ 16:10		見学	教員スタンダードの説明					
06/22(水)	9:00 ～ 12:00		見学	学校訪問（現職教員研修に関する現場教員との意見交換	松木優典校長ほか	高知県立西高等学校	日	高知県立西高校	
	13:30 ～ 17:00			高知竜馬空港（16:10）→羽田空港（17:30）					
06/23(木)	9:00 ～ 17:00		実習	PTPDM政策ガイドラインに関するワークショップ	大原健治 吉川響子	㈱パデコ	英	TIC SR305	ホテルサンルートプラザ新宿
06/24(金)	9:00 ～ 12:30		発表	評価会、閉講式		TIC	英	JICA本部108会議室	
		17:00		東京離日					

※準高級1名（D1603534）が18日に帰国し、研修員の全体人数が6名となる。また高知市内観光に研修監理員は同行せず、委託先の同行者が引率する。

(2)　研修員リスト

	氏名	所属	肩書き
1	Mr. Enoch Cobbinah	教育省 Ministry of Education	事務次官 Chief Director
2	Mr. Jacob AAworb-Nang Maabobr Kor	ガーナ教育サービス Ghana Education Service	総裁 Director General
3	Mr. Emmanuel Tawiah Aboagye	国家教員評議会 National Teaching Council	副事務総長 Deputy Executive Secretary
4	Ms Judith Esther Ofeibea Donkor	ガーナ教育サービス Ghana Education Service	人事局長 Director, Human Resource Management Division
5	Dr Evelyn Owusu Oduro	ガーナ教育サービス Ghana Education Service	教師教育局長 Director, Teacher Education Division
6	Mr. Yakubu Alhassan	ガーナ教育サービス北部州サベルグナントン郡教育事務所 District Education Office, Savelugu Nanton, Tamale, Northern Region	郡教育事務所長 District Director of Education
7	Ms Grace Agyeman Duah	ガーナ教育サービス Ghana Education Service	教師教育局ナショナルトレーナー（理科） National Trainer (Science)

※　Mr Cobbiah は 6 月 18 日に離日。

(3)　著作物の利用条件一覧

コース名：ガーナ国初中等教員資質向上・管理政策制度化支援（ガーナ国教育省政策策定実施者向け本邦招聘プログラム）

No	テキスト名	講義名	講師名	使用日	利用許諾内容※
1	教育委員会制度について	日本の地方教育行政に関する行政説明	山村研二	6月14日	全て可
2	教員免許制度の概要、教員免許更新制	日本の教員免許・更新制度に関する行政説明	若林徹	6月14日	全て可
3	日本の教員養成及び研修制度について	同左	沼野太郎	6月15日	全て可
4	国立教育政策研究所の概要及びPISAについて	同左	小田沙織	6月15日	全て可
5	教員研修センターの概要、教員研修の実施体系	教員研修センターの概要	高口　努 大野照子	6月17日	全て可
6	高知県の教育について	同左	高知県教育委員会各担当課	6月20日	全て可
7	平成28年度高知「志」教師塾研修プログラム一覧、若年教員育成プログラム、キャリア形成プラン、「OJTプログラム」（小学校、中学校）、若年教員実践シート、『高知県の教員スタンダード』に基づくOJTとOff-JTのリンク、若年教員実践シート	教員スタンダード、高知「志」教師塾	高知県教育センター	6月21日	全て可

※利用許諾内容
(1)研修員による帰国後の利用
a) 複製（翻訳物を含む）／配布（研修員の自国内関連機関）
b) 翻訳（現地語或いは他言語）
c) 研修員が作成する報告書等への一部利用
d) 電子データ化し、研修員に配布
(2)他の研修コースなど、JICA事業での利用
a) 複製（翻訳物を含む）／配布（JICA事業関係者）
b) 翻訳（現地語或いは他言語）
c) 改変、要約、抜粋（含む翻訳・翻案）
d) 電子データ化し、JICA事業関係者限定（研修員、研修業務受託機関関係者、JICA職員など）ウエブサイト等への掲載
(3)一般への公開
a) JICA図書館（開発研究所（仮称）内）での閲覧
b) 外部団体・個人からの求めによる複製の配布
(4)特記事項

(4)　研修員による研修報告書（別添）

(5)　感謝状（別添）

REPORT ON OVERSEAS TRAINING IN JAPAN

PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT (PTPDM) TRAINING. HELD IN TOKYO AND KOCHI (JAPAN)
Date: 11th to 24 June 2016

Title of the training: Teacher Professional Development and Management System. -JICA Project for Supporting Institutionalisation of the Pre-tertiary Teacher Professional Development Management Policy.

1.0 Participants of the training programme

1) Mr Enoch Hemans Cobbinah- Chief Director, Ministry of Education

2) Mr Jacob Aaworb-Nang Maabobr-Kor, Director General Ghana Education Service

3) Dr.(Mrs) Evelyn Owusu Oduro, Director, Teacher Education Division, Ghana Education Service

4) Ms. Judith Esther Ofeibea Donkor, Director, Human Resource and Management Department, Ghana Education Service

5) Ms Grace Agyeman Duah, National Trainer (Science) Teacher Education Division

6) Mr Yakubu Alhasan, Director of Education, District Directorate, Savelugu

7) Mr Emmanuel Tawiah Aboagye, Deputy Executive Secretary, National Teaching Council**.**

1.1 Members of PADECO PPDM Team and Interpreter.

1. Mr Kenji Ohara, Deputy Team Leader, PTPDM
2. Ms Kyoko Yoshikawa, Project Coordinator, PTPDM Project
3. Ms Miki Naganawa, Training Coordinator/Interpreter

2.0 Introduction

Teacher Professional Development and Management System training programme was designed to enhance the capacity of teacher policy makers and practitioners through facilitating their understanding of the teacher training and management system in Japan, which was to strengthen the participants ability to improve the teacher professional development and management system in Ghana.

2.1 Purpose of training

The training aimed to deepen the participants' understanding on:

(i) Challenges towards PTPDM Policy realization in Ghana

(ii) System of licensing and the renewal of license in Japan

(iii) Differences regarding teacher management systems

(iv) Teacher policy realization implemented by educational institutions such as teacher training centers in Japan

(v) Roles and approaches of central government (e.g. Ministry of Education, Culture, Sports, Science, and Technology, etc.) and local government towards teacher policy formulation.

2.2 Content of training:

See Appendix A

2.3 Participants Expectation during the training
- Good understanding of PTPDM policy and practice in Japan
- The progress and challenges to better inform the design and implementation of PTPDM policy in Ghana
- Provide informed leadership for implementation of PTPDM policy in Ghana
- Teacher registration and licensing policy in Ghana could be implemented without many challenges
- Teacher competences needed could be identified and improved to enhance teaching and learning.
- History of interventions of teacher licensing in Japan, specific issues teacher licensing was designed to address, the strategies adopted and the achievement.

2.4 Programme Orientation (13TH June)

The programme orientation was held at JICA Tokyo Training Center at 1.30 pm to 17.00 pm. The orientation mainly centered on self-introduction, participants expectations of the training and how participant would use the knowledge gained from the training to the realization of the PTPDM policy. Welcome remarks was given by Ms Tokugawa, JICA, HQ. After the welcome

address, the goals and the objectives of the training programme were elaborated by Mr. Kenji Ohara and Ms Kyoko Yoshikawa.

2.5 Briefing and Discussion on the role of local government in Education and teacher licensing by the Ministry of Education, Culture, Sports, Science and Technology (14ᵗʰ June)

The project team and the participants were briefed on the role of local government in Education and teacher licensing by the Ministry of Education, Culture, Sports, Science and Technology. At the Ministry of Education, the project team and the participants were received by the Deputy Director of the Ministry. He gave a welcome address and the Chief Director of the Ministry of Education, Ghana thanked the Government of Japan for sponsoring the team to learn the Japanese Educational system and to adapt/adopt some of the good practices to help improve the quality of Education in Ghana. There was lecture on Mechanism and Aims of the Board of Education System. This lecture included the Division and Roles among National, Prefectural and Municipal Government in Education Administration.

2.5.1 Roles of National Government

On the roles of National Government, the participants were briefed on the established framework for the educational system in Japan, setting of National standards and securing budget resources for preparing educational conditions in the local government. The National Government provide guidance, advice and support related to educational content and school management.

2.5.2 Prefectural Government

The roles of prefectural boards of Education include establishing and managing of High Schools and Special Schools, hiring of elementary and middles school teachers and payment of salaries of teachers at municipal schools, etc.

2.5.3 Municipal Government

Municipal boards of education establishes, manage elementary and middle schools teachers and finally supervises the work of elementary and middle school teachers.

2.6 Principle of Teaching Certificate

The participant learnt from Japan that:

- Teachers of kindergarten, elementary schools and middle schools, and high school as a rule require a teaching certificate and license for each type of school. Teachers of middle schools or high schools require a teaching certificate for the type of school as well as teaching certificate/license for each subject area.
- Teachers of special need schools require both a teaching certificate for a special needs school and a teaching certificate/license corresponding to each division of a special needs (Kindergarten, elementary, middle or high school division)
- Teachers responsible for children's care and teachers responsible for guidance and management of children's diet and nutrition require a teaching certificate and license for a schools nurse (or assisting schools nurse) and a teaching certificate and license for a diet and nutrition teacher, respectively.

Table 1: Teaching Certificate

Type of Certificate	Period of validity	Varied scope of
Regular Certificate Specialized certificate Class 1 certificate Class 2 certificate	10 years	Schools throughout Japan
Special Certificate	10 years	School from the prefectures form where was conferred
Provisional certificate/temporal teaching	3 years	School from the prefectures form where was conferred

cerificate		

2.6.1 Reason for the licensing/certificate:

Is for the teachers to stand at the podium with confidence and pride to gain social respect and trust by periodically learning the latest knowledge and skills in order to preserve the quality and ability needed as a teacher.

2.6.2 Renewal of certificate (License)

- Term (validity) of regular teaching certificates and special teaching certificates is 10 years
- Certificate is renewed by completing 30 hours or more of 'certificate of renewal courses' approved by the Ministry of Education, Culture, Sports, science, and Technology.

3.0 Briefing and discussion on teacher training policy and PISA by National Institute for Educational Policy and Research (NIER). (15th June)

On the 15th June the participants, led by the Chief Director Ministry of Education, visited NIER. We were welcome by the Deputy Director of the Centre. He briefed us on the activities of the Centre and indicated that NIER contributes to the formulation of educational policy in the following five (5) fields:

- Education Administration and finance
- Elementary and Secondary Education
- Teachers and Educational staff
- Higher Education and
- Life ling learning, by conducting forward-looking studies/research and examining current policies.

3.1 Current reform in Teacher Training in Japan

The participants were informed that, with the background changes in children's social environment teachers need to respond to increasing challenges, such as giving educational guidance to students involved in violence and bullying, supporting children who require special assistance and the reduced capacity of the family and community to raise them. It was again indicated that, looking at the age structure of current teachers in Japan, it is expected that 34% of the teachers will retire in the next ten years. As they reach the mandatory retirement age, and a great number of les experience teachers will remain in their teaching position. Therefore, in terms of both quantity and quality, training and securing excellent teachers has become and extremely important issue for Government of Japan.

The three specific measures to address the situation were the following:
- Improvement of quality standards in teacher training courses
- Establishments of new graduate courses for teaching staff
- The introduction of teaching certificate renewal system (License)

The participant had lecture on the Program for International Student Assessment (PISA) which entails the 'PISA 2003/2006 shock in Japan', Educational reform afterwards which included National Curriculum revision, Teaching guide books and the introduction of National Assessment for grade 6 and 9. PISA 2012 recovery and Teaching and Learning International Survey (TALIS) was discussed with the participants.

PISA 2003 and 2006 results indicated significant decline in reading, high non- response rate of open-ended questions in all the domains, challenge of learning attitudes (low confidence/motivation, high anxiety, etc.). TALIS results indicated that teachers in Japan were willing to participate it training but have issues concerning busy schedules, expenses and insufficient support. TALIS indicated teachers working hours in Japan are the longest of all participating countries, working 54 hours per week.

The team visited Nihon University Senior High School where we observed a lesson by a teacher trainee and had interaction with mentor.

4.0 National Centre for Teachers' Development (17th June, 2016)

The participants' visited the National Center for Teacher Development (NCTD). The purpose of NCTD is to act as a national center for core training to improve the essential capacity of people who are involved with school education. This include the training for a school managers and other who play leadership role such as principals, vice principals, school officials and teachers, as well as support for training by boards of education as well as training that cannot be handled by prefectural boards of education and private organizations and which should really be handled by the National Government. NCTD provides three types of training and these are: school management training, training of lecturers to handle training giving by local boards of Education and Training commissioned by local public organizations. The NCTD took us through the teachers' licensing system, nurturing, employing and training teachers in Japan.

5.0 Kochi Prefectural Board of Education (20th June, 2016)

The participants visited Kochi Prefectural Board of Education. There was a briefing and discussion on teacher training, recruitment, appraisal and academic improvement. The discussion later was broadcasted on the local Television.

6.0 Kochi Prefectural Education Center (21st June, 2016)

At the Kochi Prefectural Education Center, the participant observed Managers' training and briefing on teacher standard. On the 22nd June, we had a school observation before leaving for Tokyo.

The participants visited JICA Human Resource Center at JICA Headquarters on the 23rd June and finally on the 24th June a presentation was made on the lessons learnt and how it could be replicated in Ghana.

7.0 Conclusion

7.1 Participants' perception of the programme

i.   *Useful content of the programme.*
These include the teacher licensing, teacher standards, competencies for newly trained teachers, career development regarding the training of the teachers and those into management, etc.

ii. *Useful knowledge, skills and techniques that could be adapted and adopted to improve PTPDM policy.*
There were various useful knowledge gathered from the training programme. Concerning teacher recruitment, the trainers revealed that hiring examination is conducted with a combination of various selection methods to evaluate multiple aspects of aptitude, ability and competencies of teachers, such as written examination, practical examination (physical exercise, music, art and craft, etc.), interview (individual/group), essays, micro teaching with assigned subjects and class activities, preparation of lesson plans and situational instruction by role–playing various school life situations and aptitude test.

On the teachers' standards, officials from Kochi Prefecture explained to us on how the information on the standards were gathered. Kochi Prefecture Education Training Center indicated that they have IN-SERVICE teachers standards and that was developed through consultation of many stakeholders, and that the teachers standards for in-service do not differ so much from the pre-service teachers' standards. The participant learnt that:

- Competencies for newly trained teachers' according to the trainers are based on the standards.
- Career development programme regarding the training of management was normally held at the National level.
- The position for Senior Teacher, Deputy Head teacher, Head teacher and Principal are by written examination and interview at Kochi Prefecture.

iii. **How the knowledge, skills and techniques learnt can be adapted or adopted by**

Ministry of Education, National Teaching Council and Ghana Education Service.

At Kochi prefectural Education Center there were clear lessons on how to develop teachers' standards, though in the past there were no clear teaching standards developed by the prefecture. It was clear to the participants that developing teachers' standards involves a lot of research and stakeholders involvement. Ghana has started the development of the standards but there is the need to do more on the stakeholders' consultation regarding the in-service teaching standards. This include by involving children, parents, teachers, universities, etc. The developers of teachers' standards will have to conduct a survey about the suitability of the standards that are being developed and the number of hours each teacher is expected to spend on the course that would lead to the development of the competencies of the teachers. This is crucial to avoid work overload of teachers.

On the teacher recruited, there is a selection criteria, in addition to placing priority on the person's character, the Prefectural Boards of education make a comprehensive judgement on general/specialized knowledge and guidance ability based on selection documentation during the preliminary and secondary screening as well as materials submitted at the time of application.

Ghana would like to adapt this process, at the time that will seem appropriate by conducting examination at all the regional capitals for all the newly trained teachers who may require employment to teach. Newly trained teachers for second cycle schools should initially send their applications to the regional education offices in which they would like to teach while teachers who would like to teach in the basic schools should send their applications to the district education offices.

The participants agree that license should be given to teachers as soon as they complete their teacher training programme at the colleges of Education.

It was made clear to the participants that NGO's are not allowed to be involved in the training of teachers in Japan. The participants agreed that all the activities of the NGO's regarding the training of teachers in Ghana should pass through the Ministry, and then

referred to the National Teaching Council to align and advice on the standards before it implementation with the GES.

8.0 Request to JICA from the Participant of the Ministry of Education, Ghana

The project team humbly request that:

- JICA should help provide in-service teacher professional standards on time to help the Ministry of Education control and monitor the activities of   many Non-governmental organizations providing teacher training in Ghana.
- JICA should help the sensitization of PTPDM policy of all the head teachers in the 216 Districts because they are the major stakeholders and part of the policy implementers.
- The Government of Japan should help improve the training facilities at Saltpond more especially to build an auditorium for the center.

| | | | | | JICA Project for Supporting Institutionalization of the Pre-tertiary Teacher |
| | | | | | Professional Development Management Policy |

| Japan Study Tour on Teacher Professional Development and Management |

Date			Time	Location	Contents
Day1	11-Jun	Sat	18:05	EK788	Leaving Accra
Day2	12-Jun	Sun	22:45	EK312	Arriving at Narita → Moving to JICA Tokyo
Day3	13-Jun	Mon	AM	JICA Tokyo	Program Briefing
			PM		
Day4	14-Jun	Tue	AM/PM	Ministry of Education, Culture, Sports, Science and Technology, Japan （MEXT）	[Lec.] Educational Policy in Japan, Licensing system (incl. renewal system), Local educational administration, Central government's role regarding human resource management, etc.
					[Discuss.] PTPDM Policy, Licensing system (incl. renewal system), educational system in decentralization, etc.
Day5	15-Jun	Wed	AM/PM	National Institute for Educational Policy Research	[Lec.] Teacher training policy in Japan (Pre-set and In-set), NIER's contribution for policy formation, policy evaluation, PISA data analysis (methods, analysis results, utilization of results), etc
					[Discuss.] Educational policy formation in Ghana, challenge and measure regarding appraisal, utilization of PISA in Ghana
Day6	16-Jun	Thu	AM	Nihon University / Tamagawa Academy & University	[Lec.] The role of university for teacher training in Japan, Local education authorization [Obs.] Lesson observation regarding teacher training
			PM	Moving day	Haneda Airport to Kochi Ryoma Airport
Day7	17-Jun	Fri	AM	Kochi Prefectural Board of Education	[Lec.] Basic plan for promoting education, Teacher standards and teacher training in Kochi prefecture, teacher appraisal, teacher promotion system, Teacher recruitment, training history record management, measures for academic improvement
			PM	Kochi Prefectural Education Center	[Lec.] Teacher standard formation and teacher training in Kochi prefecture (development and implementation of training based on standards), teacher appraisal, promotion system, licensing renewal course, etc.
Day8	18-Jun	Sat	AM/PM		Preparation for Presentation on Monday
Day9	19-Jun	Sun	AM/PM		
Day10	20-Jun	Mon	AM	Kochi Prefectural Board of Education	[Discuss.] PTPDM Policy and measures for realization
			PM	Kochi Prefectural Education Center	[Discuss.] Teacher training in local government (plan, implementation, evaluation), training material development
Day11	21-Jun	Tue	AM	Kochi Prefectural Education	[Obs.] The role of subject study center and training program
			PM	Subject Study Center	[Obs.] The role of subject study center and training program
Day12	22-Jun	Wed	AM	School	[Obs.] Class observation and discussion with teachers regarding in-set teacher training
			PM	Moving day	Kochi Ryoma Airport to Haneda Airport
Day13	23-Jun	Thu	AM	JICA Tokyo	Visiting Human Development Department, JICA Tokyo
			PM	JICA Tokyo	Preparation for presentation (teacher training, appraisal, progression system)
Day14	24-Jun	Fri	AM	JICA Tokyo	[Presentation] Discussion and Presentation regarding teacher training system
			22:00	EK319	Leaving Narita
Day15	25-Jun	Sat	7:35	EK787	Leaving Dubai
			12:05		Leaving at Accra

In case of reply the
number and date of this
letter should be quoted

Ministry of Education
Ministry Branch Post Office
P.O. Box M. 45, Accra, Ghana

My Ref No: …GES/JAP/VIS/00/…….

June 22, 2016

Your Ref No: ………………………….

Dear Sir / Madam

LETTER OF APPRECIATION
(*GHANAIAN PARTICIPANTS*)

Overseas Training in Japan: JICA Project for Supporting Institutionalisation of the PTPDM Policy

We wish to express our profound gratitude to JICA Headquarters, organizer, facilitators, various institutions visited for accepting Ghanaian delegates of the Ministry of Education in this high level exchange of ideas programme.

With heartfelt gratitude, the Ghana delegation on this programme is very grateful for the level of intelligence, insightful lectures and the well organized sessions we were taken through. We are thankful for the site attractions and places of interest we visited. Your humility and hospitality is second to none and we really appreciate all your efforts.

The objectives of the programme were as follows:

- ❖ To enhance the capacity of teacher policy makers and practitioners in Ghana to formulate our own policy on PTPDM.
- ❖ To have a deeper understanding of the teacher professional development and management system in Japan and
- ❖ To enhance our capacity in developing guidelines for establishing teacher license in Ghana.

Participants would like to put on record that all our expectations have been fulfilled and we are proud to say that we are fully equipped with the necessary skills and knowledge to fast track our Teacher Professional Development and Management Policy. The high commitment of the staff of JICA to ensure our comfortable stay in Japan is highly appreciated. However, like Oliver Twist, we would appreciate your continuous support for the implementation of the PTPDM policy for the upliftment of the Ghanaian child.

On behave of the President of the Republic of Ghanaian, His Excellency, John Dramani Mahama, Minister of Education, the Chief Director, the Director General of the Ghana Education Service and the other participants join all the people of Ghana to say thank you for this opportunity to learn from you. Our heartfelt gratitude also goes to Ms Miki Naganawa for her eloquence and concise interpretations which made easy understanding of all the sessions. We cannot forget the part played by PADECO staff both in Ghana and our stay in Japan; we say thank you. All the people we met, the food we ate, the hotel

staff, their reception and warmth, were exceptional. When you hear the birds sing early in the morning, then it represents the voices of the people of Ghana saying thank you.

Meda w'ase (Domo Arigato).

Yours Faithfully,

Mr. Jacob AAworb-Nang Maabobr Kor
 (Director General, GES)
For: **Chief Director, Ministry of Education**

CC: Hon. Minister of Education
 Deputy Minister for Pre-Tertiary Education
 Deputy Minister for Tertiary Education

添付資料 5
新昇進制度の試行報告

REPORT ON TRIAL PROMOTION SYSTEM
ON THE 20TH FEBRUARY, 2018.

Introduction

The Project supporting the institutionalization of Pre-tertiary Teacher Professional Development and Management (PTPDM) policy in Ghana supports GES and NTC to revise the promotion system and develop the Pre-tertiary Teacher Promotion Handbook. The Pre-tertiary Teacher Promotion Handbook was drafted and needed to be tested in a trial.

In view of the above, five (5) New Qualified Teachers were invited for a half-day trial promotion interview to try the Promotion Handbook.

Objective

The objective of the trial is to confirm the validity and practicality of the new Promotion System and the Handbook. Through this trial, feedback is expected to be collected from the participants to make the system and handbook more user-friendly.

Participants

Interviewee:

- 5 New Qualified Teachers, who are eligible for promotion (who have three-years training logbook), were selected in Shai-Osudoku.

Interviewer:

- Panel Chairman: AG. Regional Director of Education

- Panel Members: One Retired Regional Director of Education, and one District Director of Education.

- Panel Secretary: Regional HR

Observer:

- GES HR Officer

- NTC Officer

- PTPDM Project Member

Venue

Meeting room of Regional Education Office at Greater Accra

Activities

The following activities took place in the trial promotion:

Firstly, there was a brief presentation on the new Promotion System to interviewers and interviewees. After the presentation, each participant read the Promotion Handbook to understand the difference between the new and previous system, process of application for promotion, and criteria for promotion.

Before starting the trial interview, the Panel members had a meeting on how to implement the interview, including revision of the list of questions, clarifying the roles of each member, and confirming the time schedule.

The trial interview was implemented for less than 30 minutes for each participant. The NQTs were invited to the interview room one by one, along with their training logbooks and appraisal forms. They submitted those documents to the Panel Secretary at the beginning of the interview. The Panel Secretary calculated the score of the appraisal form and training logbook according to the criteria on the Handbook. The interviewers asked several questions which were prepared for interviewees, and scored each interviewee based on their answer to the questions.

After finishing the interview, each interviewee was separately interviewed by observers as a survey to acquire feedback on the Handbook and promotion system in a separate room.

Findings

The survey for interviewers and interviewees showed the following things:

- All NQTs "agreed" or "strongly agreed" that under the new system, the applicants can be judged in a more objective manner. Subsequently, all NQTs "agreed" or "strongly agreed" that the competent applicants can be promoted fairly under this system.

- However, one NQT disagreed that he/she can confidently prepare the applicant documents properly. Some NQTs indicated that there should be intensive training for teachers, trainers of teachers, and HT. Some of them hope that the activities involving the PTPDM Policy will be introduced in colleges of education.

- In order for the system to function properly, all NQTs and Panel members said that "monitoring from Headquarter" was necessary. 80% of NQTs replied that "Distribution of Promotion Handbook to each school" and "training or seminar on the new system" were necessary.

- None of the NQTs agreed that uploading the handbook on the web is necessary, as some NQTs might have difficulty getting the handbook from the internet.

- All Panel members agreed that "Training or seminar on the new system", "making the handbook more user-friendly", "uploading the handbook ", and "setting the opportunities in which Panel members can exchange opinions with other Regions", and "Monitoring from Headquarter" were necessary for the promotion system to function.

- Evaluation sheets should be prepared with two versions; (1) for Panel member to record his/her score; and (2) for Panel secretary to summarize all the scores of Panel members.

- The Handbook should include the roles and responsibility of the Panel Secretary more. He/She will collect the interviewers' scores and calculate the final score of each interviewee.

Recommendation

- Some NQTs and Panel members still have some difficulty to understand the promotion system, including the process of application, the preparation of necessary documents, etc. GES and NTC should keep improving the Handbook and increase the opportunities of trainings for REO, DEO, HT, and teachers on this matter.

- If possible, PTPDM Policy, including the new promotion system and appraisal system, should be included in the curriculums of college of education. It is recommended that GES and NTC discuss with CoE or UoE to consider the possibility.

- All participants found it necessary to implement the monitoring from Headquarter. GES and NTC should periodically conduct the monitoring of the promotion interview and collect the feedback from interviewers and interviewees to improve the system and the Handbook.

- Evaluation sheet for the new promotion system should be developed and distributed to REO before the interview. In order to calculate the score correctly, the form should be user-friendly.

- The Handbook should add the roles and responsibilities of the Panel Secretary more in detail.

Photos of Trial Interview

添付資料 6
JCC 会議録等

GHANA EDUCATION SERVICE – JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION

MINUTES OF THE FIRST JOINT COORDINATING COMMITTEE (JCC) MEETING HELD AT M PLAZA HOTEL, ACCRA ON 28TH AUGUST, 2014

<u>Members Present</u>

1. Mr. Samuel Ansah: Director, Teacher Education Division & Core Member, PTPDM Project
2. Mr. Joseph Adomako: Director, PBME, Representing Chief Director, Ministry of Education
3. Mr. Hiroshi SUMIYOSHI: JICA Senior Representative
4. Alhaji R. Gbadamoshie: Chairman, National Teaching Council (NTC)
5. Dr. Augustine Tawiah: Executive Secretary, National Teaching Council (NTC)
6. Mr. Gershon Dorfe: National INSET Coordinator & Core Member, PTPDM Project
7. Prof. Paul N. Buatsi: Consultant, PTPDM Project
8. Rev. Emmanuel Dadebo: NIU, Core Member, PTPDM Project
9. Nana Yaw Safo-Kantanka: NIU, Core Member, PTPDM Project
10. Mr. Jacob W. Molenaar: NIU, Core Member, PTPDM Project
11. Ms. Francisca Haizel: NIU, Core Member, PTPDM Project
12. Mr. M.K. Inkoom: Head, IPPD
13. Ms. Margaret Okai: DDE, GES (Pre-School)

Note: Check the attendance list and type out the names which have been left out (including their designations/ positions).

Opening
The meeting began at 10.00 a.m. with a prayer by Reverend Emmanuel Dadebo who was the MC.

Introduction of Chairperson/ Participants:
Ms. Francisca Haizel introduced the Chairperson for the meeting, Mr. Samuel Ansah, Director of Teacher Education Division of GES. Reverend Emmanuel Dadebo also introduced the participants present.

Chairperson's Opening Remarks
The purpose of this meeting of experts and stakeholders in the development of education in Ghana is to study the PTPDM Project document and offer ideas to improve it for adoption and implementation. The Project is to support the institutionalization of the PTPDM Policy which began in May this year. He added that, this policy is to take care of the inadequacies in the continuous professional development and management of pre-tertiary teachers as well as policies that deal with their welfare. It is therefore very important for all present to contribute their quota to make the project a success and sustainable in order to improve educational standards at the Basic and Secondary levels in the country.

Address by JICA Chief Representative
The title for the JICA Chief Representative's address was, "*PTPDM Project: Project for Supporting Institutionalization of the Pre-tertiary Teacher Professional Development and Management Policy*". He recounted the long-standing partnership between JICA and the Ministry of Education, Ghana in the area of the

development of In-service Education and Training (INSET) since 2000. The third part of the INSET Project saw a successful implementation of the institutionalization of the INSET model in the basic schools in this country. In order to sustain and improve standards in both teaching and learning in pre-tertiary schools and to develop and sustain the nationwide INSET programme already in operation, it was found expedient to institutionalize INSET by developing the PTPDM Policy. This Policy was officially endorsed in 2013. As a result, the Government of Ghana sought technical support from the Government of Japan for its implementation. Work on the content is far advanced and needs to be discussed for inputs to be made for its improvement. That is why these experts have been invited from various sectors to contribute to the review and project implementation process. This is the first of such Joint Coordinating Committee (JCC) meetings. It was his wish that the document will be enriched with ideas to make its application very effective to develop teachers who are capable of contributing immensely to student learning and achievement.

Address by Chief Director, Ministry of Education (MoE)
The Chief Director was represented by the Director, PBME of the Ministry of Education, who read an address from the Minister of Education, Professor (Mrs.) Jane Naana Opoku-Agyemang. The Minister drew attention to the various educational interventions aimed at improving standards of teaching and learning in the pre-tertiary institutions. It was now time to also factor in and institutionalize a policy which will take care of continuous teacher development and management. She exhorted the members present to dispassionately discuss the contents of the document in order to make it functional to ensure high standards of teaching and learning at the pre-tertiary level.

Background of the Project and Objectives for the Joint Coordinating Committee (JCC) Meeting
Mr. Gershon Dorfe, the NIU Coordinator, briefed the group about the background of the Project and the objectives of the Joint Coordinating Committee (JCC) meeting. He said that the Government of Ghana through the Ministry of Education has, in collaboration with JICA, initiated a series of successful educational improvement interventions with specific emphasis on INSET. The latest is the Project for Strengthening the Capacity of INSET Management which successfully institutionalized the INSET model in most districts/municipalities in the country. The PTPDM Policy/ Project emanated from the desire to further strengthen the INSET model through teacher development and management. The key objectives of the JCC meeting were, therefore, to
  i. closely study the Policy document
  ii. suggest inputs for its improvement
  iii. ensure that it is workable and sustainable, and that it projects the welfare of the teacher and the learner to improve teaching and learning.

Presentation of Policy Document and Progress Made to Date
This presentation was made by Professor Paul Buatsi, the Consultant for the Project. Members were taken through the document on the existing career levels and the new career progression and the migration from the old to the new career levels. The working document was detailed enough for the members to offer their meaningful inputs. The progression in the new career levels from Senior Teacher to Principal Teacherwas a subject of concern which the Consultants are to rectify.

Presentation of Proposed PTPDM Database

Mr. Obeng Darko Ennin, the Assistant ICT Coordinator, GES led a discussion on database for the PTPDM Project. The database for the take off of the Policy in the districts is far advanced because software has been developed for it.

Discussion on the Policy Document Presentation

This was moderated by Mr. Gershon Dorfe. Pertinent questions were asked and issues raised about the Policy. For instance,

1. *"Are the training sessions for the teachers for the various levels going to affect classroom contact hours?"* The response was "No". Training sessions at the various levels would be outside school hours. Training would be organized to suit the professional needs of the teacher at the different levels. Emphasis should be placed on teachers building their own portfolios for advancement.

2. *How will the competence of the teacher be ascertained for promotion?* There should be dependency training. This means mandatory training required for qualification to the next level in addition to INSET, etc. The base for this is already established in INSET and other best practices. These should be tapped into to improve upon current PTPDM Policy. There is the need for proper documentation, and that is why the PTPDM Policy has been introduced.

3. *The title "New Teacher" was regarded as inappropriate and so should be changed to "Teacher".* The meeting did not conclude on this designation. The discussion still continues.

4. *Who ensures that the training sessions for professional development of teachers are organized?* This will be the responsibility of the different directorates. All Districts/ Municipalities/ Metropolis shall have District/ Municipal/ Metropolitan INSET Units/ Committees who will draw action plans to be approved by the National Teaching Council (NTC) and ensure their implementation. There will be mandatory and optional courses. In addition, relevant courses run by other institutions should be published for the information of teachers who would want to take advantage of them. Those Directors who do not implement the approved action plans should have their performance contracts abrogated.

5. *How do we ensure that adequate resources and personnel are present for the effective implementation of the policy?* Adequate budgetary provision should be made for logistics and other inputs for the training of teachers else they may show apathy towards their mandatory training. In view of this, there should be resource sharing, and training programmes should be published for teachers to be informed about them. Training programmes should not be seen as an imposition on teachers but as a progressive transition so that it does not put undue pressure on the teacher. There should not be omnibus criteria for participation but these should be based on the needs of each district.

6. *Training cost (if any) should not be borne by the teacher alone – there should be cost-sharing between the teacher and stakeholders in education.*

7. *How will the training programmes be organized?* They will be centralized, localized, etc. so that resources/ cost will be minimized and effectively used. It should be noted that the PTPDM Policy will build on existing structures for its operation and implementation.

8. *Will all progression go with salary increment?* Not all but some of them will attract salary adjustments. Currently, there is the nagging problem of identifying competency descriptions for the various career progression levels of professional teachers when it comes to deciding on appropriate remuneration for them.
   a. The PTPDM Policy progression matrix has not delved into this problem which requires further discussion between NTC, GES, MoE, MoFEP, etc.
   b. Each level has its own competency descriptions.
   c. Lumping together Diploma and Graduate Professionals as (Beginning) Teachers and Licensed Teachers should be looked into. It was made clear that this will not pose any problems because they

would initially be paid according to academic qualification. But subsequently, promotion would be based on competency and INSETs taken.

9. It was suggested that those within the age bracket of fifty-five (55) years and sixty (60) years as at the time of implementing the Policy should not necessarily participate in mandatory trainings.

10. *As to how to place/ link teachers in administrative positions to those of teachers in the classrooms, it was decided that a discussion should be held with the Human Resource and Management Division (HRMD) for a solution.*

Implementation Plan for PTPDM Project (JICA)
The National INSET Coordinator presented the JICA/ the Core Team's implementation plan for the Project. (**See Mr. Dorfe for details**)

Plan for the Nationwide Implementation of the PTPDM Policy (NTC)
This presentation was done by Dr. Tawiah, the Executive Secretary of the NTC. The implementation of the policy takes off in January, 2015. (**Contact Dr. Tawiah for details)**

Endorsement of the Policy Document and the Way Forward
The Director, Teacher Education Division, Mr. Samuel Ansah assured the meeting that the implementation plans put forward and agreed to, would be followed to make the Policy operational. He then moved for the acceptance and adoption of the Policy to make it operational. Except for four (4) dissentions all the participants present voted for its acceptance and adoption for implementation. This was endorsed.

Chairperson's Closing Remarks
He thanked all present for their prompt response to the meeting and assured them that their valuable contributions will be taken to improve the Policy document. He said the Core Team will receive and consider any inputs sent to them by participants, and so they should not hesitate to do so.

Closing
The meeting ended at 2.35 p.m. with a prayer by Reverend Emmanuel Dadebo.

Recorded by:

Nana Yaw Safo-Kantanka.

<u>Note</u>:
1) **An error was detected in the chart for the career levels, i.e. between the *Senior Teacher Level and the Principal Teacher Level in the chart distributed at the meeting*. The necessary correction should be made by the Core Team.**
2) **A recorder should be provided for the person who records the minutes of the meetings. This will ensure accurate recording of the proceedings at the meetings.**

GES/JICA PTPDM PROJECT IMPLEMENTATION
Joint Coordinating Committee (JCC) Meeting

Programme

Date: **28th August, 2014**

Time: **9:00 am – 16:00 pm**

Venue: **M- Plaza Hotel**

Chairperson: **The Director General of the Ghana Education Service / or Rep.**

Time	Item	Responsible
9:00 -	➢ Opening Prayer	
	➢ Introduction of Chairperson / Participants	Rosina Adobor, TED
	➢ Chairperson's Opening Remarks	Chairperson
	➢ Address by Chief Director of Ministry of Education ➢	
	➢ Address by JICA Chief Representative	Chief Representative, JICA
9:30 - 9:45	➢ Background of the Project and Objectives for the JCC.	National INSET Coordinator
9:45-10:30	➢ Presentation of the Policy Document and Progress made to date. (Existing Levels, New Career Progression and Migration from the old to the new career levels).	
10:30-10:45	➢ Snack	
10:45-12:00	➢ Discussions on the Policy Document Presentation	
12:00-12:20	➢ Implementation Plan for the PTPDM Project (JICA)	
12:20-12:40	➢ Plan for the PTPDM Nationwide Implementation (NTC)	
12:40-13:10	➢ Endorsement of the Policy Document and the Way forward	
13:10-13:20	➢ Chairperson's Closing Remarks	
13:20- 13:30	➢ Closing Prayer	
13:430	➢ Lunch ➢	

Record of Minute of Meeting:

➢ Ms. Rosina ADOBOR
➢ Mr. Gideon AHOHOLU
➢ Record of Video and Photos:
➢ Mr. Jacob MOLENAAR
MC
➢ Rev. Emmanuel K. Dadebo
➢ Nana Safo Kantanka

Coordination with the Hotel
- ➢ Francesca HAIZEL

Receptionist:
- ➢ Monica TETTEY
- ➢ Mary Awobila
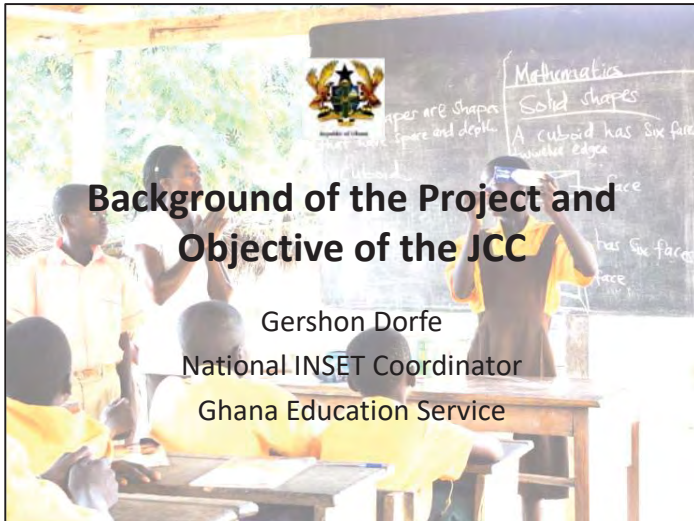
Background of the Project and Objective of the JCC

Gershon Dorfe

National INSET Coordinator

Ghana Education Service

Background

- Over the years, teacher educational system has been reformed many times.
- However, what has been missing in this process is <u>a set of policies that will guide the CPD and management of teachers</u>.
- Teacher training policies as well as the government's responsibility towards teachers' welfare and working conditions have been inadequate.

PTPDM policy

- PTPDM policy aims at …

  - ensuring that <u>teachers are adequately prepared to respond to the changing needs of education</u>.

  - ensuring <u>clear and explicit standards which govern the development and management of pre-tertiary teachers</u>.

PTPDM policy contd.

- PTPDM policy was officially endorsed in August 2012.
- In the light of launch of this project, MoE, GES and NTC have been revising the policy, in particular, the part that relates to the career progression mechanism of teachers.

Role of Joint Coordination Committee (JCC)

- Joint Coordination Committee is the highest decision making organization of the Project.
- Members of the JCC are to meet at least once a year to review the progress and achievement of the Project and to resolve any challenges that the Project may encounter.

Objective of 1st JCC

- The main objective of the meeting is to <u>approve the revised PTPDM policy and the new career progression system</u> for pre-tertiary teachers after the house has also given their suggestions.

Slide 1

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

JCC @ M Plaza Hotel 28th Aug 2014

Slide 2

Background

- GES/MoE with JICA implemented three projects to improve the capacity of teachers through INSET/SBI since year 2000. (STM, INSET 1 & INSET2)
  SBI: School based INSET

- A mechanism and system are needed to promote SBI and properly evaluate teachers who are involved in the SBIs as a incentive for motivation of SBI promotion

- PTPDM with Career progression based on Trainings is developed
- GES requested JICA TA to support the implementing of the PTPDM policy

Slide 3

Overall Goal & Project Purpose

Overall Goal

Career progression mechanism is enacted in non-pilot districts

(3-4 years after the completion of the project)

Project Purpose

Career progression mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers   (from PDM)

Slide 4

Expected Outputs

	<OUTPUTs>	<Related Activities>
1	The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalization.	Draft PTPDM is updated
2	Existing database of teachers is reviewed and refined to administer career progression	Develop Database
3	Mandatory training courses are revised and developed	Develop training course and training material
4	Above outputs are refined reflecting results of pilot.	Pilot activity at district level

Slide 5

Approach

1. Maximum utilization **the existing Frameworks** and necessary inputs to support materializing the implementation of PTPDM policy
2. Support the stakeholders to become able to play their **role defined by the PTPDM**
3. Support GES to establish the sustainable mechanism for **nationwide implementation of PTPDM**

Slide 6

Outline of Project Activities
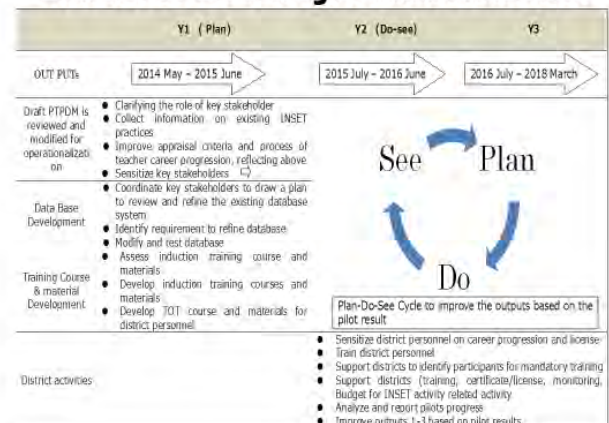
THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT (PTPDM) POLICY

MoE/JICA PTPDM Project

28 August 2014 @ M-Plaza Hotel - Accra

1

Outline of the Presentation

1. PTPDM Policy: Background
2. Involvement of Stakeholders
3. The Role of NTC
4. Vision
5. Core Values
6. Core Policy Areas
7. New Career Levels of Professional Teachers
8. Project for Supporting Institutionalization of the PTPDM Policy
9. The Way Forward
10. Implementation Plan of the PTPDM Policy
11. Critical Issues Discussed at Koforidua Workshop
12. Critical Issues to be discussed for adoption by JCC
13. Discussion 1 & 2

2

PTPDM Policy: Background (1)

- The development of the Pre-Tertiary Teacher Professional Development and Management (PTPDM) policy became necessary to legitimise the framework for institutionalising INSET provision in Ghana.

- For resources to be allocated to INSET and other teacher development and management matters, a policy was required to justify inclusion in the Ghana Education Sector Programme (ESP).

- The Ministry of Education requested the National INSET Unit (NIU) to support the development of a comprehensive policy framework that captures the role of INSET in a reconstituted teacher development and management system with emphasis on a new career structure for teachers in Ghana.

PTPDM Policy : Background (2)

- ❖ NIU and the JICA Project Team succeeded in incorporating INSET into the core policy document in education sector, the Education Strategic Plan (ESP) 2010-2020.

- ❖ The Project subsequently coordinated with the GES Council for a revision and an approval of the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy, which will be a core framework for the continuous teacher development system in Ghana.

- ❖ JICA Project for the Implementation of PTPDM Policy (May 2014)

Involvement of Stakeholders

- Significant involvement of the major stakeholders:
  - The University of Cape Coast, The University of Education, Winneba
  - The teacher unions (GNAT/NAGRAT)
  - NGOs in education
  - MOE/ GES Directorates/NTC/NIB/NACCA
  - Decentralized Units
  - Development Partners.

- How did we involve Stakeholders
  - Major events to review the draft policy and discuss its implications for a restructured system of teacher professional development and management in which INSET is at the core.
  - Circulation of drafts to the stakeholders for their input.
  - Redrafting of the policy at each phase by INSET experts and the NIU based on the recommendations of the feedback.
  - Submission of final draft to GES Council for approval.
  - Submission of final document to MoE which was launched in Aug. 2013
  - Submission of final document to NTC for implementation

PTPDM POLICY IMPLEMENTATION PLAN

The Role of NTC

PTPDM Policy

❖ The 2008 Education Act calls for the establishment of a National Teaching Council (NTC) – established

- Under the Education Act 2008, oversight of INSET lies with the NTC (Act. 778 Section 10(a))
- The NTC shall be responsible for:
  a) Establishing the framework for employment of teachers,
  b) In-service training (INSET),
  c) Periodic review of professional practice and ethical standards for teachers and teaching.
- NTC shall advice the Minister of Education on Teacher Education, including the provision for In-Service training........

PTPDM Policy

❖ NTC among other responsibilities shall :

- Advice on physical facilities - structures for INSET delivery

- Provide framework on delivery of INSET provision as part of life-long learning in teacher education i.e. continuous professional development that is recognised for promotion in the new career structure for teachers.

An Overview of the PTPDM Policy

9

Vision

- The vision of the pre-tertiary teacher professional development and management policy in Ghana 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

- Teacher professional development and management in Ghana shall reflect commitment, attitudes, ethics and morals that should promote quality education for all Ghanaian children.

Table 1-1: Current Career Levels of Professional Teachers

Professional Rank	Placement and / or Promotion Criteria
Superintendent II	A Certificated Teacher who has served for at least one year, and has been confirmed
Superintendent I	At least four years satisfactory service on Superintendent II scale
Senior Superintendent II	At least four years continuous and satisfactory service on Superintendent I scale
Senior Superintendent I	At least three years continuous and satisfactory service on Senior Superintendent II scale
Principal Superintendent	At least three years continuous and satisfactory service on Senior Superintendent I scale plus success in a prescribed interview OR Newly qualified professional teacher with at least Bachelor of Education (B. Ed) degree or its equivalent
Assistant Director of Education II	At least three years continuous and satisfactory service on Principal Superintendent scale PLUS Success in a prescribed interview
Assistant Director of Education I	At least three years continuous and satisfactory service on ADE II scale PLUS success in a prescribed interview
Deputy Director	At least three years continuous and satisfactory service on ADE I scale PLUS success in a prescribed interview
Director II	At least three years continuous and satisfactory service on Duputy Director scale PLUS success in a prescribed interview
Director I	At least three years continuous and satisfactory service on Director II scale PLUS success in a prescribed interview
Deputy Director - General	At least three years continuous and satisfactory service on Director I scale PLUS success in a prescribed interview
Director - General	At least three years continuous and satisfactory service on Deputy Director-General scale. Many not be a member of GES. Appointed by the head of state in consultation with the Public Services Commission. In addition, appointees must have at least four clear years or more service period before retirement to qualify for the post.

Table 1-2: New Career Levels of Professional Teachers - 1

Minimum Years	Career Level	Competency Description	Training Needs
1-3 [2]	New Teacher (Diploma) Professional New Teacher (Graduate)[1] Professional	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, preparation of TLMs for effective lesson delivery. Classroom management. In addition, Beginning Teachers are to pass a prescribed examination and satisfy an appraisal from their Heads.	1. Induction Training (Mandatory): a. Coping strategies (managing relationship) b. Conditions and rights of employment c. Classroom and school facility management d. Time management e. Use of ICT in teaching and learning f. Introduction to INSET programme 2. School and Cluster Based INSET (Mandatory) a. Must be able to attend at least 4 SBI and 2 CBI within a year b. Facilitate at least 1 SBI in their school within a year 3. Orientation for New Teachers by Head of Schools, HoD and CS
	Non-Professional Diploma Non-Professional Graduate Non-Professional Technical	Has aquired 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.	1. Induction Training 2. Teaching Methods 3. Special and inclusive education 4. Lesson Plan Preparation 5. Classroom and School Facility Management 6. Educational Psychology 7. Introduction to Assessment
3	Licensed Teacher (LT) (Diploma) Licensed Teacher (LT) (Graduate)	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. Plus effectve in-school and community relationships.	1. Basic Management Skills Training 2. Assessment Training 3. Basic Teaching Methods and Managing Challenging Topics 4. Communication Skills 5. Basic ICT Training 6. Subject Contents Training (KG, Prim., JHS and Sec / Tech schools

Table 1-2: New Career Levels of Professional Teachers - 2

Level	Description	Training
Senior Teacher 5 (Diploma & Graduate)	Can perform professional responsibilities (at School or Cluster levels). Is capable of offering guidance, mentoring and coaching to other teachers at School, Cluster and Circuit level. Mastery of "subject" contents to teach. Effective in-schoo and community relationships management	1. Guidance and Counselling Training 2. Basic Mentoring and Coaching Skills Training 3. Managerial and Leadership Skills Training (including Educational Policies, Introduction to Financial Administration and Appraisal Skills) 4. ICT in Teaching and Learning 5. Data Collection, Interpretation and Analysis Training 6. Subject Contents (Curriculum Issues)
Principal Teacher 5 (Diploma & Graduate)	Can serve as a head of basic school and /or a resource person, coach other teachers and implement strategies that lead to improving classroom teaching and learning in a School.(as well as inclass and community relationships) Able to interpret and implement educational policies. Ability to mobilise resources, to have negotiation skills, writing of proposal.	1. School Leadership and Management Training (including Monitoring and Evaluation) 2. Management of INSET (SBI / CBI, etc.) 3. Mentoring and Coaching Skills 4. Financial Administration Training 5. Leadership for Change
Chief Principal 4 Teacher (Graduate)	Can serve as a head of senior high school. Demonstrate high level instructional and administrative leadership qualities and capable of formulating comprehensive strategies for implementing change at schools.Visible evidence of playing significant leadership role in community development within area of jurisdiction. Provide advice to MoE/GES on educational issues. Provide technical advice to support MMDAs on educational matters.	1. ICT training 2. Financial Administration and Management Training 3. Resource Mobilization and Management Training including Proposal Writing. 4. Communication Training. 5. Training on Educational Policies. 6. Training on Monitoring and Evaluation.

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Table 1-2: New Career Levels of Professional Teachers - 3

Level	Description	Training
4 Director	Capable of managing schools and education staff at district level to secure qualitative improvements in schools. Visible evidence of playing significant leadership role in community development within area of jurisdiction.	1. Tactics for Becoming an Empowering Leader 2. Creative Problem Solving: Innovative and Creative Leadership 3. Conflicts Management 4. Strategic Leardership: Knowledge Management and the Learning Organization 5. ICT Training
Principal Director	Highly skilled manager of education capable of developing and implementing system-wide strategies for school improvement at first and second cycle. Demonstrates strong education leadership qualities for system-wide management. (including the community/nation)	1. Leardership and Motivation 2. Effective Leardership Behaviours and Attitude 3. Contingency and Situational Leadership Skills 4. Global Human Resource Management 5. ICT Training

[1] Both graduate and diploma teachers will undergo Induction and required initial INSET programmes as Beginning Teachers. .

[2] Non-Professional Teacher should attain professional status within the first 3 years before becoming a license teacher.

[3] Licensed Teacher (Diploma) requires at least four year to move to the next level (Senior Teacher II) whiles the Licensed Teacher (Graduate) requires at least three years in performance.

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Project for Supporting Institutionalization of the PTPDM Policy

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Project for Supporting Institutionalization of the PTPDM Policy

1. The Project for Supporting Institutionalization of the PTPDM Policy is between GOG, represented by MOE and GES and JICA

2. This implies that the locus of operation is MOE/GES and not MOE/NTC (until NTC becomes operational in September 2014)

3. Appendix 1, Paragraph 7 (1) of the Project Description: Implementation Structure specifies the role of MOE/GES as follows:
   a) Project Director: Director General , GES
   b) Project Manager: Director, Teacher Education Division, GES
   c) Staff members for daily operation: National INSET Unit, TED, GES

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4. Appendix 1, Paragraph 7 (4) of the Project Description: Implementation Structure specifies the role of the Joint Coordinating Committee (JCC) of which the NTC is a member (Annex IV)

5. Appendix 1: Project Description/Paragraph 5: Activities
   – The role of NTC in the project is one of a stakeholder that is a direct beneficiary of the project implementation in the areas of
       – Licencing
       – Career progression/promotion

The Way Forward (1)

- The PTPDM Policy is an important document in the career development path of teachers but this goes beyond the mandate of the GES/TED and therefore the need for NTC to approve the document.

- The 2008 Education Act 778 establishes the basis for the NTC playing a role in facilitating the implementation of the PTPDM Policy.

- The PTPDM Policy document was forwarded to the NTC following the approval of the PTPDM policy by the GES Council to study and adopt the PTPDM Policy towards fulfilling the NTC's mandate as prescribed by the 2008 Education Act 778.

The Way Forward (2)

❖ NTC to discuss with and mandate the GES regarding implementation.
  • The TED of GES has the institutional memory on teacher education and therefore has a role to play in providing administrative support for the work of the NTC.
❖ MoE to provide leadership for the process towards final preparation of PTPDM Policy document and Implementation Strategy:
  • Develop time frame for PTPDM Policy Implementation
  • Develop Implementation Plan and forward to NTC for approval
  • Develop an organizational structure for teacher career progression
  • Develop a program for INSET within new career path
  • Design a management system for INSET
  • Invite the teacher unions and Fair Wages Commission to review the new structure
❖ The decentralization policy should be an essential part of all discussions.

Implementation Plan of the PTPDM Policy (1)

• Introducing New Licensing System and Registration System (NTC to decide on modalities)

  – Registration Database Development

  – Development of Guidelines for Licensing for District Personnel

  – Provide orientation for District Personnel

Implementation Plan of the PTPDM Policy (2)

• Develop Training Structure for different years of experience (Levels along Career Path)

  – Design Overview of Each Training

  – Develop Training

    • Induction Course for Newly Appointed Teacher
      – Design the course, develop the materials and implement training

    • Headteacher training on induction course

    • Other trainings

Critical Issues Discussed at Koforidua Workshop (July 29-31, 2014)

❖ Review of all sections of the PTPDM Policy

❖ New Career Progression Matrix for all the levels of Professional Teachers developed

❖ Need to develop framework for migration of teachers from Current Career Levels to the New Career Levels for Professional Teachers.

Critical Issues to be Discussed for Adoption by JCC

1. **Section 2.7: Discuss and adopt career progression matrix for all the levels**
   ➢ Table 1-2: New Career Levels of Professional Teachers

2. **Mandate NTC and GES to develop framework for Migration of Teachers to New Career Levels of Professional Teachers**
   ➢ Table 1-3: Migration from Current to New Career Levels of Professional Teachers

1. **Adoption of Revised PTPDM Policy for Implementation by NTC with support from JICA.**

4. **Approval of Project Plan for Institutionalization of PTPDM Policy by JICA Consultants (PADECO)**

Discussion 1

Table 1-2: New Career Levels of Professional Teachers

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Table 1-2: New Career Levels of Professional Teachers - 1

Minimum Years	Career Level	Competency Description	Training Needs
1-3 [2]	New Teacher (Diploma) Professional New Teacher (Graduate)[1] Professional	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, preparation of TLMs for effective lesson delivery. Classroom management. In addition, Beginning Teachers are to pass a prescribed examination and satisfy an appraisal from their Heads.	1. Induction Training (Mandatory): a. Coping strategies (managing relationship) b. Conditions and rights of employment c. Classroom and school facility management d. Time management e. Use of ICT in teaching and learning f. Introduction to INSET programme 2. School and Cluster Based INSET (Mandatory) a. Must be able to attend at least 4 SBI and 2 CBI within a year b. Facilitate at least 1 SBI in their school within a year 3. Orientation for New Teachers by Head of Schools, HoD and CS
	Non-Professional Diploma Non-Professional Graduate Non-Professional Technical	Has aquired 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.	1. Induction Training 2. Teaching Methods 3. Special and inclusive education 4. Lesson Plan Preparation 5. Classroom and School Facility Management 6. Educational Psychology 7. Introduction to Assessment
	Licensed Teacher (LT) (Diploma) Licensed Teacher (LT) (Graduate)	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. Plus effectve in-school and community relationships.	1. Basic Management Skills Training 2. Assessment Training 3. Basic Teaching Methods and Managing Challenging Topics 4. Communication Skills 5. Basic ICT Training 6. Subject Contents Training (KG, Prim., JHS and Sec / Tech schools

Table 1-2: New Career Levels of Professional Teachers - 2

Career Level	Competency Description	Training Needs
Senior Teacher 5(Diploma & Graduate)	Can perform professional responsibilities (at School or Cluster levels). Is capable of offering guidance, mentoring and coaching to other teachers at School, Cluster and Circuit level. Mastery of "subject" contents to teach. Effective in-schoo and community relationships management	1. Guidance and Counselling Training 2. Basic Mentoring and Coaching Skills Training 3. Managerial and Leadership Skills Training (including Educational Policies, Introduction to Financial Administration and Appraisal Skills) 4. ICT in Teaching and Learning 5. Data Collection, Interpretation and Analysis Training 6. Subject Contents (Curriculum Issues)
Principal Teacher 5(Diploma & Graduate)	Can serve as a head of basic school and /or a resource person, coach other teachers and implement strategies that lead to improving classroom teaching and learning in a School.(as well as inclass and community relationships) Able to interpret and implement educational policies. Ability to mobilise resources, to have negotiation skills, writing of proposal.	1. School Leadership and Management Training (including Monitoring and Evaluation) 2. Management of INSET (SBI / CBI, etc.) 3. Mentoring and Coaching Skills 4. Financial Administration Training 5. Leadership for Change
Chief Principal 4Teacher (Graduate)	Can serve as a head of senior high school. Demonstrate high level instructional and administrative leadership qualities and capable of formulating comprehensive strategies for implementing change at schools.Visible evidence of playing significant leadership role in community development within area of jurisdiction. Provide advice to MoE/GES on educational issues. Provide technical advice to support MMDAs on educational matters.	1. ICT training 2. Financial Administration and Management Training 3. Resource Mobilization and Management Training including Proposal Writing. 4. Communication Training. 5. Training on Educational Policies. 6. Training on Monitoring and Evaluation.

Table 1-2: New Career Levels of Professional Teachers - 3

	Career Level	Competency Description	Training Needs
	4Director	Capable of managing schools and education staff at district level to secure qualitative improvements in schools. Visible evidence of playing significant leadership role in community development within area of jurisdiction.	1. Tactics for Becoming an Empowering Leader 2. Creative Problem Solving: Innovative and Creative Leadership 3. Conflicts Management 4. Strategic Leardership: Knowledge Management and the Learning Organization 5. ICT Training
	Principal Director	Highly skilled manager of education capable of developing and implementing system-wide strategies for school improvement at first and second cycle. Demonstrates strong education leadership qualities for system-wide management. (including the community/nation)	1. Leardership and Motivation 2. Effective Leardership Behaviours and Atitude 3. Contingency and Situational Leadership Skills 4. Global Human Resource Management 5. ICT Training

[1] Both graduate and diploma teachers will undergo Induction and required initial INSET programmes as Beginning Teachers. .

[2] Non-Professional Teacher should attain professional status within the first 3 years before becoming a license teacher.

[3] Licensed Teacher (Diploma) requires at least four year to move to the next level (Senior Teacher II) whiles the Licensed Teacher (Graduate) requires at least three years in performance.

Table 1-3: Migration to New Career Levels of Professional Teachers (2)

Current Level	Requirement	New Level	Competency Description
Senior Superintendent II	At least four years continuous and satisfactory service on Superintendent I scale	Senior Teacher 5(Diploma & Graduate)	Can perform professional responsibilities (at School or Cluster levels). Is capable of offering guidance, mentoring and coaching to other teachers at School, Cluster and Circuit level. Mastery of "subject" contents to teach. Effective in-schoo and community relationships management.
Senior Superintendent I	At least three years continuous and satisfactory service on Senior Superintendent II scale		
Principal Superintendent	At least three years continuous and satisfactory service on Senior Superintendent I scale plus success in a prescribed interview OR Newly qualified professional teacher with at least Bachelor of Education (B. Ed) degree or its equivalent		
Assistant Director of Education II	At least three years continuous and satisfactory service on Principal Superintendent scale PLUS Success in a prescribed interview	Principal Teacher 5(Diploma & Graduate)	Can serve as a head of basic school and /or a resource person, coach other teachers and implement strategies that lead to improving classroom teaching and learning in a School.(as well as inclass and community relationships) Able to interpret and implement educational policies. Ability to mobilise resources, to have negotiation skills, writing of proposal.
Assistant Director of Education I	At least three years continuous and satisfactory service on ADE II scale PLUS success in a prescribed interview		
Deputy Director	At least three years continuous and satisfactory service on ADE I scale PLUS success in a prescribed interview	Chief Principal 4Teacher (Graduate)	Can serve as a head of senior high school. Demonstrate high level instructional and administrative leadership qualities and capable of formulating comprehensive strategies for implementing change at schools.Visible evidence of playing significant leadership role in community development within area of jurisdiction. Provide advice to MoE/GES on educational issues. Provide technical advice to support MMDAs on educational matters.

Table 1-3: Migration to New Career Levels of Professional Teachers (3)

Current Level	Requirement	New Level	Competency Description
Director II	At least three years continuous and satisfactory service on Deputy Director scale PLUS success in a prescribed interview	4 Director	Capable of managing schools and education staff at district level to secure qualitative improvements in schools. Visible evidence of playing significant leadership role in community development within area of jurisdiction.
Director I	At least three years continuous and satisfactory service on Director II scale PLUS success in a prescribed interview		
Deputy Director - General	At least three years continuous and satisfactory service on Director I scale PLUS success in a prescribed interview	Principal Director	Highly skilled manager of education capable of developing and implementing system-wide strategies for school improvement at first and second cycle. Demonstrates strong education leadership qualities for system-wide management. (including the community/nation)
Director - General	At least three years continuous and satisfactory service on Deputy Director-General scale. Many not be a member of GES. Appointed by the head of state in consultation with the Public Services Commission. In addition, appointees must have at least four clear years or more service period before retirement to quality for the post.		

Decisions by JCC

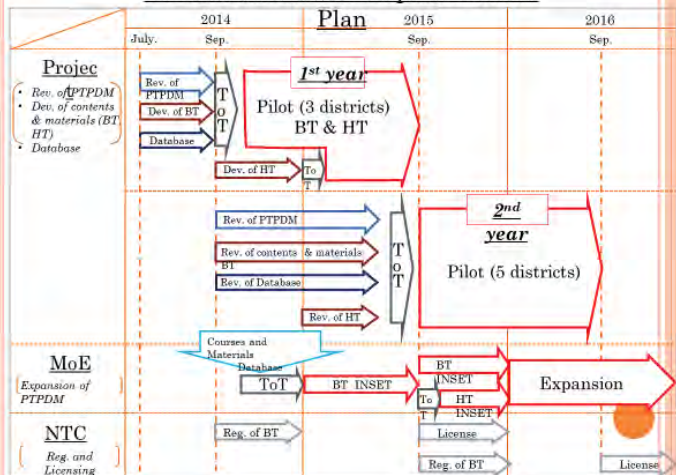1. **Adoption of New Career Progression Matrix for all the Levels**
   - ➤ Table 1-2: New Career Levels of Professional Teachers

2. **NTC and GES mandated to develop framework for Migration of Teachers to New Career Levels of Professional Teachers**
   - ➤ Table 1-3: Migration from Current to New Career Levels of Professional Teachers

3. **Adoption of Revised PTPDM Policy for Implementation by NTC with support from JICA.**

Slide 1

PROJECT FOR SUPPORTING INSTITUTIONALIZATION OF THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT POLICY

Implementation Plan for 2014-15

Slide 2

PTPDM Nationwide Implementation Plan

ANNEX II

Slide 3

SELECTION OF PILOT DISTRICT <JUN. 2014>

1st year
- Greater Accra: Shai Osudoku
- Central: Ajumako/Enyan/Essiam
- Eastern: Upper Manya Krobo

2nd year (two district will be added)
- Northern: Savelugu-Nanton
- Upper East: Kassena Nankane east

Slide 4

OUTPUT1: THE DRAFT PTPDM POLICY IMPLEMENTATION PLAN, INCLUDING FRAMEWORK OF THE CAREER PROGRESSION, IS REVIEWED AND MODIFIED FOR OPERATIONALISATION.

- Clarify role of key stakeholders <May 2014- ongoing>
- Revising PTPDM Policy <May - July 2014>
- Collection of INSET information <June - Sep. 2014>
- Requirements of promotion (mandatory training, optional training, etc) <July - Sep. 2014>
- Improve appraisal criteria and procedure for career progression <Aug. - Sep. 2014>
- Sensitize other stakeholders (GNAT, NAGRAT, COE, MMDDEs)

Slide 5

OUTPUT2: EXISTING DATABASE OF TEACHERS IS REVIEWED AND REFINED TO ADMINISTER CAREER PROGRESSION

- Analysis of the existent database <May - Jun. 2014>
- Necessary information for the database <May - Sep. 2014>
- Construction of database <Aug. - Oct. 2014>
- Development of Log book <Sep. - Nov. 2014>

Slide 6

OUTPUT 3: NECESSARY TRAINING COURSE ARE REVISED/DEVELOPED

- Collection of training needs <Aug. - Nov. 2014>
- Development training course and materials <Aug. - Sep. 2014>
- Development of ToT contents and materials <Sep. - Oct. 2014>

OUTPUT4: OUTPUT 1, 2, AND 3 ARE REFINED REFLECTING RESULTS OF PILOT

- Sensitize Pilot District on Career Progression <Aug. - Sep. 2014>
- Train District Personnel on Data Management, including Course Record Keeping < Sep. 2014 - >
- Train District Personnel on Mandatory Training, Teachers' Performance Appraisal and Record Keeping <Sep. -
- Support Pilot Districts to Implement Training, Issue Certificates/License, Monitor Districts' Monitoring of Trainees, Monitor Districts to Promote Teachers (e.g. Check Database), and Budget INSET related Pilots' Progress <Throughout>

THANK YOU!
MEDAASE!
ARIGATOU GOZAIMASHITA!

GHANA EDUCATION SERVICE – JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION

MINUTES OF THE SECOND JOINT COORDINATING COMMITTEE (JCC) MEETING HELD AT M PLAZA HOTEL, ACCRA ON 16ᵀᴴ SEPTEMBER , 2015

Members Present

1.	Dr. Mrs. Evelyn O. Oduro	Ag. Director, TED
2.	Prof. George Kankam	Principal, Ajumako Campus – UEW
3.	Ms. Esther Bossman-A	DDE, Ajumako District
4.	Prof. Frederick Ocansey	Director, Institute of Education
5.	Mr. Emmanuel T. Aboagye	Deputy Executive Secretary, National Teaching
6.	Mr. Hiroshi Suniyoshi	Senior Resident Representative, JICA
7.	Mr. Taro Kakehashi	Assistant Resident Representative, JICA
8.	Mr. Sylvester Bayowo	Programme Officer, JICA
9.	Ms. Junko Nakazawa	Advisor, GES/JICA
10.	Alhaji R. Gbadamosi	Chairman, National Teaching Council (NTC)
11.	Mr. Augustine G. Ayirezang	Director, TVED
12.	Mr. Gershon Dorfe	National INSET Coordinator & Core Member, PTPDM Project
13.	Prof. Paul Noble Buatsi	Consultant, PTPDM Project
14.	Mr. Kenji Ohara	Deputy Team Leader, PTPDM Project
15.	Mr. Kenichi Jibatsu	JICA Expert, PTPDM Project
16.	Ms. Megumi Shiota	Project Coordinator, PTPDM Project
17.	Mr. Jacob W. Molenaar	NIU, Core Member, PTPDM Project
18.	Ms. Francesca Haizel	NIU, Core Member, PTPDM Project
19.	Ms. Grace A. Duah	NIU, Core Member, PTPDM Project
20.	Ms. Monica Efe Tettey	Secretary, TED/PTPDM Project
21.	Ms. Mary Awobila	Assistant Secretary, PTPDM Project
22.	Ms. Gifty Afi Cudjoe	Project Assistant, PTPDM Project
23.	Alhaj Mohammed Haroon	RDE, Northern Region - GES
24.	Rev. Grace-Ivy Mensah	DDE, Shai Osudoku District
25.	Mr. Francis Otchere	Ad. Sup./District Coordinator, GES
26.	Mr. Victor Owusu-Boateng	Head, IPPD-GES
27.	Mrs. Macaiver Ivy Quaye	DDE, Ajumako District

28. Mr. Felli Jacob A.	MDE, GES
29. Mr. Akwasi Addae-Boahene	National Programme Manager, T-Tel
30. Mrs. Gertrude Mensah	Director, HRMD - GES
31. Ms. Eunice Ackwerh	World Bank
32. Ms. Beatrice Indome	Representative, UNESCO
33. Mr. K. Ahenakwa-Quarshie	GNAT HQ
34. Mr. Thomas Musah	GNAT HQ
35. Mr. Johnson Boh	GNAT HQ
36. Mr. Kwadwo Hayford	President, CoDE
37. Mr. Jerry Sarfo	Assistant Secretary, NCTE
38. Mr. Samuel Ntow	Director, Basic Education - GES
39. Mr. Stanislaus Nabome	Financial Secretary, NAGRAT
40. Mr. Ernest Opoku	President, CCT
41. Mr. Francis W. Y. Tagbor	Executive Secretary, NABPTEX

Opening
The meeting commenced at 9.35 a.m. with a prayer by Mr. Jacob W. Molenaar.

Introduction of Chairperson/ Participants:
Ms. Francesca Haizel, the MC introduced the Chairperson for the meeting, Dr. Mrs. Evelyn O. Oduru, Ag.Director-Teacher Education Division-GES. This was done after participants introduced themselves.

Chairperson's Opening Remarks
The chairperson welcomed participants to the 2nd JCC meeting. The purpose of the meeting, she stated, was for stakeholders and experts to focus on the progress of the project; in relation to its relevance in addressing the inadequacies in the teachers' continuous professional development and the long term impact on pupils/students' performance. She was therefore hopeful that all participants will be briefed adequately on the various requirements necessary for career progression and also expected that they will contribute their quota through fruitful deliberations for the successful realization of the project implementation and its positive impact on the teaching profession in Ghana.

Address by JICA Chief Representative
He welcomed all to the second JCC and recounted the purpose of the first JCC which was to study the content of documents for the project and also discuss inputs for improvement. Work on the content is far advanced and need to be discussed for inputs to be made for its improvement and effective application to develop teachers' capacity to contribute to students' learning.

He stressed on the project purpose. Again, he acknowledged the strong leadership and commitment of the Ministry of Education, National Teaching Council and other key stakeholders in the implementation of the project. He acknowledged the challenges to be faced in the second phase of the project. However, he believed that a solution lies in constant dialogue among stakeholders.

Ghana's educational development lies in proper needs assessment and appropriate measures, he stated. Total commitment of all key stakeholders is a sure way for the success of the project to put the Ghanaian child on a good platform to excel.

PowerPoint Presentations
Progress at the National Level in Year 2014-15
Mr. Gershon Dorfe took participants through activities of the previous project year (May 2014-June, 2015). Activities the project undertook within the first year included:
- Revision of PTPDM policy and development of handbook
- Induction training for Beginning Teachers and Head teachers
- Harmonization of PSC Appraisal system with the teacher appraisal
- Database development
- Nationwide expansion: (75 deprived districts that are GPEG sponsored have been brought on board for the purpose of expanding the project).

He stressed that two districts; Savelugu Naton and Kassena Nankana East will be added to the three pilot districts in Greater Accra: Shai Osudoku, Ajumako/Enyam/Essiam and Upper Manya Krobo. Components of the four outputs of the project were explained. The table below summarizes the components;

Output	Components
1.Draft PTPDM Policy implementation Plan including career progression is reviewed and modified for operationalization	- Collection of INSET information (This is to harmonize information relevant for monitoring and promotion purposes) -Mandatory & Optional training as required for promotion (Career levels developed, competences drafted and pending alignment with standards as well as appraisal system) -Improvement of appraisal criteria and procedure for career progression is ongoing and almost completed -Stakeholders such as GNAT, NAGRAT, CCT, CoE as well as MMDCEs have been duly sensitized and their inputs incorporated in the various handbooks
2.Review of existing database of teachers and refined to administer Career Progression	-Coordination with stakeholders to draw and review existing database is ongoing -Existing database of teachers is analyzed -Construction of database of teachers with appraisal system and

	logbook is yet to be tried by the project -Use of logbook by teachers to record training needs and trainings undertaken. This will be relevant from promotion -Project is awaiting data from various district for the trial and modification
3.Revised and developed training courses	-Induction training needs of the three pilots were assessed and BT & HT trainings organized accordingly. -Materials for training have been developed and utilized. However, they may be revised to align them with set standards & competences -TOT contents and materials have done in the three pilot districts
4.Outputs 1-3 refined to reflect results of pilot	-Sensitization of pilot district done and one more done during the recent review meeting in Koforidua (7-11 Sept.,2015) -Data management including course record keeping has been done -Training on appraisal and record keeping, licensing/certificate issues ongoing

Mr. Dorfe admitted that the project is aware of the gaps and possible challenge associated with the project implementation in the second year and therefore all necessary measures will be taken.

Progress at the District Level in Year 2014-15
Mr. Francis Otchere, the District Coordinator presented activities Shai Osudoku district as a pilot undertook during the first project year. The training activities included;
>-Sensitization of the directorate staff
>-5 ToT on the induction for Beginning Teachers
>-5 ToT on Performance/School Management System for heads of basic schools, assistant heads, departmental heads of Senior high schools and circuit supervisors

Mr. Otchere touched on the implementation programmes the district undertook after ToT. These were; Sensitization of stakeholders, district training programmes, monitoring of beginning teacher mandatory training programmes and the modification of some existing practices to fall in line with the new policy. In total 84 participants were taken through training.

The modification the district made to the confirmation letter for professional teachers was made known to participants; which the HRMD director suggested that in such cases, permission should be sought from the appropriate quarters.
Some lessons learnt from the project implementation in the districts included the following;
>-That the logbook will be relevant for keeping information on teachers
>-The appraisal system will not only help during promotion but proper needs assessment

Teachers need to be motivated to give their best
-Lesson note is directly linked/tied to Key result areas

Challenges faced during the implementation were among others, delay in posting of teachers resulting in a delay in induction training for beginning teachers, inadequate funding and the cumbersome nature of the Appraisal system from the PSC

The district recommends that the appraisal system should be simplified and posting of teacher done on time.

Plan for Year 2015-16

Mr. Dorfe took participants through the activities the project intends to undertake in the second year. These activities include revision of the policy standards and competency, various training courses and materials as well as database development.Various training activities to be done for the three pilot districts in the South include induction training for beginning teachers, head teachers, appraisal and data management. Activities such as ToT with the 75 deprived districts, ToT for head teachers, induction for GPEG sponsored districts and appraisal to be conducted for two pilot districts in the North.

As part of plans to expand the implementation nationwide, ToT for beginning teachers, ToT for head teachers will be done in the 75 deprived districts. The funding challenge for this exercise was stressed on. The unforeseen biggest challenge will be the next action after the 75 deprived districts are covered. This, Mr. Dorfe believes, proper collaboration with donor partners and other stakeholders is the sure way to go.

Current Status of the PTPDM Policy and other Revisions

To help participants understand the work the project has done so far, Prof. Paul Noble Buatsi presented the present state for the PTPDM policy and the relevant revisions that have be done. He emphasized on the dynamic competency based career progression system which the project is working assiduously to achieve. He therefore took his time to explain into details the probationary period for both professional and non-professional teachers, mandatory INSET and portfolio development competences for the various levels of progression and stages due for a license and promotion.

Brainstorming sessions with key stakeholders to address pertinent questions or issues on entry points for teachers, convergence of the levels with single spine payment structure, standards, competency and appropriate training needs for progression.

He informed participants that all gaps identified as well as cost implications will be critically assessed and properly addressed.

NTC Work Plan with JICA PTPDM Project

Mr. Emmanuel Aboagye took participants through NTC's work plan geared towards the successful implementation of the project together with the JICA project team. NTC was brought on board to work closely with the PTPDM Project in September 2014, he said. It was initially intended that NTC licenses teachers in 2015. However, assessment revealed the need for more work to be done before.

In making the Public Services Commission Appraisal system simple for all teachers, the NTC has developed a guide. Gaps in the PSC appraisal such as the non-core competences have been addressed in the designed guide. Again, to assess and evaluate teachers properly before licensing, NTC has come up with portfolio building as a more appreciable tool. This NTC believes, will help teachers improve their competences since they will have the opportunity to carefully examine their own practices for continuous improvement.

The issues of who qualifies to be an assessor and verifier have been properly addressed by NTC. This Mr. Aboagye emphasized that, relevant discussions started at Review Meeting held in Koforidua from 7th to 11th September, 2015.

NTC has fine-tuned standards and competences for both Pre-Service and In-service in conjunction with T-Tel. He was hopeful that in few months all ongoing revisions will be completed and stressed that all licensing will only be done upon completion of documentation on standards and competences.

Open Forum

Participants were given the opportunity to make suggestions or ask questions bothering on all issues raised during the various presentations.

Summary of questions, suggestions and responses:

	Questions (Q) /Suggestions (S)	Responses (R)
Alhaji Gbadamosi (Board Chairman-NTC)	Q. Clarification on the new career levels and the position of teachers promoted with old/existing structure S. Commended the alignment of the old levels with the newly designed levels	Teachers will be migrated to new levels equivalent to the old levels. (Prof. Paul Buatsi)
Prof. Frederick Ocansey (Director of Institute of Education-UCC)	Q. Clarification on logbook and portfolio S. Copies of the Policy Documents should be provided to all members S. NTC in developing pre & in-service standards should not only work with T-Tel but also UCC-Institute of Education	Portfolio will be a collection of activities done by teachers. The logbook will support the portfolio development (Mr. Emmanuel Aboagye)
Mr. Kwadwo Hayford (CoDE) Mr. Francis Okyere (District Coordinator)	Q. Clarification on the qualification for progression to the various levels & also cautioned the division to critically access funding avenues since GPEG sponsorship ends in 2015 for the 75 deprived districts Q. Clarification on same grade for different categories on the dynamic career progression system-draft 4	Professional teachers will not be placed on same levels and grades. (Prof. Paul Buatsi) Levels will be based on competency and not salary. The additional responsibilities for some directors could necessitate a push to the next level. (Prof. Paul Buatsi)
Mr. Kwadwo Hayford (CoDE) Alhaj. Mohmmed Haroon (RDE – N/R)	S. Pupil teachers/non-professional teachers should be made to fade out of the system S. Priority should be on professional teachers	Pupil teachers are sometimes needed for contingencies and thus the policy must take them into consideration for some time before they fade out. The HRMD will be contacted to work on this. (Prof. Paual Buatsi & Mr. Gershon Dorfe) The non-professional teacher is not the focus of the policy (Dr. Mrs. Evelyn O. Oduro)
Mrs. Gertrude Mensah	*Certificate A. teachers are well aware of clauses and	Technical students may have to enroll in the

(HRMD - GES)	timeframe to upgrade *Cautioned directors to stop recruiting pupil teachers *Suggested that teaching institutions must be made to train prospective teachers and also called for a collaboration to harmonize competences/skills *Terminologies must be agreed at the ministry level before districts use them to avoid confusion, otherwise the terms could also be limited to the Pilot districts *Expressed gratitude to the NTC and project for the simplification of the PSC cumbersome appraisal format	institutions of education to upgrade All INSET training, database training and verification must be done and documented in collaboration with HR. Policy needs an authority to back it to be used by all for uniformity (Prof. Buatsi)
Mr. Francis W. Y. Tagbor (NABPTEX)	*Reinforced the relevance of project to in making teachers globally competitive S. Infrastructural acumen for training apart from human resource should be critically looked at Q. Clarification on the project title since issues raised touched on areas beyond pre-tertiary as well Q. The position of private school in relation to the project implementation, especially appraisal system	The project title ok. Stressed that regarding the career path diplomats are also considered. (Mr. Emmanuel Aboagye) Harmonization of skills set by CoE and other institutions of education will be critically looked. Permission from PSC to link PSC appraisal system to teacher specific appraisal and training of GES is in the pipeline (Mr. Emmanuel Aboagye) Diplomats would have to upgrade themselves with timelines just like the Cert.A teachers are made to do (Prof. Buatsi) Private schools are registered with GES and thus are regulated accordingly. NTC is considering the position of the private schools in line with the policy

Mr. Sylvester Bayowo (JICA)	Q. Implication of project implementation on decentralization especially in relation to career progression	Project is much aware of the implications if project is to be decentralized. However the issue of decongestion is pertinent. Alignment of the levels with the single spine structure is being worked on seriously by Dr. Tawiah of NTC (Dr. Mrs. Evelyn O. Oduru)
Mr. Ahenakwa-Quarshie (GNAT)	Q. Clarification of levels of progression for teachers in administration and actual teaching Q. Clarification on why salary not tied to career progression S. Concentration should be on professional teachers and advised that teachers should receive proper training before given appointment.	Teachers in administrative positions are still teachers and are therefore expected to go through the ranks/levels fulfilling all requirements Probationary periods in the levels will allow teachers to upgrade accordingly for subsequent levels Collaborations with stakeholders will be strengthened for more inputs
Ernest Okyere (CCT) Stanislaus Nabome (NAGRAT)	S. Called for a negotiations with the teacher unions Q. Clarification on who pays for the licensing by NTC S. Collaboration with key stakeholders to own the project is paramount for the success of the implementation Q. Cost component of the implementation process	Further discussion to be held with teacher unions Full cost component cannot be ascertained now (Prof. Paul Buatsi)

Chairperson's Closing Remarks

The chairperson thanked all participants for their patience and great contributions. She agreed with the teacher unions on their concerns regarding the issue of salaries not being tied to the career progression as explained by Prof. Paul N. Buatsi. She emphasized that key stakeholders will continuously discuss issues such as salary, job description/competences, cost component, appraisal system and funding which could pose challenges to the smooth implementation of the project nationwide.

She expressed worry at unappreciable degree of knowledge about the project to most teachers. She therefore encouraged the pilot district as well as stakeholders to sell the project to all. Again, she suggested that soft and hard copies off the policy document be sent to all JCC members for their further inputs.Finally, she called for a stronger collaboration of all stakeholders to contribute their quota to make the policy work for all teachers and expressed gratitude for participants' full participation.

Closing

The meeting ended at 2.30 p.m. with a prayer by Rev. Grace-Ivy Mensah.

Recorded by:

Gifty Afi Cudjoe.

Annex 1

MOE/JICA PTPDM PROJECT IMPLEMENTATION
The Second Joint Coordinating Committee (JCC) Meeting

Programme

Date: **16th September, 2015**

Time: **9:00 am – 2:30 pm**

Venue: **M- Plaza Hotel**

Chairperson: The Acting Director General of the Ghana Education Service / Rep.

9:00 -	➢ Opening Prayer	Mr. Emmanuel K. Dadebo, TED
	➢ Introduction of Chairperson / Participants	Ms. Francesca Haizel, TED
	➢ Chairperson's Opening Remarks	Chairperson
	➢ Welcome Address and Objectives of JCC	Acting Director, TED
	➢ Address by Chief Director of Ministry of Education	Chief Director, Ministry of Education
	➢ Address by JICA Chief Representative	Chief Representative, JICA
10:00 - 11:00	➢ Progress of the JICA PTPDM Project 　i.　Progress at the National Level in Year 2014-15 　ii.　Progress at the District Level in Year 2014-15 　iii.　Plan for Year 2015-16	National INSET Coordinator/ Shai Osudoku
11:00-11:15	➢ Snack	
11:15-12:15	➢ Current Status of the PTPDM Policy and Other Revisions	Prof. Paul N. Buatsi
12:15-12:45	➢ NTC Work Plan with the JICA PTPDM Project	Mr. Emmanuel T. Aboagye, NTC
12:45-13:45	➢ Open Forum	Acting Director, TED / National INSET Coordinator/ NTC / Prof. Paul N. Buatsi
13:45-13:55	➢ Chairperson's Closing Remarks	Chairperson
13:55- 14:00	➢ Closing Prayer	Mr. Emmanuel K. Dadebo, TED
14:00 -	➢ Lunch	

PROJECT FOR SUPPORTING INSTITUTIONALIZATION OF THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT POLICY

**Project Outline and Progress
May 2014– June 2015**

September 16th, 2015

**OUTLINE
OF THE 1ST YEAR ACTIVITIES**

PTPDM Implementation Plan (as of now)
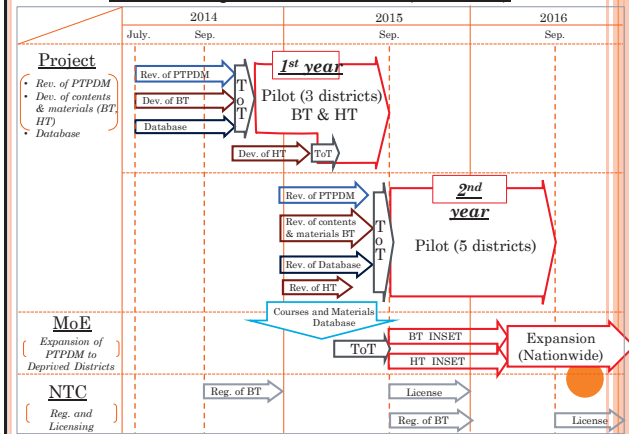
WHAT WE HAVE DONE

- Revision of PTPDM Policy including the career progression
- Induction training for Beginning Teachers (Newly posted teachers). Training material development, ToT and Training
- Revising appraisal system (harmonizing with PSC system)
- Development of database
- HT training (INSET, Appraisal, Data management) => ToT (27th – 30th April), INSET (Late May – June), Training Materials Development, ToT and Training
- Nationwide expansion (75 deprived district. GPEG fund approved) Starting after September 2015

CHALLENGES WE ARE FACING

- Budget for Induction and HT training (2015-2016) in 3 pilot districts
- Budget for ToT (HT Training) and HT training in 2 pilot districts
- Nationwide expansion from 2016

**DETAIL
OF THE 1ST YEAR ACTIVITIES**

SELECTION OF PILOT DISTRICT <JUN. 2014>

1st year
- Greater Accra: Shai Osudoku
- Central: Ajumako/Enyan/Essiam
- Eastern: Upper Manya Krobo

2nd year
(two district will be added)
- Northern: Savelugu-Nanton
- Upper East: Kassena Nankana East

PROJECT OUTPUTS

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.

OUTPUT 1: THE DRAFT PTPDM POLICY IMPLEMENTATION PLAN, INCLUDING FRAMEWORK OF THE CAREER PROGRESSION, IS REVIEWED AND MODIFIED FOR OPERATIONALISATION.

- **Clarify role of key stakeholders:**
  - **NTC**
    - Policy maker and a regulatory body to evaluate teacher compliance to Professional development programmes of GES
    - The responsibility of setting professional standards and code of practice for professional development, registration and licensing of teachers
  - **GES**
    - The implementer of the PTPDM Policy
  - **Ministry of Finance, Ministry of Education, the Public Services Commission (PSC), Teacher Unions, Universities and Colleges of Education**
    - Contacted and their roles in implementation of the Policy specified

OUTPUT 1: THE DRAFT PTPDM POLICY IMPLEMENTATION PLAN, INCLUDING FRAMEWORK OF THE CAREER PROGRESSION, IS REVIEWED AND MODIFIED FOR OPERATIONALISATION.

- **Revising PTPDM Policy:**
  - Revision at a workshop in Koforidua in July 2014.
  - Revision discussed at JCC in September 2014 and subsequent Steering Committee Meetings
  - Revisions include: Career Progression, Competences, Training Needs, Standards and the Migration from current Career Levels to the newly developed levels.
  - Performance Management System developed, discussed with NIU/NTC/GES/PSC and revised at ToTs, 3 Pilot District Trainings of BTs and HTs, CoE Trainings,
  - The role of key stakeholders to be amended in the Policy document.

OUTPUT 1: THE DRAFT PTPDM POLICY IMPLEMENTATION PLAN, INCLUDING FRAMEWORK OF THE CAREER PROGRESSION, IS REVIEWED AND MODIFIED FOR OPERATIONALISATION.

- **Collection of INSET information**
  - The intention is to harmonise all INSET that teachers are offered by the various groups and also to regulate their activities.
  - Information on GES INSET has been collected.
  - INSET information yet to be collected: => How are we going to collect?
    - Teacher Associations
    - Subject Associations
    - Development Partners
    - NGOs

OUTPUT 1: THE DRAFT PTPDM POLICY IMPLEMENTATION PLAN, INCLUDING FRAMEWORK OF THE CAREER PROGRESSION, IS REVIEWED AND MODIFIED FOR OPERATIONALISATION.

- **Requirements of promotion (mandatory training, optional training, etc.)**
  - Draft Career Levels developed.
  - Teacher Professional Standards discussed but yet to be developed
  - Teacher Professional Competences drafted pending alignment with standards to be developed.
  - Teacher Professional Training Needs drafted pending alignment with competences and standards.
  - Draft Handbook on Performance Management System for Teachers developed (adapted from PSC Performance Management System Handbook). Discussed with PSC and GES towards approved for GES teachers appraisal.

OUTPUT 1: THE DRAFT PTPDM POLICY IMPLEMENTATION PLAN, INCLUDING FRAMEWORK OF THE CAREER PROGRESSION, IS REVIEWED AND MODIFIED FOR OPERATIONALISATION.

- **Improve appraisal criteria and procedure for career progression**
  - Ongoing/Near Completion

- **Sensitize other stakeholders (GNAT, NAGRAT, CCT, COE, MMDDEs)**
  - These stakeholders have been sensitized.
  - The Teacher Unions have raised some issues concerning the Career Progression which are yet to be discussed and addressed.
  - The Colleges of Education (COEs), together with the Teaching Universities were sensitized and inputs from them have been incorporated into the Handbooks.

OUTPUT 2: EXISTING DATABASE OF TEACHERS IS REVIEWED AND REFINED TO ADMINISTER CAREER PROGRESSION

- **Coordinate key stakeholders (SRIMP, HRMD, IPPD etc) to draw a plan to review and refine the existing database system:** Ongoing

- **Analysis of the existing database:**
  - This has been done. The Project team visited SRIMP, IPPD, ICT (GES), EMIS and Ministry of Finance database on Public Sector Workers to analyse existing data.
  - The observation was that GES, ICT and IPPD units have basic background information on teachers that could easily be migrated onto The PTPDM database.

OUTPUT 2: EXISTING DATABASE OF TEACHERS IS REVIEWED AND REFINED TO ADMINISTER CAREER PROGRESSION

- **Necessary information for the database**
  - The project is about to try-test data from the appraisal system and logbook from the 3 Pilot Districts.
  - Pending: the training of District personnel on capturing, processing and transmitting data from the various forms to the National Level.
- **Construction of database**
  - The database framework has already been developed by ICT unit.

OUTPUT 2: EXISTING DATABASE OF TEACHERS IS REVIEWED AND REFINED TO ADMINISTER CAREER PROGRESSION

- **Development of Log book**
  - The logbook was developed but will be further discussed and revised based on the reviewed Training needs.
  - ICT will be notified about the changes in the Training codes for each Career Level.

- **Modify and test database accordingly**
  - This is ongoing and Project is waiting to receive data from districts for testing and modification.

OUTPUT 3: NECESSARY TRAINING COURSE ARE REVISED/DEVELOPED

- **Assess induction training needs**
  - This was done in the 3 pilot districts and the BT and HT Trainings were organized.

- **Development of training course and materials (Beginning teacher and HT)**
  - Materials have been developed and used for training in the 3 Pilot districts.
  - Materials may be revised to align them with developed standards, competences and training needs.

- **Development of ToT contents and materials**
  - These have been done in the 3 Pilot district trainings.

OUTPUT4: OUTPUT 1, 2, AND 3 ARE REFINED REFLECTING RESULTS OF PILOT

- **Sensitize Pilot District on Career Progression**
  - This has been done. Further sensitization was done during Review Meeting in Koforidua.

- **Train District Personnel on Data Management, including Course Record Keeping**
  - This has been done. Further sensitization will be done during Review Meeting in Koforidua.

OUTPUT 4: OUTPUT 1, 2, AND 3 ARE REFINED REFLECTING RESULTS OF PILOT

- Train District Personnel on Mandatory Training, Teachers' Performance Appraisal and Record Keeping: **Ongoing**

- Support districts to identify participants for mandatory training: **Ongoing**

- Support Pilot Districts to Implement Training, Issue Certificates/License, Monitor Districts' Monitoring of Trainees, Monitor Districts to Promote Teachers (e.g. Check Database), and Budget INSET related Pilots' Progress: **Ongoing**

OUTPUT 4: OUTPUT 1, 2, AND 3 ARE REFINED REFLECTING RESULTS OF PILOT

- Train District Personnel on Mandatory Training, Teachers' Performance Appraisal and Record Keeping: **Ongoing**

- Support districts to identify participants for mandatory training: **Ongoing**

- Support Pilot Districts to Implement Training, Issue Certificates/License, Monitor Districts' Monitoring of Trainees, Monitor Districts to Promote Teachers (e.g. Check Database), and Budget INSET related Pilots' Progress: **Ongoing**

OUTPUT 4: OUTPUT 1, 2, AND 3 ARE REFINED REFLECTING RESULTS OF PILOT

- **Train District Personnel on Mandatory Training, Teachers' Performance Appraisal and Record Keeping**
  - Done in the 3 Pilot districts.
  - Training on Record Keeping is yet to be done.

- **Support districts to identify participants for mandatory training**
  - This is yet to be done because implementation of these trainings are linked with Career progression, Appraisal and Training needs.

OUTPUT 4: OUTPUT 1, 2, AND 3 ARE REFINED REFLECTING RESULTS OF PILOT

- **Support Pilot Districts to Implement Training, Issue Certificates/License, Monitor Districts' Monitoring of Trainees, Monitor Districts to Promote Teachers (e.g. Check Database), and Budget INSET related Pilots' Progress**
  - Districts were supported to implement training in the 3 Pilot districts.
  - Certificates are yet to be awarded.
  - Licenses are yet to be issued.
  - BT and HT Trainings were monitored.
  - Districts are yet to recommend teachers for promotion in the Pilot districts.
  - Budget for INSET was done for previous trainings and further trainings will be budgeted for.

THE WAY FORWARD

- Gaps identified in the Implementation of the PTPTM Policy during the first year will receive further discussions for due implementation in the second year at the:
  - Review Meeting in Koforidua in September and
  - JCC Meeting in September

THANK YOU!
MEDAASE!
ARIGATOU GOZAIMASHITA!

GES – SHAI OSUDOKU DISTRICT
IMPLEMENTATION OF THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT POLICY (PTPDM) IN THE DISTRICT.

The implementation process started with the sensitization of the Directorate staff and the selection of a 15 member team comprising

    4 DIC members

    2 DMT members- Science and Mathematics

    9 DTST members

TRAINING PROGRAMMES
There were two training programmes for the three Pilot Districts
- **5 Days ToT on the Induction for Beginning Teachers**
- 5-days ToT on Performance/School Management System and Continuous Professional Development for all Heads of Basic Schools, Assistant Heads and Heads of Department for Senior High Schools and Circuit Supervisors

NB. Other Pilot Districts are Upper Manya and Ajumako Enyan Esian Districts.

IMPLEMENTATION PROGRAMMES IN THE DISTRICT

1. **Sensitization of stakeholders**
2. **District Training Programmes**
3. **Monitoring of BT Mandatory Training Progs**
4. **Modification of some existing practices**

SENSITIZATION OF STAKEHOLDERS
The stakeholders who were sensitized on the Policy included DEO Staff, Heads and teachers of both first and second cycle schools and School Supervisors.

The issues discussed included
- **The new Career Path and alignment with the old**
- **Professional Development and management**
- **Key Result Areas and relevant competencies required**

NB. These fora which were decentralized to the Circuit levels were heavily patronized

DISTRICT TRAINING PROGRAMMES
There were two training programmes in the District.

   1. INDUCTION OF BEGINNING TEACHERS (Funded by TED)

    <u>TOPICS TREATED</u>
- PTPDM Policy, Overview of the policy
- Induction training programme
- Teacher appraisal system for the Beginning Teacher
- Welcome party/Networking among Beginning teachers
- Conditions of service and code of professional conduct
- Communication and relationship building
- Gender issues
- Professional development and INSET

- Professional development and INSET
  - School/Cluster and Departmental Based INSET
  - The Teacher and the learning processes
  - Lesson designing and planning
  - How to use the Lesson Observation Sheet (LOS)
  - Lesson studies 1 and 2
  - Gender Issues
  - Required minimum number of exercises, homework and periods per week
  - Beginning Teacher log book

PARTICIPATION AT THIS TRAINING PROGRAMME

- **Beginning Teachers**   **57**
- **Head Teachers**   **20 (Only one day)**
- **Circuit Supervisors**   **7**

  TOTAL   **84**

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2. Training on Performance/School Management System and Continuous Professional Development for all Heads of Basic Schools, Assistant Heads and Heads of Department for Senior High Schools and Circuit Supervisors   (Funded by Schools)

TOPICS TREATED
- **Progress report in the implementation of the PTPDM Policy in the District**
- **Performance Management System-Appraisal system**

- **Overview of the Public Service Commission's Appraisal System**
- **Identification of Key Result Areas**
- **Setting of targets from key result areas and required competencies**
- **Procedure for completing the Public Services Commission-PSC appraisal forms**
- **Multi-Source appraisal system**
- **Use of summary report form of teacher performance appraisal**

- **Data management on INSET, Induction, Orientation, Personal records**

- **Data storage and data reporting**

- **The head teacher's hand book on the Senior Teacher; Sessions 1,2 and 3**

SESSION 1
THE SENIOR TEACHER
- **Who is a senior teacher ?**
- **Requirement of Senior Teacher for promotion to Principal Teacher**
- **Training programmes for promotion of Senior Teacher**
- **Overview and promotion training programmes**
- **Types of training courses**

SESSION 2
SCHOOL MANAGEMENT
- **managing human resources**
- **managing finances**
- **managing time**
- **managing facilities and equipment**
- **managing information**
- **managing leadership between school and community**
- **managing security and safety**

SESSION 3
LEADERSHIP
• mentoring and coaching
• guidance and counselling
• teaching and learning processes
• strategies for improving teaching and learning
• general pedagogy

PARTICIPATION

• Basic School Heads   55
• Assist. Heads of Second Cycle   4
• Heads od Department   19
• TOTAL   78

MONITORING OF BEGINNING TEACHERS MANDATORY TRAINING PROGRAMMES

The Policy requires that, in one year, Beginning Teachers must go through the following mandatory training programmes plus orientations and be appraised for licensing;
• The Induction Training
• 4 School Based INSET (SBI)
• 2 Cluster Based
• 2 Orientation Programmes

Below is the analysis after the monitoring

TRAINING PROG	No. DONE	No. NOT DONE
Induction	53	-
1st SBI	51	2
2nd SBI	43	10
3rd SBI	27	26
4th SBI	12	41
1st CBI	31	22
2nd CBI	21	32
DBI (No BT)	-	- (No BT)
Hd Tr Orientation	46	17
CS Orientation	50	3

NB   The analysis shows that
• Only 12 out of the 20 schools where Beginning teachers are, have conducted all the 3 mandatory training programmes in full and the orientation for the teachers under them.
• Out of the 57 Beginning Teachers posted to the District, only 53 have been successful in their College of Education Examination and as such, have been monitored.

INSET AT THE SECOND CYCLE SCHOOLS
• The District has two Public Second Cycle Schools and these have also been enrolled into the activities of the INSET programme and they have actually started conducting organised INSET based on the PTPDM Policy.
• GHANATA SHS
  SOCIAL SCIENCE DEPT- Financial Literacy
  ICT DEPT - Coding for web designing based on new software
  VISUAL ARTS DEPT- 3 dimensional drawing

OSUTECH

SCIENCE DEPT - Particles in Motion

MATHS DEPT - Business Maths, Depreciation

- **It is envisaged that this number will increase in the ensuing terms**

PERFORMANCE MANAGEMENT

- **The training of appraisers took place in June 2015 and therefore school heads were instructed to guide their staff to set targets from their Key Result Areas for the 2015/16 academic year.**
- **Specific competencies would be required to be exhibited in working towards achieving the set targets.**
- **There would be reviews of level of target achievements termly**
- **The effective use of the Lesson Observation Sheet (LOS) encourages reflective teaching**

MODIFICATION OF CONFIRMATION LETTERS

We are pleased to inform you that your appointment as professional Teacher in the GES has been confirmed with effect from 1st September, 2015 as a result of your success in the work inspection and continuous work improvement.

As we congratulate you for this success, we encourage you to work harder to merit your license as required by the National Teaching Council.

Write to acknowledge receipt of this letter, please.
- SIGNED............................DDE

LESSONS LEARNT IN THE IMPLEMENTATION

- **It was evidenced that the Teacher Log Book, as a record on the teacher, could be a basis for keeping information on the teacher at both EMIS and school levels for use when the need arises.**

- **A consistent and regular appraising system would not only lead to promotion of personnel but also for needs analysis of individuals which could be used in effective capacity building of all staff.**

- **Consistent In-Service Education and Training is vital to the professional growth and development of the practising teacher.**

- **Teacher motivation is very vital to teaching.**

- **Teacher preparation and lesson delivery is now directly tied to Key Result Areas which demands acquisition and demonstration of specific competencies**

IMPLEMENTATION CHALLENGES

- The Public Service Commission's Performance Management System (Appraisal System) is cumbersome and needed a better and more comprehensive understanding and skills for its implementation.
- Delay in posting of teachers delayed the Induction of Beginning Teachers which actually took place in February instead of before the academic year begins
- Inadequacy in funding for monitoring purposes hampered District's intended support to be given to the Beginning Teacher.

RECOMMENDATION

We as a District make the following recommendations

- **That the Public Service Commission's Performance Management System (Appraisal System) be fine-tuned to meet the professional requirements of the GES in general and teaching in specific.**

- **That postings of newly trained teachers be done early enough so that Districts could conduct the Beginning Teachers Induction training early enough. This would give them the opportunity to be familiar with the issues and skills before entering the classroom to teach.**

PRESENTED ON BEHALF OF THE DISTRICT DIRECTOR OF EDUCATION
SHAI OSUDOKU DISTRICT

THANK YOU

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

**2nd Year Activity Plan (Draft)
Aug 2015 – July 2016**

September 16, 2015
@ M-Plaza Hotel, Accra.

■ **Contents**

1. **Activities to be tackled in 2nd year**
   1. Policy (Standard and Competency)
   2. Training Courses, Contents and Materials
   3. Database
   4. Schedule
2. **Activities in Pilot Districts**
   1. 3 Pilot Districts in South
   2. 2 Pilot Districts in North
3. **Activities for Nationwide Expansion**
   1. 75 Deprived Districts
   2. Plan for Next Academic Year

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1. ACTIVITIES TO BE TACKLED IN 2ND YEAR

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1. Activities to be tackled in 2nd year
## (1)Policy (Standard and Competency)

➢ Revise Policy Document (if necessary)
➢ Set Teacher Standard
➢ Revise Teacher Competency based on Teacher Standard
➢ New Appraisal System

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1. Activities to be tackled in 2nd year
(2)Training Courses, Contents and Materials

➢ Revise BT, HT Training Contents and Materials
➢ Develop LT Training Contents and Materials
➢ Support GES to Develop Subject Training Contents and Materials

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1. Activities to be tackled in 2nd year
(3) Database

➢ Input Data (Pilot Districts and 75 Deprived Districts) into a Developed database
➢ Develop Cloud System and Transfer All Data into the Cloud System
➢ Develop Data Collection and Management System in Districts

(4) Schedule
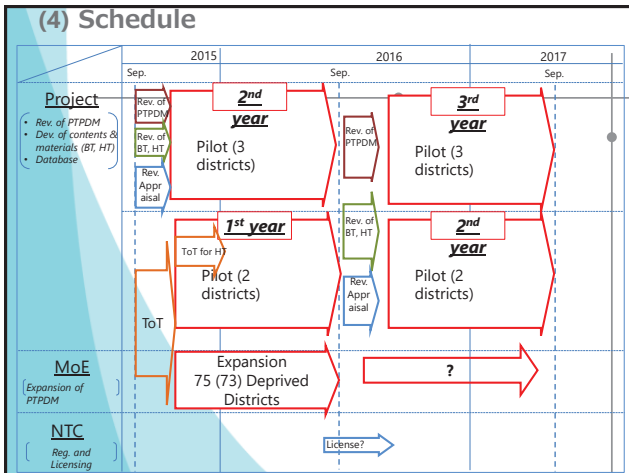
2. Activities in Pilot Districts

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2. Activities in Pilot Districts
Activities in Pilot Districts

3 Pilot Districts (South)
Shai-Osudoku （GA）
Ajumako/Enyan/Esiam （Central）
Upper Manya Krobo （Eastern）

2 Pilot Districts (North)
Savelugu-Nanton （Northern）
Kasena Nankana East （UE）

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2. Activities in Pilot Districts
(1) 3 Pilot Districts in South

➢ BT Induction Training
➢ HT Training
➢ Monitoring (Appraisal)
➢ Data Management

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2. Activities in Pilot Districts
(2) 2 Pilot Districts in North

➢ ToT (with 75 Deprived Districts)
➢ ToT for HT Training
➢ BT Induction Training (GPEG)
➢ HT Training
➢ Monitoring (Appraisal)

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3. Activities for Nationwide Expansion

(1) 75 Deprived Districts

➢ ToT for BT Induction Training (GPEG)
➢ BT Induction Training (GPEG)

➢ ToT for HT Training
➢ HT Training

(2) Plan for Next Academic Year

➢ Make Plan How to Expand After 75 Deprived District
➢ Budget

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

Current Status of the PTPDM Policy

JCC, Accra
September 16, 2015

Focus: Teacher Career Competency Framework

PTPDM DYNAMIC COMPETENCY-BASED CAREER PROGRESSION SYSTEM

Tasks:

- Re-definition of the career levels
- Determining entry points for teachers
- Establishing convergence of Single Spine Structure and the PTPDM framework
- Developing Teaching Standards, Competences and Training Needs for Career Levels
- Developing Framework for Migration of teachers from GES to PTPDM Career Structure

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PTPDM DYNAMIC COMPETENCY-BASED CAREER PROGRESSION SYSTEM

Outcomes: To complete the draft "Matrix of Dynamic Career Progression System".

Objectives:
- To understand the career paths of the different categories of Teachers, namely:
  - (A_1) Professional Graduate; (A_2) Non-Professional Graduate
  - (B_1) Professional Diploma; (B_2) Non-Professional Diploma
  - (C_1) Professional Certificate; (C_2) Non-Professional Certificate
  - (D_1) Professional Technical Certificate; (D_2) Non-Professional Technical Certificate.
- To set the limit of the career progression of the three groups of A-D.
- To match the current levels of the Current Career Levels with the New Career Levels under the PTPDM Policy.

Discussion Questions:

1. What are the bases/criteria for licensing different categories of teachers? Who qualifies for what type of license?
2. Where will each category be placed after licensing?
3. What are the current levels of teacher progression within the GES?
4. Without a change in qualification, what is the maximum level to which a teacher may progress on the current career structure?
5. Without a change in qualification, what is the maximum level to which a teacher may progress on the PTPDM Career Level Structure?
6. How does the acquisition of an additional qualification (academic?) affect placement of a teacher on the current teaching career structure within the GES?
7. How will the acquisition of an additional qualification (academic?) affect placement of a teacher on the New Career Level/Step under the PTPDM?

Alignment of Current Career Structure to PTPDM Career Structure

1. The existing career levels have been aligned to the new career levels
2. **Placement Criteria:**
   a. Each person is recruited into the teaching service on the basis of **prior qualification(s) and experience with associated competences/skills set**
   b. Entry level teachers are **placed at different levels under the Single Spine Structure**
   c. Certificate, Technical, Diploma, Graduate Teachers are **placed at different entry levels** based on qualifications.
   d. Professional Teachers and Non-Professional Teachers are **placed on different steps within the defined levels**.
   e. All entry level teachers go through a period of **probation prior to confirmation of appointment**
   f. There is a **maximum level of progression** according to category of teacher.
   g. Due cognizance is taken **of additional relevant qualification by a serving** teacher within the PTPDM Career Structure.(Assessment of transcripts in relation to competences acquired)

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)

[1] All Professional and Non-Professional Teachers recruited into the teaching service shall serve a period of probation as determined by the GES.

[2] All Professional and Non-Professional on probation shall undergo prescribed Induction, Mandatory INSET and Portfolio Development to acquire requisite competencies for the level at which they are placed. The prescribed Mandatory INSET will depend on competency requirements for the level at which each individual is placed and the identified competency gaps based on prior qualifications as evidenced in transcripts/certificates.

[3] The Professional Teacher shall qualify for a Professional Teacher License after successful completion of one year of probation.
The Non-Professional Teacher shall qualify for licensing after successfully completing three years of probation, having acquired a certificate in education.

[4] Full Professional Teacher License shall be awarded and appointment confirmed upon meeting all the requirements for licensing and completing the probation. A Professional Teacher License and Confirmation of appointment are required for promotion to the next level of career progression.

Career Levels, Standards, Competency Requirements and Training Needs

PTPDM Career Level	Minimum Years of Service on rank	Teaching Standards	Career Level Description	COMPETENCY STATEMENTS Knowledge and skills expected to be exhibited	Further TRAINING NEEDS
Junior Teacher	???				
Senior Teacher II	4				
Senior Teacher I	4				
Principal Teacher II	4				
Principal Teacher I	3				
Senior Principal Teacher	3				
Chief Principal Teacher	3				
Director	4				
Senior Director	-				
Dep. Director-General					
Director-General					

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)

Present Career Level/Rank	JOB TITLE/ JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Pupil Teacher /GCE "0"Level	Pupil Teacher /GCE "0"Level	8	L	???????	Junior Teacher
Craft Instructor	Craft Instructor	8	L		
Trainee Teacher	Trainee Teacher	8	H		
Pupil Teacher WASSCE/GC: "A" Level	Pupil Teacher WASSCE/GC: "A" Level	8	H		
Snr. Craft Instructor	Snr. Craft Instructor	8	H		

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)

Present Career Level/Rank	JOB TITLE/JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Technical Instructor II	Technical Instructor II	12	L	4	Senior Teacher II
Superintendent II	Superintendent II Non-Professional	12	L		
	Technical Instructor I	12	H		
	Superintenden II Professional	12	H		
Superintendent I	Snr Technical Instructor	13	L		
	Superintendent 1 Non-Professional	13	L		
	Principal Technical Instructor	13	H		
	Superintendent 1 Professional	13	H		

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)

Present Career Level/Rank	JOB TITLE/ JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Senior Superintendent II	Supervisor Instructor	14	L	4	Senior Teacher I
	Snr. Supt. II Non-Professional	14	L		
	Snr. Supervisor Instructor	14	H		
	Snr. Supt. II Professional	14	H		
Senior Superintendent I	Snr. Supt. 1 Non-Professional	15	L		
	Snr. Supt. 1 Professional	15	H		

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)

Present Career Level/Rank	JOB TITLE/JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Principal Superintendent	Prin. Supt. Non-Professional	16	L	4	Principal Teacher II
	Prin. Supt. Professional	16	H		
	Prin. Supt. HOD/Hse/ Frm Mster/ Chaplain/Imam/ G&C Cord.	17	H		
	Prin. Superintendent Head Basic	17	H		

Table 1

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)					
Present Career Level/Rank	JOB TITLE/JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Assistant Director of Education II	Asst. Director II Non Prof.	18	L	3	Principal Teacher I
	Asst. Director II Base Grade	18	H		
	Asst. Director II Hqtrs, Region, District	18	H		
	Asst. Director II Asst. Head Basic	18	H		
	Asst. Director II Hse/Frm Mster/HOD/Chaplain/Imain/G&C Cord.	19	L		
	Asst. Director II Snr. House Master	19	L		
	Asst. Director II Asst. Head SHS	19	L		
	Asst. Director II Head Basic	19	L		

Table 2

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)					
Present Career Level/Rank	JOB TITLE/JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Assistant Director of Education I	Assistant Director I Non Prof.	19	L	3	Senior Principal Teacher
	Asst. Director I Base Grade	19	H		
	Asst. Director I Hqtrs, Region, District	19	H		
	Asst. Director I Hse/Frm Mstr/HOD/Chaplain/Imam/GaC Cord.	21	L		
	Asst. Director I Asst. Head SHS	20	L		
	Asst. Director I Head JHS	20	L		
	Asst. Director I Snr. House Master	20	L		
	Asst. Director I Unit Head	20	L		
	Asst. Director I Vice Principal	20	L		
	Asst. Director I Head SHS	20	H		

Table 3

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)					
Present Career Level/Rank	JOB TITLE/JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Deputy Director	Dep Director Non Prof	20	L	3	Chief Principal Teacher
	Dep. Director Base Grade	20	H		
	Dep. Director Unit Head	21	L		
	Dep. Director Hse/Frm Mster/HOD/Chaplain/Imam/G&C Cord.	21	L		
	Dep. Director Snr. House Master	21	L		
	Dep. Director Asst. Head SHS	21	L		
	Deputy Director Basic Head	21	L		
	Deputy Director Vice Principal	21	L		
	Dep Director SHS Head	21	H		

Table 4

DYNAMIC CAREER PROGRESSION SYSTEM (DRAFT 4)					
Present Career Level/Rank	JOB TITLE/JOB DESCRIPTION	LEVEL	H/L	Min. Years of Service on Rank	New Career Level
Director II	Director II Principal	22	L	4	Director
	Director II	22	H		
Director I	Director I	23	H	-	Senior Director
	Dep. Director-General	24	H		
	Director-General	25	H		

Table 5

MANDATORY INDUCTION TRAINING FOR TEACHERS ON PROBATION: YEAR 1

POSITION	Career Level Description	COMPETENCY STATEMENTS Knowledge and skills expected to be exhibited	Further TRAINING NEEDS
Professional Teacher on Probation	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.	• Demonstrates knowledge of health and life skills and gender issues that leads to changes in behaviour in all pupils/students. • Prepares appropriate lessons to improve students/pupils' learning outcomes. • Identifies the learning and psychological needs of all children and prepares lessons to address them. • Prepares professional portfolio and log-book for self- assessment. • Demonstrates use of formative and summative assessment to enhance pupils and students' learning.	1. Child Rights and Responsibilities including Inclusive Education/gender 2. Basic report writing 3. Basic ICT Skills 4. Classroom and school facility management 5. Teaching techniques 6. Portfolio preparation (as a method of teacher preparation, professional development, and teacher assessment). 7. Classroom Assessment
Non-Professional on Probation	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.	• Demonstrates knowledge of pupils/students • Demonstrates knowledge of the school as a community and school-community relationships	1. Teaching Methods. 2. Special and inclusive education. 3. Lesson Plan Preparation. 4. Classroom and School Facility 5. Classroom management 6. Psychology of learning. 7. Introduction to assessment for learning.

Table 6

MANDATORY TRAINING FOR TEACHERS DURING INITIAL SERVICE YEARS 2-4

PTPDM Career Level (Position)	Minimum Years of Service on rank	Teaching Standards	Career Level Description	COMPETENCY STATEMENTS Knowledge and skills expected to be exhibited	Further TRAINING NEEDS
Junior Teacher	???				
Senior Teacher II	4				
Senior Teacher I	4				
Principal Teacher II	4				
Principal Teacher I	3				
Senior Principal Teacher	3				
Chief Principal Teacher	3				
Director	4				
Senior Director	-				
Dep. Director-General					
Director-General					

MANDATORY TRAINING FOR TEACHERS DURING INITIAL SERVICE YEARS 1-4

- **Year 1:** Induction Training
- **Year 2-4:**
  - Identify competency gaps up to the Career Level placed on entry into the teaching service
  - Take mandatory/recommended training prescribed for all levels below and including the level at which teacher is placed at entry into the service
  - Obtain needed professional teacher certificate

MANDATORY TRAINING FOR TEACHERS CURRENTLY IN SERVICE: DURING YEARS 1-4 ON PTPDM

- **Year 1:**
1. Migration to PTPDM Career Structure:
   - Professional Teacher Licence issued to Professional Teachers
   - Provisional Teacher License issued to Non-Professional Teachers
2. Verification of professional teacher qualifications to date
3. Verification of INSET and relevant professional training to date
4. Give credit for prior professional teacher qualification and INSET/professional training
5. Identify competency gaps up to and including the PTPDM Career Level on which teacher is placed on migration from old GES Career Structure.

MANDATORY TRAINING FOR TEACHERS CURRENTLY IN SERVICE: YEARS 1-4 ON PTPDM CAREER STRUCTURE

- **Year 1-4:**
  - Take mandatory/recommended training prescribed for all levels below and including the level at which teacher is placed at conversion to PTPDM Career Structure.
  - Obtain needed professional teacher certificate
  - Professional Teacher Certificate and evidence of compliance with the above, including success on performance appraisal shall be required for promotion to the next career level.

THANK YOU

Slide 1

NATIONAL TEACHING
COUNCIL

WORK PLAN WITH THE PTPDM PROJECT
By
Emmanuel T. Aboagye

Slide 2

Appraisal system

- Key result areas
- Targets setting
- Competencies

(Core and the non-core competencies)

Slide 3

Portfolio Building as Assessment tool

Why the interest in teaching portfolios?
- Portfolio can capture the complexities of professional practice in ways that no other approach can.

Slide 4
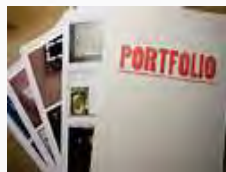
Reasons for using Portfolio as an assessment tool

- Not only are portfolios an effective way to assess teaching quality, but they also provide teachers with opportunities for self-reflection and collegial interactions based on documented episodes of their own teaching (Wolf, 2015).

Slide 5

Reasons for portfolio assessment

- When teachers carefully examine their own practices, those practices are likely to improve.
- The examples of accomplished practice that portfolios provide also can be studied and adapted for use in other classrooms.
- Too often, good teaching vanishes without a trace because we have no structure or tradition for preserving the best of what teachers do. Portfolios allow teachers to retain examples of good teaching so they can examine them, talk about them, adapt them, and adopt them.

Slide 6

Assessors and Verifiers

- Requirement of an assessor/Who qualifies to assess?
- Requirement of a verifier/Who qualifies to be a verifier.

National Teaching Standards

- Pre-service teaching standards: NTC is working closely with Transforming Teacher Education and Learning (T-TEL) on the development of the Pre-service standards.

In-service standards

- NTC is working with JICA to develop the in-service teaching standards.

GHANA EDUCATION SERVICE- JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION.

MINUTES OF THE THIRD JOINT COORDINATION COMMITTEE (JCC) MEETING HELD AT M-PLAZA HOTEL, ACCRA ON 21ST JULY, 2016.

Members Present:

1. Dr. Mrs. Evelyn Owusu Oduro — Director, TED
2. Prof. Paul N. Buatsi — Consultant, PTPDM Project
3. Mrs. Grace Agyeman Duah — NIU Member, GES-TED
4. Mr. Kenji Ohara — Deputy Team Leader, PTPDM
5. Yuko Ogino — Consultant, KRI/JICA MTR
6. Kye-Edoo Anne — MDE, GES
7. Shin Tanaka — JICA
8. Mrs. Angela Tena Mensah — Director, CODE, Ghana
9. Mr. Francis K. Addai — NIU Member, GES-TED
10. Mr. Lawrence Sarpong — NIU Member, GES-TED
11. Kenichi Tanaka — Team Leader, PTPDM
12. Mr. Taro Kakehashi — JICA, Ghana
13. Kyoko Yoshikara — Project Coordinator, PTPDM
14. Mr. Gershon K Dorfe — National INSET Coordinator, PTPDM
15. Shiori Tokugawa — JICA
16. Mr. Sylvester Bayowo — JICA Programmes officer
17. Yuko Tshzawa — SR/JICA
18. Mr. Francis W.Y Tagbor — Executive Secretary, NABPTEX
19. Mr. Junko Nakazawa — Advisor, JICA/GES
20. Miss Francesca Haizel — NIU Member, GES-TED
21. Mr. Victor Owusu Boateng — Head, IPPD, GES
22. Mr. Seth Danso Appau — Head, Tech. Exams Unit, GES
23. Hon. Alex Kyeremeh — DMPT, MOE
24. Miss Eunice Ackwerh — Snr. Education Specialist, World Bank
25. Alhaji Mohammed Haroon — RDE, GES-NR
26. Mrs. Macaiver Ivy Quaye — DDE, GES-AEE
27. Mr. Akwasi Addae-Boahene — National Proj. Manager, T-TEL
28. Mr. Alhassan Yakubu — MDE, GES-Savelugu
29. Mrs. Ajuba Adu-Tutu — Secondary Education, GES
30. Rev. Prof. Joseph Ghartey Ampah — PROVOST, CES, UCC
31. Mrs. Hazel Konadu Sarpong — NIU Member, GES-TED
32. Mr. Emmanuel T. Aboagye — Deputy Exec. Sec. , NTC
33. Mrs. Rosetta A. Sackey — Inspectorate Director, GES
34. Mr. Theophilus Zogblah — Coord, COTVET

35. Dr. Augustine Tawiah   -Exec. Secretary, NTC
36. Adama Jehanfo   -Edu. Advisor, USAID
37. Mr. Obeng D. Ennin   -Dep. ICT Coord. , GES
38. Dr. Johnson Odharo   -D/COP-Learning
39. Mr. Callistus H. Sung-year   -Orga. Sec. , NAGRAT
40. Mr. Divine Ayidzoe   -Director, MOE
41. Rev. Grace-Ivy A.S Mensah   -Director, Shai-Osudoku District, GES.
42. Miss Cynthia Bosumtwi-Sam   -Ag. DDG, GES
43. Miss Zillah Agmorkuor Nyakor   -TUET, Coord. , GES- Shai-Osudoku
44. Miss Judith E. Ofeibea Donkor   -Director, HR, GES
45. Mr. Ako Forson Herbert   -Ag. Gen. Sec. CCT- Ghana
46. Mr. Gershon Agyemang   -Director, UMKD, GES
47. Miss Monica effe Tettey   -Secretary, JICA PTPDM Project/ TED
48. Miss Mary Awobila   -Assist. Secretary, JICA PTPDM Project
49. Dr. Guitele Nicolean   -COP/ Learning FHI360
50. Mr. Stanislaus P. Nabome   -General Sec. , NAGRAT
51. Miss Vida Sapabil   -NWC, CCT- Ghana.
52. Miss Lucy Adzo Kudjoe   -Project Assistant, JICA PTPDM
53. Rev. Jonathan Bettey   -GES, PRO.

Opening.

The meeting commenced at exactly 9:40am with a prayer by Mr. Lawrence Sarpong.

Introduction of Chairperson/Participants.

Miss Grace Agyeman Duah- the MC for the meeting- introduced the dignitaries on the high table after which participants did self introduction. Miss Cynthia Bosumtwi-Sam, the Ag. Deputy Director of Education, who represented the Director of Education as Chairperson was introduced by Miss Francesca Haizel.

Chairperson's Opening Remarks.

In her opening remarks, Mrs. Cynthia Bosumtwi-Sam apologised on behalf of the Director General for being absent and thanked members for their comportment. She expressed her joy to be in the meeting since it was her third consecutive time of being in the JCC meeting. She tasked participants to be fully involved in the deliberations for a successful realization of the project implementation.

Welcome Address and Objectives of JCC.

The Director, Teacher Education Division, Dr. Mrs. Evelyn Owusu Oduro, welcomed participants to the third JCC meeting. She made clear the objective of the meeting which was to give a report on the evaluation of the joint team and approve on next activities. The joint evaluation team, made up of Japanese and Ghanaians, had worked assiduously to discuss the progress made under five evaluation criteria which included relevance (in terms of the validity, purpose and overall goal of the project),

effectiveness(how the project has achieved its purpose) efficiency(in terms of quality and quantity of output), impact and sustainability. She emphasized the need for a continuous professional development of the teacher since he is key in ensuring the attainment of quality education.

Address by JICA Deputy Resident Representative.
Miss Yuko Ishizawa, a Senior Representative of JICA, Ghana, welcomed members to the third JCC meeting. She saw the meeting as a special one because it concluded the mid-term review of the PTPDM project. She urged all to contribute their rich ideas to the review process to ensure the achievement of the common purpose of the project. She also showed her passionate concern on an immediate plan towards the nationwide roll out after the termination of the project and the enactment of the new education bill. She ended by reassuring all participants of JICA's continuous relationship with GES and its readiness to support education for the Ghanaian Child's secured future.

Address by Deputy Minister for Education.
Honourable Alex Kyeremeh expressed his joy of being invited to address the opening of the third JCC meeting, welcomed the Japanese counterparts and showed his profound gratitude to the government and people of Japan for their continuous support towards education in Ghana. He acknowledged the presence of all invited to join in the deliberations. He made it clear that contributions from the five pilot districts and views of stakeholders had been incorporated in the policy document being prepared towards final consideration by the Ministry of Education at a future date. He finally declared the 3rd JCC meeting opened.

Power Point Presentations.
Progress of JICA PTPDM Project in the Academic Year.
The National Inset Coordinator, Mr. Gershon K. Dorfe, took participants through the progress of JICA PTPDM Project in the academic year. He noted that the policy implementation started last year at Shai Osudoku, Upper Manya Krobo and Ajumako/Enyan/Essiam. He stated the project purpose to be career progression mechanism appropriate for nationwide replication to be formed utilizing training records and SBI/CBI practice. This has four outputs.
Output one, which is the PTPDM policy looks at a review of the draft policy implementation plan.
 Output two, is the database and this reviews and modifies the existing database of teachers.
Output three is on teachers training where mandatory training courses are designed and developed.
Output four is pilot and revision, where some districts are piloted before nationwide implementation.
Mr. Dorfe touched on the progress of the project. He talked about
- Policy Guideline Development
- Training Content
- Training in Pilot Districts- South
- Training in Pilot Districts- North
- Training in Non-Pilot Districts
- Database Development

- Lessons Learnt

  ➢ Policy Guideline Development
  The guideline includes the PTPDM policy, teacher rank, career progression, teacher standards, and competencies, INSET programme, promotion, Teacher performance appraisal, licensing and registration, position advancement and database. For the development schedule, the piloting and revision of guidelines will take place by September, 2016 and by August 2017, there will be nationwide expansion. Activities related to development of the guideline include discussion with T-tel, review workshop with pilot districts (Sept. 2015), monitoring in three pilot districts (Jan. 2016), meeting with nursing and midwifery council (March 2016), meeting with Teacher Unions, PSC etc. and review workshop for the policy framework guideline by May 2016.

  ➢ Training Contents.
  There was the training for newly posted teachers (induction training) and training for head teachers which covers induction programme (head teachers would have to conduct induction training for newly posted teachers) and lesson study.

  ➢ Training of Pilot Districts (South and North)
  There was a successful induction training in the pilot districts in the academic year. There was also the implementation of TOT for Kassena Nankana and Savelugu-Nanton organized from 18th to 22nd April, 2016.

  ➢ Training in Non-Pilot Districts.
  There was a sensitisation programme for the districts. Also, TOT was organised for 73 deprived districts and 6 UNICEF districts. Furthermore, BT and HT trainings will be organised and monitored.

  ➢ Database Development.
  The current status of the database, according to Mr. Dorfe, is that database experts have developed an sms-based system to gather training records from teachers. This will be utilized to review the current status and double-check the application for promotion with the logbook (this is a book in which teachers will record all trainings they attend). Also, a data collection system by MS Share Point has been developed.

  ➢ Lessons Learnt.
  He indicated the following as good lessons learnt:
  i.   Implementation plan which is on course
  ii.   Showing of good understanding of the PSC appraisal system by those who have gone through the training programmes organised by the project.
  The area of challenge was on understanding and agreeing to some of the issues in the policy by some stakeholders.

Results of Mid-Term Review.

Prof. Paul N. Buatsi presented the summary of the mid-term review. He took his time and took participants through this. He looked at the three objectives of the mid-term review. There were the objectives the 7 member team worked towards. The review of the project output on its achievement is as follows:

Output	Overall achievement
➢ Output 1 The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.	This is on the right track, yet it needs to be accelerated to finalise the Guideline and competency based standard for in-service teachers before next pilot activity begins in 2016/2017.
➢ Output 2 Existing database of teachers is reviewed and refined to administer career progression.	This needs to be accelerated in the next pilot activity during 2016/2017
➢ Output 3 Mandatory Training Courses are revised and developed.	This is also on track and is yet to be finalised to be consistent with final competency based standard for in-service teachers before pilot activity during 2016/2017.
➢ Output 4 Above outputs are refined reflecting results of pilot.	This needs to be accelerated following Plan-Do-See-Improve (PDSI) cycle of pilot in order to refine outputs 1-3.

He then explained to participants the findings of the MTR team concerning the project purpose. This, they propose, shall be achieved by the end of the project (March 2018) if the following issues are addressed.

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

The next was the Overall Goal. The achievement of the Overall Goal is subject to the achievement of the project purpose, the funding for ToT for non-pilot districts and the strong initiative and

commitment from MOE for the preparation of the PTPDM nationwide roll-out plan including financial measures.

Also, the evaluation by the team was made under five evaluation criteria which are relevance, effectiveness, efficiency, impact, and sustainability.

- On relevance, it was seen that the Project is relevant in terms of policies, needs, and the project approach.
- The effectiveness of the Project is mainly assessed by the attainment of the Project Purpose and it is likely to be achieved if issues identified during MTR are addressed including budget allocation.
- There is efficiency. Utilization of outputs of the precedent INSET projects contributed to an efficient Project progress. However, starting "partial" pilot in 2014/2015 without setting outlines of the entire pilot has negatively affected efficiency.
- The impact is that the 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.
- Sustainability which is expected in terms of policy and technical aspects of GES/TED is high, 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.

The following conclusions were however drawn that there have been some achievements concerning ranks, policy framework guidelines and handbooks etc. that the project is yet to verify the feasibility, effectiveness and sustainability (esp. financial) of the piloted activities.

It was also recommended that

1. questions to be answered in pilot activities must be developed and student learning in PTPDM, also addressed.
2. pilot and design pilot must be continued.
3. PTPDM policy guidelines and handbook must be designed.
4. the new teacher recruitment procedure must be anticipated.
5. the Project Scope of inset as part of PTPDM must be recruited while the PTPDM policy must contain areas beyond teacher in-service (eg. Pre-service).
6. PTPDM policy implementation rollout plan must be prepared considering:
   a. toward end of the Project, and
   b. beyond end of the project.

Revised Project Design Matrix (PDM).

Mr. Gershon Dorfe took participant through the revised Project Designed Matrix. The revision included the background, PDM version 2 for PTPDM project, the Project Purpose, Overall Goal and Super Goal. The outputs were all touched on. Output 1 (Appraisal and Promotion mechanism), Output 2 (Data Collection and management), Output 3 (Training for BT/ST) and Output 4 (Nationwide Expansion). He explained that output 3 is a new addition to the PDM and that a mechanism had been

put into place where the BT/HT will be taken through training. He said output 2 also needed harmonization and the only output they seemed to be struggling with was output 4.

Question Time.

Participants were given the opportunity to also ask questions and make suggestions after each of the presentations. These were duly answered. This shows a summary of the questions, their responses and the suggestions.

Summary of questions, suggestions and responses.

	Questions (Q)/Suggestions(S)	Responses
Miss Eunice Akwerh (Senior Education Specialist-World Bank)	Q. Why is the public Services commission doing appraisal for teachers? Q. Why is the appraisal touching only teaching and management streams leaving out supervision? Q. Do we have a separate database from what we already have?	• That is what all public services follow. • Supervision will be looked at.
Alhaji Mohammed Haroon (Regional Director of Education- Northern Region)	Q. What will happen when district assemblies start managing schools and teachers? S. In the adoption of the PSC appraisal, keeping daily dairies can't work because they will contain too many information. S. The migration has to be	

Prof. Ghartey Ampiah (Provost, CES, UCC)	looked at again especially the Professional BT using three years for competency and Non-Professional BT using three years for certificate, licensing and competency. S. Issues on licensing must be left for NTC to deal with.	
Mr. Akwasi Addae-Boahene (National Project Manager –T-tel)	Q. Who owns the process? Is it TED or NTC? S. Roles must be defined clearly so that each takes up responsibility.	• The policy has outlined the different roles. Its name in MOE/GES PTPDM. NTC does licensing and TED has its work. Collaborative work is done as and when needed. (Dr. Mrs. Owusu Oduro).
Dr. Guitele Nicoleau (COP/learning-FHI 360)	Q. Is there a content of training? Is there a framework on the competencies that the teacher must acquire? Q. What would it cost to train teachers at the Cluster, School, and Department/District level? S. There should be a costing exercise.	• We are working on the processes. (Mr. Emmanuel Aboagye). • The costing has not been done yet because the policy is still being worked on.

Miss Adama Jehanfo (Education Advisor-USAID)	Q. Where is coaching and Mentoring in the processes?	• We are working on that. (Mr. Emmanuel Aboagye).
	S. Super goal and Overall goal should be looked at.	
	S. There should be a document on funding or who should be paying.	
Mr. Herbert Forson (Ag General Secretary- CCT-Ghana)	Q. What is the Challenge of attaching competencies with the current ranking?	• The current ranking is beneficial because it gives one the chance to move as high as possible. There are no challenges. (Mr. G. Dorfe).

Chairperson's Closing Remarks.

Mrs. Cynthia Bosumtwi-Sam, the Chairperson, thanked all participants for the good deliberations. She encouraged teachers to do their work well, be effective and be the wise people in the community to give all the advice to people. She craved the indulgence of all and sundry to support the project.

Finally, she expressed her gratitude to all for coming.

Closing.

The meeting ended at 2.00pm with a prayer by Mr. Kofi Agyemang, Director-Upper Manya Krobo.

Recorded by:

Hazel Konadu Sarpong (Mrs.)

Annex 1

MOE/JICA PTPDM PROJECT IMPLEMENTATION
The Third Joint Coordinating Committee (JCC) Meeting

Programme

Date: **21st July, 2016**
Time: **9:00 am – 2:30 pm**
Venue: **M- Plaza Hotel**
Chairperson: **The Director General of the Ghana Education Service / Rep.**

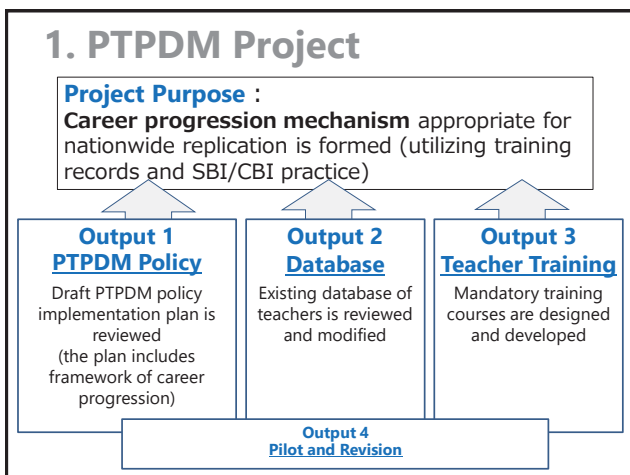|		
9:00 -	➢ Opening Prayer	
	➢ Introduction of Chairperson / Participants	Ms. Francesca Haizel, TED
	➢ Chairperson's Opening Remarks	Chairperson
	➢ Welcome Address and Objectives of JCC	Director, TED
	➢ Address by Chief Director of Ministry of Education	Chief Director, Ministry of Education
	➢ Address by JICA Chief Representative	Chief Representative, JICA

10:00 - 10:30	➢ Progress of the JICA PTPDM Project
	  i. Progress at the National Level in Year 2015-16
	  ii. Progress at the District Level in Year 2015-16
		National INSET Coordinator/

10:30-10:45	➢ Snack	
10:45-11:30	➢ PTPDM Framework Guideline	Prof. Paul N. Buatsi
11:30-12:00	➢ NTC Work Plan with the JICA PTPDM Project	Dr. Augustine Tawiah, NTC
12:00-12:45	➢ Presentation on the Result of Mid-Term Review (M/M) and Q&A	PTPDM Mid-Term Evaluation Team / Dr Evelyn Oduro, Director of TED
12:45-13:15	➢ Presentation on Revised PDM	PTPDM Mid-Term Evaluation Team / Dr Evelyn Director of TED
13:15-13:35	➢ Open Forum	
13:35-13:55	➢ Chairperson's Closing Remarks	Chairperson
13:55-14:00	➢ Closing Prayer	
14:00 -	➢ Lunch	

MC – Grace Agyeman Duah

Slide 1

PTPDM Project JICA

3rd Joint Coordinating Committee

21st July, 2016
@M Plaza

Slide 2

1. PTPDM Project
2. Progress so far achieved

Slide 3

1. PTPDM Project

Project Purpose :
Career progression mechanism appropriate for nationwide replication is formed (utilizing training records and SBI/CBI practice)

Output 1 **PTPDM Policy**	**Output 2** **Database**	**Output 3** **Teacher Training**
Draft PTPDM policy implementation plan is reviewed (the plan includes framework of career progression)	Existing database of teachers is reviewed and modified	Mandatory training courses are designed and developed

Output 4
Pilot and Revision

Slide 4

2. Progress so far achieved
i. Policy Guideline Dev. (1/2)

(1) PTPDM Policy Framework Guideline
- ✓ A set of guidance books for implementers
- ✓ Guideline includes:

(1) PTPDM Policy	(6) Promotion
(2) Teacher Rank	(7) Teacher Performance Appraisal
(3) Career Progression	(8) Licensing and Registration
(4) Teacher Standards & Competencies	(9) Position Advancement
(5) INSET Programme	(10) Database

(2) Development Schedule
- ✓ Sep. 2016~:   Piloting and revision of guideline
- ✓ Aug. 2017?:   Finalization for nationwide expansion

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2. Progress so far achieved
i. Policy Guideline Dev. (2/2)

(3) Activities related to development of the Guideline.
- ✓ Discussion with T-TEL
  - to clarify the difference and ensure consistency of standards

	Inset Teacher Standard	**Preset** Teacher Standard
Responsibility	**PTPDM Project** / NTC	**T-TEL** / NTC
Key partners	TED, NIU (GES)	Colleges of Education

- ✓ Review workshop with pilot districts (Sep. 2015)
- ✓ Monitoring in three pilot districts (Jan. 2016)
  - to confirm the current status of using appraisal system
- ✓ Meeting with Nursing and Midwifery Council (Mar. 2016)
  - to study licensing and training system of professional nurses and midwives
- ✓ Meeting with Teacher Unions, PSC, etc.
- ✓ Review workshop for the Policy Framework Guideline (May 2016)

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2. Progress so far achieved
ii. Training Contents

(1) Training for Newly Posted Teachers (Induction Training)
- ✓ Teacher Appraisal System, Networking among Newly Posted Teachers, Conditions of Services and Code of Professional Conduct, Classroom Management, Communication and Relationship-Building, Gender Issues, Professional Development and INSET, SBI/CBI/DBI, Teaching and Learning Process, Lesson Designing, How to Use Lesson Observation Sheet, Lesson Study

(2) Training for HT
- ✓ Induction Programme (Induction Training, Orientation by HT and CS, SBI/CBI/DBI, Performance Management / Appraisal Systems, Conditions for Promotion, Professional Development, Data Management (INSET Record, Personal Record, SBI/CBI/DBI
- ✓ Lesson Study, Pedagogy, Teaching & Learning, Subject Pedagogy, Classroom Management, School Management, Communication,

iii. Training in Pilot Districts South

(1) Implementation status of trainings
- ✓ Induction Training 2015/16 was successfully implemented in all 3 pilot districts
  - i. Upper Manya Krobo (1st to 4th March)
  - ii. Ajumako (9th to 11th March)
  - iii. Shai-Osudoku (14th to 18th March)

(2) Induction Training

Districts	Duration	No. Participants
Upper Manya	4 days	Almost all 50 (out of 51)
Ajumako	3 days	All 53 (out of 53)
Shai-Osudoku	5 days	All 54 (out of 54)

iv. Training in Pilot Districts North

(1) Implementation of ToT
- ✓ ToT for 2 pilot districts (Kasena-Nankana and Savelgu-Nanton) organized from 18th to 22nd April

(2) Implementation of BT and HT training
- ✓ Induction training is on-going at Savelugu-Nanton

v. Training in Non-Pilot Districts

(1) Implementation of ToT
- ✓ ToT for 73 Deprived districts organized
  From 23rd to 27th May and 30th May to 3rd June at Tamale
  From 20th to 24th June and 27th June to 1st July at Kumasi
- ✓ ToT for 6 Unicef districts organized
  From 6th to 10th June at Kumasi

(2) Implementation of BT and HT training
- ✓ BT and HT trainings will be organized and be monitored

vi. Database Development

1. Current status of database
- ✓ Database expert developed the SMS-based system to gather training records from teachers
- ✓ Data collection through SMS will be utilized to review the current status, and double-check the application for promotion with logbook.
- ✓ Data collection system by MS SharePoint developed.
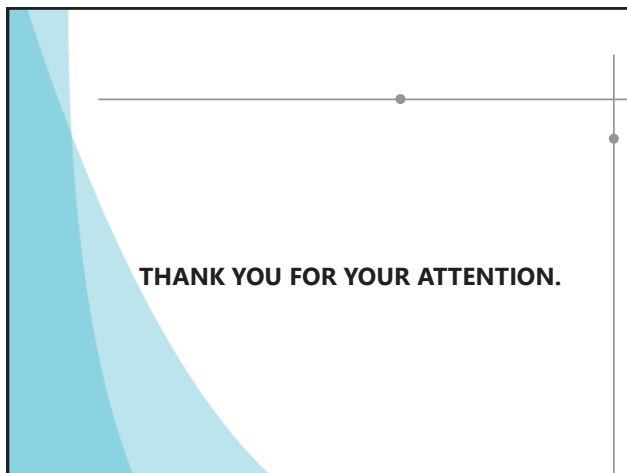
vii. Lesson Learnt

(1) Good Point(s)
- ✓ Implementation plan is on course.
- ✓ Good understanding of the PSC Appraisal System by those who have gone through the training programs organised by the project.

(1) Challenging Point(s)
- ✓ Understanding and agreeing to some of the issues in the policy by some stakeholders are quite challenging.

THANK YOU FOR YOUR ATTENTION.

Slide 1

SUMMARY OF THE MID-TERM REVIEW

THE PROJECT FOR SUPPORTING INSTITUTIONALIZATION OF THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT (PTPDM) POLICY

FOR JOINT COORDINATING COMMITTEE (JCC) MEETING

Mid-Term Review Team
July 21, 2016

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Slide 2

OBJECTIVES OF MTR

- (1) To review the implementation of activities under the Project according to the Project Design Matrix (PDM) and the Plan of Operation (PO);
- (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.

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Slide 3

THE MID-TERM REVIEW TEAM & SCHEDULE

- Mission Member & C/P Member

Name	Assignment	Affiliation
Mr. Shinichiro Tanaka	Team Leader	JICA HDQ
Ms. Shiori Tokugawa	Cooperation Planning	JICA HDQ
Ms. Yuko Ogino	Evaluation Analysis	KRI Int'l Corp.

Name	Affiliation
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

- Schedule: 4 – 22 July 2016

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Slide 4

OUTLINE OF THE PRESENTATION

- Achievement of the Project
- Process
- Evaluation by the Five Criteria
- Conclusions & Recommendations

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Slide 5

Achievement of the Project

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Slide 6

Output 1 : *"The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation."*

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.*

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..*

Overall:
- *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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Output 2 *:* "Existing database of teachers is reviewed and refined to administer career progression."

<u>Indicator 2-1</u>: 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 :*
- ✓ *Existing databases (e.g. IPPD, EMIS) inadequate*
- ✓ *Alternatively, cloud system developed at GES-ICT, and using SMS developed by the Project feasible for data accumulation through share point (tested by dummy data)*
- ✓ *Data generation system by teacher logbook developed*
- ✓ *Data entry of BT training history tested in 1 pilot district, and possible*

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Output 2 (Cont'd) *:* "Existing database of teachers is reviewed and refined to administer career progression."

<u>Indicator 2-1</u>: Comprehensive database is capable of generating necessary information for career progression

- ● *What to be done in pilot activity*
- ✓ *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)*

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

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Output 3: "Mandatory training courses are revised and developed."

<u>Indicator 3-1.</u>: Mandatory training course curricula and materials are developed. (*for beginning teacher and principal teacher II)
- • *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*

Overall:
- ● *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.*

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Output 4: "Above outputs are refined reflecting results of pilot."

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

- • *In the context of pilot of the Project, procedures of promotion based on PTPDM policy to be piloted in the next pilot during 2016 / 17*

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Output 4 (cont'd) :
"Above outputs are refined reflecting results of pilot."

<u>Indicator 4-2</u> The framework is refined reflecting results of pilot.
<u>Indicator 4-3</u> The database is refined reflecting results of pilot.
<u>Indicator 4-4</u> Mandatory training course curricula and materials are refined reflecting results of pilot.

- • *In progress – but "what and how to verify through pilot" was not clear*
- • *Some instruments for verification designed, and data collected and analyzed*
- • *Funding for training and monitoring of pilot – an issue*
- • *Full-scale of piloting to start 2016 / 17*

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

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Project Purpose
(Purpose to be achieved by the end of the project – Mar. 2018)

"Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers."

<u>Indicator 1</u>. The career progression framework, database, and training courses are endorsed for nationwide implementation by NTC/GES Council.
- • *In progress*
- • *Issues:*
- ✓ *full consent on PTPDM Framework Guideline from all stakeholders*
- ✓ *funds for training*
- ✓ *PDSI cycle of pilot*

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Project Purpose (cont'd)

"Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers."

Indicator 2. Career progression linked to training history and SBI/CBI/DBI 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 career progression in PTPDM Policy*

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Project Purpose (cont'd)

Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.

Indicator 3. Mandatory trainings (*TBC) are included in all of district education plans of pilot districts (i.e. the education plans (ADEOP) of pilot districts)
- *Not confirmed*
- *Inclusion in district education plan (ADEOP) not necessarily guaranteeing budget appropriation*
- *"mandatory trainings" to be defined*

What to be done
- *Actions to be taken quickly at proper timing following budget preparation process*
- *Various funding sources to be explored including District Assemblies*

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Project Purpose (cont'd)

Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.

Overall Prospect: Project purpose shall be achieved by the end of the project (March 2018) IF the following issues 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 to be piloted comprehensively, and properly monitored and finalized for nationwide implementation.*
- *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.*

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Overall Goal
(Goal to be achieved 3~5 years after completion of the Project)

Career progression mechanism is enacted (i.e. implemented) in non-pilot districts.

Indicator. Career progression mechanism is enacted (i.e. implemented) in xx non- pilot districts.

- *Teacher appraisal handbook already being used by MOE/GES for nationwide implementation since 2015/16*
- *Training activities commenced in non-pilot districts funded by GPEG and UNICEF in 2016*

Achieving Overall Goal is subject to
- ✓ *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*

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PROCESS

Promoting factors
- *By involving wide range of stakeholders, many activities have been implemented.*
- *JCC and SC have been effectively instrumental in the project management structure.*
- *Ownership is very firm with GES-TED/NIU as well as NTC and MoE.*

Issues to be addressed
- *Some activities were delayed because of unavailability of funds on time*
- *Communication among project team and counterparts needs to be further enhanced to have common understanding about concept of "pilot" and overall project approach and progress.*

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Evaluation by the Five Criteria

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EVALUATION BY THE FIVE CRITERIA

- ➢ Relevance
- ➢ Effectiveness
- ➢ Efficiency
- ➢ Impact
- ➢ Sustainability

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RELEVANCE:

The Project is relevant in terms of policies, needs and project approach.

- Consistency with Policies
  - *Consistent with the policies in Ghana (e.g. Education Act -2008, Education Bill - expected, ESP 2010-2020) & country assistance policy of Japan*
- Needs
  - *In line with the needs of target groups:*
    - ✓ *Teachers needs in having career progression mechanism for CPD.*
    - ✓ *Children's needs in receiving quality education.*
    - ✓ *Policy makers' needs in enhancing image of teaching profession*
- Project Approach
  - *"Contributing to student learning by competent teachers through competency-based performance management"*
  - *" Materializing policy implementation and institutionalization utilizing the outputs of the precedent INSET projects"*
  - *Appropriate*

No factors confirmed through MTR negatively affecting the relevance of the project.

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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.*
- *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 - budget allocation*

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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 enabled 1st pilot in 2014/15, one year ahead from originally planned*
- *Good amount of time for reaching agreement by all stakeholders necessary - highly acknowledged to increase effectiveness*

Factors that decreased efficiency
- *Piloting starting from 1st year before good preparation and agreement by all stakeholders on major components of PTPDM policy resulted in "training implementation" as a focus of pilot without clear concept of what & how to verify through pilot activities.*
- *Feedback and monitoring information limited to verify feasibility, effectiveness and sustainability of PTPDM policy implementation*
- *Budget issue delayed pilot activities starting on time*

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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.

- *Prospect of achieving Overall Goal*
  - *Achievable subject to the achievement of Project Purpose and funding for training TOT and mandatory trainings*
  - *Positive factors:*
    - ✓ *Activities already started in non-pilot districts*
      - *- teacher appraisal handbook from 2015/16*
      - *- training activities commenced from 2015/16 in 73 (GPEG) & 6 (UNICEF) districts*
    - ✓ *Appointment of focal persons to prepare PTPDM policy roll-out plan by MOE*
    - ✓ *MOE intending to include the Guideline and other project outputs in Legislative Instrument (LI) of the Education Bill*
- *Ripple Effect*
  - *No negative effects confirmed but a concern to widen the gap between districts as a result of PTPDM policy implementation to be considered when finalizing the policy.*

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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 aspect*
  - *PTPDM remaining as a priority policy of MOE*
  - *Anticipated impact of enactment of Education Bill/decentralization*
  - *positive : coherent and efficient teacher development at district/regional level*
  - *negative : widening gaps between districts*
  - *PTPDM Policy Framework Guideline etc. – L.I. of Education Bill*
- *Organizational aspect*
  - *NTC to be strengthened to continuously play an important role in PTPDM policy*
  - *Anticipated impact of decentralization on GES/TED in terms of organizational restructuring to be responded*
- *Technical Aspect*
  - *GES/TED technically equipped for management of training activities under PTPDM*
- *Financial Aspect*
  - *Funds for training for nationwide roll-out – an issue*

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Conclusions and Recommendations

CONCLUSIONS

- Achievement to date
  - Ranks, standards, competencies, appraisal, promotion, training program (BT and ST),
  - Policy framework guidelines and handbooks
  - Consensus building process re above.
  - Impacts – GPEG, UNICEF
- The project yet to verify the feasibility, effectiveness and sustainability (esp. financial) of the piloted activities

RECOMMENDATIONS (1-2)

(1) Develop questions to be answered in pilot activities. Address student learning in PTPDM

(2) Continue pilot & design pilot with these considerations

- Realistic training size and contents to be prepared by district
- Future NTA
- Doable
- Data collection to verify by answering questions set above

RECOMMENDATION (3)

(3) Design PTPDM policy guidelines and handbook
- Decentralization (roles and responsibilities of organization concerned)
- Definition of "mandate"
- Concise facilitate comprehension to take action of PTPDM policy implementation
- Areas to be centrally controlled (licensing?) and those decentralized (appraisal and promotion?)
- Training cost, if considered in appraisal and promotion, to be covered by DEO/DA/School.
  - Payment by teacher – last option
- Clarify induction training vs. "orientation"
- Which planning document (e.g., ADEOP, SPIP)
- If any areas can't address in the first nationwide replication, make phased replication plan to accommodate such area in later stage

RECOMMENDATIONS (4-5)

(4) Anticipate the new teacher recruitment procedure

(5) Reaffirm that Project scope of inset part of PTPDM while PTPDM policy contains area beyond teacher in-service (e.g. pre-service)

RECOMMENDATION (6)

(6) Prepare PTPDM policy implementation rollout plan considering

Toward end of the Project
- Appoint responsible person
- Transit functions of the Japanese expert team to CP
- Pilot activity managed more by Ghanaian counterpart
- Print guidelines and handbooks beyond the pilot district
- Replace relevant section of the head teacher handbook
- Sensitization for and budget proposal

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

Thank you very much.

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MINISTRY OF EDUCATION- JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION.

MINUTES OF THE FOURTH JOINT COORDINATION COMMITTEE (JCC) MEETING HELD AT M-PLAZA HOTEL, ACCRA ON 24TH MAY, 2017.

MEMBERS PRESENT

Kenichi Jibutsu	Expert, JICA, PTPDM
Prof. George Kankam	Consultant, UEW
Prince Asiedu	UEW
Prof. Paul Buatsi	Consultant, PTPDM Project
Kenji Ohara	Deputy Leader, PTPDM Project
Afia Animwaa Mireku	License & Registration, NTC
Victoria Addai	Dep. Dir., NTC
Martha Acquah	Director, Ajumako-Enyan-Essiam District
Philip Issahaku Ziblim	Director, Savelugu District
Kye-Eebo Anne E.	Director, Kassena Nankana Munipal
Margaret Frimpong Kore	CODE, GES.
Francis K. Addai	NTC
Akwasi Addae-Boahene	NPM, T-tel
Gideon Ahoholu	Cord. INSET, NTC
Anna shimpo	Japanese Embassy
Hazel Konadu Sarpong	NTC
Charles Odoom	Shai Osudoku District Education Office

Zillah A. Nyakor	Shai Osudoku District Education Office
Rosetta Addison Sackey	Director, GES
Rev. Jonathan Bettey	Director PRO, GES
Bernice Oteng	Standards Development, NTC
Victor Owusu Boateng	Head, IPPD
Sheila Naah Boamah	Ag. ES. NABPTEX
Grace Agyeman Duah	NTC
Francesca Haizel	NTC
Prosper Nyavor	UNESCO
Rev. Sr. Faustina Ethel Ganaa	Standards Enforcement, NTC
Richard Adzei	USAID, Education Advisor
Deborah Babatunde	Director, UMKD
Prof. Jonathan Fletcher	UG, Dean
Lawrence Sarpong	NTC
Philip Kwesi Incoom	Dep. Director, TVED, GES
Caroline Aggrey-Fynn	Research, Monitoring & Evaluation, NTC
Margaret Okai	Director, ECD, GES
Junko Nakazawa	Advisor, GES
Eric A. Carbonu	NAGRAT, Vice President
Yuko Ishizawa	JICA, Senior Rep.
Charlotte Obro-Adibo	Accountant, NTC
E. T. Aboagye	Dep. Exe. Sec., NTC
T. T. Zogblah	Coord. COTVET

Dr. (Mrs.) Rosemary Serwah Bosu	Director, IEPA, UCC
Dr. Stephen Adu	FHI 360 Learning
Prof. Kwasi Opoku Amankwa	DG, GES
Teacher Quarshie	HOD, GNAT
Ako Forson H.	Gen Secretary, CCT, Ghana
Adokwei A. Awullley	Comm. Dir., CCT, Ghana
King Ali Awudu	President, CCT, Ghana
Jonathan Afetorgbor	CDRS, NABPTEX
Prof. Frederick Ocansey	Director, IoU, UCC
Thomas Mensah	HOD, GNAT
Judith E. Ofeibea Donkor	Director, HRD, GES
Dr. Peter Attafuah	Director, GAR, GES
G. K. Dorfe	INSET Specialist, FHI 360 Learning
Ernest Okantey	Accountant, NCCA
Gifty Apanbil	Dep. Gen. Sec., GNAT
Hisako Yamasachi	JICA PTPDM
Monica Effe Tettey	Administrator, NTC/PTPDM
Mary Awobila	Asst. Sec., PTPDM
Lucy Adzo Kudjoe	Project Asst., JICA PTPDM
Nicholas Buabeng	Admin/HR, NTC

OPENING

The meeting commenced at 9.45a.m.with an opening prayer by Rev. Sr. Faustina Ethel Ganaa. Soon after the opening prayer, participants did self-introduction. The Chairperson as well as other important dignitaries were also introduced.

CHAIRPERSONS OPENING REMARKS

Prof. Kwasi Opoku-Amankwa, the Director-General of GES, chaired the programme. He indicated that the success of educational programs relies on teachers who should be of a good caliber and be role models. He again noted that there had been a number of educational programs for the professional development of teachers. He was particularly thankful to T-t el and for JICA for its enduring help. He confirmed that professional training in the field of teaching is needful and hoped that the deliberations would improve the quality of teachers who will help to build   a stabilized educational future for Ghanaian children.

 WELCOME ADDRESS AND OBJECTIVES OF JCC

The welcome address and objectives of JCC was read by Mrs. Rosetta Addison Sackey on behalf of Dr. (Mrs.) Evelyn Owusu Oduro, the Acting Executive Secretary for NTC. In her address, she welcomed all members to the meeting and stated clearly the objectives for the meeting. They were to deliberate on pertinent issues relating to the PTPDM Project, including progress made and challenges so far and also to offer all stakeholders the unique opportunity to take unanimous decisions that will result into a smooth implementation of the PTPDM Policy. She indicated that the Policy came into being to legitimize the institutionalization of Continuous Teacher Professional Development and Management through INSET nationwide. She thanked all stakeholders for their immense contributions towards the completion of the document. She enumerated the achievements of the Projects and urged the Government of Ghana to support the Project by funding the various trainings, especially, during the nationwide roll out. She assured members of the collaborative efforts the NTC, JICA and GES Council would put in to fine-tune the PTPDM Policy framework for its implementation to ensure teacher quality. Finally, she expressed her profound appreciation to members for their continuous support and engagements in discussions on the PTPDM Policy issues.

ADDRESS BY JICA DEPUTY RESIDENT REPRESENTATIVE

Miss Yuko Ishazawa, a Senior Representative of JICA, Ghana, welcomed members to the fourth annual JCC meeting. She saw the meeting as one to evaluate the implementation of the Project so far and to strategize for the next implementation year. She commended the commitment of the Ministry of Education, National Teaching Council and the Ghana Education Service for their hard work and courage to make tough decisions and see to the achievement of the objectives of the project. She anticipated the budget allocation for the implementation of the policy and sought for the continuous cooperation by the Ministry of Education. She, however, indicated that JICA acknowledges the difficult hurdles and challenges the Project faces and is hopeful that dialogue, solutions could be sought to ensure the success of the Project. She wished members a fruitful discussion and admonished all to commit fully to the deliberations to build a great future for the children of Ghana.

PRESENTATIONS

PROGRESS OF THE JICA PTPDM PROJECT

Mr. Gideon Ahoholu, the National INSET Coordinator, gave a presentation on the progress of the PTPDM project. In his presentation, he gave an explanation of the PTPDM Policy as a policy which aims at providing the framework for developing standards, core values and ethics for the teaching profession. The policy is meant to develop teachers' ability to adopt reflective approaches to enhance the quality of lesson delivery in the Basic schools, Senior High, Technical and Vocational Institutions. The policy provides areas for setting regulatory standards to govern teachers' work, professional standards and conditions of service and finally promotes awareness of importance of teacher welfare and working conditions. He also talked about some items developed which included:

- PTPDM Policy Guidelines
- Draft Competency-Based Teacher Standards
- Teacher Performance Appraisal Handbook
- Teacher Training Handbook
- Database
- Training Materials for BT (Beginning Teacher) and ST (Senior Teacher)
- Licensing System
- Roll Out Plan.

He indicated that 5 pilot districts had been selected which involved:
Greater Accra: Shai- Osudoku
Central: Ajumako-Enyan-Essiam
Eastern: Upper Manya Krobo
Northern: Savelugu-Nanton
Upper East: Kassena Nankana

He said ToTs for pilot districts were organized in 2014, 2015 and 2016 and BT induction and HT training have been organized since 2014-15 academic year. He indicated that a survey was conducted to collect necessary data to improve and measure the project activities in Oct. and Nov. 2016 and monitoring have been implemented to support pilot activity especially for BT and ST training. A review workshop was to be organized from 29th to 31st May, 2017 to share the National Teachers' Standard, revised Appraisal Handbook and training materials. He noted that so far the implementation has been on course. There is collaboration in development of guidelines, training materials and implementation in the pilot district. However, budget from GoG to support NIU team for ToT, BT and HT training and nationwide expansion remain a challenge.

NATIONAL TEACHERS' STANDARDS FOR GHANA

Prof. Kankam and Fletcher gave a joint presentation on the National Teachers' Standards. They explained Teachers' standards as codified and documented materials that present what teachers know, do and value. They indicated that the philosophy underpinning the standards were obtained from models from countries like UK, USA, Kenya, Australia and South Africa. The Standards have three domains which are: Professional Values and Attitudes, Professional Knowledge and Professional Practice. Each domain has specific standards under it. The standards are transposed into actionable statements which increase in complexity from lower to higher levels. The levels are linked to the promotions and are therefore often referred to as ranks. They stated that each level of the standards has a time-line of four years after which an officer of that level would be migrated to the next level subjected to conditions such as appraisal and promotion. However, for the beginning teacher to be assigned to a level, induction training is mandatory. Graduates from Colleges of Education start from level one whereas those from the Education Universities start from level three. The levels have been categorized into three with subdivisions. This is the 2, 2, 3 dimensions.

- ➢ Junior Teacher and Senior Teacher (2)
- ➢ Principal Teacher and Senior Principal Teacher (2)
- ➢ Master Teacher, Senior Master Teacher and Principal Master Teacher (3)

Each level has specific competences expected to be demonstrated by respective personnel with regard to a particular standard. However, there are some crosscutting issues with respect to some levels. In such situations, the respective levels are fused to exhibit the assigned competence. Training needs have also been defined for each level with respect to the standards.

PTPDM POLICY ROLL OUT PLAN

Mr. Emmanuel T. Aboagye presented on the PTPDM Policy roll out plan. He stated the over-all goal of the PTPDM Policy which is to ensure that Pre-Tertiary Teachers in Ghana have the requisite competencies acquired through well-defined continuous development scheme that will enable them function effectively as professional practitioners. He further explained the 4 main results or components for the roll out. They are:

Result 1: Performance appraisal and promotion of all classroom teachers and teachers in management positions are established on competency-based system.

Result 2: Database of teachers are established nationwide and used to improve teacher management and training at all levels.

Result 3: Prescribed and mandatory INSET programs based on approved standards and competencies are provided continuously nationwide for all pre-tertiary teachers.

Result 4: Support system for teacher professional and career development to provide the enabling environment for the implementation of the PTPDM Policy is created and functioning.

He also talked about a list of activities for the Policy roll out. Among them were:

- ➢ Organizing a 3 day training for 246 Directors on how to use the PSC appraisal and manage and report on teacher mandatory INSET information/data.
- ➢ Organizing a 4 day training for 22800 heads of basic and second cycle schools on how to use the framework on the new appraisal and promotion system and how to manage and report on teacher INSET information using the Teacher Logbook.

- ➤ Organizing a team to monitor on a bi-annually basis the database of Beginning Teachers, training of Beginning and Licensed Teachers.
- ➤ Procuring 230 computers and accessories.
- ➤ Organizing a 4 day training for 462 technical staff at the District and Regional Education Directorates and NTC in the collation, inputting, processing, updating and reporting of teacher information/data.
- ➤ Hold radio and TV discussions on the PTPDM Policy and roll out plan.

RESULTS ON MID-LINE SURVEY

Mr. Lawrence Sarpong presented results on the mid-line survey. He talked about the overview of Midline Survey, Summary of the Findings and Recommendations.

The Overview of the Midline Survey looked at:

- Objectives of MLS
- Methodology
- Target
- SBI/CBI Implementation Status

The summary of findings was on:

- BT Training
- HT Training
- Performance Appraisal
- SBI/CBI
- BTs Performance

Recommendations were given on appraisal, funds for trainings, SBI/CBI and licensing.

DISCUSSION ON THE FIGURES OF THE INDICATORS OF THE PROJECT DESIGN MATRIX.

Mr. Gideon Ahoholu presented the figures of the indicators of the Project Design Matrix. On the Super Goal- Pre-tertiary teachers acquire competency by progressing in their career, he talked about two indicators. They are:

- Teachers' self-evaluation of their competency is enhanced.
- The pass rate of Basic Education Certificate Examination (BECE) is increased.

On the Overall Goal (Career Progression mechanism is enacted in non-pilot districts), what is to be achieved within 3-5 years after the end of the project is as follows:

- It is estimated that by the end of 2018-19 academic year, 30% of HTs in non-pilot districts implement competency based teacher appraisal and 50% of DEOs implement competency based HT appraisal.
- It is also estimated that by the end of 2020-21 academic year (after 3 years of end of project), 60% of HTs in non-pilot districts implement competency based teacher appraisal and 80% of DEOs implement competency based HT appraisal.
- Another estimation is that by the end of 2022-23 academic year (after 5 years of end of project), 80% of HTs in non-pilot districts implement competency based teacher appraisal and 90% of DEOs implement competency based HT appraisal.

He said that there were indications that the Project Purpose (Appraisal and Promotion system based on PTPDM Policy is developed for nationwide expansion) would be achieved by the end of the project. The reasons are:

- The Roll out plan of the PTPDM Policy is formulated.
- The percentage of BTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.
- The submission rate of appraisal forms exceeds 70% in the 5 pilot districts.
- The ratio of teachers who fill the appraisal forms increased by 20% as compared to the first cycle of monitoring in 2016.
- 80% of schools in the pilot districts organize SBI more than 4 times and CBI more than 2 times.
- The percentage of primary schools which engage in CBI is increased.

The indicators for the Outputs are as follows:

For Output 1 (Teacher appraisal and promotion mechanism based on competencies is developed), the Appraisal Handbook and promotion forms are approved by SC for nationwide expansion.

With Output 2 (A mechanism for data collection and management of teacher training record is developed), 90% of Beginning Teachers in the pilot districts utilize the logbook and the 5 pilot districts enter data on teacher training record of BTs in the database.

With Output 3 (Training materials for BT/ST training courses are developed), materials for B/ST training courses are approved by SC for nationwide expansion.

And Output 4 (Enabling environment for the implementation of the PTPDM Policy is created), the revised PTPDM Policy document and the PTPDM Policy guideline are approved by SC.

QUESTION TIME

Participants were given the opportunity to ask questions and make suggestions after each of the presentations. These were duly answered. This shows a summary of the questions, their responses and the suggestions.

SUMMARY OF SUGGESTIONS, QUESTIONS AND RESPONSES.

	Questions (Q) / Suggestions (S)	Responses
Mr. Akwasi Addae-Boahene	(S) NTC with the stakeholders involved in developing the standards must meet to agree on the two categories of the standards.	
Prof. Ocansey	(S) The concept diagram of the PTPDM Policy should be looked at again.	
	(S) The purpose of the standards for Ghana should be stated and not just to fit into some other	The purpose of the standards is to set a common point of reference for teachers' practice after Pre-

	countries'.	service.(Prof. Kankam)
	(S) MOE and Teacher Unions should together and agree on the names of the ranks.	
Mr. Eric A. Carbonu	(S) The competences seem to be discrete even though it is supposed to seem that a teacher in level 3 is expected to exhibit competences in 1 and 2 too.	The competences are cumulative. (Prof. Kankam)
Mr. Philip Kwesi Inkoom	(Q) Who will certify NGOs before their start of work on INSET in Ghana?	
Dr. Stephen Adu	(S) There are no issues of maintenance on the standards.	
	(S) It should be clear whether teachers can also move into management.	
	(Q) Which of the Standards take care of teacher accountability?	
	(S) DTSTs and CSs	

Teacher Quashie	should be trained to coach and mentor teachers. (S) Training will be costly. GES and NTC should sit and plan on how to cut cost if that will be possible.	
Mr. Gershon Dorfe	(S) A 9-key dimension as part of teacher policy has been developed by UNESCO. This can be used as a model to develop policy guidelines in Ghana. (S) Management issues need to be separated from classroom issues, thus, there should be competences for management.	

CHAIRPERSON'S CLOSING REMARKS

Mrs. Rosetta Addison-Sackey, who acted as chairperson in the absence of Prof. Kwasi Opoku- Amankwa, the Director-General, GES, in her closing remarks, indicated that a lot of work had gone into the PTPDM Policy implementation process. She expressed her gratitude it JICA and for all members for the fruitful deliberations. She promised to

discuss with the DG to include INSET in the GES budget. She charged the Teacher Unions to be involved in capacity building for teachers.

CLOSING

The meeting came to a close at 1.53p.m with a prayer by Madam Victoria Addai.

RECORDED BY:

Hazel Konadu Sarpong (Mrs.)

Annex 1

MOE/JICA PTPDM PROJECT IMPLEMENTATION
The Fourth Joint Coordinating Committee (JCC) Meeting

Programme

Date: **24th May, 2017**

Time: **9:00 am – 1:30 pm**

Venue: **M- Plaza Hotel**

Chairperson: The Director General of the Ghana Education Service / Rep.

9:00 -	➤ Opening Prayer	Rev. Sr. Faustina Ganaa
	➤ Introduction of Chairperson / Participants	Ms. Francesca Haizel
	➤ Chairperson's Opening Remarks	Chairperson
	➤ Welcome Address and Objectives of JCC	Ag. Executive Secretary, NTC
	➤ Address by JICA Deputy Resident Representative	JICA Ghana Office
09:30-10:10	➤ Progress of the JICA PTPDM Project	Gideon Ahoholu
10:10-11:00	➤ Presentation on the National Teacher Standard for Ghana	Prof Jonathan Fletcher (Consultant-Teacher Standard)
11:00-11:15	➤ Snack	
11:15-11:45	➤ Presentation of PTPDM Policy Roll Out Plan	Emmanuel Aboagye
11:45-12:15	➤ Presentation on the Result of Mid-Line Survey	Laurence Sarpong
12:15-12:45	➤ Presentation and Discussion on PDM Indicators	Gideon Ahoholu
12:45-12:55	➤ Chairperson's Closing Remarks	Chairperson
12:55-13:00	➤ Closing Prayer	Victoria Addai
13:00 -	➤ Lunch	

MC – Francis Addai

Preliminary results of PTPDM Mid-line Survey

PTPDM Project

1

Overview of the Midline Survey (MLS)

Objectives

(1) To ascertain whether the project outputs have been achieved

(2) To consider indicators for Project Design Matrix (PDM)

Research questions

– Are measures introduced by PTPDM (new appraisal and promotion system, trainings and licensing) likely to be effective?

– How can the materials developed by the Project (handbooks, training materials, forms, standard, etc) be improved?

2

Methodology

- Method used: Mixed method
- Population: 5 Pilot districts and 5 non-pilot districts
- Sample size: 20 BT and 20 HT per district (400)
  5 District Education Officers per District(50)
- Instruments: Questionnaire, interview guide and Lesson Observation Sheet (LOS)
- Type of data: Primary and secondary data
- Data analysis method: descriptive statistics

3

Target of MLS

1. Target districts

South/North	Region	Pilot	Non-pilot (control)
South	Greater Accra	Shai Osudoku	Ningo Prampram
	Central Region	Ajumako Enyan Essiam	Asikuma Odoben Brakwa
	Eastern Region	Upper Manya Krobo	Yilo Krobo Municipal
North	Northern Region	Savelugu Nanton	Karaga
	Upper East Region	Kassena Nankana Municipal	Kassena Nankana West

2. Target population
- Beginning Teachers (BTs)
- Head Teachers (HTs)
- District Education Officers (DEOs)

4

SBI/CBI
Implementation status in MLS target districts

Average number of SBI per school per year

	2012-13	2013-14	2014-15	2015-16
SO	4.41	5.32	5.17	4.79
AE	.	1.98	2.49	3.01
UM	1.45	1.90	2.99	0.62
SN	2.95	4.17	5.51	5.23
KM	6.37	8.61	3.19	5.81
NP		3.92	4.57	2.56
AO	.	.	.	0.95
YK	.	3.80		
KR	0.29	0.26	0.26	0.31
KW	4.72	6.35	5.31	6.20
average: with PTPDM			3.55	3.89
average: without PTPDM	3.36	4.04	3.77	2.51

Average number of CBI per school per year

	2012-13	2013-14	2014-15	2015-16
SO	1.91	0.28	0.65	1.73
AE			1.11	1.60
UM	0.61	.	2.14	0.23
SN	0.88	1.10	1.64	1.35
KM			2.47	2.75
NP		1.48	1.41	0.92
AO	.	.	.	0.00
YK	.	0.43	.	
KR	0.02	0.00	0.01	0.00
KW	0.50	.	2.17	2.67
average: with PTPDM			1.30	1.53
average: without PTPDM	0.78	0.66	1.54	0.90

- Implementation status of SBI and CBI in the AIPR from MLS target districts were collated. Pink colored cells indicate districts which implemented PTPDM trainings (BT and HT).
- Average number of SBI and CBI in the districts with PTPDM trainings was higher than districts without PTPDM trainings in 2015/16, while it was slightly lower in 2014/15. However, looking at the individual districts, the average number varied from the highest of 5.81 (Kassena Nankana Municipal) to the lowest of 0.62 (Upper Manya) for SBI and from the highest of 1.73 (Shai Osudoku) to the lowest of 0.23 (Upper Manya).
- Since PTPDM Project intervention is limited for BTs and HTs, and in some districts, they did not include SBI/CBI in HT training, it is assumed that PTPDM has not yet started to influence the SBI/CBI implementation at all schools.

5

Summary of the Findings and Recommendations

6

Summary of the findings on BT Training

- BT training was effective in communicating the introduction of license, its requirements, appraisal process and use of logbook.
- The average number of SBIs BTs in pilot districts attended (4.43) exceeded the number required per year (4 times per a year) thus meeting the minimum requirement established.
- Payment for trainings by BTs prior to the receipt of salary is a challenge.

7

Summary of the findings on HT training

- Topics covered in HT trainings for PTPDM varied by districts.
- Topics covered in HT trainings for PTPDM and topics covered in non-PTPDM trainings for HTs overlapped.

8

Summary of the findings on Performance appraisal

- Submission rate of appraisal was generally not good, ranging from 3.8% to 35% in pilot districts and 0% to 20.8% in non-pilot districts.
- HT training was effective in communicating the introduction of new performance appraisal.
- HTs who were trained on the new appraisal system evaluated it positively as being effective in making teachers work target-oriented.
- Though HTs were trained, they had difficulty in conducting appraisal, especially scoring and grading, target setting and competencies.
- HTs in non-pilot districts did not know or had little knowledge on the new appraisal system except Ningo Prampram which conducted a workshop on it

9

Summary of the findings on SBI/CBI

- Though average number of SBI conducted in pilot districts in 2015/16 was higher than that of non-pilot districts and national average, a gap was observed among the pilot districts as well as in the Regions.
- JHS had fewer SBIs/CBIs implemented since it was difficult for them to conduct subject-specific SBIs.

10

Summary of the findings on BTs performance

- The survey confirmed that the BTs who went through PTPDM induction programme outperformed the BTs who didn't.
- Better performance of BTs was due to the motivation to get licensed and the comprehensive induction programme.
- BTs would be demoralized if license is not introduced soon.

11

Recommendations(1)

1. Appraisal
   - Clearer instruction should be given to HTs as to whom and when to submit appraisal form.
   - The appraisal guideline should be revised to guide appraisers how to grade core and non-core competencies. When revision is complete, it is preferable to distribute one copy to each school.
   - Most of the HTs/BTs in non-pilot district did not know about new appraisal thus a nationwide training / sensitization is needed.

12

Recommendations(2)

2. Funds for trainings
   – There should be a budget for mandatory trainings.

3. SBI/CBI
   – Measures should be taken to make sure all districts have supporting environment for schools to implement SBI/CBI.

4. Licensing
   – Measures to accelerate the introduction of licensing should be taken to sustain the motivation of BTs in the pilot districts.

13

PTPDM Policy

Progress of PTPDM Project

4th JCC
24th May 2017

PTPDM Project

Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy (2014-2018)

4th JCC Programme

- Progress of the PTPDM Project
- Presentation on the National Teacher Standards
- Presentation on the PTPDM Policy Roll Out Plan
- Presentation on the Result of Mid-Line Survey
- Presentation and Discussion on the Project Design Matrix Indicators
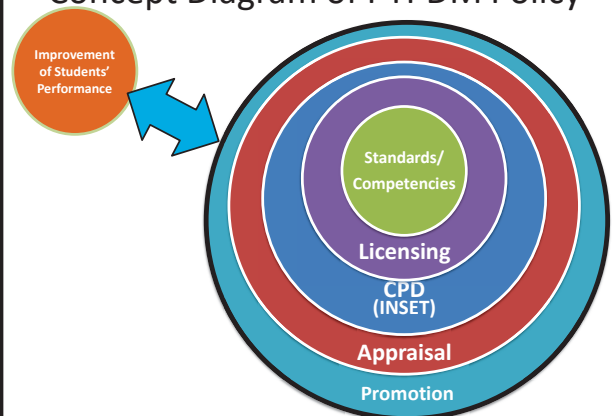

Progress of PTPDM Project

Outline:
1. What is PTPDM Policy?
2. Concept Diagram of PTPDM Policy
3. PTPDM Project
4. What we have been doing (System Development)
5. What we have been doing (Pilot Districts)
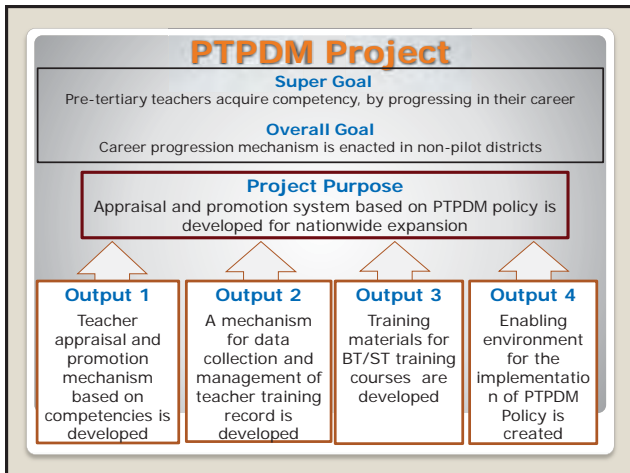6. Achievements
7. Challenges

What is PTPDM Policy??

PTPDM policy aims at providing the framework for developing standards, core values and ethics for the teaching profession. The policy is meant to develop teacher's ability to adopt reflective approaches to enhance the quality of lesson delivery in the basic schools, Senior High, Technical and Vocational Institutions. The policy provides areas for setting regulatory standards to govern teachers' work, professional standards and conditions of service, and finally promotes awareness of importance of teacher welfare and working conditions.

5

Concept Diagram of PTPDM Policy

Improvement of Students' Performance

Standards/ Competencies

Licensing

CPD (INSET)

Appraisal

Promotion

1

PTPDM Project

Super Goal
Pre-tertiary teachers acquire competency, by progressing in their career

Overall Goal
Career progression mechanism is enacted in non-pilot districts

Project Purpose
Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion

Output 1
Teacher appraisal and promotion mechanism based on competencies is developed

Output 2
A mechanism for data collection and management of teacher training record is developed

Output 3
Training materials for BT/ST training courses are developed

Output 4
Enabling environment for the implementation of PTPDM Policy is created

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What we have been doing (System Development)

- **PTPDM Policy Guidelines** developed to implement the Policy and with continuous revision through pilot activities
  1. PTPDM Policy
  2. Teacher Rank (GES will discuss with stakeholders including Teacher Unions)
  3. Career Progression
  4. Teacher Standards and Competencies
  5. INSET Programme
  6. Promotion
  7. Teacher Performance Appraisal (under revision based on teacher standards)
  8. Licensing and Registration (NTC is developing)
  9. Position Advancement
  10. Database (under development)

What we have been doing (System Development)

- **Draft Competency-Based Teacher Standards** are developed (Look at them in other session)
- **Teacher Performance Appraisal Handbook** to implement PSC appraisal for teachers has been developed and is being revised in line with the Teacher Standard.
  - The Project developed draft Appraisal Handbook and has gone through many revisions through pilot activities
  - The handbook is being revised based on the National Teachers' Standards to implement competency based appraisal
  - We will provide revised appraisal handbook to Pilot Districts and monitor again
  - The handbook will be finalized based on the pilot activities before end of the project

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What we have been doing (System Development)

- **Teacher Training Logbook** has been developed and revised to keep training record for professional development
  - Teacher Training Logbook has been developed to record all training history by teachers
  - Information on training record will be transferred to Appraisal Form and PTPDM Database (NTC Database) through DEO
- **Database** for managing teachers' professional development including licensing and promotion has been developed and data inputting is on-going

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What we have been doing (System Development)

- **Training Materials for BT (Beginning Teacher) and ST (Senior Teacher)**
  - Three Manuals have been developed
    - Manual for INSET 1 (General)
    - Manual for INSET 2 (Induction Training for Beginning Teacher)
    - Manual for INSET 3 (ST Training)
  - Manuals have being revised based on pilot activities and will be finalized before the end of the project
- **Licensing system** is being developed by NTC with support from the project
- **Roll Out Plan** for nationwide expansion is being developed and draft will be introduced later

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What we have been doing (Pilot Districts)

- **Selection of Pilot Districts:**
  - Greater Accra: Shai-Osudoku
  - Central: Ajumako/Enyan/Essiam
  - Eastern: Upper Manya Krobo
  - Northern: Savelugu-Nanton
  - Upper East: Kasena Nankana
- **ToTs for Pilot Districts on BT and ST (HT)** were organized in 2014, 2015 and 2016
- **BT induction training (5 days) and ST (HT) training (5days)** have been organized since 2014-15 academic year

What we have been doing (Pilot Districts)

- **Review Workshops** will be organized from 29th to 31st May 2017 to share National Teacher Standards, revised Appraisal Handbook and training materials.
- **Survey** was conducted to collect necessary data to improve and measure the project activities in Oct. to Nov 2016.
- **Monitoring** have been implemented to support pilot activity especially for BT and ST training
- Part of **Nationwide Expansion** were organized with support from GPEG and UNICEF in 2016

Achievements

✓ Implementation plan is on course.
✓ Collaboration in development of Guidelines, Training Materials, and implementation in pilot districts.
✓ Good understanding of the PSC Appraisal System by those who have gone through the training programs at the district level organised by the project.

Challenges

✓ Budget from GoG to support NIU team for ToT remains a challenge
✓ Budget for BT and HT Training (including NIU team) remains a challenge
✓ Nationwide expansion – Role of GoG
✓ How to encourage all schools and all teachers to implement the PSC appraisal system.
✓ Data collection and transmission system at the district level need to be improved. (collection of all training and appraisal record for the database, licensing and promotion)

Thank you for your kind attention.

PTPDM ROLL-OUT PLAN (2018-2020)

PRESENTATION AT JCC

24 MAY, 2017

OVER-ALL GOAL: PTPDM POLICY

To ensure that Pre-Tertiary Teachers in Ghana have the requisite competencies acquired through well-defined continuous professional development scheme that will enable them function effectively as professional practitioners.

RESULT 1: Performance appraisals and promotions of all classroom teachers and teachers in management positions are established on competency-based system

- Ensure that Heads of Basic and Second Cycle Schools and Directors of Education are trained on the competency-based appraisal and promotion system
- Ensure that all beginning teachers complete prescribed trainings before they are licensed
- Ensure that all licensed teachers attend mandatory INSETs before they are promoted.

Result 2: Database of teachers are established nationwide and used to improve teacher management and training at all levels.

- Ensure that District and Regional Directorates of Education and the NTC are provided the needed resources to collect, input, process, manage, report and update teacher information/ data.
- Ensure that all technical personnel involved in the collection, inputting, processing, management, reporting and updating of teacher information are trained to enable them function effectively and efficiently
- Ensure that teacher information/ data on appraisals, promotions, and mandatory INSETs are readily available and used to manage teacher professional and career development

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RESULT 3: Prescribed mandatory INSET programmes based on approved standards and competencies are provided continuously nationwide for all pre-tertiary teachers

- Ensure that prescribed mandatory courses and materials for teachers of all categories are developed and reviewed regularly.
- Ensure that beginning teachers acquire minimum competencies to enable those who satisfy the conditions receive license.
- Ensure that licensed classroom teachers and those in management positions undertake mandatory trainings as prescribed.

Result 4: Support system for teacher professional and career development to provide the enabling environment for the implementation of PTPDM Policy is created and functioning

- Ensure a buy-in of the PTPDM Policy and roll-out plan by major stakeholders
- Ensure that there are structures established and supported to oversee the implementation of the PTPDM Policy.
- Ensure that all teacher training providers are oriented in the new teacher standards and guidelines for training of teachers in the country.

ACTIVITY 1 and 2

- Organize a 3-day training for 246 Directors of Education on how to use the framework of the competency-based appraisal and promotion system; and the management and reporting of the teacher mandatory INSET information /data
- Organize a 4-day training for 22,800 heads of basic and second cycle schools on how to use the framework of the competency-based appraisal and promotion system; and the management and reporting of school-based INSETs and mandatory trainings for teachers using the Teacher logbook

ACTIVITY 3

- Organize a team to monitor on a bi-annually basis the following activities by a 10-member team for 5 days each half:
  - Database of Beginning Teachers who complete their trainings and receive their licenses.
  - Supply of inputs and how they are being used for collating, inputting, processing, managing, reporting and updating teacher information / data on teacher development programmes
  - Training of Beginning and Licensed Teachers
  - Completion of the Teacher Logbook on mandatory INSET programmes
  - Compliance of the teacher training standards by INSET Providers

ACTIVITY 4 and 5

- Procure 230 computers and accessories including printers, power-saver, anti-virus and internet for districts, regions and NTC to facilitate the inputting, processing, management, reporting and updating of teacher information and data
- Organize a 4-day training for 462 technical staff at the District and Regional Education Directorates and NTC in the collation, inputting, processing, updating and reporting of teacher information /data

ACTIVITY 6, 7 and 8

- Organize a 5-day workshop for 10 experts to review the prescribed mandatory training courses developed for the pilot programme for Beginning Teachers and teachers in management positions
- Organize a one-day prescribed school-based orientations for 10,000 Beginning Teachers
- Organize a 2-day Induction Training for 1,000 Beginning Teachers

ACTIVITY 9, 10 and 11

- Organize 2-day prescribed competency-based training for 109,602 licensed teachers (50% in 2018/19)
- Organize a 2-day prescribed competency-based training for 1,189 teachers in management positions (senior teachers) (50% in 2018/19)
- Support schools to organize 2-day school-based training per term for regular classroom teachers

ACTIVITY 12, 13, 14, AND 15

- Hold radio and TV discussions on the PTPDM Policy and roll-out plan
- Upload the PTPDM Policy and roll-out plan onto the GES and MOE Website
- Establish a 15-member Steering Committee meeting once in a year to over see the implementation of PTPDM
- Establish a 10-member technical working committee meeting four times in a year to develop strategies for the implementation of the PTPDM roll-out plan

ACTIVITY 16 and 17

- Assign the role of facilitating the conduct and management of the teachers' mandatory training programmed at the schools, district & regional education offices, and NTC
- Organize a 2-day orientation programme for 12 representatives of the Teacher Training Providers on teacher standards

Conclusion

- The PTPDM Policy is long overdue. The quality of the teacher is critical to quality education. Due to the global technological advancement the quality of the 21st century Ghanaian teacher is threatened. We need to produce a teacher who can stand the test of time in order to bring about quality education delivery and learning. As teachers we have a major role to play to prepare the children of today for tomorrow. We should all therefore support the NTC and the Ghana Education Service to roll-out the implementation of the PTPDM Policy.

Thank You

MINISTRY OF EDUCATION- JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION.

MINUTES OF THE FIFTH AND FINAL JOINT COORDINATING COMMITTEE (JCC) MEETING HELD AT M-PLAZA HOTEL, ACCRA ON 28TH FEBRUARY, 2018.

MEMBERS PRESENT

1.	Dr. Yaw Osei Adutwum	Deputy Minister, MoE
2.	Prof. Kwasi Opoku Amankwa	Director General, GES
3.	Anthony Boateng	Ag. Deputy Director General, GES
4.	Dr. (Mrs.) Evelyn Oduro	Executive Secretary, NTC
5.	Michael Nsowah	Chairman, GES Council
6.	Judith Esther Ofeibea Donkor	Director, HRMD, GES
7.	Margaret Okai	Director, Basic, GES
8.	Dr.(Mrs.) Angela Tena Mensah	Ag. Director, Secondary, GES
9.	Chris Koramoah	Financial Controller, GES
10.	Catherine Mikado	Director, GEU, GES
11.	J. W. Molenaar	Director, GESDI, GES
12.	Margaret Frempong Kore	Director, President CoDE
13.	Alexander K. Nyarko	ICT Coordinator, TVED, GES
14.	Doris Appiah Danquah	Lead Inspector, National Inspector, NIB
15.	John Jonathan Afetorgbor	Curriculum Dev. & Research, NABPTEX
16.	Junko Nakazawa	Advisor, GES-JICA
17.	Kenichi Tanaka	Team Leader, PTPDM Project
18.	Kenji Ohara	Deputy Team Leader, PTPDM Project
19.	Ryusuke Yamachika	Project Coordinator, PTPDM Project

20. Prof. Paul Buatsi	Consultant, PTPDM Project
21. Lucy Adzo Kudjoe	Project Assistant, PTPDM Project
22. Mary Awobila	Assistant Secretary, PTPDM Project
23. Masato Fukuhara	Representative, JICA Ghana
24. Sylvester Bayowo	Programmes Officer, JICA Ghana
25. Alhaji Mohammed Haroon	RDE, Tamale, GES
26. Philip Issahaku Ziblim	MDE, Savelugu, GES
27. Deborah Babatunde	DDE, Upper Manya Krobo, GES
28. Kye-eebo Anne Estella	MDE, Kasena-Nankana, GES
29. Philip K. Incoom	DDE, Ajumako-Enyan-Essiam, GES
30. Elizabeth Awoonor William	DDE, Shai Osudoku, GES
31. Gideon Ahoholu	NIU Coordinator, NTC
32. Francesca Haizel	Staff, NTC
33. Francis Addai	Staff, NTC
34. Grace Agyeman Duah	Staff, NTC
35. Hazel Konadu Sarpong	Staff, NTC
36. Lawrence Sarpong	Staff, NTC
37. Afia Animwaa Mireku	Staff, NTC
38. Rev. Sr. Faustina Ethel Ganaa	Staff, NTC
39. Monica Tettey	Administrator, NTC/PTPDM Project
40. Prof. Eric M. Wilmot	Provost, UCC
41. Prof. Joseph K. Mintah	Dean, Faculty of Sc &Tech, UCC
42. Prof. Samuel Hayford	Dean, FES, UEW

43. Prof. Yaw Ameyaw	Director, QAD, UEW
44. Prof. George Kankam	Dean, SGS, UEW
45. Prof. Jonathan Fletcher	Dean, SEL, UG
46. Jacob Anaba	Vice President, NAGRAT
47. Ayuraboya Michael	Deputy General Secretary, NAGRAT
48. Harriet K. Annan	National Pub/Org Secretary, NAGRAT
49. Thomas Musah	HOD, MED, GNAT
50. Gifty Apanbil	Deputy General Secretary, GNAT
51. Patrick Nii Sackey	Deputy General Secretary, CCT-GH
52. Ako Forson Herbert	General Secretary, CCT-GH
53. Vida Sapabil	Women Commissioner, CCT-GH
54. Munamuzunga Sikaulu	Education Specialist, UNICEF
55. Sarah Crites	Deputy Director, Education, USAID
56. Prosper Nyavor	Education Officer, UNESCO
57. David Bruce	fHI360
58. Dr. Stephen Adu	fHI360 Learning
59. Yuko Ishizawa	Senior Representative, JICA GHANA

OPENING

The meeting started at 9.35a.m with an opening prayer by Rev. Sr. Faustina Ethel Ganaa after which members did self-introduction. The Chairperson as well as other important dignitaries was also introduced.

CHAIRPERSON'S OPENING REMARKS

Prof. Kwasi Opoku-Amankwa, the Director-General, Ghana Education Service, chaired the program. In his opening remarks, he stated that the meeting was a very important one because it was the final joint coordinating meeting for deliberation. He indicated that the policy had been tried out in five districts in five regions and seen by all stakeholders including the teacher unions. He said that the policy is to bring

professionalism in education and safeguard the teaching profession. He urged all present to be engaged in the discussion to make the meeting successful.

WELCOME ADDRESS AND OBJECTIVES OF JCC

Dr. Mrs. Evelyn Owusu Oduro, the Executive Secretary of National Teaching Council gave the welcome address and objectives of the meeting. She was glad for the achievements made so far by the JICA Project Team, yet sad that the Project was drawing to a close for her to miss the services of JICA PADECO. She gave a background of the project and mentioned some of the stakeholders who have collaborated in the project. She indicated that the PTPDM Policy came into being to legitimize the institutionalization of continuous professional development and management of teachers through INSET nationwide and that; teachers were in a learning profession and had to continue to learn as they teach since education is a dynamic industry.

She stated that the work of JICA/PADECO in helping to develop the PTPDM Policy had placed Ghana high among peers in the sub region since UNESCO is urging all countries to have a comprehensive teacher policy and the PTPDM Policy puts Ghana ahead. She assured members that NTC would put in place measures to help GES recruit and retain the best teachers into the profession. She was appreciative to all stakeholders for their great ideas and inputs to the policy development and implementation. She said that the main objective for the day was to look at the final document and activities of the Project and; to endorse the document and activities in readiness for a nationwide roll-out of the policy. She was hopeful that the documents would be examined and embraced for the roll-out.

ADDRESS BY JICA SENIOR REPRESENTATIVE

Ms. Yuko Ishazawa, a senior representative of JICA, Ghana, welcomed all members to the final JCC meeting. She gave a brief background to the project and stated that the purpose of the project had been to form a career progression mechanism by utilizing training records and School-Based and Cluster-Based INSET (SBI/CBI) practice of pre-tertiary teachers. She talked about some of the successes of the project which include a revised PTPDM Policy, a defined career progression and teacher's standards. She commended all stakeholders of the project for the hard work, dedication, commitment and courage to make the tough decisions and see to the achievement of the objectives of the project. She indicated that teachers share their knowledge with children daily and as such influence greatly what the children learn and who they become. This knowledge, she emphasized, had to be kept up-to-date and relevant to the needs of the educational system. She assured that JICA remains committed to complimenting the efforts of Government and the invaluable contribution of other donor partners in championing positive transformation in the Education sector. She wished members a fruitful discussion.

KEYNOTE ADDRESS

The keynote address was read by Dr. Yaw Osei Adutwum, the Deputy Minister of Education on behalf of the Dr. Matthew Opoku Prempeh, the Minister of Education. In his address, he indicated the significant achievements of the project which were: selecting and working in five pilot districts on PTPDM policy implementation; capacity building for DICs, DMTs and DTSTs in the 5 pilot districts to enable them to organize Newly Qualified Teachers Induction Program and Head teacher training; mid-term reviews of the project activities done from 2016; monitoring surveys of project activities in the 5 pilot districts conducted; the roll-out plan for the PTPDM Policy developed; and end-line evaluation of the project conducted in December 2017. As part of the achievement, the following materials to support the PTPDM Policy implementation had been developed. They were: the PTPDM Policy Framework Guideline, Teacher Performance Appraisal Handbook, Newly Qualified Teachers Induction Training Manual, Senior Teachers' INSET Manual, Teacher Training Logbook, Pre-Tertiary Teachers' Standards and Promotion System Handbook.

He commended JICA for the good job done and was optimistic of their continuous support to implement the policy. He noted that the Policy marks the beginning of a new era of teacher development and management required to make quality teaching and learning a permanent feature of the pre-tertiary education system in Ghana. He said that the Policy adopts the principle of life-long learning which begins with Induction Program for all newly-hired teachers and continues with regularized INSET programs throughout the life cycle of the teacher. Thus, the expectation is that teacher proficiency would lead to improved pupil/student learning outcomes in our classrooms. According to Dr. Adutwum, there was still a gap which was on how to assess the proficiency of teachers coming out of Colleges of Education. In his opinion, subject area proficiency must be measured (Proficiency Exam) to bring out the most qualified teachers. He thanked all and sundry for their efforts and wished that the engagements would continue for a successful nationwide roll-out.

 PRESENTATIONS

JICA PTPDM PROJECT

Mr. Gideon Ahoholu, the National INSET Coordinator, gave a report on the JICA PTPDM Project. He talked about the project background, highlight and achievements.

On the project background, he gave a history of JICA Technical support in Ghana from 2000. He talked about STM, INSET 1 and 2 and placed emphasis on the PTPDM Project.

The Project highlight looked at the Super Goal (Pre-tertiary teachers acquire competency by progressing in their career), Overall Goal (Career progression mechanism is enacted in non-pilot districts) and Project Purpose (Appraisal and promotion system based on PTPDM Policy is developed for nationwide expansion as seen in Output 1-4).

He indicated that among the achievements of the project were trainings and deliverables. He also specified the lessons learnt from the Project and gave some recommendations to the Ministry of Education.

PTPDM PROJECT DELIVERABLES

Mr. Lawrence Sarpong gave a presentation on the Project deliverables. In his presentation, he explained the various material developed by the Project. The materials were developed mainly on the Policy, Teacher Development and Teacher Management.

The deliverables for the Policy were:

- PTPDM Policy documents
- PTPDM Policy Implementation Guideline
- PTPDM Policy Implementation Plan

The deliverables for Teacher Development were:

- The Pre-Tertiary Teachers' Standards for Ghana
- Manual for INSET 1, 2 and 3
- Newly Qualified Teachers' Handbook
- Senior Teacher Training Handbook
- SBI/CBI/DBI Training Handbook
- Teacher Training Logbook

The deliverables for Teacher Management were:

- Teacher Performance Appraisal Handbook
- Pre-Tertiary Teacher Promotion Handbook
- Teacher License

He talked about the objective of each material and what its contents were.

JICA CAPACITY BUILDING PROGRAMMES

Mrs. Hazel Konadu Sarpong gave a report on JICA capacity building programs and their relevance to the PTPDM Policy implementation. She indicated that JICA had sponsored a number of teachers and officers from GES, Ministry of Education, National Teaching Council, the five (5) Pilot Districts and other districts that have been excelling in INSET activities to countries like Japan, Kenya, Zimbabwe and Malaysia to learn and support the implementation of the PTPDM Policy. She stated that in June 2016, Mr. Francis Addai, Mr. Musa Yakubu and Ms. Francesca Haizel travelled to Zambia to have training on 'Enhancing Teacher Professional Growth through the practice of Lesson Study'. Also, in September 2016, Mr. Charles Bediako Ampofo with seven others went to Nairobi, Kenya to receive training on 'Inquiry Based Learning

and Lesson Evaluation'. Again, in November 2016, Ms. Anne Estella Kye-Eebo went to Hiroshima, Japan to be trained in 'INSET Management and Lesson Study.'

In September 2017, Ms. Afia Animwaa Mireku, Mr Reginald Quartey and four others went to Niarobi, Kenya to receive training in 'Improving the quality of learning Mathematics and Science through the use of 5E Instructional Model in Inquiry Based Learning.' The 5Es are Engagement, Explaining, Exploring, Elaboration and Evaluation. Again, in November 2017, Mr. Lawrence Sarpong went to Osaka and Fukui, Japan to receive training in Lesson Study.

Also in November 2017, Mrs. Hazel Konadu Sarpong went to Hiroshima, Japan to be trained on the significance of assessment for learning (Formative Assessment) and associated guidance and how to improve INSET for teachers based on assessment for learning. The focus, which was on Formative Assessment develops students' ability and improves teaching and learning, supports the growth of children as independent learners, makes teachers to pay attention to assessment as problem solving and not as value judgment, allows pupils to evaluate their answers by throwing them back at them, uses more high order questions than low order questions and gives room for wrong answers. She indicated that the beneficiaries have the expertise which could be brought to bear during the implementation. They are therefore needed in the implementation of the PTPDM Policy.

PTPDM POLICY ROLL OUT PLAN

Miss Grace Agyeman Duah stated that the roll out plan for the implementation of the PTPDM Policy was within the outfit of the steering committee. The project would hand over all the deliverables which was to include the proposed roll out plan as well as the project report to the steering committee to decide on how to roll out the Policy.

COMMENDATION SPEECH

Mr. Anthony Boateng, the Deputy Director-General, GES, commended JICA and promised that the Policy would be rolled out. He indicated that major stakeholders which would include the teacher unions would be called on board to look at the documents.

CLOSING REMARKS

Mr. Michael Nsowah, the GES Council Chair, gave the closing remarks. He said that there would be some challenges in the implementation because support was not readily available. He stated that the Policy was not only for only Newly Qualified Teachers but also for all teachers so that teaching and learning can be improved. He was appreciative to JICA and noted that soon the Government of Ghana would sign another contract with the Government of Japan on any project they can support GES on. He directed that when the time comes for the project to be adopted, all stakeholders would be called. He maintained that the Policy was one that Ghana must pursue.

CLOSING

The meeting came to a close at 12.05p.m prompt with a prayer by Mr. Francis Addai.

RECORDED BY:

Hazel Konadu Sarpong (Mrs.)

Annex 1

MOE/JICA PTPDM PROJECT IMPLEMENTATION
The Final (5th) Joint Coordinating Committee (JCC) Meeting

Programme

Date: **28th February, 2018**

Time: **9:00 am – 1:30 pm**

Venue: **M- Plaza Hotel**

Chairperson: The Director General of the Ghana Education Service / Rep.

Time	Activity	Person
9:00 -	➢ Opening Prayer	Rev. Sr. Faustina Ganaa
	➢ Introduction of Chairperson / Participants	Hazel Konadu Sarpong
	➢ Chairperson's Opening Remarks	Chairperson
	➢ Welcome Address and Objectives of JCC	Executive Secretary, NTC
	➢ Address by DG of GES	Director General
	➢ Address by JICA Senior Representative	JICA Ghana Office
	➢ Address by Minister of Education	Minister of Education
11:00-11:15	➢ Snack	
11:15-11:45	➢ Report on the JICA PTPDM Project	Gideon Ahoholu / Kenichi Tanaka
11:45-12:15	➢ Explanation on all PTPDM Project Deliverables	Lawrence Sarpong
12:15-12:45	➢ Report on JICA Capacity Building Programmes; Relevance to PTPDM Policy	Hazel Konadu Sarpong
12:45-13:15	➢ Presentation of PTPDM Policy Roll Out Plan	Grace Agyeman Duah
13:15-13:25	➢ Chairperson's Closing Remarks	Chairperson
13:25-13:30	➢ Closing Prayer	Addai Francis
13:30 -	➢ Lunch	

MC – Addai Francis

PTPDM Project

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

**Joint Coordination Committee
28th Feb 2018**

National Teaching Council

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Outline of the Presentation

1. **Project Background**
   1. History of JICA Technical Cooperation in Ghana
   2. Overview of PTPDM Policy
2. **Project Highlight**
   1. Project Design Matrix
   2. Map of Pilot Districts

3. **Achievement**
   1. Trainings Implemented
   2. Project Deliverables
4. **Summary**
   1. Lessons Learnt
   2. Recommendations for MoE

2

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1. Project Background

2. Project Highlight

3. Achievement

4. Summary

3

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1. History of JICA Technical Cooperation in Ghana (Teacher Training)

Project	Period	Purpose	Target District
Improvement of Education Achievement in Science, Technology and Mathematics (STM)	2000-2005	Develop Prototype of In-service Teacher Training	3
Project for Strengthening the Capacity of INSET Management (INSET 1)	2005-2008	Develop INSET Model for Institutionalizing in the Government system	10
Project for Strengthening the Capacity of INSET Management (INSET 2)	2009-2013	Support Nation-wide INSET	All Districts
Project for Supporting Institutionalization of the PTPDM Policy	2014-2018	Support institutionalization of PTPDM Policy	5 Pilot (All Districts)

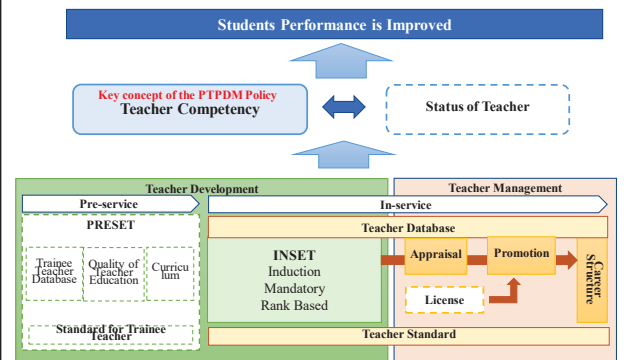## 2. PTPDM Policy: Overview

Approved Year: approved in 2012, revised in 2018

Goal: The PTPDM Policy 2018 aims to produce and manage world-class competent Pre-Tertiary Teachers capable of providing high quality instructions to maximize learning and achievement for all students in Ghana.

Key Elements of Policy:
(1) Teacher Development Framework
   • Competency-based professional standards
   • Pre-service teacher education and training (PRESET)
   • In-service education and training (INSET)

(2) Teacher Management Framework
   • Licensing
   • Teacher appraisal
   • Teacher database
   • Career structure
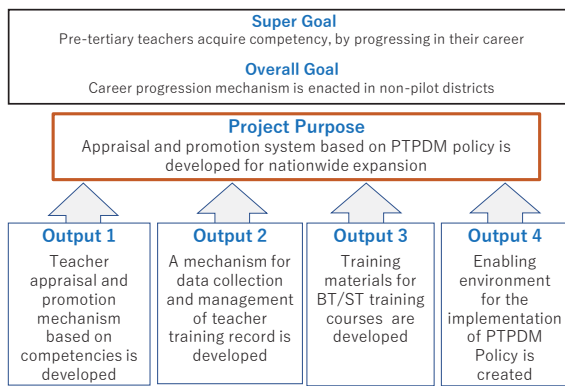   • Promotion

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Overall Process of the POLICY

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Slide 7

1. Project Background

2. Project Highlight

3. Achievement

4. Summary

Slide 8

2. PTPDM Project: Project Design

Super Goal
Pre-tertiary teachers acquire competency, by progressing in their career

Overall Goal
Career progression mechanism is enacted in non-pilot districts

Project Purpose
Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion

Output 1	**Output 2**	**Output 3**	**Output 4**
Teacher appraisal and promotion mechanism based on competencies is developed	A mechanism for data collection and management of teacher training record is developed	Training materials for BT/ST training courses are developed	Enabling environment for the implementation of PTPDM Policy is created

Slide 9

Map of Pilot Districts

South
✓ Shai-Osudoku (Greater Accra)
✓ Ajumako Enyan Essiam (Central)
✓ Upper Manya Krobo (Eastern)

North
✓ Savelugu-Nanton (Northern)
✓ Kasena Nankana East (Upper East)

Slide 10

1. Project Background

2. Project Highlight

3. Achievement

4. Summary

Slide 11

Achievement 1 (Trainings)

TOT to conduct induction training for NQT (BT)				
	2014/15	2015/16	2016/17	Total
Pilot Dist. (5)	46 (3)	28 (2)		74
Deprived Dist. (73) GPEG		365		365
UNICEF (13)		66 (6 Dist)	42 (7 Dist)	108
Total				547

TOT to conduct training for ST (HT) on PTPDM Policy				
	2014/15	2015/16	2016/17	Total
Pilot Dist. (5)	45 (3)	28 (2)		**73**

Slide 12

Achievement 2 (Trainings)

NQT (BT)				
	2014/15	2015/16	2016/17	Total
Pilot Dist (5 dist)	157 (3 dist)	292 (5 dist)	572(5)	1021
UNICEF (6 dist)	0	292	0	292
				1313

ST(HT)				
	2014/15	2015/16	2016/17	
Pilot Dists	315 (3dist)	276 (SO+SNM)	18 (3)	609
UNICEF (6)		505(6)		505
				1114

Achievement 3 (Deliverables)

| Topic	Deliverables
Policy	1. PTPDM Policy documents
	2. PTPDM Policy Implementation Guideline
	3. PTPDM Policy Roll Out Plan
Teacher Development	1. The Pre-Tertiary Teachers' Standards Guideline
	2. Manual for INSET 1, 2 and 3
	3. Newly Qualified Teachers' Handbook
	4. Senior Teacher Training Handbook
	5. SBI/CBI/DBI Training Handbook
	6. Teacher Training Logbook
Teacher Management	1. Teacher Performance Appraisal Handbook
	2. Pre-tertiary Teacher Promotion Handbook

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1. Project Background

2. Project Highlight

3. Achievement

4. Summary

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1. Lessons Learnt through PTPDM Project
(from interviews & Questionnaire ELS)

(1) Good Point(s)

✓ Pilot Districts have been very receptive to the Policy

✓ Induction Training and HT training are effective to improve NQTs and HT performance

✓ Efficient implementation of Appraisal is effective to change teachers' attitude and improve their professional skills.

✓ Teachers in Pilot Districts are anxious to be licensed

✓ Teachers attitude to work has improved as a result of Licensing demands

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1. Lesson Learnt through PTPDM Project
(from interviews & Questionnaire ELS)

(2) Challenges

✓ Resources needed for District Level to implement the policy

✓ Need for intensive sensitization on PTPDM Policy (Appraisal, Training, Licensing, Promotion)

✓ Capacity building for implementation of PTPDM Policy (all levels)

✓ Clear definition of assignment of roles and responsibilities within existing structure is necessary

✓ Harmonization of INSET delivery by different INSET providers

✓ Development of Training contents other than NQT and ST

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2. Recommendation for Ministry of Education

• Officially endorse PTPDM Policy 2018 and other related documents

• Mandate the key responsible organizations to take over the functions of the Project, taking into account institutional memories, expertise associated with the Project, and the need for effective implementation and nation-wide success of PTPDM policy.

• Enhance the capacity of implementing institutions to effectively carry out the PTPDM policy

• Allocate funds on time for the PTPDM Implementation Plan (FY18/19-22/23), including those for NTC/GES to finance mandatory training for teachers especially for NQTs.

PTPDM Project

Thank you for your kind attention!

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Slide 1

PTPDM Project JICA

Project Deliverables

Joint Coordination Committee
28th Feb 2018

National Teaching Council

Slide 2

Deliverables developed by Project

Topic	Deliverable
Policy	1. PTPDM Policy documents
	2. PTPDM Policy Implementation Guideline
	3. PTPDM Policy Implementation Plan
Teacher Development	1. The Pre-Tertiary Teachers' Standards Guideline
	2. Manual for INSET 1, 2 and 3
	3. Newly Qualified Teacher's Training Handbook
	4. Senior Teacher Training Handbook
	5. SBI/CBI/DBI Training Handbook
	6. Teacher and School Training Logbooks
Teacher Management	1. Teacher Performance Appraisal Handbook
	2. Pre-tertiary Teacher Promotion Handbook
	3. Teacher License

Slide 3

1. Policy

2. Teacher Development

3. Teacher Management

Slide 4

1. PTPDM Policy Documents

Objective:
Policy Document reflects the "rules" governing the implementation of the pre-tertiary teacher development and management.
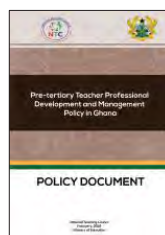
Content:
- Conceptual Framework
    - Philosophy, Goal, Vision, Core value, etc.
- Teacher Development Framework
    - Teacher Competency, Standards, PRESET, INSET
- Teacher Management Framework
    - Licensing, Teacher Appraisal, Teacher Database, Career Structure, Promotion
- Management and Institutional Framework

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Slide 5

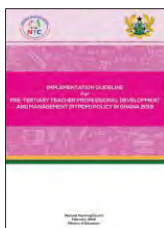## 2. PTPDM Policy Implementation Guideline

Objective:
This guideline is developed for implementation of the PTPDM Policy at pre-tertiary level.

Content:
- Conceptual Framework
    - Philosophy, Goal, Vision, Core value, etc.
- Teacher Development Framework
    - Teacher Competency, Standards, PRESET, INSET
- Teacher Management Framework
    - Licensing, Teacher Appraisal, Teacher Database, Career Structure, Promotion
- Management and Institutional Framework

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Slide 6

3. PTPDM Policy Implementation Plan

Objective:
- This plan is to translate the principles of the PTPDM Policy into activities and actions that can be implemented to achieve the objectives of the Policy within the first 5 years (2018-23).

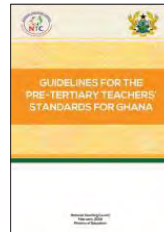**Content:**
- Expected Result and Strategy

>>Back

1. Policy

2. Teacher Development

3. Teacher Management

## 1. Pre-Tertiary Teachers' Standards Guideline

Objective:
This guideline is developed to clarify what standards are, whom they apply to, legal status/rationale, and domains of the Standards.

Main Content:
- What are the Standards for
- Who are the Standards for
- Legal status/rationale
- Domains of the Standards
  - Professional Values and Attitude, Knowledge, Practice
- How to use it
- Evidence Criteria
- Roles of Heads, Managers, and Universities

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2. Manual for INSET 1, 2 and 3
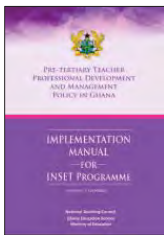
Objective:
These manuals explain INSET programmes in Ghana and how to manage them.

Content:
- Manual 1
  - Overview of INSET Programme
  - Framework of INSET Programme
  - Operational Management, Administration
- Manual 2
  - Induction Training Programme for NQTs
  - Operational Management, Standard/Model of training courses
- Manual 3
  - INSET Programme for Senior Teachers
  - Operational Management, Standard/Model of training courses

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## 3. Newly Qualified Teacher's Handbook

Objective:
This Handbook enables NQTs understand the new PTPDM Policy in Ghana.

Content:
- Overview of PTPDM Policy
  - Basic concepts, career structure, licensing, etc.
- Newly Qualified Teachers
  - Who is a NQT, career progression, competency, etc.
- Conditions of Service and Code of Conduct
- Pedagogy
  - Teaching and learning, classroom management, SBI/CBI/DBI, etc.

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4. Senior Teacher's Training Handbook
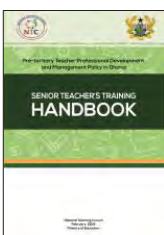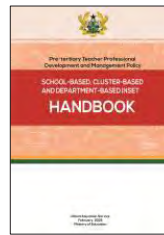
Objective:
This Handbook equips Senior Teachers with the basic values and attitudes, knowledge and skills required for the promotion to the next rank.

Content:
- Overview of PTPDM Policy
- Senior Teachers
  - Who is ST, INSET Program for Senior Training.
- School Management
- Leadership, Mentoring, Coaching, Guidance, Counselling
- Pedagogy
  - Curriculum, Teaching methods, Teaching and Learning Materials

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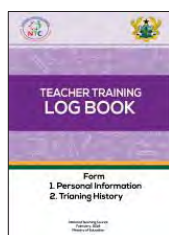## 5. SBI/CBI/DBI Training Handbook

Objective:
The Handbook explains types of In-Service Education and Training (INSET: SBI, CBI, and DBI) and their importance.

Content:
- Overview of SBI/CBI/DBI
  - Roles and Responsibilities, Objectives, Types and Stages of SBI/CBI/DBI, etc.
- Lesson Study
  - Procedure, how to use Lesson Observation Sheet

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6. Teacher Training Logbooks

Objective:
The training logbook enables teachers to record their training history, and manage training plans by themselves. This logbook is used for licensing and promotion of teachers.

Content:
- The logbook consists of two forms
  "Personal Information"
  - Name, Date of Birth, gender, Address, Rank, etc.
  "Training History"
  - Training Name, Training Code, Training Content, Training Period, Trainer's Name,

>>Back

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1. Policy

2. Teacher Development

3. Teacher Management

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1. Teacher Performance Appraisal Handbook

Objective:
This handbook provides information on professional requirements of every teacher to help complete performance appraisal forms.

Content:
- Overview of appraisal system
  - Performance appraisal, Performance Management who qualifies to appraise teacher.
- Procedure for completing Appraisal Form
  - Key result areas, targets and competencies
- Procedure of Appraisal
  - Schedule of Appraisal, Performance Planning, Multi-source Appraisal System, etc.

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2. Pre-tertiary Teacher Promotion Handbook

Objective:
This handbook provides the necessary information on teacher promotion system.

Content:
- Application Procedure
  - Preparing necessary documents, Application eligibility, submitting application documents.
- Head Teacher/Head of Department
  - Roles and responsibilities, procedure
- Circuit Supervisor/Head Master
  - Roles and responsibilities, procedure
- District and Region
  - Roles and responsibilities, procedure

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3. Teacher License

Objective:
The License is to ensure that teachers enhance the competencies as professional.

Focus:
1. Indexing
2. Online registration
3. Issuance and renewal of license
4. Certification of CPD service providers

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PTPDM Project

Thank you for your kind attention!
ありがとうございました。

REPORT ON JICA CAPACITY BUILDING PROGRAMMES:

RELEVANCE TO PTPDM POLICY

HAZEL KONADU SARPONG (MRS.)

28TH FEBRUARY, 2018.

JICA has sponsored a number of teachers and officers from GES, Ministry of Education, National Teaching Council, the five (5) Pilot Districts and other districts that have been excelling in INSET activities to countries like Japan, Kenya, Zimbabwe and Malaysia to learn and support the implementation of the PTPDM Policy.

➢In June 2016, Mr. Francis Addai, Mr. Musa Yakubu and Ms. Francesca Haizel travelled to Zambia to have training on 'Enhancing Teacher Professional Growth through the practice of Lesson Study'. The practice of Lesson study aims at providing opportunities to explore alternative, innovative and promising classroom practices and; professionally growing the teacher as the critical factor in the attainment of quality education.

➢In September 2016, Mr. Charles Bediako Ampofo with seven others went to Kenya to receive training on 'Inquiry Based Learning and Lesson Evaluation.' Emphasis was on Asking, Investigating, Creating, Discussing and Reflecting.

➢Also in November 2016, Ms. Anne Estella Kye-Eebo went to Japan to be trained in 'INSET Management and Lesson Study.'

➢In September 2017, Ms. Afia Animwaa Mireku, Mr Reginald Quartey and four others went to Kenya to receive training in 'Improving the quality of learning Mathematics and Science through the use of 5E Instructional Model in Inquiry Based Learning.' The 5Es are Engagement, Explaining, Exploring, Elaboration and Evaluation.

➢In November 2017, Mr. Lawrence Sarpong went to Japan to receive training in Lesson Study.

➢Also in November 2017, Mrs. Hazel Konadu Sarpong went to Hiroshima, Japan to be trained on the significance of assessment for learning (Formative Assessment) and associated guidance and how to improve INSET for teachers based on assessment for learning. The focus, which was on Formative Assessment:

❑ develops students' ability and improves teaching and learning.

❑ supports the growth of children as independent learners.

❑ makes teachers pay attention to assessment as problem solving and not as value judgment.

❑ allows pupils to evaluate their answers by throwing them back at them.

❑ uses more high order questions than low order questions.

❑ gives room for wrong answers.

RECOMMENDATIONS

PTPDM Policy and INSET:

➢Lesson study, an effective INSET Approach can be incorporated into the organization of INSET at all levels. It must be organized at least once in a term during SBI/ CBI/ DBI.

  ➢INSET activities should focus on:

    ➢ engaging learners on finding solutions by themselves,

    ➢ anticipating answers from the students and how to handle them,

    ➢ meaningful classroom engagement,

    ➢ questioning techniques,

    ➢ Assessment (summative/assessment of learning, formative/ assessment for learning and diagnostic/assessment as learning, where formative assessment will be emphasized.)

➢These contents must be added to the Mandatory Training.

RECOMMENDATIONS CONT'D

➢The Policy outlines Promotion, Licensing, Standards, Training, Appraisal, Database, Monitoring and Evaluation as key activities to be implemented. The beneficiaries have the expertise which could be brought to bear during the implementation. The beneficiaries are therefore needed in the implementation of the PTPDM Policy.

➢They can contribute to the training of teachers to develop professionally and be up to date with new strategies of teaching. This teacher development will translate into effective and efficient classroom teaching and learning for the benefit of the Ghanaian child.

PTPDM Policy Implementation Plan
(2018 – 2023)

PRESENTATION AT JCC
28 MARCH, 2018

Duration of the Plan

▶ Preparation Period (March – August 2018)

▶ Introduction Period (September 2018 – August 2023)

▶ Normal Period (September 2023 –)

Major Component of the Plan

▶ Teacher Standard
▶ Training
▶ Licensing
▶ Appraisal
▶ Database
▶ Promotion
▶ Monitoring and Evaluation
▶ Budget

Teacher Standard

▶ Preparation Period (March – August 2018)
  ✓ Disseminate the Pre-Tertiary Teachers' Standards for Ghana
  ✓ Start to develop subject standards

▶ Introduction Period (September 2018 – August 2023)
  ✓ Develop subject standard (Maths, Science, English, etc.)
  ✓ Review and revise standards

Training

▶ Preparation Period (March – August 2018)
  ✓ Develop CPD Point System and CPD Providers licensing system
  ✓ ToT for 131 Districts from 10 Regions (5 days) on PTPDM (85 organised)
  ✓ Refresher ToT for 85 Trained Districts (3 days)
  ✓ Dissemination of New Promotion System(GES) and Licensing (NTC)
  ✓ CS Training, Head of School Training, NQT Induction Training: *SBI, CBI and DBI*
▶ Introduction Period (September 2018 – August 2023)
  ✓ Develop mandatory trainings for each rank
  ✓ CS Training, Head of School Training, NQT Induction Training, Mandatory Trainings for each ranks: *SBI, CBI and DBI*

Licensing

▶ Preparation Period (March – August 2018)
  ✓ Finalise CPD Point System
  ✓ Develop and finalize CPD Point System Manual
  ✓ Provisional Teachers License will be processed for issuance to all NQTs by September, 2018
▶ Introduction Period (September 2018 – August 2023)
  ✓ Provisional Teachers License will be provided to NQTs
  ✓ Professional Teachers License will be provided to NQTs who finish Induction Training
  ✓ Licensing of In-Service Teachers

Appraisal

▶ Preparation Period (March – August 2018)
- ✓ DEOs and REOs monitor End-of-year Appraisal
- ✓ Teachers submit copies to DEO through Head of School (HoS) and CS

▶ Introduction Period (September 2018 – August 2023)
- ✓ Initial, Mid-year and End-of-year Appraisal
- ✓ Teachers submit appraisal forms to DEO through (HoS) and CS
- ✓ Teachers submit appraisal form through Website and DEO with CS checking their forms (After Teachers Database is developed)

Database

▶ Preparation Period (March – August 2018)
- ✓ GES and NTC will discuss how to integrate teacher database and develop specifications of the database

▶ Introduction Period (September 2018 – August 2023)
- ✓ Develop integrated teacher database
- ✓ Monitor and modify the teacher database
- ✓ Utilise the database for promotion, licensing and other purposes

Promotion

▶ Preparation Period (March – August 2018)
- ✓ GES develop Training Contents, materials and schedule to introduce new promotion system to GES HQ, REOs and DEOs based on the Promotion Handbook, PTPDM Policy Guidelines and other related materials

▶ Introduction Period (September 2018 – August 2023)
- ✓ Preparation for introducing New Promotion System
- ✓ Training on New Promotion System to all REOs and DEOs
- ✓ DEOs and REOs explain New Promotion System to all teachers
- ✓ Promotion based on Interview, Appraisal and Training Records
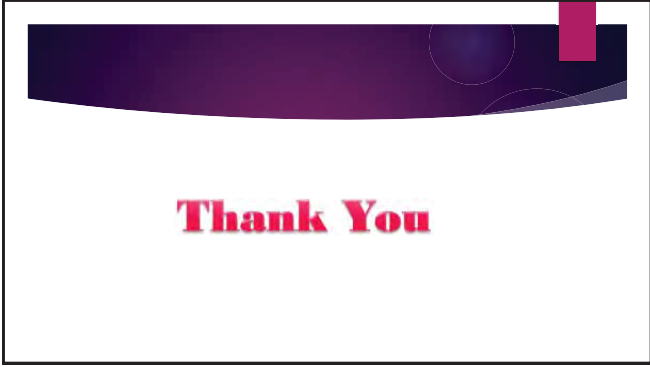
Monitoring and Evaluation

▶ Preparation Period (March – August 2018)
- ✓ Organize Steering Committee and Technical Committee for Implementation (MoE, GES and NTC)
- ✓ Monitor REO and DEO activities on PTPDM Policy
- ✓ Organize PTPDM Policy Annual Review Meeting and develop PTPDM Annual Monitoring Report

▶ Introduction Period (September 2018 – August 2023)
- ✓ Develop annual PTPDM Policy Implementation Plan and annual monitoring plan
- ✓ Monitor selected Regions and Districts twice a year
- ✓ Organize PTPDM Policy Annual Review Meeting
- ✓ Revise all materials for PTPDM Policy implementation based on the result of induction period

Budget

▶ Preparation Period (March – August 2018)
- ✓ NTC and GES revise cost estimation for PTPDM Policy Implementation (2019-23)
- ✓ REO, DEO and School estimate necessary cost of PTPDM Policy implementation for 2019 financial year (state in ADEOP and SPIP)

▶ Introduction Period (September 2018 – August 2023)
- ✓ NTC and GES estimate and apply necessary budget for PTPDM Policy implementation for each financial year
- ✓ REO, DEO and School estimate necessary cost of PTPDM Policy implementation for each financial year (state in ADEOP and SPIP)

Conclusion

The PTPDM Policy is long overdue. The quality of the teacher is critical to quality education. Due to global technological advancement the quality of the 21st century Ghanaian teacher and associated teaching and learning outcomes is threatened. We need to produce a teacher who can stand the test of time in order to bring about quality education delivery and learning. As teachers we have a major role to play to prepare the children of today for tomorrow. We should all therefore support the MoE, NTC and the GES to roll-out the implementation of the PTPDM Policy.

Thank You

添付資料 7
SC 会議録

Meeting Memo: Steering Committee

Purpose of meeting	PTPDM Steering Committee: 1st Round
Date & Time	9th June 2014 14:30- 16:30
Venue	Minister's Conference Room

Mr. Paul Kofi Krampa (Director of PR/MoE)

Dr. Augustine Tawiah (Executive Secretary Designate, NTC ; Deputy Executive Secretary, NIB)

Mr. Peter Ahlijah (Head of Planning/MoE)

Mr. ISAAC N. Biney (Head of Budget/MoE)

Mr. Ernest Wesley Otoo (PBME, DP Coordinator)

Mr. Emmanuel Tawiah Aboagye (Deputy Executive Secretary Designate, NTC)

Ms. Dorothy A Gloner (Deputy Director of SED/GES)

Participants

Ms. Rabiana Azara Amandi (Director of Pre-Tertiary/MoE)

Ms. Georgina Quaisie (Head of SEU/GES)

Mr. Sammuel Amnsah(Director/TED)

Ms. Mama Laryea (JICA)

Prof. Paul. S.N. Buatsi (Project Adviser)

Mr. Kenichi Tanaka (Project)

Mr. Kenji Ohara (Project)

Mr. Ryusuke Yamachika (Project)

Dr. Augustine Tawiah made a short speech to kick off the meeting.

Mr. Tanaka made Power Point presentation to introduce the brief outline of the project with the 5 Pilot Districts selected.

Comments from Participants and PADECO:

1. The Project Team has been here for one month in Ghana. The Project is in the preparatory stage to make a baseline before really starting activities.
2. The Project will be implemented for 4 years.
3. It is desirable that the project is implemented nationwide, but as a pilot, it will be launched in 5 districts, to expand to the large part in the future.

4. The 5 Pilot Districts include 3 in South Area and 2 in North Area. The selection criteria are mainly data of AIPR, SBI, GER, NER, number of teachers, other donor participation status, and number of vocational training schools (2 districts have the schools).
5. Pilot Project's implementation term is 3 years. After that, nationwide replication will be promoted by governmental fund.
6. It is important to improve teaching environment and teachers' welfare. On the other hand, this project specifically targets the professional development of teachers.
7. It is better to add "MoE" to the project name, (such as "MoE/JICA PTPDM Project").

Mr. Ohara made Power Point presentation to introduce the project activities, Inception Report and decision-making process..

Comments from Participants and PADECO

1. The Project includes updating of the PTPDM Project. Participant will review it and give a feedback to the Steering Committee.
2. After receiving comments from Steering Committee participants, the Project team will internally discuss with HRMD, NTC, and TED. After gaining the Steering Committee's approval, it will be discussed in Teacher Union, JCC, and finally MoE.
3. The teacher career development is based on the competency and qualification, irrespective to academic degree. Minimum academic degree is diploma.
4. It is important to disseminate the information to the participants, (or lower level) to avoid the distortion of understanding and know what is happening now.
5. Under the career progression, further development of qualification is necessary for the next progression. Promotion is not automatically realized, but teachers have to continue to take a development courses.

Consensus at Meeting

1. Participant have to read the materials distributed (Record of Discussion, PTPDM Policy, and Implementation Plan), to give comments or suggestion at the next Steering Committee (probably more than two weeks later.).

PROJECT FOR SUPPORTING INSTITUTIONALIZATION OF THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT POLICY IN GHANA

<u>MINUTES OF THE 2nd STEERING COMMITTEE</u>
<u>HELD AT MINISTRY OF EDUCATION, ACCRA, 21st AUGUST 2014</u>

1. ATTENDANCE LIST
(See ANNEX 1 Attached)

2. AGENDA OF THE MEETING
The agenda of the 2nd Steering Committee was the following:
- Revised career progression
- Discussion on JCC program

3. OPENING CEREMONY
3.1 The JCC meeting started at 2pm with a prayer said by Dr Angnotine Tawiah, Deputy Executive Secretary of National Teachers Council (NTC).

3.2 Chairman's Welcome Remarks
In his welcome address the Chairman, Professor Paul N. Buatsi, noted that the objective of the meeting was to discuss PTPDM policy, especially the career progression, which was revised at PTPDM workshop in Koforidia from 29th to 31st July. First Joint Coordinating Committee (JCC) is scheduled on 28th August, so this steering committee is to prepare for the JCC, where revised PTPDM policy and career progression are to be approved.

3.3 Discussion on New Career Progression
Mr. Gershon Dorfe debriefed the participants about the discussion held at Koforidia workshop on the revision of PTPDM policy. He explained the major points revised in the career progression in particular. The below is the major discussion points.

[The Name of "Beginning" Teacher]
Mr Gershon Dorfe attended GNAT annual meeting in Kumasi on August and explained the revised career progression for teachers. In that meeting, GNAT contested whether the name "beginning" is appropriate or not. Based on their opinion, the SC members discussed alternative for "beginning". They suggested "New Teacher", "Teacher" and "Emerging Teacher".

[Non-Professional Teachers]
There are two categories of Beginning Teacher, namely, 1) Professional Beginning Teacher (graduate from CoE), and 2) Non-Professional Teacher (graduate from university or Technical Colleges without teacher qualification). In the revised Career Progression, Non-Professional Teachers should attain professional status within the first 3 years before becoming a license teacher. There was a discussion how to prepare Non-Professional Beginning Teachers. There was suggestion to establish retired teacher association in each district and do trainings for Non-Professional Beginning Teachers. There was also another suggestion to do a boot camp for them. The meeting agreed on the necessity of preparing Non-Professional Teachers through intensive and multi-faceted induction program. NTC and NIU will work on separate writing for Non-Professional Teachers in Career Progression.

[Two Career Paths for Teachers: Management Path and Professional Teaching Path]
The current Career Progression is meant for the teachers who aim for management from classroom teaching. Apart from Management path, there should be teachers who decide not to do management and would like to be professionalized as a classroom teacher and that should be captured in this career progression. These teachers can contribute to improve quality of teaching and learning at schools as they can coach younger teachers. They can be called "Master Teacher" or "Distinguished Teacher". NTC and TED will work on it.

[Academic Requirement for Chief Principal Teacher]
According to the current Career Progression, Diploma holders cannot be Chief Principal Teacher. There was a question on whether it is appropriate, given that new career progression system is based on competency. Professor Buatsi answered the question by saying that they limit graduates to be a Chief Principal Teachers because they want to encourage diploma holders to get graduated from university.

[Circuit Supervisor]
There was a question from which career level they can be a Circuit Supervisor (CS). Currently no rank is attached to CS.

[Training Needs for Director and Principal Director]
Currently training needs for Director and Principal Director is blank. NTC will work on it.

3.4 JCC agenda
Attached is the revised JCC program after the discussion among SC members.

3.5 Closing
The meeting was closed at 5pm with a prayer said by Dr. Tawiah.

ANNEX 1 –ATTENDANCE LIST

S/N	Name	Organization/title
1	Kenji Ohara	PTPDM PROJECT
2	Yuji Ozaki	PTPDM PROJECT
3	Gershon K. Dorfe	TED /NIU coordinator
4	Mama Laryea	JICA, Education Advisor
5	Georgina Quaise	SEU/GES, Outgoing Head of Unit
6	Rabiena Azara Amance	MOE/PRE-TERTIARY, Director
7	Emmanuel T. Aboagye	NTC, Deputy ES
8	Angnotine Tawiah	NTC, Deputy ES
9	Rev. Simon Asige	GES (SECONDARY), Director
10	Ernest Otoo	MOE, Development Partners Coordinator
11	Isaac N. Biney	MOE, Head Budget
12	Peter Ahcijah	MOE, Head Planning
13	Kenichi Jibutsu	PTPDM Project
14	Kyoko Yoshikawa	PTPDM Project
15	Paul N. Buatsi	PTPDM Project

MINUTES OF THE 1ST SUB-COMMITTEE MEETING OF THE 'PROJECT FOR THE IMPLEMETATIONOF PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT (PTPDM) IN GHANA' HELD ON 1ST SEPTEMBER, 2014 AT THE TEACHER EDUCATION DIVISION OF GES

1.0 Attendance
    1. Professor Paul Buatsi Chairman
    2. Dr A. Tawiah NTC, ES
    3. Mr. Samuel Ansah, Director TED
    4. Mr Emmanuel TawiahAboagye NTC, Deputy ES
    5. Mr Kenichi Jibutsu JICA Contractor/Training Manuals
    6. Kyoko Yoshikawa JICA Contractor/Project Coordinator/Publicity
    7. Yuji Ozaki JICA Contractor/IT Expert-Database
    8. Kenji Ohara JICA Contractor/Deputy Team Leader

1.1 Apologies
None

BUSINESS	ACTION BY

2.0   Opening

The chairman welcomed the members and declared the meeting open at 11.30 am

3.0   Business of the day   **Action by NTC**

The chairman began the business of the day by agreeing with members the need to collate the issues raised at the GES/JICA PTPDM Project Implementation Joint Coordinating Committee (JCC) held on the 28th August, 2014. Theseissues should be forwarded to Director General (DG) and should include the proposal and request for himto facilitate discussions on the issues. The issues include:

I. The need to create level betweenSenior Teacher and the Principal Teacher.

II. To develop career progression of the professional teachers and clearly indicating progression into administration.

III. HR to establish equivalences for the teachers and the administrators on the career progression

4.0   Database   **Action by NTC**

Members agreed that the Project will capture data on the Newly Trained Teachers posted to the Pilot Districts from 16th to 19th September, 2014. It was suggested that the database personnel at the GES should be informed to present their itinerary covering the three Pilot Districts,so that the data on the teacher could be captured a day before they report to their various stations. .

JICA Consultants (PADECO) was to cover the cost of services provided by the three database staff, and to fuel their vehicle to all the districts.

To facilitate the establishment of the NTC Teachers Database, Dr.Tawiah was to talk to Mr Nkoom(Head, IPPD, GES) on available data on teachers and also to consult the Ministry of Finance for the data captured on teachers by GIFMIS. This could help NTC to determine if the data at Ministry of Finance and the IPPD would be beneficial to NTC.

A member suggested that it would be good if NTC data is linked with the IPPD so that non-payroll information could be shared between the two offices.

5.0   Training

5.1   For the purpose of piloting, a member wanted to know: **Action by TED**
The cost of training of the teachers?
Who does the training?
The number of teachers involved in the training? and
Who trains the head teachers?

JICA Consultant, Mr Ohara provided some basis for calculating the
number of teachers that would be trained in each district. That was
the total number of teachers in the district divided by twenty (20).
A member suggested that we needed to do orientation for all the
Head Teachers and to re-orient the District INSET Committees to
help train the BT, HT, Teachers, etc. Therefore there was the need to
know the mandate of the District INSET Committees,their
operational guidelines and reports on the existing INSET groups.

6.0   Base line studies   **Action by**
It was agreed that the base line studies should be in the same Pilot   **TED/JICA/NTC**
Districts. This will start in November 2014 and the material wouldbe
ready for TOT by October, 2014. The chairman indicated that the
overriding issue is that the team (especially NTC and TED) should
speak with one voice for the sake of smooth transition.

7.0   Awareness creation
The need to sensitize the Union members within the Districts on the
project and the essence of the pilot study in the selected districts was
noted. The chairman indicated the need to find out how the Union
leaders communicate to their members so that we could use the same
channel of communication. Weshould find out some of the events in
the districts and use those as platformsto communicate to the teachers
and the union leaders/members.

8.0   Others matters
The NTC was to meet TED/NIU, CRDD and Project Consultants on
Thursday 4th September, 2014 to discuss plans for developing the
training manuals and how to communicate with the Districts
Directors regarding the 16th to 19th September, 2014 registration
exercise in the 3 Pilot Districts.

9.0   Conclusion
In the absence of any other business the chairman brought the
meeting to an end at 1.00pm
Chairman Secretary
Professor Paul Buatsi Emmanuel Tawiah Aboagye

PROJECT FOR SUPPORTING INSTITUTIONALIZATION OF THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT POLICY IN GHANA

MINUTES OF THE 3RD STEERING COMMITTEE MEETING

HELD AT THE MINISTRY OF EDUCATION CONFERENCE ROOM, ACCRA, 25TH NOVEMBER, 2014

1. ATTENDANCE LIST
   (See ANNEX 1 Attached)
2. AGENDA OF THE MEETING

The agenda of the 3rd Steering Committee was the following:

- Introduction of the JICA Mission
- Result of the meeting on 21st August, 2014
- Progress report of the project
- Way forward
  - Preparation of materials for all levels apart from the beginning teacher and headteacher
  - Nationwide expansion

  Comments by JICA Mission

  A.O.B

3 . The meeting started at 2:15pm with self introduction of members present and the JICA Mission Team. The chairman, Dr. Augustine Tawiah welcomed all present. He said the Director Generals was being represented by Mr Stephen Adu, who was acting in his absence

3.0 Progress report of the project

3.1 Development of Materials for the Beginning Teacher

Mr. Gershon Dorfe briefed members about the materials developed and edited to fine tune the materials to pave way for the implementation of the training for trainers workshop organized in Koforidua.

3.2 Familiarisation Visit to the Pilot Districts.

Mr. Gershon Dorfe told the house that on the 6th, 7th and 10th November, the Project Team and the National INSET Unit visited the three pilot districts namely Ajumako-Enyan-Essiam, Upper Manya and Shai Osudoku to interact with the DIC members on their selection as pilot districts for the PTPDM Policy implementation and the roles and responsibilities that are associated with their selection. He stressed that the visit actually gave the districts the insight into what is ahead of them and the needed corporation that they are to give for a successful piloting of the policy.

3.3 Meeting on the Role and Responsibilities of the Stakeholders on 21st November, 2014

Mr. Gershon Dorfeh emphasized on the fact that during that meeting it was agreed that the HRMD of GES was one of the main stakeholders and that they were supposed to be part of all meeting on the project.

Mr Charles Ahoto- Tsegah, acting Director General appealed to the Director TED, GES to Support the pilot districts to organize their maiden training with the Internally Generated Funds (IGF) of TED.

3.4 Training of Trainers (ToT) Workshop

Mr Gershon Dorfe again read a report on the workshop organized in Koforidua, where he said fifteen members from each district, made up of six DIC members, four Circuit supervisors, two District Master Trainers, two DTST members and one rep. from the second cycle institution in the districts were invited.

He concluded his report by saying that the two main objectives of the workshop were achieved and the various inputs from participants will be added to the documents by NIU very soon.

4.0 Discussions/ Comments

4.1 Funds

Prof N Buatsi explained to the members the various dimensions the policy had taken and that there would be series of meetings on securing funding for the pilot districts to operate effectively

Dr. A. Tawiah stressed that it is about time teachers start spending money on their own training for their professional development.

4.2 Attractive/Interesting Programme

Mr. Stephen Adu was very passionate about making the programme attractive for all teachers to be attracted to it and also sustain the interest of teachers for the programme to be successful.

Ms. Rabiena Aazara needed clarification on how the to make the programme attractive for teachers to feel that without it they cannot move forward in their profession.

Mr. Gershon dorfe assured her that measures that are sustainable will be adopted during the piloting period.

4.3 Career Progression

Mr Gershon Dorfe informed the house on the recent changes, where the Principal Director is now known as the Senior Director.

Mr. Stephen Adu advised on the need for drawing a line between the different groups, in terms of ranking. He suggested that the ranks end at Chief Principal Teacher and the last two levels for administrators.

5.0 Way Forward

Mr Stephen Adu was of the opinion that the models should made for each area with different sections for each level on the career progression, eg ICT for all levels (put them into different sections)

It was agreed that Mrs Evelyn Oduro and Mr. Seth Odame Baiden become consultants on the programme and when their services are needed they should be invited.

On nationwide expansion, Dr. A. Tawiah assured the house that the ICT department of GES are ready with the database of all teachers.

5.1 JICA Mission

The team members of the misson were impressed about the delibrations during the meeting, and stressed on strategizing to make the programme attractive, and also sustaining the programme.

The meeting ended at 3:00pm, The next meeting was scheduled for early January, 2015

ANNEX 1

ATTENDANCE LIST

S/N	Name	Organisation/Title
1	Augustine Tawiah	NTC, Executive Secretary
2	Peter Ahlijah	MOE, Head Planning
3	Rabiena Azara Amance	MOE/ PRE-TERTIARY,Director
4	Dora Dankwa Mensah	MOE/ HRM, Director
5	A.K. Quaning	SEU/GES, Head
6	Stephen Adu	BED/GES, Director
7	Mama Laryea	JICA, Education Advisor
8	Taro Kakehashi	JICA, Rep of Education
9	Kenichi Tanaka	PTPDM Project
10	Kenji Ohara	PTPDM Project
11	Paul N. Buatsi	PTPDM Project
12	Shin Tanaka	JICA, MISSION TEAM
13	Hiroshi Mochuzuki	JICA, MISSION TEAM
14	Gershon Dorfe	TED/ NIU coordinator
15	Franceesca Haizel	TED/NIU
16	Grace Agyeman Duah	TED/NIU

PROJECT FOR SUPPORTING THE INSTITUTIONALIZATION OF THE PTPDM POLICY

JICA PTPDM PROJECT

Minutes of the Steering Committee Meeting Held on Thursday, 19th March, 2015

At the Ministry of Education Conference Hall

Present

1. Margaret Okai: Deputy Div. Director, BED, GES Headquarters, Accra
2. Michael Inkoom: Director Secondary, GES Headquarters, Accra
3. David A. Fynn: HRMD Division, GES Headquarters, Accra
4. Alex Offei Dankwa: HRMD Division, GES Headquarters, Accra
5. Gershon K. Dorfe   Ag. Deputy Director, TED, GES Headquarters, Accra
6. Gideon Ahoholu: Member, NIU-TED, GES Headquarters, Accra
7. J.W. Molenaar: Coordinator, Dist. Education, TED, GES Headquarters, Accra
8. Grace Agyeman Duah: Member, NIU-TED, GES Headquarters, Accra
9. Rev. E. K. Dadebo: Member, NIU-TED, GES Headquarters, Accra
10. Francisca Haizel: Member, NIU-TED, GES Headquarters, Accra
11. Mama Laryea: Education Advisor
12. Prof. Noble Buatsi: Consultant, JICA PTPDM Project
13. Emmanuel T. Aboagye: Deputy Executive Secretary, NTC
14. Kyoko Yoshikawa   JICA PTPDM Project
15. Nana Yaw Safo-Kantanka: Member, NIU-TED, GES Headquarters, Accra

Agenda
1. Report on the Induction Training in 3 pilot districts
2. Appraisal System
3. Nationwide Expansion (75 deprived districts)
4. AOB.

Opening
The meeting, which was chaired by Prof. Noble Buatsi, began at 2 p.m. with a prayer by Rev.
E. K. Dadebo. Prof. Buatsi recounted how far the Project/Policy had travelled/developed. The
latest significant development was the induction training programme in the three (3) pilot
districts. He drew attention to the agenda for the meeting.

Main Business for the Day
1. **Report on the Induction Training in the 3 Pilot Districts**
    Funding for this programme was provided by TED-GES. All Beginning Teachers in
    the pilot districts attended except one who had been hospitalized during the exercise.
    The group went through the daily activities for the induction training in the 3 pilot
    districts.

What is Log Book in PTPDM parlance? It is a book in which is recorded activities
performed by the teacher for staff development purposes.

Is the Log Book one of the requirements for a teacher's promotion?

It is one of the processes to be gone through during the assessment for the licensing of Beginning Teachers.

Were there any challenges during the implementation of the pilot induction training programme?
Initially, funding was a huge problem. What took place in February, 2015 should have taken place in October, 2014.

It was non-residential for the BTs and this disturbed them a lot even though they punctually attended the sessions.

In addition, the headteachers of the BTs were allowed only a one day attendance which they complained was inadequate. This short training period for them was due to inadequate funding.

2. **Appraisal System**
   An appraisal system was developed after a meeting with the Public Services Commission (PSC). This is teacher-specific.

   The PSC forms will be suitable for appraising non-teaching staff of the GES.

   The current appraisal forms for teacher appraisal which was developed by Mr. E. T. Aboagye of NTC was studied and discussed by the Core Team and the Project. The teacher-unions were invited on Monday, 16th March, 2015 to study and suggest inputs to improve them. The forms were given to the Committee members to study and provide inputs.

What about a database for the project?
This was being developed by the ICT Unit in collaboration with the HRMD Division.

How will teachers in administration be appraised?
They will be appraised using the PSC forms.

Members were taken through the *Handbook for Teachers on Performance Management* and the main issues in it were discussed.

The PTPDM competences for teachers are still under review and experts will have to study them and improve them to meet the necessary standards.

Discussion on the "Teacher Appraisal System Chart in Ghana"
Attention was drawn to the fact that in the Ghanaian school system, Mid-year is February/March.

Also, targets should be set at the beginning of term and appraisal done at the end of term. The PSC should therefore be reminded that the academic year starts in September and ends in August and so this issue of promotions should be resolved.

Other activities outside the classroom have been catered for in the appraisal form under the non-core activities. All sub-committees from GES should submit their inputs for enhancing

this handbook. The Team will then meet the PSC and later the NTC and the GES Council for deliberations.

3. **Nationwide Expansion (75 deprived districts)**

   After the development of the handbook, it will be introduced to the pilot districts and then it will be extended to seventy-five (75) deprived districts. GPEG has been consulted for funding for training in these districts. The Team has been tasked to write a proposal and a budget for this programme. This has been done.

   The Chief Director for the MoE and the Deputy Minister for pre-tertiary education said the four (4) to five (5) years of piloting should be reduced because that period was too long.

   An average of thirty (30) newly trained teachers in each of the seventy-five (75) deprived districts was used in the proposal for funds.

   A ToT will first be organised. If the funds are available the induction training in the seventy-five deprived districts will begin in April, 2015.

   It was noted that moving into the 75 deprived districts will enable the Team to develop a robust system (for induction training, appraisal and the creation of a database) to be used by GES, NTC and PSC.

4. **AOB**

   Comments in writing are welcome from members so that the Team can meet the PSC soon.

5. **Closing**

   The meeting came to a close at 3.50 p.m. with a prayer by Rev. Emmanuel Dadebo.

Compiled/Recorded by:

Nana Yaw Safo-Kantanka

(NIU-TED).

MINUTES OF THE MEETING WITH THE STEERING COMMITTEE HELD AT THE MINISTER'S CONFERENCE ROOM ON 14TH APRIL, 2016

ATTENDANCE

Twenty –two members were in attendance (See attached list).

AGENDA

The agenda for the meeting was mainly the progress report on the PTPDM project and the way forward.

OPENING

The meeting started with a prayer by Mr Emmanuel T. Aboagye at 2:20pm. It was chaired by Mr. Stephen Adu, the Deputy Director General. This was followed by self-introduction of members present.

PRESENTATION

Mr. Gershon Dorfe, the National INSET Coordinator was called upon to make a PowerPoint presentation. After thoroughly going through, the floor was opened for questions and clarification on some points highlighted.

The following were questions raised:

1. Had GNAT been consulted concerning funding?

2. Had there been follow ups with the Public Service Commission?

3. Is the number of years not too much for the career progression?

4. Is every teacher to progress to be a director with regards to the new career progression?
   It was explained that when a teacher rises to Senior Principal Teacher, the next step will be the choice of being in the classroom or the office.

5. Are the guidance books reference books?

It was explained handbooks were designed to help with the whole exercise.

6. Who takes over or continues to ensure consistency Or are the existing standards going to be maintained?
Dr. Augustine Tawiah gave a response by saying National Teaching Council (NTC) acts at the Beginning Teacher level and from there, GES takes over the rest of the activities.

7. Under the completion of the development, the main issue that the chairman sought for discussion was on the retirement of the work of implementation.

8. The rank and position in the current structure for the career progression appeared conflicting. As a result, there was the need for a review as agreed by members present.

ACTIVITIES UNDERTAKEN

1. It was mentioned that there was a fruitful meeting with the Nursing and Midwifery Council (N&MC). They were consulted because they are into activities concerning Standards, Licensing and Registration.

2. There had also been meetings with Teacher Unions and other bodies but unfortunately, GNAT and NAGRAT did not show up.

3. GES ICT Unit was helping to materialise the database development. It was added that a database expert will soon come on board by May this year to ensure the success of this development. The expert will support to gather trainee record. Through this, a teacher will qualify to be promoted based on the database and the logbook.

RECOMMENDATIONS

1. The chairman advised the team to review the career progression again. This should be done critically in order not to cage all teachers as "School teachers or Administrative teachers" in the end.

2. Fair wages must be contacted also with regards to the levels.

3. The chairman admonished the team to come out with something innovative with the opportunity given them to help in sharpening the existing structures.

4. If possible, another word should be used instead of "Director" in the career progression. Otherwise, there was an advice to have structures for both a teacher in the classroom and an Administrative teacher. Another was the use of "modify" not to create any impression of boycotting the existing structure. A member also advised that the structure should be robust so as to keep the teacher teaching, even in old age and satisfied as well.

5. There should be collaboration with the following bodies to help achieve better results:
   (i)   T-TEL
   (ii)   Local Commission
   (iii) Teacher Education

6. Other countries policies could be reviewed, if possible and for this task, JICA was charged to handle it.

7. Any ideas concerning the policy should be forwarded to TED for the necessary inputs to be made.

8. During the meeting, there was a unanimous decision for an ad hoc committee set-up to have a review of the work done so far before the May workshop is organised.

9. There was a late notice given to members which majority complained of inadequate preparation towards the meeting. The chairman suggested that documents for the meetings could also be mailed to reduce the volume of paperwork.

COMMENDATION

Dr Augustine Tawiah acknowledged the support of National INSET Unit (NIU) and Teacher Education Division (the Director) in relation to how far the work had gone.

CLOSING

In the absence of further discussion, the chair asked Mr. Issah to give the closing prayer and the meeting ended at 4:07pm.

MINUTES OF THE STEERING COMMITTEE MEETING ON MID-TERM REVIEW ON THE PROJECT FOR SUPPORTING INSTITUTIONALISATION OF THE PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT (PTPDM) POLICY @ DG's CONFERENCE ROOM – 19/07/16

The meeting started at exactly 10.50am with an opening prayer by Mrs. Rosetta Addison Sackey. Mrs. Felicia Boakye-Yiadom, the Director, CRDD, who represented the Director General, chaired the meeting and welcomed all members present.

Attendance: Twenty-nine (29) members were in attendance (see attached list).

There was self- introduction by all participants after the welcome address. Dr. (Mrs) Evelyn Oduro, Director TED, briefed participants on the purpose of the gathering. She indicated that the purpose was to inform members on what had been achieved so far on the implementation status of the PTPDM Policy and also to learn from the Evaluation Team on their findings and recommendations on the Mid-Term Review of the policy implementation.

Evaluation Team Review Findings
The mid-term review report was presented by Ms. Yuko Ogino. In the report, she outlined the objectives as:

- Achievements of the project
- Evaluation by the five criteria
- Recommendations.

Copies on the presentation were given to members to study. After, Mr. Shin Tanaka also highlighted the conclusion and recommendations made based on their findings.

Mrs. Felicia Boakye-Yiadom, the Chairperson, requested for opinions and views from the participants on the presentations made.

Dr. Tawiah, the Executive Secretary of NTC, added that there was going to be a meeting with the Teacher Unions and members present had to make inputs to the document before the Joint Coordinators Committee meeting on the 21st July 2016.

Mr. Boateng, Director - SPED, suggested that, everyone had to be on board as far as the policy implementation was concerned and that the issues with the Teacher Unions be resolved. He also asked about the feasibility, effectiveness and sustainability of the project after the pilot.

Dr. Tawiah added that the Teacher Unions had been involved in all the discussions. They only needed to study the policy and inform their members.

The Director, Dr. (Mrs) Evelyn Oduro, also said that the review team did their evaluation by using five criteria. Based on that, they made it clear about the areas that needed to be

critically looked at. TED was coordinating the Districts to take ownership of the policy after the pilot. The Teacher Unions had been part of the process just that they are not comfortable with names like "Beginning Teacher". She said we needed to understand one another and move together.

Dr. Tawiah suggested that, PADECO had to be part of the Evaluation.

Note should be on the title of the Headteacher's Handbook. Information about the project can be found on GES posting website.

He said there had to be an activity on how to sustain the project especially, financial issues. Simple flyers had to be provided for teachers to read about the project and the policy.

REPORT BY MR. ABOAGYE ON THE TRIP TO JAPAN.

Mr. Aboagye Emmanuel presented a report on behalf of the team that visited Japan from 11th to 24th June 2016. He highlighted on the Teacher Progression, Succession Plan, Manual for Teachers and Teacher Competency.

The Chairperson, Mrs Felicia Boakye Yiadom commented on the trip. She said Ghana is already doing some of the things happening in Japan.

The following questions were asked for clarification:

1. Why should professional teachers after graduating write an examination to obtain license?
2. What is the difference between certification and licensing?

TED Director answered that, after college, the teacher is presented with a certificate but must apply and be examined before he would be employed. She added that they remain proposals. A member also added that licensing of teachers was long overdue but the question was "is it laudable "? "Would the Teacher Unions readily accept this"?

In response to these questions, Mr. Dorfe answered that the Teacher Unions were well informed about the licensing issue. They attended the conference in Kumasi and were briefed on the policy.

Mr. Boateng said that, the policy would work. However, there was the need to fine tune, identify the core values and develop advocacy role in order to overcome the opposition of the Teacher Unions.

Mr Tanaka, the Evaluation Review Team leader, remarked that Ghana would soon be in charge of the project.

In her closing remarks, the chairperson appreciated the team for the good work done. She added that this policy would ensure quality education and therefore we had to own the project and learn from the hard working Japanese.

The meeting came to close at 1.05pm with a prayer by Madam Judith Ofeibea Donkor, Director HR.

Attendance list

The following people attended the meeting.

1. Dr. (Mrs) Evelyn Oduro
2. Emmanuel Aboagye
3. Kenichi Tanaka
4. Shin Tanaka
5. Francis Addai Kwasi
6. Gershon Dorfe
7. Lawrence Sarpong
8. Francesca Hazel
9. Grace Agyeman Duah
10. Peter Ahlijah
11. Rosetta A. Sackey
12. Sylvester Bayowo
13. Kenji Ohara
14. Taro Kakehashi
15. Junko Nakazawa
16. Kyoko Yoshikawa.
17. Judith E.O. Donkor
18. Rev. Bettey Jonathan
19. Cynthia Amoah Tackie
20. Obeng D.
21. Beatrice Zalia Ali
22. Augustine Tawiah
23. Shori Tokugawa
24. Anthohy Agyemfra
25. Felicia Boakye Yiadom
26. Seth Danso Appau
27. Rabiana Azara Amandi
28. Amoah Anthony
29. Yuko Ogino

GHANA EDUCATION SERVICE- JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION.

MINUTES OF THE STEERING COMMITTEE MEETING HELD AT THE DG'S CONFERENCE ROOM, GES-HEADQUARTERS, ACCRA ON 24TH NOVEMBER, 2016.

MEMBERS PRESENT

Dr. Evelyn Oduro	Director, TED
Issah Baffoe	Basic Education, GES
Emmanuel T. Aboagye	Dep. Exec. Sec., NTC
Sylvester Bayowo	JICA
Taro Kakehashi	JICA
Kenji Ohara	Deputy Team Leader, GES-JICA PTPDM
Gideon Ahoholu	NIU Coordinator, GES-TED
Francesca Haizel	NIU Member, GES-TED
Hazel Konadu Sarpong	NIU Member, GES-TED
Kwame Akyeampong	Consultant, PTPDM Project
Paul Buatsi	Consultant, PTPDM Project
Azumi Yussif	Assist. Prog. Officer. MOE
Andrews K. Quaning	Head, GES-SEU
Felicia Boakye-Yiadom	Ag. DDG, Q&A, GES
Rabiana Azara A.	Dir. Pre-Tertiary, MOE
Jacqueline Sony	Inspectorate Division, GES.
Alexander Kojo Nyarko	TVED, GES
Margaret Okai	Dir. ECE, GES
Jeremiah Ansah	Budget Officer, GES
Jonathan Odartey	Legal Unit, GES

Lucy Adzo Kudjoe   Project Assist., JICA PTPDM

OPENING

The meeting started at 9.45 a.m with an opening prayer by Mrs. Margaret Okai.

WELCOME ADDRESS

Mrs. Felicia Boakye-Yiadom, the Ag. Deputy Director General (Q&A), who sat in on behalf of the Director –General, welcomed all members to the meeting. She indicated that the PTPDM project is one of the key projects of the GES and all are looking forward and working towards its implementation. She was hopeful that all present would contribute to the deliberations to make the meeting a success.

After this, members did self introduction.

INTRODUCTORY REMARKS

Dr. Evelyn Oduro, the Director, TED, gave the introductory remarks. She welcomed members to the meeting and singled out Prof. Buatsi and Prof. Akyeampong as the Consultants who had helped to shape the PTPDM policy. She was very appreciative of their effort. She identified the only problem of the Project which was the Teacher Unions. They were, however, gaining some understanding now. She indicated that over 81 districts were already into BT training and that showed that the policy would be embraced by all soon. Another issue was on licensing which the NTC Council had taken up to work on. Concluding her speech, she said that the roll out plan did not look very well designed and was hopeful that those who would be tasked with that would do a great job.

In response to some issues raised in the introductory remarks, Mrs. Boakye-Yiadom also congratulated Prof. Buatsi and Prof. Akyeampong on the undying efforts they have put in the implementation of the policy. She advised that a two day workshop be organized for the Teacher Unions for them to get an in-depth knowledge of the policy. She wanted to know whether all stakeholders had been involved. To this, Prof. Buatsi responded that all stakeholders had been involved from the start. Mrs. Boakye-Yiadom insisted that the teachers who did not understand the policy needed the Teacher Unions to explain issues to them, thus, the need for the workshop.

READING OF PREVIOUS MINUTES

The minutes for the previous meeting was looked at. It was identified that Prof. Buatsi and Mrs. Okai were present but their names did not appear on the attendance list. The correction was made. Mrs. Okai then moved for the acceptance of the previous minutes and it was second by Mr. Sylvester Bayowo. On matters arising from the previous meeting, it was realized that the Teacher Unions had been met and there had been a JCC meeting as requested in the previous meeting. Prof. Buatsi said there should be a higher up interaction with the Teacher Unions to understand the essence and significance of the policy. Mrs.

Boakye-Yiadom suggested again that a workshop be organised so that management could take it over from there. Dr. Evelyn Oduro also suggested that the workshop be organized so that the Project would share their proposals with them. She felt the new policy was better off because unlike the old one, members would now have few years to move from one level to another.

In fine tuning, the concerns of the Teacher Unions had to be addressed. Prof. Buatsi suggested that a joint meeting be held with the Teacher Unions and Management. On this, Prof. Akyeampong suggested for Management to meet the Teacher Unions after the workshop. Mr. Aboagye also supported the idea of the workshop and advised the Consultants to work on the career progression since it is one of the areas of the policy the Teacher Unions did not like. Finally, it was agreed that a workshop be organized for the Teacher Unions, GES Management and MOE. Mr. Ahoholu suggested that the specific people in the helms of affairs be invited. TED was tasked with the organization of the workshop. The last week in January 2017 was suggested to be the date for the workshop.

WORK PLAN FOR THE THIRD YEAR OF THE PTPDM PROJECT

Mr. Gideon Ahoholu, the National INSET Coordinator, gave a presentation on the work plan for the third year of the PTPDM project. He talked about the Super goal, Overall goal, Project purpose, Output 1,2,3 and 4. He explained issues under each of the outputs and showed the extent of work on each of the outputs. He also talked about the third year project schedule.

On Output 1 which is on Appraisal and Promotion Mechanism, issues to be done include:

- Define teacher ranks and develop teacher competency standard framework.
- Prescribe mandatory trainings for each rank.
- Stipulate criteria and procedure for the teacher appraisal and promotion
- Develop teacher appraisal book.
- Support HRMD to revise promotion forms.
- Brief pilot districts on competency-based teacher appraisal and promotion using occasion of review meeting.
- Support DEOs of pilot districts to conduct training for HTs on competency-based teacher appraisal and promotion for pilot districts.

Output 2(Data Collection and Management) would:

- Analyse existing databases.
- Consider how to collect and manage data appropriately.
- Define specification of the database.
- Develop and pilot database.
- Develop logbook.
- Test data collection and management in pilot districts.
- Develop a brief on collecting and managing data on teacher training record.

- Train GES/ICT/NIU/NTC and DEOs pilot districts on collecting and managing data.
- Sensitize central level on data utilization.
- Conduct monitoring on data collection and management.
- Revise database and data collection and management based on piloting.

Output 3(Training for BT/ST) would:

- Identify training needs.
- Collect information on existing INSET.
- Develop programme and training material for Beginning Teachers (BT) and Senior Teachers (ST).
- Implement ToT on BT/ST training in pilot districts.
- Provide technical support to pilot district in implementing BT/ST training.
- Revise BT/ST training programme and materials based on monitoring of BT/ST training.

Output 4(Nationwide expansion) would:

- Develop PTPDM policy framework guidelines.
- Revise PTPDM policy document.
- Support NTC and pilot districts to identify BTs who have completed induction training and met other requirement for licensing.
- Support NTC to test procedure for issuing license to those BTs who qualify to be licensed in the future (September 2017 as the proposed date).
- Formulate PTPDM policy roll-out plan including financial measures for the staged introduction of PTPDM.
- Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards.

REPORT ON MONITORING SURVEY

Madam Francesca Haizel, the Deputy INSET Coordinator, presented a report on monitoring of the institutionalization of PTPDM. She noted that monitors visited five pilot districts and threfive non-pilot districts. The pilot districts were Shai Osudoku, Upper Manya Krobo, Ajumako Enyan Essiam, Savelugu-Nanton and Kassena-Nankana Municipal and the non-pilot districts were Ningo Prampram, Yilo Krobo, Asikuma Odoben Brakwa, Karaga and Kassena –Nankana West. Twenty HTs and twenty BTs filled questionnaire whereas 10 BTs, 10 HTs and frontliners in the district offices were engaged in focused group interviews in each district. Monitors also observed lessons in Integrated Science by 2 BTs in all the districts visited. Among the observation from the interview were:

- The non-pilot districts had little or no idea about the PTPDM Policy, the PSC Performance Appraisal System and the logbook.
- Funds were also not readily available for the organization of BT Induction.
- The SBI/CBI were rarely organized in the districts. This made it impossible for most BTs to facilitate SBI/CBI/DBI.
- The idea of teachers paying some money willingly to obtain training for certificate and license was not accepted at all. Some of them argued that it is the responsibility of the central government.

Some classroom observations were:
- Lesson notes of Beginning Teachers and other teachers were not detailed. Most of them prepared one lesson plan for the whole week.
- Lesson delivery was mostly teacher centered instead of involving pupils in activities.
- Most Headteachers were not on top of their job as they did not critically vet teachers' lesson notes.
- Lack of teachers note books for lesson note preparation.

The monitoring exercise was worthwhile as it afforded the project team and the PTPDM Policy implementers' valuable information to use to improve the policy implementation process.

Question Time.

Participants were given the opportunity to also ask questions and make suggestions after each of the presentations. These were duly answered. This shows a summary of the questions, their responses and the suggestions.

Summary of Questions, Suggestions and Responses

	Questions (Q)/ Suggestions (S)	Responses
Rabiana Azara A.	Q. BT Training/Induction should have been done in September and not in Nov/Jan.	This happened because of lack of funds (Mr. Ahoholu)
	Q. What issues are informing the revision? Could the Teacher Unions agitations be added?	
Dr. Evelyn O. Oduro	S. There should be a progression for management since there is one for teaching and administration.	
Mr. Emmanuel Aboagye	S. GES should take the pain of explaining the PSC Appraisal	

	to teachers.	
Rabiana Azara A.	Q. Who pays for licensing of doctors, nurses, pharmacists?	A meeting was organized with the Nurses and Midwifery Council and they indicated that nurses pay for their license.
Mrs. Felicia Boakye-Yiadom	S .Every individual teacher must take care of his/her own professional development. S. TED and CRDD must meet and finalize issues on lesson notes preparation	
Jonathan Odartey	S. Teachers should be supported at the beginning stage of the project and the support can be withdrawn when the project gains much grounding.	

CLARIFICATION ON ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

Prof. Buatsi spoke to members of stakeholders concerned. They were:

Ministry of Education

National Teaching Council

Ghana Education Service

Fair Wages Commission

Ministry of Finance

National Inspectorate Board

Local Government Services

The specific roles of these stakeholders were yet to be assigned. To this, Mrs. Boakye-Yiadom wanted to know why there was so much talk about nationwide roll out when roles had not been assigned. Prof. Buatsi responded that the nationwide role out would be in 2018 and by then roles would have been assigned.

ESTABLISHMENT OF WORKING GROUPS FOR PTPDM POLICY

Mr. Gideon Ahoholu explained that for the process to move faster, the following working groups have been proposed to be formed. They are:

PTPDM Working Group

Appraisal and Promotion Working Group

Teacher Standards and Competencies Working Group

Teacher Database Working Group

Training Structure and Contents Working Group

Licensing and Registration Working Group

Roll Out Plan Working Group.

TED was to be part of all the working groups to serve as conveners for meetings. Members for each working group were yet to be assigned.

CLOSING REMARKS BY KENJI OHARA, DEPUTY TEAM LEADER, GES-JICA PTPDM.

Mr. Kenji Ohara thanked all members for their cooperation. He indicated that the working groups were established for the project to move on smoothly and faster. He encouraged all to get on board and be involved since PADECO is ready to work with Ghana.

 OTHER MATTERS

Mrs. Boakye-Yiadom suggested that flyers be sent to the District/Municipal Education Offices and Assemblies, and schools. She also said that the District Directors and Headteachers must sensitise members on the flyers.

CHAIRPERSON'S CLOSING REMARKS

In her closing remarks, Mrs. Boakye-Yiadom thanked all members for their participation. She expressed her sincerest appreciation to JICA, PADECO and the consultants. She encouraged all (MOE, GES) to show ownership and wished that issues on decentralization and understanding and acceptance by the Teacher Unions be dealt with before the nationwide roll out.

CLOSING

The closing prayer was said by Mr. Quaning and the meeting finally came to an end at 12.16pm.

Recorded by:

Hazel Konadu Sarpong(Mrs.)

GHANA EDUCATION SERVICE- JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION.

MINUTES OF THE STEERING COMMITTEE MEETING HELD AT THE DG'S CONFERENCE ROOM, GES-HEADQUARTERS, ACCRA ON 22nd MAY, 2017.

MEMBERS PRESENT

Cynthia Bosumtwi-Sam	Ag. DDG, GES.
Emmanuel T. Aboagye	Deputy Exe. Secretary, NTC.
Philip Kwasi Incoom	Deputy Director, TVET.
Judith E.O. Donkor	Director, HR, GES.
Augustine G. Ayirezang	Director, TVED, GES.
Cynthia Tagoe	Legal Officer, GES.
Paul Buatsi	Consultant, PTPDM Project.
Grace Agyeman Duah	NTC
Francis K. Addai	NTC
Charlotte Obro-Adibo	Head of Accounts, NTC.
Bernice Oteng	Coordinator, Standards Development, NTC.
Afia Animwaa Mireku	Coordinator, License and Registration, NTC
Francesca Haizel	Dep. NIU Coordinator, NTC.
Hazel Konadu Sarpong	NTC
Victoria Addai	Deputy Director, NTC.

Nicholas Buabeng	Admin/HR, NTC.
Kwadwo Akyeampon Gyan	Research and Planning, NTC.
Gideon Ahoholu	Coordinator, NIU, NTC.
Peter Ahlijah	Head, Pre-Tertiary, MOE.
Caroline Aggrey-Fynn	Coordinator, Research, Monitoring and Evaluation, NTC.
Rosetta Addison Sackey	Director, Inspectorate, GES.
Margaret Okai	Director, ECE, GES.
Rev. Sr. Ethel F. Ganaa NTC.	Coordinator, Standards Enforcement,
Lawrence Sarpong	NTC.
Anthony Boateng	Director, SPED, GES.
Andrews K. Quaning	Director, SEU, GES.
Kenji Ohara	Deputy Team Leader, PTPDM Project.
Stephen Adu	Consultant.

OPENING

The meeting started at 11.55am with an opening prayer by Mr. Francis Addai.

INTRODUCTORY REMARKS

Mrs. Cynthia Bosumtwi-Sam, the Ag. Deputy Director General, chaired the meeting. She welcomed members and indicated her desire for members to contribute immensely to the discussions to make the meeting a success.

After this, members did self-introduction.

READING OF PREVIOUS MEETING

Mrs. Hazel Konadu Sarpong read the previous minutes.

DISCUSSION PREVIOUS MINUTES

It was suggested that the subsequent minutes be paged. There was also a correction of 'five' which appeared as 'threfive'. Mr. Emmanuel Aboagye moved for the acceptance of the minutes and Mrs. Margaret Okai seconded.

MATTERS ARISING

On issues concerning the Teacher Unions, it was noted that a meeting was organized with the Teacher Unions on the 12th of May, 2017 and Mr. Ahoholu said that the meeting was successful. They decided that they would send their proposal on the names of the ranks and suggested that the history of the names of the ranks be looked into. It was also noted that the workshop was reduced to a one day meeting with the Teacher Unions. Mrs. Bosumtwi-Sam suggested that the new Director-General be briefed before he attends any meeting so that his inputs will not be at variance with the aim of the project. She also wanted to know whether the working groups had been formed. To this, Mr. Ahoholu said there was a hold on and a decision was yet to be taken. Prof. Buatsi added that a lot of development were on going and once they were done, the groups would be formed. Mr. Aboagye said that the Project was still doing some underground work to get good materials for the various groups to work with. Ohara-San prompted that TED had merged with NTC and the NTC and GES had to be levelled out before the formation of the groups.

PRESENTATIONS

PROGRESS OF THE PTPDM PROJECT

Mr. Gideon Ahoholu, the National INSET Coordinator, gave a presentation on the progress of the PTPDM project. In his presentation, he gave an explanation of the PTPDM Policy as a policy which aims at providing the framework for developing standards, core values and ethics for the teaching profession. The policy is meant to develop teachers' ability to adopt reflective approaches to enhance the quality of lesson delivery in the Basic schools, Senior High, Technical and Vocational Institutions. The policy provides areas for setting regulatory standards to govern teachers' work, professional standards and conditions of service and finally promotes awareness of importance of teacher welfare and working conditions. He also talked about some items developed which included:

- PTPDM Policy Guidelines
- Draft Competency-Based Teacher Standards
- Teacher Performance Appraisal Handbook
- Teacher Training Handbook
- Database
- Training Materials for BT (Beginning Teacher) and ST (Senior Teacher)
- Licensing System
- Roll Out Plan.

  He indicated that 5 pilot districts had been selected which involved:
  Greater Accra: Shai- Osudoku
  Central: Ajumako-Enyan-Essiam
  Eastern: Upper Manya Krobo
  Northern: Savelugu-Nanton
  Upper East: Kassena Nankana

He said ToTs for pilot districts were organized in 2014, 2015 and 2016 and BT induction and HT training have been organized since 2014-15 academic year.

He indicated that a survey was conducted to collect necessary data to improve and measure the project activities in Oct. and Nov. 2016 and monitoring have been implemented to support pilot activity especially for BT and ST training. A review workshop was to be organized from 29th to 31st May,2017 to share the National Teachers' Standard, revised Appraisal Handbook and training materials. He noted that so far the implementation has been on course. There is collaboration in development of guidelines, training materials and implementation in the pilot district. However, budget from GoG to support NIU team for ToT, BT and HT training and nationwide expansion remain a challenge.

REPORT ON MID-LINE SURVEY

This was co presented by Miss Grace Agyeman Duah and Miss Francesca Haizel. They talked about the overview of Midline Survey, Result of Midline Survey and Summary of the Findings and Recommendations.

The Overview of the Midline Survey looked at:

- Objectives of MLS
- Target
- Survey instruments
- Survey schedule and surveyors

The Results of the Midline Survey looked at:

- Characteristics of Sample
- BT Training
- HT Training
- Performance Appraisal
- Logbook
- SBI/CBI
- Bts' Performance

The summary of findings was on:

- BT Training
- HT Training

- Performance Appraisal
- SBI/CBI
- BTs Performance

Recommendations were given on appraisal, funds for trainings, SBI/CBI and licensing.

DISCUSSION ON THE FIGURES OF THE INDICATORS OF THE PROJECT DESIGN MATRIX.

Mr. Gideon Ahoholu presented the figures of the indicators of the Project Design Matrix. On the Super Goal- Pre-tertiary teachers acquire competency by progressing in their career, he talked about two indicators. They are:

- Teachers' self-evaluation of their competency is enhanced.
- The pass rate of Basic Education Certificate Examination (BECE) is increased.

On the Overall Goal (Career Progression mechanism is enacted in non-pilot districts), what is to be achieved within 3-5 years after the end of the project is as follows:

- It is estimated that by the end of 2018-19 academic year, 30% of HTs in non-pilot districts implement competency based teacher appraisal and 50% of DEOs implement competency based HT appraisal.
- It is also estimated that by the end of 2020-21 academic year (after 3 years of end of project), 60% of HTs in non-pilot districts implement competency based teacher appraisal and 80% of DEOs implement competency based HT appraisal.
- Another estimation is that by the end of 2022-23 academic year (after 5 years of end of project), 80% of HTs in non-pilot districts implement competency based teacher appraisal and 90% of DEOs implement competency based HT appraisal.

He said that there were indications that the Project Purpose (Appraisal and Promotion system based on PTPDM Policy is developed for nationwide expansion) would be achieved by the end of the project. The reasons are:

- The Roll out plan of the PTPDM Policy is formulated.

- The percentage of BTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.
- The submission rate of appraisal forms exceeds 70% in the 5 pilot districts.
- The ratio of teachers who fill the appraisal forms increased by 20% as compared to the first cycle of monitoring in 2016.
- 80% of schools in the pilot districts organize SBI more than 4 times and CBI more than 2 times.
- The percentage of primary schools which engage in CBI is increased.

The indicators for the Outputs are as follows:

For Output 1 (Teacher appraisal and promotion mechanism based on competencies is developed), the Appraisal Handbook and promotion forms are approved by SC for nationwide expansion.

With Output 2 (A mechanism for data collection and management of teacher training record is developed), 90% of Beginning Teachers in the pilot districts utilize the logbook and the 5 pilot districts enter data on teacher training record of BTs in the database.

With Output 3 (Training materials for BT/ST training courses are developed), materials for B/ST training courses are approved by SC for nationwide expansion.

And Output 4 (Enabling environment for the implementation of the PTPDM Policy is created), the revised PTPDM Policy document and the PTPDM Policy guideline are approved by SC.

NATIONAL TEACHERS' STANDARDS

Mr. Lawrence Sarpong gave a presentation on the National Teachers' Standards. He explained Teachers' standards as codified and documented materials that present what teachers know, do and value. He indicated that the philosophy underpinning the standards were obtained from models from countries like UK, USA, Kenya, Australia and South Africa. The Standards have three domains which are: Professional Values and Attitudes, Professional Knowledge and Professional Practice. Each domain has specific standards under it. The standards are transposed into actionable statements which increase in complexity from lower to higher levels. The levels are linked to the promotions

and are therefore often referred to as ranks. He stated that each level of the standards has a time-line of four years after which an officer of that level would be migrated to the next level subjected to conditions such as appraisal and promotion. However, for the beginning teacher to be assigned to a level, induction training is mandatory. Graduates from Colleges of Education start from level one whereas those from the Education Universities start from level three. The levels have been categorized into three with subdivisions. This is the 2, 2, 3 dimensions.

- Junior Teacher and Senior Teacher (2)
- Principal Teacher and Senior Principal Teacher (2)
- Master Teacher, Senior Master Teacher and Principal Master Teacher (3)

Each level has specific competences expected to be demonstrated by respective personnel with regard to a particular standard. However, there are some crosscutting issues with respect to some levels. In such situations, the respective levels are fused to exhibit the assigned competence. Training needs have also been defined for each level with respect to the standards.

Members were then asked to study the National Pre-Tertiary Teachers' Standards and email their inputs.

PTPDM PROJECT DELIVERABLES

Mr. Aboagye gave the presentation on the PTPDM Project Deliverables. The list of deliverables mentioned included:

- National Teachers' standards
- PTPDM Policy Framework Guideline
- Appraisal Handbook
- Training Manuals
- Teacher Training Logbook
- PTPDM Policy Implementation Plan

These are materials which have been put together by the project to help with the implementation of the Policy.

PTPDM POLICY ROLL OUT PLAN

Dr. Stephen Adu presented on the PTPDM Policy roll out plan. He stated that there were two issues of sustainability which involved bringing training to the doorstep of teachers and organizing more SBI/CBI. He further explained the 4 main results or components for the roll out. They are:

Result 1: Performance appraisal and promotion of all classroom teachers and teachers in management positions are established on competency-based system.

Result 2: Database of teachers are established nationwide and used to improve teacher management and training at all levels.

Result 3: Prescribed and mandatory INSET programs based on approved standards and competencies are provided continuously nationwide for all pre-tertiary teachers.

Result 4: Support system for teacher professional and career development to provide the enabling environment for the implementation of the PTPDM Policy is created and functioning.

He also talked about a list of activities for the Policy roll out. Among them were:

- ➤ Organizing a 3 day training for 246 Directors on how to use the PSC appraisal and manage and report on teacher mandatory INSET information/data.
- ➤ Organizing a 4 day training for 22800 heads of basic and second cycle schools on how to use the framework on the new appraisal and promotion system and how to manage and report on teacher INSET information using the Teacher Logbook.
- ➤ Organizing a team to monitor on a bi-annually basis the database of Beginning Teachers, training of Beginning and Licensed Teachers.
- ➤ Procuring 230 computers and accessories.
- ➤ Organizing a 4 day training for 462 technical staff at the District and Regional Education Directorates and NTC in the collation, inputting, processing, updating and reporting of teacher information/data.
- ➤ Hold radio and TV discussions on the PTPDM Policy and roll out plan.

DISCUSSION ON PTPDM POLICY IMPLEMENTATION STRUCTURE

Mr. Francis Addai led the discussion on the PTPDM Policy implementation structure. Members were to spend some time to go through the matrix for the roll out plan and send their inputs through email.

QUESTION TIME

Members were given the opportunity to ask questions and make suggestions after each of the presentations. These were duly answered. This shows a summary of the questions, their responses and the suggestions.

SUMMARY OF QUESTIONS, SUGGESTIONS AND RESPONSES.

	QUESTIONS (Q)/ SUGGESTION (S)	RESPONSES
Mr. Andrews k. Quaning	S. There should be other training methods for headteachers to be trained with the filling of the PSC Appraisal forms.	
Mr. Philip Kwesi Incoom	S. The concept diagram of PTPDM Policy is not necessary. It needs more explanation. S. Lessons learnt in the Progress of PTPDM Project presentation should be Achievement and Recommendations. What kind of training should be logged in the teacher training Logbook?	
Mr. Anthony Boateng	S. Is the Project feasible and sustainable?	Money has been assigned in the budget for the PTPDM Project. It can be sustained if the money is released. (Mr.

		Ahoholu).
Mr. Peter Ahlijah	S. The pilot district alone could have been used for the research since its obvious the non-pilot cannot perform any better.	
Prof. Paul Buatsi	S. GoG could help with the training of GES personnel on the PSC Appraisal.	
Mrs. Cynthia Bosumtwi-Sam	S. Teachers must be advised to seek extra trainings apart from the mandatory training.	

OTHER MATTERS

Members were to note that there would be a JCC on the 24th of May, 2017 at 9.00 a.m. prompt.

CHAIRPERSON'S CLOSING REMARKS

In her closing remarks, Mrs. Cynthia Bosumtwi –Sam thanked all present for coming and staying through. She urged members to be part to fine tune and smoothen the edges for the policy to come out refined.

CLOSING

Mrs. Rosetta Addison Sackey moved for the meeting to be adjourned and Mr. Philip Kwesi Incoom seconded. The closing prayer was said by Rev. Sr. Faustina Ethel Ganaa. The meeting came to a close at 3.13p.m.

Recorded by:

Hazel Konadu Sarpong (Mrs.)

GHANA EDUCATIN SERVICE – JAPAN INTERNATIONAL COOPERATION AGENCY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT PROJECT IMPLEMENTATION

MINUTES OF THE STEERING COMMITTEE HELD AT THE DIRECTOR GENERAL'S CONFERENCE ROOM, GHANA EDUCATION SERVICE – ACCRA

ON 7TH DECEMBER 2017

ATTENDANCE

1. Mr. Anthony Boateng   Deputy Director General, GES
2. Prof. Paul Buatsi   Consultant, PTPDM Project
3. Evelyn Akorfa Yentumi   Inspector, Inspectorate Div., GES
4. Abraham Annang Yemoson   Unit Head, Special Education, GES
5. Emmanuel Akwasi Essel   Head, IPPD, GES
6. Gideon Ahoholu   NTC
7. Francis Addai   NTC
8. Margaret Okai   Director, BASIC, GES
9. Wisdom K. Abotsikumah   Lead Inspector, NIB
10. Francesca Haizel   Deputy INSET Coordinator
11. Sylvester Bayowo   Programme Officer, JICA
12. Obeng D. Ennin   ICT, GES
13. Yuko Ishizawa   Deputy Resident Representative, JICA
14. Yuko Ogino   Senior Consultant, Evaluation, KRC
15. Taro Kakehashi   Cooperation Planning, JICA HQ
16. Tanaka Shiniehiro   Senior Education Advisor, JICA HQ
17. Fukuhara Masato   Representative, JICA Ghana
18. Kaori Tanaka   PTPDM Project
19. Wilhelmina Asamoah   Director, GA, MoE
20. Christine Biney   Rep. Director SED, GES
21. Kenichi Tanaka   Team Leader, PTPDM Project
22. Kenji Ohara   Deputy Team Leader, PTPDM Project

23. Andrews K. Quaning	Head, Science Education Unit, GES
24. Junko Nakazawa	Advisor, BED, GES
25. Cynthia Storph Tagoe	Head, Legal Unit, GES

OPENING

The meeting started with an opening prayer by Mr. Francis Addai at 10:20am.

INTRODUCTORY REMARKS

The chairman, Mr Anthony Boateng, Deputy Director General of the Ghana Education Service, chaired the meeting. He welcomed members and apologised for the absence of Director General who has travelled outside the country. He indicated that all members should contribute immensely to the discussion to make the meeting a success. After his opening remarks, there was self-introduction by members present.

READING OF THE PREVIOUS MINUTES

Members were asked to go through the minutes and check if there were omissions and corrections to be made.

RECOMMENDATION

It was recommended that meanings of abbreviations should be attached to the minutes. The chairman, Mr Anthony Boateng, suggested that a column for actions to be taken should have been provided.

Mrs. Margaret Okai moved for the acceptance of the minutes and was seconded by Mr. Gideon Ahoholu.

MATTERS ARISING

- The new Director General of GES was to be briefed about the PTPDM policy. Mr Gideon Ahoholu said the new DG has been briefed accordingly.

- The chairman asked whether working groups, as suggested by the Steering Committee, had been formed and Mr Gideon Ahoholu said it was not felt workable at that time.

- Mr Gideon Ahoholu indicated that training materials and policy guidelines thave been developed.

- The BT trainings have also been organised.

- Prof. Paul Buatsi explained that on the issue of nomenclature, the teacher unions want the old names to be maintained. The chairman reiterated that the names of the ranks should not be a hindrance to the progress of the project.
  It has been agreed that the nomenclature should be done by the employer (GES) and the Teacher Unions.

Standards

- The In-Service Teacher Standards have been developed and adopted at the Joint Coordinating Committee (JCC) but the Pre-Service and the In-Service Standards are yet to be harmonised and produced as one document by the Ministry of Education.

- Mr. Anthony Boateng suggested that if the Teacher Unions should have been present at the Seering Committee meeting, it would have better and he further asked if the teacher unions have submitted their input? Prof. Buatsi responded that they have brought it, so their concerns will be addressed during the scheduled meeting by GES between 19th to 30th January, 2018.

- Prof. Buatsi also suggested that there should be a meeting between the Teacher Unions, Ghana Education Service (GES) and Ministry of Education (MoE) as soon as possible.

STRATEGIES

Mr. Anthony Boateng suggested that we should have timelines for the activities outlined. He also said date for the proposed meeting with the Unions could have been earlier to move things quickly.

He further agreed to facilitate an earlier meeting between Ghana Education Service (GES) and the teacher unions before the Christmas break.

By January 2018, we should be drawing conclusions about this project because the project is ending in March 2018.

Prof. Paul Buatsi urged Mr. Anthony Boateng to go on with his scheduled plans to move things faster.

Presentation of PTPDM Project Status Report.

The progress report was presented by Mr. Gideon Ahoholu, the National INSET Coordinator.

Key Areas of the Presentation

Activities conducted by the project after the last Steering Committee included:

1. Revision of the Project deliverables.
2. Monitoring of SBI/CBI and Appraisal implemented.
3. Support to the development of the National Teaching Council (NTC) portal.
4. Organisation of the validation workshop and dissemination conference
5. End-line survey conducted
6. Terminal Evaluation conducted

Summary of Questions, Suggestions and Responses

Name of Questioner	Questions / Suggestions	Responses
Mr. A. Boateng	1. Was the dissemination done in consultation with the teacher unions?	All data can be obtained from GES. There should be collaboration between GES and NTC.
	2. What mode were we going to use to collect data of teachers?	GES and NTC ICT personnel should meet to streamline the data.
Mr. Emmanuel Akwasi Essel	How can teachers and administrators be appraised on different timelines?	This is because of the academic year which starts from September to August. But the administrators start from January to December.
		Since both administrators and teachers are employees of GES they can adopt the September-August

		appraisal period with appropriate notification of the Public Services Commission.

❖ **Terminal Evaluation Report**

The terminal evaluation was delivered by Yuko Ishazawa, Senior Cosultant, (JICA Mission Member).

Key Areas of the Presentation.

The presentation touched on the following:

1. Achievement of the project
2. Evaluation by the five criteria
3. Recommendations

Achievements

- Teacher Appraisal and promotion mechanism based on competencies is developed.
- A mechanism for data collection and management of teacher training records is developed.
- Mandatory training courses are revised and developed.
- Enabling environment for the implementation of PTPDM policy is created.

Evaluation by the Five Criteria

- Relevance
- Effectiveness
- Efficiency
- Impact
- Sustainability

Relevance

The project is relevant in terms of priority, necessity and project approach. The project evaluation team rated relevance "HIGH"

Effectiveness

Effectiveness of the project is mainly assessed by the attainment of project purpose. The rating by the team was "MODERATE" but could move to "HIGH" if the recommendations are met and the indicators show good achievement.

Efficiency

This was also rated "MODERATE" and it was because of multiple factors that affected the progress of the project. E.g. Teacher Unions concerns, budget from MoE and capacity of NTC.

Impact

The impact of the project has been "MODERATE".

Sustainability

This is also "MODERATE" and could become "HIGH" if challenges and recommendations are addressed.

Recommendations

1. All outputs of the project should be refined based on the in-depth analysis of the End-line Survey including the Roll-Out Plan.
2. Consensus should be established with the teacher unions on the Career Progression.
3. There should be revision of the Policy document, Guideline and the Roll-out Plan.

Issues from the Presentation

- Revised PTPDM Policy document and PTPDM Policy Framework Guideline is approved by Joint Coordinating Council (JCC) but yet to be approved by the Executive.

- The Appraisal Handbook is on the GES website, that is, www.gespostings.net However, the GES ICT coordinator said that the website is down and will be re-activated very soon. It was also suggested that it should be on the main GES website because of the difficulty of access on the current website.

- Madam Wilhelmina Asamoah asked whether NTC made an input in the 2018 budget? Mr. Gideon Ahoholu answered that an input was made.

- Mr. Anthony Boateng suggested that strategies need to be developed to achieve the goals of the PTPDM Policy.

- On the issue of who from MoE should coordinate between NTC and GES, Mr. Boateng said the Director of Pre-Tertiary Education should be able to coordinate.

- NTC should make available to GES the best practices that have emerged from the pilot districts.

- The chairman, Mr. Anthony Boateng, also asked whether Inclusive Education is part of the Induction Training organised by the pilot districts to the Newly Qualified Teachers? The Special Education Division should be part of the training.

- Prof. Paul Buatsi also suggested that GES should nominate somebody to coordinate all these activities.

- Mr. Anthony Boateng suggested that NTC should see itself as a regulator. All agencies should be on board to improve the induction training.

- Mr Taro Kakehashi also suggested that a critical look should be made on the recommendations made to help the roll-out nationwide.

Closing Remarks.

The chairman, Mr. Anthony Boateng said he has enjoyed the discussions so far and urged that issues that are dragging the progress of the policy should be addressed. In the next meeting all issues raised might have been addressed. He thanked members for their contribution to the discussions. The meeting ended at 12.30 pm with closing prayer by Mr. Francis Addai.

MINUTES ON FINAL STEERING COMMITTEE MEETING HELD ON 22ND FEBRUARY 2018 AT THE DIRECTOR GENERAL'S CONFERENCE ROOM, GHANA EDUCATION SERVICE.

ATTENDANCE

1.	Anthony Boateng	Deputy Director General, GES
2.	Dr. Mrs. Evelyn Owusu Oduro	Executive Secretary, NTC
3.	Judith Esther Ofeibea Donkor	Director, Human Resource, GES
4.	Gidoen Ahoholu	NIU Coordinator, NTC
5.	Francesca Haizel	Staff, NTC
6.	Rev. Sr. Faustina Ethel Ganaa	Staff, NTC
7.	Grace Agyeman Duah	Staff, NTC
8.	Hazel Konadu Sarpong	Staff, NTC
9.	Afia Animwaa Mireku	Staff, NTC
10.	Lawrence Sarpong	Staff, NTC
11.	Francis Kwasi Addai	Staff, NTC
12.	Alex Offei Dankwa	HRMD, GES Hqtrs
13.	David Abeku Fynn	HRMD, GES Hqtrs
14.	Adam Abukari	Data Management, GES
15.	Sylvester Bayowo	Programme Officer, JICA GHANA
16.	Masato Fukuhara	Representative, JICA GHANA
17.	Yuko Ishizawa	Senior Representative, JICA GHANA
18.	Kenji Ohara	Deputy Team Leader, PTPDM Project
19.	Ryusuke Yamachika	Project Coordinator, PTPDM Project
20.	Professor Paul Buatsi	Consultant, PTPDM Project
21.	Christine Biney	Rep, Director SED, GES
22.	Wisdom K. Abotsikumah	Lead Inspector, NIB
23.	Bernard Dogli	Planning Officer, MoE

24.	Christian Koramoah	Financial Controller, GES
25.	Emmanuel Akwasi Essel	Head, IPPD, GES
26.	Jacob W. Molenaar	Director, GESDI, Saltpond
27.	Margaret Okai	Ag. Director Basic, GES
28.	Amina Achiaa	Ag. Director, SPED, GES
29.	Richmond Atta-Williams	ICT, GES
30.	Andrews K. Quaning	Head, Science Education Unit, GES
31.	Ernest Wesley-Otoo	D.P Coordinator, MoE

OPENING

Mr. Anthony Boateng called the meeting to order at 10:30am. Rev. Sr. Faustina Ethel Ganaa said the opening prayer after which members present did self-introduction.

BRIEF INTRODUCTORY REMARK

Dr. Mrs. Evelyn Owusu Oduro, The Executive Secretary of The National Teaching Council (NTC) gave a brief introductory remark. She said that much has gone into the preparation, with great support by JICA and everyone has shown concern including those on the team and those who have left. She added that the pupils need to perform well and their learning outcomes need to improve through teachers. A lot went into the STME project, even though there were ad hoc strategies. There was therefore the need for a policy to make the teacher a lifelong learner. She thanked all including the consultants, Professor Paul Buatsi and Professor Kwame Acheampong, JICA Expert Team and all others who have immensely contributed to this course. A key thing is the policy and other manuals which will be needed for the implementation. She stated that behind the scenes, the pilot districts were working on uploading data concerning the licensing among others. A few days ago, with the HRM, there was a mock promotion interview. She assured members that NTC pledges its support even though it would hand over soon.

READING OF PREVIOUS MINUTES

The previous minutes were sent through mails and members had already read it.

COMMENTS

Dr Mrs. Evelyn Oduro indicated that she was absent with apology but it was not stated. Also, Mr. Anthony Boateng stated that he talked about the style of presentation in the previous minutes but it had been repeated. There was also the correction of Yuko Ishizawa to Yuko Ogino.

Mrs. Margaret Okai moved for the acceptance of the minutes and Mr. Emmanuel Akwesi Essel seconded.

MATTERS ARISING

Mr. Boateng wanted to know whether the working group had met. Mr. Gideon Ahoholu answered that they had not been formed. Prof Paul Buatsi indicated that even though the working groups had not been formed, the duties of these had been done by other groups and the results achieved.

Mr. Boateng needed an update on induction training which was to include inclusive education. Mr. Gideon Ahoholu answered that the pilot districts were yet to have their trainings which would include inclusive education. The chairman added that the date and year of the induction training had to be added.

GES had met with the Teacher Unions. However, there was no issue on nomenclature. Those entering the profession would use the new names and the teachers in the profession already would maintain the old names.

PTPDM PROJECT- ACHIEVEMENTS

The PTPDM Projects achievements were not discussed however the challenges were looked at. Among the challenges was capacity building which was to be implemented. On the assignment of roles and responsibilities, it was suggested that the existing structures must be used. It was indicated that there is now the harmonisation of INSET delivery. On the development of training contents for the other levels other than NQT and ST, it was suggested NTC with HR, GES will develop the training contents for them.

ANY OTHER BUSINESS

 Mr. David Abeku Fynn prompted members of a change in the GES website as stated in the previous minutes. It had changed from www.gespostings.net to www.gespromotions.gov.gh .

COMMENTS ON REVISED PTPDM POLICY DOCUMENT

The Human Resource Division of GES indicated that they had worked with NTC for some time but did not have issues with the document.

REMARKS

Ms. Yuko Ishizawa, a Senior Representative of JICA, said that there had been a fruitful interaction. She was thankful to all members. Professor Paul Buatsi expressed his gratitude to have worked with the committee. He indicated that there had been insightful ideas that have shaped the documents. Mrs. Margaret Okai said that it had been a long process and a lot of lessons had been learnt for both teacher and pupil benefit. Dr Mrs. Evelyn Oduro thanked all members. She stated that the major role and responsibility is with GES. She assured JICA that things will work well and they will not regret.

CLOSING REMARKS

Mr. Anthony Boateng thanked all on behalf of the Director General. He appreciated the attitude of the consultants towards the project. He stated that he was enthused with the work of the Project and had accepted the Policy document and its deliverables. He encouraged all to get involved for the Ghanaian child to benefit. He thanked the project team.

The meeting came to close at 1:16pm with a prayer said by Rev. Sr. Faustina Ethel Ganaa.

RECORDED BY:

HAZEL KONADU SARPONG (MRS.)

添付資料 8
PTPDM Implementation Committee
ワークショップ資料

JICA PTPDM PROJECT
Dissemination Workshop at Koforidua, Kumasi, and Tamale
VENUE:
DATE: 2ND MARCH 2018

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TIME TABLE

Day 1	Time	Facilitator
Opening Ceremony - Opening and Registration - Opening Prayer - Self Introduction - Opening Address - Workshop objectives & Participants expectations - Administrative Briefing	8:30 – 9:00	**NTC**
A brief presentation on (1) PTPDM Policy and (2) Implementation Plan	9:00 – 10:00	**NTC** Koforidua: (1) Ahoholu (2) Afia Kumasi: (1) bishop (2) Hazel Tamale: (1) Addai (2) Grace
Brief Report on Activities in Pilot District	10:00 - 11:00	**Pilot District** Koforidua: Ajumako Kumai: Shai-Osudoku Tamale: Kasena Nankana
Roles and Responsibilities of Region and Districts under PTPDM Policy Implementation	11:00 – 12:00	**GES HR**
Lunch Break	12:00 – 13:00	
Open Forum and Closing ceremony	13:00	

Slide 1

PTPDM Project

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

Dissemination Workshop
2nd March 2018

GES and NTC

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Slide 2

Outline of the Presentation

1. **History of JICA Technical Cooperation in Ghana**

2. **PTPDM Policy**

3. **Map of Pilot Districts for Project**

4. **Project Deliverables**

5. **Lesson Learnt**

2

Slide 3

1. History of JICA Technical Cooperation in Ghana (Teacher Training)

Project	Period	Purpose	Target District
Improvement of Education Achievement in Science, Technology and Mathematics (STM)	2000-2005	Develop Prototype of In-service Teacher Training	3
Project for Strengthening the Capacity of INSET Management (INSET 1)	2005-2008	Develop INSET Model for Institutionalizing in the Government system	10
Project for Strengthening the Capacity of INSET Management (INSET 2)	2009-2013	Support Nation-wide INSET	All Districts
Project for Supporting Institutionalization of the PTPDM Policy	2014-2018	Support institutionalization of PTPDM Policy	5 Pilot (All Districts)

Slide 4

2. PTPDM Policy: Overview

Approved Year: approved in 2012, revised in 2018

Goal: The PTPDM Policy 2018 aims to produce and manage world-class competent Pre-Tertiary Teachers capable of providing high quality instructions to maximize learning and achievement for all students in Ghana.

Key Elements of Policy:
(1) Teacher Development Framework
 • Competency-based professional standards
 • Pre-service teacher education and training (PRESET)
 • In-service education and training (INSET)

(2) Teacher Management Framework
 • Licensing
 • Teacher appraisal
 • Teacher database
 • Career structure
 • Promotion

Slide 5

2. Overall Process of the POLICY

Slide 6

3. Map of Pilot Districts

South
✓ Shai-Osudoku(Greater Accra)
✓ Ajumako Enyan Essiam (Central)
✓ Upper Manya Krobo (Eastern)

North
✓ Savelugu-Nanton(Northern)
✓ Kasena Nankana East (Upper East)

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4. Project Deliverables

Topic	Deliverables
Policy	1. PTPDM Policy documents
	2. PTPDM Policy Implementation Guideline
	3. PTPDM Policy Implementation Plan
Teacher Development	1. The Pre-Tertiary Teachers' Standards Guideline
	2. Manual for INSET 1, 2 and 3
	3. Newly Qualified Teachers' Handbook
	4. Senior Teacher Training Handbook
	5. SBI/CBI/DBI Training Handbook
	6. Teacher Training Logbook
Teacher Management	1. Teacher Performance Appraisal Handbook
	2. Pre-tertiary Teacher Promotion Handbook
	3. License

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5. Lessons Learnt through PTPDM Project
(from interviews & Questionnaire ELS)

(1) Good Point(s)

✓ Pilot Districts have been very receptive to the Policy

✓ Induction Training and HT training are effective to improve NQTs and HT performance

✓ Efficient implementation of Appraisal is effective to change teachers' attitude and improve their professional skills.

✓ Teachers in Pilot Districts are anxious to be licensed

✓ Teachers attitude to work has improved as a result of Licensing demands

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5. Lesson Learnt through PTPDM Project
(from interviews & Questionnaire ELS)

(2) Challenges

✓ Resources needed for District Level to implement the policy

✓ Need for intensive sensitization on PTPDM Policy (Appraisal, Training, Licensing, Promotion)

✓ Capacity building for implementation of PTPDM Policy (all levels)

✓ Clear definition of assignment of roles and responsibilities within existing structure is necessary

✓ Harmonization of INSET delivery by different INSET providers

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PTPDM Project

Thank you for your kind attention!

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Proposed PTPDM Policy Implementation Plan
(2018 – 2023)

PRESENTATION AT DISSEMINATION
2 MARCH, 2018

Duration of the Plan

▶ Preparation Period (March – August 2018)

▶ Introduction Period (September 2018 – August 2023)

▶ Normal Period (September 2023 –)

Major Component of the Plan

▶ Teacher Standard
▶ Training
▶ Licensing
▶ Appraisal
▶ Database
▶ Promotion
▶ Monitoring and Evaluation
▶ Budget

Teacher Standard

▶ Preparation Period (March – August 2018)
  ✓ Disseminate the Pre-Tertiary Teachers' Standards for Ghana
  ✓ Start to develop subject standards

▶ Introduction Period (September 2018 – August 2023)
  ✓ Develop subject standard (Maths, Science, English, etc.)
  ✓ Review and revise standards

Training

▶ Preparation Period (March – August 2018)
  ✓ Develop CPD Point System and CPD Providers licensing system
  ✓ ToT for 131 Districts from 10 Regions (5 days) on PTPDM (85 organised)
  ✓ Refresher ToT for 85 Trained Districts (3 days)
  ✓ Dissemination of New Promotion System(GES) and Licensing (NTC)
  ✓ CS Training, Head of School Training, NQT Induction Training: *SBI, CBI and DBI*
▶ Introduction Period (September 2018 – August 2023)
  ✓ Develop mandatory trainings for each rank
  ✓ CS Training, Head of School Training, NQT Induction Training, Mandatory Trainings for each ranks; *SBI, CBI and DBI*

Licensing

▶ Preparation Period (March – August 2018)
  ✓ Finalise CPD Point System
  ✓ Develop and finalize CPD Point System Manual
  ✓ Provisional Teachers License will be processed for issuance to all NQTs by September, 2018
▶ Introduction Period (September 2018 – August 2023)
  ✓ Provisional Teachers License will be provided to NQTs
  ✓ Professional Teachers License will be provided to NQTs who finish Induction Training
  ✓ Licensing of In-Service Teachers

Appraisal

▶ Preparation Period (March – August 2018)
  - ✓ DEOs and REOs monitor End-of-year Appraisal
  - ✓ Teachers submit copies to DEO through Head of School (HoS) and CS

▶ Introduction Period (September 2018 – August 2023)
  - ✓ Initial, Mid-year and End-of-year Appraisal
  - ✓ Teachers submit appraisal forms to DEO through (HoS) and CS
  - ✓ Teachers submit appraisal form through Website and DEO with CS checking their forms (After Teachers Database is developed)

Database

▶ Preparation Period (March – August 2018)
  - ✓ GES and NTC will discuss how to integrate teacher database and develop specifications of the database

▶ Introduction Period (September 2018 – August 2023)
  - ✓ Develop integrated teacher database
  - ✓ Monitor and modify the teacher database
  - ✓ Utilise the database for promotion, licensing and other purposes

Promotion

▶ Preparation Period (March – August 2018)
  - ✓ GES develop Training Contents, materials and schedule to introduce new promotion system to GES HQ, REOs and DEOs based on the Promotion Handbook, PTPDM Policy Guidelines and other related materials

▶ Introduction Period (September 2018 – August 2023)
  - ✓ Preparation for introducing New Promotion System
  - ✓ Training on New Promotion System to all REOs and DEOs
  - ✓ DEOs and REOs explain New Promotion System to all teachers
  - ✓ Promotion based on Interview, Appraisal and Training Records

Monitoring and Evaluation

▶ Preparation Period (March – August 2018)
  - ✓ Organize Steering Committee and Technical Committee for Implementation (MoE, GES and NTC)
  - ✓ Monitor REO and DEO activities on PTPDM Policy
  - ✓ Organize PTPDM Policy Annual Review Meeting and develop PTPDM Annual Monitoring Report

▶ Introduction Period (September 2018 – August 2023)
  - ✓ Develop annual PTPDM Policy Implementation Plan and annual monitoring plan
  - ✓ Monitor selected Regions and Districts twice a year
  - ✓ Organize PTPDM Policy Annual Review Meeting
  - ✓ Revise all materials for PTPDM Policy implementation based on the result of induction period

Budget

▶ Preparation Period (March – August 2018)
  - ✓ NTC and GES revise cost estimation for PTPDM Policy Implementation (2019-23)
  - ✓ REO, DEO and School estimate necessary cost of PTPDM Policy implementation for 2019 financial year (state in ADEOP and SPIP)

▶ Introduction Period (September 2018 – August 2023)
  - ✓ NTC and GES estimate and apply necessary budget for PTPDM Policy implementation for each financial year
  - ✓ REO, DEO and School estimate necessary cost of PTPDM Policy implementation for each financial year (state in ADEOP and SPIP)

Conclusion

The PTPDM Policy is long overdue. The quality of the teacher is critical to quality education. Due to global technological advancement the quality of the 21st century Ghanaian teacher and associated teaching and learning outcomes is threatened. We need to produce a teacher who can stand the test of time in order to bring about quality education delivery and learning. As teachers we have a major role to play to prepare the children of today for tomorrow. We should all therefore support the MoE, NTC and the GES to roll-out the implementation of the PTPDM Policy.

Thank You

JICA PTPDM PROJECT

PTPDM Policy Implementation

Roles and Responsibilities
of Regions and Districts

VENUE: KUMASI, KOFORIDUA, TAMALE

DATE: 2ND MARCH, 2018

Roles and Responsibilities
of Region

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1. Regional Director
- ❖ Create a well-structured and functional Region
- ❖ Be the chairperson of PTPDM Policy Implementation in the Region (expanded RIC)
- ❖ Supervise all PTPDM Policy activities and programmes
- ❖ Ensure that there is budget for PTPDM activities in the regional budget
- ❖ Ensure that teacher's performance is assessed through the Appraisal processes

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❖ 2. Regional HRM Officer
- ❖ Keep data on all teachers in the region
- ❖ Screen applicants for promotion and prepare a shortlist to be forwarded to GES Headquarters
- ❖ Form panel to interview applicants at the regional level
- ❖ Prepare a summary of interview results and forward it to GES Headquarters

3. RTO
- ❖ Develop annual CPD work plan for the region
- ❖ Monitor and supervise all CPD trainings in the region
- ❖ Send quarterly report on CPD trainings to GES Headquarters and National Teaching Council (NTC)

### 4. ICT Coordinator
- ❖ Keep data on all teachers in the region
- ❖ Support districts to upload teacher data onto GES/NTC website
- ❖ Ensure security/confidentiality of information on teachers

5. Budget Officer
- ❖ Ensure that there is a budget for PTPDM activities annually
- ❖ Collaborate with RTO in preparing annual CPD work plan

Roles and Responsibilities
of District

1. District Director

i. Create a well-structured and functional District

ii. Be the chairperson of the PTPDM Policy Implementation in the District (expanded DIC)

iii. Supervise all PTPDM Policy activities and programmes

iv. Ensure that there is budget for PTPDM activities in the district budget

v. Ensure that teacher's performance is assessed through the Appraisal processes

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2.District HR Officer

1. Keep data on all teachers in the district
2. Screen applicants for promotion and prepare a shortlist and forms to be forwarded to the Regional Education Office
3. Form panel to interview applicants (lower ranks) at the district level
4. Prepare a summary of interview results and forward it to the Regional Education Office

3. District Training Officer

a) Develop annual CPD work plan for the district
b) Monitor and supervise all CPD trainings in the district
c) Send quarterly report on CPD trainings to National Teaching Council (NTC), GES Headquarters and REO

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4. ICT Coordinator

❖ Keep data on all teachers in the district

❖ Support districts to upload teacher data onto GES/NTC website

❖ Ensure security/confidentiality of information on teachers

5. Budget Officer

❖ Ensure that there is a budget for PTPDM activities annually

❖ Collaborate with DTO in preparing annual CPD work plan

Line of Communication
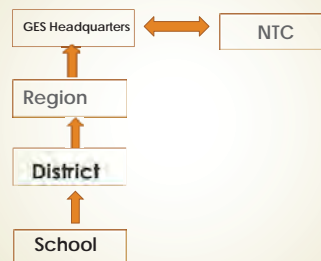
END OF PRESENTATION

A ONE DAY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT WORKSHOP HELD IN KOFORIDUA AT THE GNAT HALL ON THE 2ND OF MARCH 2018.

Facilitators and Administrators: – Gideon Wise Ahorhorlu (NTC), Afia Animwaa Mireku (NTC) Esther Judith Aidoo (GES HR), Francisca Hazel (NTC), LucyAdzo Kudjoe (JICA) and Yanaguchi Hisako (JICA)

Participants- The seventy five (75) participants of the PTPDM Policy dissemination workshop were the Regional Directors of Education, Metropolitan/Municipal Directors of Education, District Directors of Education, Regional HRs/Training Officers and Workshop Facilitators.

Objective

The primary objective of the workshop was to disseminate the PTPDM Policy and its implementation.

Introduction

The Pre-Tertiary Teacher Professional Development Management (PTPDM) Policy has been widely endorsed by Directors and management of Education, however, further rethinking and policy-formulation is required. The policy is not too clear with issues such as Maternity Leave of teachers of teachers, teacher motivation in terms of salary increment and others. The implementation and roll out of the PTPDM Policy has been ongoing in Ghana for about four years now with the National Teaching Council (NTC) and Ghana Education Service (GES) of the Ministry of Education (MoE) leading the process. The policy piloted five (5) Districts: Ajumako in the Central Region, Shai-Osudoku in the Greater Accra Region, and Kasena Nankana in the Upper East Region, Savelugu-Nanton in the Northern Region and the Upper Menya Krobo in the Eastern Region all in Ghana.

The 4-year Project supporting the implementation of the PTPDM Policy in Ghana comes to an end in March, 2018. As a result, all Directors (Regional and District), Regional Training Officers and Human Resource Officers were invited for a 1-day dissemination workshop on the PTPDM Policy Implementation and its roll out.

Activities

The following were the activities that took place in the Koforidua at the GNAT office:

A brief presentation on the PTPDM Policy. The presentation highlighted the history of JICA Technical Cooperation in Ghana, PTPDM Policy, Map of pilot district for the project, Project deliverables and lessons learnt.

The next presentation was on the proposed PTPDM Policy implementation plan. It looked at the duration of the plan and the major components (Teacher Standard, Promotion, Appraisal, Licensing, Training, Database, Monitoring and Evaluation and Budget) of the implementation plan. The stakeholders involved were given a proposal as to when and how to implement the major components.

There was a brief report on PTPDM activities from pilot districts. A personnel from one of the pilot districts (Ajumako-Enyan-Essiam) made a presentations covering a brief history of the PTPDM Policy implementation in their districts, their achievements, challenges encountered and the way forward/ recommendations.

The final presentation was on the roles and responsibilities of officers in the Regions and Districts under PTPDM policy implementation. The roles and responsibilities of Directors, HR Officers, Training Officers, ICT Coordinators and Budget Officers were specified.

Matters Arising

Most of the Directors and HRs complained about Newly Qualified Teachers reporting to their stations either heavily pregnant or with new born babies. Their classrooms are left empty without a teacher as they go on maternity leave just after reporting. This is a general issues across all the district.

Participants expressed concerns with some being in the state of fear of the unknown regarding the training needs and promotion of senior officers at the district and regional offices of the GES. This the Facilitators took turns to re-assure the Participants that no Teacher will be left out or disadvantaged as a result of the PTPDM Policy instead Trainings will be Rank-Based.

Majority of the participants expressed concerns about the panel who interview teachers for promotion. They believe that most of the panel members are too old and may not be conversant with modern trends in education.

All Directors encourage to do a thorough background check and most importantly check for NTC approval of any organization or individual who would want to train their teachers.

Conclusion

The one-day dissemination workshop was successful because the participants welcomed the information and were ready and willing to be engaged in the roll out of the PTPDM activities in their respective regions and districts.

Recommendations – The following recommendations were made:

Support from JICA to run CBI, SBI and DBI in the various districts would be appreciated.

Support to make the Circuit Supervisors mobile. This will enhance supervision.

Prepared by: Afia Animwaa Mireku for team Koforidua

A ONE DAY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT WORKSHOP HELD IN KUMASI AT ST. LOUIS COLLEGE OF EDUCATION ON THE 2ND OF MARCH 2018.

FACILITATORS AND ADMINISTRATOR

Rev. Sr. Faustina Ethel Ganaa, Mr. Lawrence Sarpong, Mr. Odoom, Mrs. Hazel Konadu Sarpong and Mrs. Monica Effe Tettey.

PARTICIPANTS

The Sixty-six (66) participants of the PTPDM Policy dissemination workshop were the Regional Directors of Education, Metropolitan/Municipal Directors of Education, District Directors of Education, Regional HRs and Training Officers.

OBJECTIVE

The primary objective of the workshop was to disseminate information on the PTPDM Policy and its implementation.

INTRODUCTION

The Pre-Tertiary Teacher Professional Development Management (PTPDM) Policy has been widely endorsed by Directors and management of Education, however, further rethinking and policy-formulation is required. The policy is not too clear with issues such as Maternity Leave of teachers of teachers, teacher motivation in terms of salary increment and others. The implementation and roll out of the PTPDM Policy has been ongoing in Ghana for about four years now with the National Teaching Council (NTC) and Ghana Education Service (GES) of the Ministry of Education (MoE) leading the process. The policy piloted five (5) Districts: Ajumako in the Central Region, Shai-Osudoku in the Greater Accra Region, and Kasena Nankana Municipal in the Upper East Region, Savelugu-Nanton in the Northern Region and the Upper Menya Krobo in the Eastern Region all in Ghana.

The 4-year Project supporting the implementation of the PTPDM Policy in Ghana comes to an end in March, 2018. As a result, all Directors (Regional and District), Regional Training Officers and Human Resource Officers were invited for a 1-day dissemination workshop on the PTPDM Policy Implementation and its roll out.

ACTIVITIES

There was a brief presentation on the PTPDM Policy. The presentation highlighted the history of JICA Technical Cooperation in Ghana, PTPDM Policy, Map of pilot district for the project, Project deliverables and lessons learnt.

The next presentation was on the proposed PTPDM Policy implementation plan. It looked at the duration of the plan and the major components (Teacher Standard, Promotion, Appraisal, Licensing, Training, Database, Monitoring and Evaluation and Budget) of the implementation plan. The stakeholders involved were given a proposal as to when and how to implement the major components.

There was a brief report on PTPDM activities from a pilot district. A personnel from Shai Osudoku district made a presentation covering a brief history of the PTPDM Policy implementation in the district, the achievements, challenges encountered and the way forward/ recommendations.

The final presentation was on the roles and responsibilities of officers in the Regions and Districts under PTPDM policy implementation. The roles and responsibilities of Directors, HR Officers, Training Officers, ICT Coordinators and Budget Officers were specified.

MATTERS ARISING

Most of the Directors and HRs complained about Newly Qualified Teachers reporting to their stations either heavily pregnant or with new born babies. Their classrooms are left empty without a teacher as they go on maternity leave just after reporting. This is a general issues across all the districts.

Participants expressed concerns with some being in the state of fear of the unknown regarding the training needs and promotion of senior officers at the district and regional offices of the GES. This the facilitators took turns to re-assure the participants that no teacher would be left out or disadvantaged as a result of the PTPDM Policy instead Trainings will be Rank-Based.

RECOMMENDATION

It was recommended that JICA supports CBI, SBI and DBI in the various districts.

CONCLUSION

The one-day dissemination workshop was successful because the participants welcomed the information and were ready and willing to be engaged in the roll out of the PTPDM activities in their respective regions and districts.

Compiled by:
Hazel Konadu Sarpong

A ONE DAY PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT WORKSHOP HELD IN TAMALE AT RADACH LODGE AND CONFERENCE CENTRE, PRODUCED BY PIOUS K. TUNTI, DATED ON THE 2ND OF MARCH 2018.

Terms of reference - The two facilitators (Mad. Grace and Mr. Francis) coupled with a JICA representative (Yamayama) saw the need for a brief report on the Workshop as a feedback mechanism.

Contents page - all section numbers and titles, using exactly the same wording as in the report

Abstract – PTPDM Policy is widely endorsed by Directors and management but further rethinking and policy-formulation is required such as Maternity Leave Policy for Newly Trained Teachers and also, Directors should be Politically insulated to enhance their work.

Introduction –Pre-Tertiary Teacher Professional Development Management (PTPDM) Policy has been known in Ghana Education Service (GES) circles for about four years now. The following are piloted Districts: Koforidua-Ajumako; Kumasi-Shai-Osudoku and Kasena Nankana.

Participants- The participants of this PTPDM Policy Workshop were mainly drawn from the Ghana Education Service with varied backgrounds, work experiences and positions such as Regional Directors, Metropolitan/Municipal Directors of Education, District Directors of Education, Regional HRs/Training Officers and of course, Workshop Facilitators and a JICA Representative.

Main body of report – Participants registered their profound disapproval and legitimate concerns regarding the 2017/2018 Newly Posted Trained Teachers.

NEWLY TRAINED TEACHERS

It was abundantly made clear and emphatic that several of the said group of Teachers turned up to their posted locations with a number of them either heavily pregnant (almost due delivery) or with infant Babies. As such, Directors or GES management is currently being disturbed by these category of Teachers demanding for Maternity Leaves.

TRAINING FEARS

Furthermore, participants lauded the PTPDM Policy as timely and appropriate for such a time as this, however, it was unclear to them how Teachers at the Directorates will be catered for as regards to trainings and workshops when the Policy is rolled-out.

The Workshop Facilitators took turns to re-assure the Participants that no Teacher will be deprived as a result of the PTPDM Policy but rather, Trainings will be Rank-Based. Facilitators were quick to add that in fact some of the Directorate's staff may become Resource Persons instead of losing out.

POLITICAL CONCERNS

It was equally drummed loud and clear that political interference was a huge challenge if not, it would be an impediment to the operations of GES as a whole since it waters down equity and fairness in the system. One District Director (DDE) lamented that he almost lost his job for stopping a Teacher from taking an unearned Salary. In addition, the said According to the DDE, immediately after stopping the said Teacher's salary, several politicians called him on the issues with some, uttering uncharitable words. He however was quick to add that, but for his DCE, his story would have beeerent.

Furthermore, Participants agreed that, for education and for that matter the PTPDM Policy to succeed, Directors and their respective Directorates (Managements) should endeavour to have cordial relationships with their respective political leaders at all level for the sake of Education.

UNIVERSITIES AND COLLEGES

Adding, Participants urge Universities to endeavour to do more background checks and screening before issuing Admissions applicants. Moreover, it was unanimously agreed that the Private Colleges were busy churning out sub-standard Teachers into the system. St Ambrose College and Jackson College were cited respectively for producing sub-standard Teachers.

SOCIAL MEDIA

Directors all levels vented their strong disapproval of the fact, vital documents/memoirs and information do regularly get leaked to the Media before getting to them.

ON NGO

It was recorded and vehemently registered that all level Directors should attempt to go through NGOs programmes and planned activities to weed out unnecessary junk before allowing them to operate within the GES.

Conclusion – Participants welcome the PTPDM Policy as timely but urge that its execution should be gradual if not, continuous sensitization could be an added advantage.

Recommendations – The following under-listed recommendations were put forward at the PTPDM Policy Dissemination Workshop in Tamale:

1. PTPDM Policy must be clear on Pregnancy and Maternity Leave for all female Teacher especially the Newly Trained ones.
2. PTPDM Policy should endeavour to provide Political-Insulation to enhance Directors work.
3. GES Headquarters should endeavour to always put their auxiliary Directors in the known first before social media.

Submitted by: Pious K. Tunti   2nd March, 2018

添付資料 9
PTPDM Policy Document 2018

MINISTRY OF EDUCATION

PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT IN GHANA

POLICY DOCUMENT

March 2018

Content

Foreword

Preparing Teachers for quality education in Ghana requires policies and practices which make teaching an attractive profession. This can only be achieved if the teaching profession is governed by policies that raise the profile and status of teachers to attract the highest calibre of candidates to enter the profession. The demands of education for life-long learning requires a teacher workforce that is adequately prepared and motivated with the capacity to work to promote quality education.

Therefore, this policy for teacher development and management has come at an opportune time to reflect the Government's commitment to raise the quality of education for all pre-tertiary students. It is comprehensive in scope and depth and has received the widest consultation and inputs from key stakeholders. Its implementation should ensure that the country produces teachers with the highest levels of competence, working under conditions of service that can motivate them to aspire for excellence in the teaching profession.

Since MOE launched the PTPDM Policy 2012, several changes have occurred within the educational sector in international and Ghanaian contexts. These changes have been reflected in this revised and finalised PTPDM Policy.

I am pleased this policy document has received the widest consultation and review for which reason it should enjoy the support of all stakeholders in education. I believe it represents a landmark document that marks the beginning of a new course for teacher development and management to make quality teaching and learning a permanent feature of the education system in Ghana.

On behalf of the Ministry of Education, I would like to thank all who have contributed to this important policy document, National Teaching Council, Ghana Education Service, especially Japan International Cooperation Agency (JICA), and all stakeholders who contributed to the development of this policy. I call on all those involved in the training and management of teachers in Ghana to wholeheartedly embrace this policy and use it as a reference to get the best out of teachers in Ghana.

Signed

Minister of Education

List of Acronyms

CBI: Cluster Based INSET
CL: Curriculum Leader
CS: Circuit Supervisor
CPD: Continuous Professional Development
DBI   Departmental Based INSET
DIC: District INSET Committee
DMT: District Master Trainer
DTST: District Teacher Support Team
ESP: Education Strategy Plan
GES: Ghana Education Service
ICT: Information and Communication Technology
ILO: International Labour Organization
INSET: In-Service Education and Training
MOE: Ministry of Education
NACCA: National Council for Curriculum and Assessment
NIB: National Inspectorate Board
NTC: National Teaching Council
PRESET: Pre-Service Teacher Education & Training
PTPDM: Pre-tertiary Teacher Professional Development and Management
PTTSG: Pre-Tertiary Teachers' Standards for Ghana 2018
SBI: School-Based INSET
SDGs: Sustainable Development Goals
TLRs: Teaching and Learning Resources
UNESCO: United Nations Educational, Scientific, and Cultural Organization

SECTION 1   BACKGROUND

1.1 Introduction

1.1.1   Over the years, Ghana has reformed and restructured its teacher education system in response to new challenges and aspirations of its education system. What has been missing in this entire process is a comprehensive policy framework that can guide the development and management of teachers in ways that commit them and the education establishment to the highest standards of professional practice. To fill this gap, the Ministry of Education (MOE) designed and launched the "Pre-Tertiary Teacher Professional Development and Management Policy in Ghana" (referred to as PTPDM Policy 2012) as a policy instrument to guide the institutionalization of Continuous Professional Development (CPD) programmes and the setting of the minimum standards, called as "The Pre-Tertiary Teachers' Standards for Ghana 2018 (PTTSG) to guide the enhancement of teachers' professional values and attitudes, professional knowledge and professional practice.

1.1.2   This document known as the "Pre-Tertiary Teacher Professional Development and Management Policy 2018" in Ghana (referred to as PTPDM Policy 2018) is the revised version of PTPDM Policy 2012. Its main goal is to ensure that teachers are adequately prepared, supported and motivated to deliver quality education in Ghana. The Policy introduces competency based professional standards, a new career structure, licensing, training system and promotion system to develop and manage teachers in Ghana.

1.1.3   This PTPDM Policy 2018 document covers the development and management of pre-tertiary teachers in Ghana which comprises teachers in Kindergarten, Primary, Junior High and Senior High schools, Technical/Vocational Institutions and Special Schools.

1.1.4   The PTPDM Policy adopts the principle of life-long professional learning that starts with an Induction Programme into teaching for all newly-hired teachers and proceeds with periodic and regularized INSET Programmes throughout the life-cycle of the teacher.

1.2 The Status of Teachers

1.2.1   The PTPDM policy recognizes that teachers will deliver quality education if their work is governed by working conditions that are of the highest standards.

1.2.2   Career progression and opportunities for continuing professional development shall be governed by practices that set teaching as a profession with high standards.

1.2.3   The profession shall not discriminate on the basis of gender. In particular, female teachers' life course events such as marriage, pregnancy and childbirth shall not be used

to directly or indirectly prevent them from meeting their aspirations for career advancement.

SECTION 2   POLICY FRAMEWORK

2.1 International Context

2.1.1   Sustainable Development Goals (SDGs)

- Sustainable Development Goals (SDGs) is the internationally accepted comprehensive world development framework with 17 Goals. Quality and equity of education are stated in Goal 4 which particularly focuses on basic and secondary education which constitute Pre-tertiary education in the Ghanaian context. The Government of Ghana pledged to commit to the framework with the President, stating that quality education is considered as the basis of all 17 Goals.

2.1.2   International Policies on Teachers and Teaching

- This Policy reflects Ghana's commitment to international policies on teachers and the teaching profession as stated in the PTPDM Policy 2012. Specifically, it reflects key provisions in the ILO/UNESCO guiding principles on teachers and teaching (ILO/UNESCO, 1966).

2.2 Relevant Ghanaian Laws and Policies[1]

2.2.1   Education Act of 2008 (Act 778)

- The policy draws its legitimacy from the Education Act of 2008, (Act 778) in which the government stated the aims of producing well balanced individuals with the requisite knowledge, skill, value, aptitude and attitude which would be the basis of improving teacher quality and teaching and learning.

- Education Act 2008 (Act 778) calls for the establishment of a National Teaching Council (NTC) with responsibility for setting professional standards and code of practice for professional development, registration and licensing of teachers. Section 10 of the Act stipulates that the NTC shall be responsible for establishing: (a) the framework for employment of teachers, (b) (framework for) in-service education and training (INSET), (c) and the periodic review of professional practice and ethical standards for teachers and teaching. The PTPDM Policy defines the areas and principles for achieving these goals as outlined in the Act 778.

- The Education Act 2008 (Act 778) also calls for the NTC to work with the Ghana Education Service (GES), Teacher Training Institutions, development partners and

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[1] After the Education Law 2017 is passed, the relevant section of this policy should be identified and amended to facilitate implementation.

other accredited institutions to implement the teacher professional development components of the Policy.

2.2.2 Related Laws

The PTPDM policy and other policies have mutual and complementary relationship to assure the quality teacher development and management in Ghana. The followings are the related laws and policies:

- Local Government Service Act 656 (2003)

- Education Act 2008 (Act 778)

- Pre-Tertiary Teaching Professional Development and Management (PTPDM) Policy 2012

- Human Resource Management Policy (2015)

- Local Governance Act 2016 (Act 936)

- Inclusive Education Policy 2016

- National Teachers' Standards 2017 (For pre-service teachers)

- Fair Wages And Salaries Commission Act, 2007 (Act 737)

2.2.3 Upcoming Related Laws and Policies

- Education Act 2017 (Now called as Education Bill 2017)

- Licensing Policy (by NTC)

Once the new Education Bill 2017 becomes law, the PTPDM Policy would be amended accordingly to reflect expectations for implementation under a decentralised educational system. The expected redefinition of the mandates the Ghana Education Service, the National Teaching Council, the National Council for Curriculum and Assessment, the National Inspectorate Board and the Local Government Service shall directly impact on the roles and responsibilities of these institutions in teacher development and management as prescribed by the PTPDM Policy 2018.

2.2.4 Education Strategy Plan (ESP) (2010-2020)

- Education Strategic Plan (ESP) (2010-2020) indicates that the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy recognizes INSET and professional standards as the bases for teacher professional development.

- Pre-Tertiary education is one of the focal areas of the policy.

- In the thematic areas, skill improvement and improvement of quality education are clearly stated.

SECTION 3   CONCEPTUAL FRAMEWORK OF THE PTPDM POLICY

3.1 Introduction

3.1.1   This section presents the philosophy, goal, vision, core values, and purpose of the PTPDM policy.

3.2 Philosophy

3.2.1   The progressive transformation into a high quality teacher shall underpin the life-long professional life-cycle of the Ghanaian teacher.

3.3 Goal

3.3.1   The PTPDM Policy 2018 aims to produce and manage world-class competent Pre-Tertiary Teachers capable of providing high quality instruction to maximize learning and achievement for all students in Ghana.

3.4 Vision

3.4.1   The vision is to make Ghanaian teacher function effectively as a reflective and proficient practitioner capable of providing quality education for all children at the Pre-Tertiary Educational level in Ghana.

3.5 Core Value

3.5.1   The PTPDM Policy is to ensure improvement in learning outcomes for all children in Ghana through competent teachers with the right commitment, attitudes, ethics and morals.

3.6 Purpose

3.6.1   The PTPDM Policy is to ensure that teachers are adequately prepared, supported and motivated to deliver quality education through Continuous Professional Development (CPD) and an effective teacher management system.

3.7 Objectives

3.7.1 Two fundamental objectives of the PTPDM Policy are to provide:

- A regulatory framework to manage and develop teachers into highly proficient practitioners;

- A career structure based on evidence of professional development and growth of the teacher.

3.8 Key Elements of the PTPDM Policy 2018

3.8.2 Teacher Development

- Competency Based Professional Standards

- Teacher Professional Development Programmes and Activities

- Pre-service Teacher Education and Training (PRESET)

- In-Service Education and Training (INSET)

3.8.3 Teacher Management

- Licensing

- Teacher Appraisal

- Teacher Database

- Career Structure

- Promotion

SECTION 4   TEACHER DEVELOPMENT FRAMEWORK

4.1 Introduction

4.1.1   The PTPDM Policy prescribes a capacity building system for teachers throughout their professional life-cycle and based on the Competency Based Professional Standards.

4.1.2   All Teacher professional development programmes and activities should be designed so they are:

- **Fit for purpose** – programmes and activities should equip teachers to meet specific demands of teaching and the management responsibilities that go with these demands; and

- **Relevant to national needs** – programmes and activities should be designed to reflect the aims and objectives of pre-tertiary education in Ghana and comply with standards set for the teaching profession

4.2 Competency Based Professional Standards

4.2.1   Under the PTPDM Policy, two teacher standards have been developed to promote competency based professional practice:

- National Teachers' Standards 2017 (for teachers in training)

- The Pre-Tertiary Teachers' Standards for Ghana 2018 (for in-service teachers)

4.2.2   NTC in collaboration with GES, National Inspectorate Board (NIB), National Council for Curriculum and Assessment (NACCA), Teacher Education institutions and all other relevant stakeholders shall ensure the implementation of the Standards.

4.2.3   All teacher professional development programmes shall adopt a competency based approach in both programme specification and assessment scheme.

4.3 Pre-service Teacher Education and Training (PRESET)

4.3.1   Pre-service training of teachers is informed by the "National Teachers' Standards 2017" and related documents for pre-service curriculum prescribed for teacher education institutions in Ghana.

4.4 In-Service Education and Training (INSET)

4.4.1 The provision of INSET, including relevant courses, for upgrading teachers' qualification shall be guided by the following prescribed competencies in the Standards:

- Communication and Interpersonal Skills   - Teachers are to:

  o demonstrate instructional and social skills that would assist students to interact constructively with their peers;

  o develop trusting and supportive relationships with students;

  o demonstrate ability to share students' progress with parents and the school-community; and

  o demonstrate good command in both English and relevant Ghanaian language(s);

- **Technical Skills** – Teachers are expected to develop appropriate and relevant pedagogical materials to meet instructional objectives.

- **Mastery of Content** – Teachers are expected to demonstrate adequate mastery of the Teacher Professional Development Programmes and Activities in subjects.

- **Pedagogical Skills** – Teachers are expected to demonstrate the ability to use or adopt appropriate inclusive and contemporary methods of teaching their specific subjects.

- **Management and Leadership Skills** – Teachers are expected to develop appropriate management skills, both in and outside the classroom, desist from practices that dehumanises the child (e.g. non-use of canning) and infringes on their rights to quality education. In addition, teachers should demonstrate willingness and ability to take on school management and leadership responsibilities.

4.4.2 Target Groups for INSET

- All teachers, regardless of the school type, license category or job title, in active service within public and private sectors in Ghana.

4.4.3 The Training Structure of Pre-Tertiary Teacher Development comprises:

- One-year Induction Training;

- Mandatory INSET; and

- Regular Rank-based INSET.

4.4.4   Induction Training

- Induction training shall be organised within the first year for Teachers. There shall be a schedule of prescribed induction courses by the NTC to be organised by the District INSET Committee (DIC) and others at the school level by the Head of school and his/her staff. Induction shall include the following:

- Professional code of practice;

- Classroom Management;

- Professional Standards in Teaching;

- School-Community Relations;

- Assessment regulations and practices; and

- Developing teaching and learning materials.

4.4.5   Mandatory INSET organised by School(s)

- Mandatory INSET organised by school(s) is for all classroom teachers, irrespective of ranks, as defined in the "INSET Sourcebook Module 3 (2008. Ed. 3). This Sourcebook, which is currently used by Primary School and JHS teachers, shall be equally used as a guide to facilitate INSET in Senior High schools, Technical and Vocational Institutions. This type of INSET shall include: Cluster Based INSET (CBI), School-Based INSET (SBI) and Departmental Based INSET (DBI).

4.4.6   Rank-based INSET

- This type of training shall be opened to teachers who are at the same rank within the career structure to acquire competences required to function effectively on the next rank. This INSET should be consistent with the training needs prescribed for each rank by "The Pre-Tertiary Teachers' Standards for Ghana". This type of INSET shall be organized by certified CPD providers, District INSET Committees, Regional INSET Committees and other accredited institutions.

4.4.7   Title based INSET

- This INSET is for teachers who have specific titles like Head of School, Circuit Supervisor, District Director or Regional Director. All teachers with specific titles in school or education office shall go through this type of training upon appointment.

4.4.8   Teachers are required to record above listed training in Teacher Training Logbook.

4.4.9   In general, INSET shall aim to accomplish the following:

- Improve teachers' subject knowledge, and pedagogical content knowledge;

- Improve teachers' capacity to promote effective teaching along with PTTSG in the classroom – ability to use teaching and learning resources to achieve the goals of learning shall be emphasised;

- Develop teachers' capacity to promote student-centred learning;

- Develop teachers as reflective practitioners;

- Improve teacher's management and leadership skills; and

- Promote teachers as a community of practitioners engaged in collaborative problem-solving to improve student learning and achievement.

- Ability to use Teaching and Learning Resources (TLRs) and ICT

4.4.10 Institutional Actors of INSET: Roles and Responsibilities[2] The institutional actors shall be:

- National Teaching Council (NTC)

  o NTC will provide broad national guidelines and content on the operations of INSET activities to all teachers for registration, licensing and professionalization of teaching.

  o NTC shall provide guidelines for the delivery of In-service education and training at the national and district levels.

  o NTC in collaboration with GES shall provide guidelines for implementing quality INSET at district and school level and revise the INSET materials periodically.

- Ghana Education Service (GES) shall coordinate the trainings organized and delivered by:

  o National Teacher Training Centre,

  o Regional Education Office,

  o District Education Office,

  o District Training and Resource Centres,

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[2] After the Education Law 2017 is passed, the organizational structure should be identified and amended accordingly.

- District Master Trainer (DMT)/ District Teacher Support Team (DTST),

- Circuit Supervisor (CS),

- Heads of Schools, and

- Curriculum Leaders (CL)

4.4.11 Cost and Financing of INSET

- Regional/District and School education budgets shall include budgets to cater for INSET, specifically for training INSET facilitators, managing INSET activities, as well as sponsoring teachers where necessary to participate in INSET programmes.

- The NTC shall have oversight responsibility for INSET in all Regions/Districts. Its budget shall be determined and provided from the Ministry of Education Budget.

- Schools shall use part of their capitation grant for organization of SBI/DBI/ CBI.

- For the purpose of meeting CPD credit points for licensing and promotion, the policy encourages teachers to attend training courses organized by accredited CPD service providers by self-sponsorship. The detailed criteria for the accreditation will be developed and announced by NTC.

SECTION 5   TEACHER MANAGEMENT FRAMEWORK

5.1 Introduction

5.1.1   The key dimensions of teacher management system under the PTPDM policy are:

- Licensing

- Appraisal

- Database

- Career Structure

- Promotion

5.2 Licensing

5.2.1   Three types of license shall be issued:

- Provisional License "A"

- Provisional License "B"

- Professional License

5.2.2   To be recognized as a teacher in Ghana:

- A person awarded with a teacher certificate from an accredited teacher education institution shall be issued a Provisional License "A" (2008 Education Act). A Provisional Licensed "A" teacher shall be eligible for Professional Licensed teacher status after successful completion of the Induction and Mandatory INSET programmes within the first three years of engagement as a teacher.

- A person awarded with a diploma and/or degree from an accredited tertiary institution shall be issued a Provisional License "B" (2008 Education Act). A Provisional Licensed "B" teacher has to undergo Induction and Mandatory INSET programmes and within three years obtain a certificate in education, pass the licensure examination to attain a professional status as a Professional Licensed Teacher.

- The renewal of a teachers' license shall be based on periodic participation in INSET programmes. Such participation will earn them credit which can be used in future

applications for promotion and/or for future teacher development training programmes. The general regulation on the renewal of license shall be determined by the NTC.

5.2.3   Provisional License "A" and "B" are valid within the first three years of engagement as a teacher.

5.2.4   Provisional License "A" teacher who failed to obtain a Professional License within the first three years of engagement as a teacher may apply annually for reactivation of the Provisional License "A" from NTC.

5.2.5   Provisional License "B" teacher who within the first three years of engagement as a teacher has met other requirements for Professional Licenses except teacher certificate may apply annually for reactivation of the Provisional License "B" from NTC.

5.2.6   For teachers obtaining Professional License under the above listed conditions, renewal of the license shall be subject to an assessment every four year based on criteria set by the NTC.

5.3   Teacher Appraisal

5.3.1   Teacher appraisal is a performance management tool that measures the degree of transformation of teacher competency along the professional life-cycle.

5.3.2   Appraisal shall be used to identify areas where a teacher might need support for professional growth. It shall also be used to recognize and record their achievements.

5.3.3   Information from teachers' appraisal shall inform the assessment for promotion, positional placement and renewal of license.

5.4   Teacher Database

5.4.1   The teacher database is the sole repository of teacher information/data including all administrative transactions on every teacher in the country while in service. It is designed to support evidence-based decisions on teachers by authorized stakeholders.

5.4.2   Managing of the database is the responsibility of GES which recruits and manages teachers.

5.5 Career Structure

5.5.1   Career Structure of Teachers

- The career structure shall be based on the teacher standards presented in 4.2.

- The career structure is defined by six ranks and shall apply to newly-hired teachers under the PTPDM Policy.[3]

- All newly hired teachers from teacher training institutions (teacher trainees) shall be placed on an appropriate rank.

- A teacher who is posted from private institutions to GES shall be placed on an appropriate rank according to NTC regulation of placement.

5.5.2   A hired person with teacher certificate who has worked in other public service shall be placed on an appropriate rank according to NTC regulation of placement under the PTPDM Policy 2018. All classroom teachers can rise to Rank 6 (Principal Master Teacher) on the career structure. From Rank 3 on the career structure, teachers have the opportunity to opt for positions of classroom teacher (Principal Teacher) or teacher in administration/education management (Assistant Director). Teachers in administration may work either in school or in education office at the national, regional or district levels. Those opting for a career path in administration/management shall be required to demonstrate additional administrative, management and leadership competences with supporting evidence.

The following ranks and their associated competencies are defined in the Pre-Tertiary Teachers' Standards for Ghana 2018:

- Teacher at Rank 1 (Junior Teacher) is equivalent to current Senior Superintendent I and II.

- Teacher at Rank 2 (Senior Teacher) is equivalent to current Principal Superintendent.

- A teacher at Rank 3 may either be a classroom teacher (Rank T3: Principal Teacher) or a teacher in administration/management position (Rank M3: Assistant Director). These are equivalent to current Assistant Director II.

- A teacher at Rank 4 may either be a classroom teacher (Rank T4: Master Teacher) or a teacher in administration/management position (M4: Director). These are equivalent to current Assistant Director I.

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[3] Serving teachers on current ranks shall maintain their nomenclature and progression along the current (pre-PTPDM) career structure.

- A teacher at Rank 5 may either be a classroom teacher (Rank T5: Senior Master Teacher) or a teacher in administration/management position (M5: Senior Director). These are equivalent to the current Deputy Director.

- A teacher at Rank 6 may either be a classroom teacher (Rank T6: Principal Master Teacher) or a teacher in administration/management position (M6: Principal Director). These are equivalent to current Director I and Director II.

5.5.3　The new career levels shall provide the basis for mapping salary levels linked to job responsibilities at the different levels.

5.6　Promotion

5.6.1　Under the new career structure, in addition to appraisal and interview, training history shall be considered for promotion of teachers.

5.6.2　Two assessment criteria shall be applied to the promotion in accordance with the new career structure:

- Professional accomplishment based on the teacher standard.

- The minimum years of teaching experience in each rank. The minimum years required at each rank shall be four years.

5.6.3　All teachers are expected to be in good standing for promotion by the end of the third year at the rank.

5.6.4　An applicant for promotion in the first instance shall submit an application with three years evidence for assessment.

5.6.5　Thereafter all applicants shall be assessed for promotion on the four years basis taking into account the last year of the previous rank.

5.6.6　For teachers who applied at the end of the third year, the fourth year at the rank shall be considered as an intermediate year during which teachers shall be assessed and receive confirmation of promotion.

5.6.7　The intermediate year shall be considered as the first year of assessment for applying for promotion to the next rank on subsequent occasions.

5.6.8　Institutional Actors of Promotion: Roles and Responsibilities

The institutional actors shall be:

- National Teaching Council (NTC)

  o NTC will provide broad national guidelines for promotion.

- Ghana Education Service (GES) shall coordinate promotion at all levels:

  o Regional level

  o District level

  o School level

- GES will announce the vacant position and rank.

- GES oversees promotion process.

- Region shall screen the applicants and submit the results to GES for validation and directives for composition of panels.

- Region organizes the interview panels in accordance with the number of applicants and conduct interviews. The results shall be sent to GES for approval.

- The composition of the interview panel shall be at Rank 5 (T5: Senior Master Teacher/M5: Senior Director) which are equivalent to current rank of Deputy Director and Rank 6 (T6: Principal Master Teacher/M6: Principal Director) which are equivalent to current rank of Director II and Director I, including retired persons at equivalent ranks.

- Region shall issue the promotion letters to the applicants from Rank 2 (Senior Teacher which is equivalent to current rank of Principal Superintendent) to Rank 4 (T4: Master Teacher or M4: Director) which are equivalent to current rank of Assistant Director I.

SECTION 6   MANAGEMENT AND INSTITUTIONAL FRAMEWORK OF THE PTPDM POLICY IMPLEMENTATION

6.1 Introduction

6.1.1   The PTPDM Policy of the Ministry of Education, shall primarily be managed by NTC with the support of GES and related institutions.

6.2 PTPDM Coordination Body

6.2.1   Setting up a PTPDM coordination body under NTC

6.2.2   The member of the PTPDM coordination body shall be organized by NTC and core members shall be Human Resource Department of GES and Regional Education Directors.

6.2.3   NTC and/or members of the coordination body will invite any individuals or organizations for the meeting, if it is necessary.

6.2.4   Functions of NTC and/or members of the PTPDM coordination body shall be to:

- implement the PTPDM Policy nationwide

- develop annual action plan for dissemination and implementation of the PTPDM Policy

- identify the annual bench mark indicators for region level

- design the monitoring activities in district

- conduct monitoring in district level with NTC

- compile the Annual Monitoring Report

- revise the related documents of the PTPDM Policy under initiative of NTC and approved by the MOE.

6.3 Management Structure[4]

6.3.1   The implementation of the PTPDM policy by NTC and GES shall be with the regional and district education offices.

6.4 Budget Structure

6.4.1   District and Region shall submit their annual plan to GES by June.

- District and Regional Budget include school education budgets.

6.4.2   GES develops a composite budget for discussion with the Coordinating Body.

6.4.3   NTC develops annual budget for the PTPDM Policy related activities for discussion with the Coordinating Body.

6.4.4   The Coordinating Body develops composite budget and submits to MOE for funding.

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[4] After the Education Law 2017 is passed, the relevant sections of this policy should be identified and amended to facilitate implementation.

添付資料 10
Guideline for the Pre-tertiary Teachers' Standards for Ghana

GUIDELINES

FOR

THE PRE-TERTIARY TEACHERS'

STANDARDS FOR GHANA

March 2018

National Teaching Council
Ministry of Education

Contents

1. WHAT ARE THE STANDARDS FOR?

Teachers constitute the most important resource in education. There is therefore no gainsaying that every education system is as good as the teachers in it. In order for teachers to be creative, innovative and progressive, they should command a range of best teaching practices which they can use to guide learners with different needs to achieve maximum learning outcomes. Consequently, the training, preparation and development of teachers require the highest possible standards in knowledge, conduct and practice, in their workplace to make them reflective practitioners, lifelong learners and perpetual agents of positive change. The Pre-tertiary Teachers' Standards for Ghana (PTTSG) are concise statements of what teachers are expected to know, understand and be able to do as teachers to ensure they continually improve their own learning as well as those they teach.

(1) The Pre-tertiary Teachers' Standards for Ghana (PTTSG) set out the minimum levels of practice that all teachers must reach at induction and for their Continuing Professional Development (CPD).

(2) The Standards also enable teachers' development in their induction year in schools prior to licensing as professional teachers by the National Teaching Council (NTC). They also provide the framework for future professional and career development for all teachers.

(3) The Standards aim at ensuring that as teachers move up from one rank to the other in their career; they are empowered to engender effective learning among those they are expected to teach.

(4) At each stage of their journey to become accomplished teachers, the Standards expect teacher to:

- demonstrate good knowledge in the relevant subject(s) and curriculum areas;
- have a sound knowledge of learners' different ways of organising their learning;
- demonstrate knowledge and understanding of how different learning styles impact on teaching;
- reflect thoroughly on the effectiveness of teaching approaches;
- demonstrate good knowledge and understanding of how to use assessment to support learning; and

- identify their own training needs and take responsibility for addressing them through lifelong learning.

2. WHO ARE THE STANDARDS FOR?

The Standards apply to:

(1) All teachers in their induction year in schools

(2) All practising teachers in schools

(3) The National Teaching Council (NTC) for the licensing of teachers after induction

(4) The NTC for the renewal of teachers' license

(5) The National Accreditation Board (NAB) as benchmarks for teacher preparation and development

(6) All tertiary level institutions involved in the training and development of teachers

(7) Teacher Unions, Regional and District Education Directorates as a common point of reference for all teachers

(8) Teacher educators using the Standards as a guide in the preparation of curricula, programmes and courses for teachers and as a guide to support their own professional development

(9) Regional Directors of Education, District Directors, Circuit Supervisors, Teacher Unions, Head Teachers and Mentors in schools who will use them as a guide to inform their regional, district, cluster and school–based INSET programmes for the continuing professional development of teachers and their work.

(10) CPD providers using the Standards to develop courses for teachers in the various ranks.

3. HOW WERE THE STANDARDS DEVELOPED?

The Standards were developed with support from the Japanese International Cooperation Agency (JICA). They were developed from a number of sources including:

(1) Pre-Tertiary Teacher Professional Development and Management Policy Document

(2) National Teachers' Standards

(3)   Assessment tools used by the University of Cape Coast (UCC) and University of Education, Winneba (UEW), for assessing teachers during internship

(4)   Ghana Education Service Handbook for Principal Teacher Aspirants

(5)   Manual for developing cluster/school-based INSET

(6)   Handbook on Mentorship and the Trainee Teacher Competence Matrix

(7)   Survey of national teaching standards in fourteen countries

(8)   Ghana Education Service Leadership for Learning for Head Teachers and Circuit Supervisors

(9)   Ghana Education Service Leadership for Change for GES Management Staff

(10) Transforming Teacher Education and Learning (T-TEL) Manuals for Tutor

(11) Professional Development

There was also active involvement of practitioners across all sectors and other key stakeholders including the National Teaching Council (NTC), National Accreditation Board (NAB), Ghana Education Service (GES), National Council for Curriculum and Assessment (NCCA), National Inspectorate Board (NIB), Conference of Principals (PRINCOF), Teacher Unions (GNAT, NAGRAT) and Teacher Education Universities (UCC, UDS, UEW, and UG). A pilot study was also conducted in five districts (Shai Osudoku, Ajumako Enyan Essiam, Upper Manya Krobo, Savelugu Nanton, and Kasena Nankana Municipal) to obtain evidence-based data as to how the career progression standards would help in promoting CPD of teachers.

4. WHAT IS THE LEGAL STATUS OF THE STANDARDS?

The Education Act, 2008 (Act 778) established the National Teaching Council (NTC) to be responsible for establishing frameworks for teachers' employment, continuing professional development and periodic review of professional practice and ethical standards. NTC has overall responsibility to license teachers by law. The Standards define the minimum levels of practice expected of teachers to be licensed after induction and for the renewal of their license. It must be noted that during the period of induction, the Standards continue to define the levels of practice at which all newly hired teachers are expected to perform, the competences they should exhibit and the process of their appraisal.

Teachers on induction as well as other un-licensed teachers must be realistically and fairly assessed against the Standards in accordance with what is expected of them. Teachers' creative and innovative skills should also be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they teach.

5. WHAT IS THE RATIONALE FOR THE STANDARDS?

Teacher education in Ghana aims at producing teachers imbued with professional skills, attitudes and values as well as the spirit of inquiry, innovation and creativity that will enable them to adapt changing conditions, use inclusive strategies and engage in lifelong learning. Teachers are required to have a passion for teaching and leadership, engage with members not only in the school community but also in the wider community, and act as potential agents of change.

Over the years, Ghana has reformed and restructured its teacher education system in response to demands of a new vision and mission for education to meet the demands of a knowledge society. What had been missing in this entire process was a set of professional standards to guide teachers' practice and their professional development. This void was catered for by the development of the Pre-tertiary Teachers' Standards for Ghana to codify what a 'good teacher' is expected to look like. The Standards describe the teacher's continuing professional development, recognising the urgent need to improve the quality of teaching and learning in Ghanaian schools. The Standards also describe the training needs of teachers in order to raise their status to ensure enhanced learning in their community of practice.

The development of the Standards was informed by a review of international teaching standards from fourteen countries (Australia, Canada, Indonesia, Japan, Kenya, Netherlands, New Zealand, Philippines, Singapore, South Africa, Nigeria, Uganda, UK and USA) to reflect the Sustainable Development Goals (SDG) Goal 4 – i.e. ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all teachers.

6. DOMAINS OF THE STANDARDS

The Standards are divided into three main domains, each with its own sub-divisions:

(1) Professional Values and Attitudes

Professional Development

Community of Practice

(2) Professional Knowledge

Knowledge of Educational Frameworks and Curriculum

Knowledge of Learners

(3) Professional Practice

Managing the Learning Environment

Teaching and Learning

Assessment

These three domains and aspects encompass what teachers should value, know, understand and do at the various levels of their career development. The domains intersect (as illustrated in Figure 1 below) to define a competent teacher – i.e. one who is capable of teaching at the appropriate level of pre-tertiary education in Ghana.

Figure 1: Interaction of the three domains of Pre-tertiary Teachers' Standards for Ghana

7. HOW ARE THE STANDARDS TO BE USED?

The Standards are expected to be a reference source for all aspects of training pre-tertiary teachers in Ghana. They may be used by Teacher Associations (e.g. GNAT, NAGRAT), National, Regional and District Directorates of Education, and universities for teacher education, training and development. The National Teaching Council (NTC) will use the Standards for licensing and renewing teachers' license in Ghana; and the Ghana Education Service (GES) will use them when considering teachers' application for promotion and position appointments.

The Standards can also be used by the relevant authorities in education to support career progression in the teaching profession by ensuring that teachers and leaders occupying various positions in the profession have met all the criteria imposed by the Standards. In their career progression, teachers and leaders should be required to meet their training needs for a specific role before they assume that role. That way, teacher career progression would be seamless, and this will provide the motivation teachers and leaders need in order to ensure that learning outcomes are maximised.

8. EVIDENCE CRITERIA

Evidence that a teacher has met or can meet the Standards at the appropriate level must be in the form of a professional portfolio organised to meet the demands of the three domains. Evidence in the portfolio obtained from any relevant source of learning by way of CPD will include, but not limited, to:

(1)   Assignments
(2)   Examination results
(3)   Lecture notes
(4)   Lesson plans
(5)   Study notes
(6)   Assessment records
(7)   Learners' exercise books
(8)   Photographs
(9)   Lesson evaluation from headteachers mentors, circuit supervisors,

(10) Testimonials

(11) Transcript and attestation

(12) Any Notes from CPD courses attended by the teacher over time

(13) Action research

(14) Reports (self, peer, managerial appraisal, and/or evaluation of the portfolio etc)

(15) Memoranda

(16) Publications

(17) Any other sources of evidence that may be determined by the NTC for the purpose of assessing a teacher's performance.

As a dossier on a critical reflective practitioner, the professional portfolio should provide the starting point for the continuing professional development of the teacher in his or her induction year and for his or her subsequent professional development at the various ranks.

The evidence criteria listed above show that that the portfolio should address one or more of the following:

- A reference document acting as a basis for supporting the professional development of teachers
- Self-monitoring of professional development for teachers' upgrading
- An accreditation of the teacher's portfolios as evidence of professional achievement
- The basis for teacher recruitment and promotion in the Ghana Education Service
- Ways of addressing a teacher's in-service education and training needs
- A link between in- service education and training and pre- service teacher education and training
- A means of raising the profile of the teaching profession

9. WHAT ARE THE ROLES OF HEADS AND MANAGERS?

School heads and managers need to work in partnership with universities and other school managers to ensure that teachers fully understand what it means to be a teacher imbued with a sense of lifelong learning. Mentors and circuit supervisors also need to work with the teachers

they manage, carrying out joint planning INSET activities with them and allowing teachers to own the Standards and ensure their continuing professional development needs are met.

10. WHAT IS THE ROLE OF UNIVERSITIES?

It is important for teacher education universities (including UCC, UDS, UEW, UG and VVU) to come to a shared understanding of what each Standard means for teachers as a community of education professionals, and partner with Head Teachers, mentors and managers in schools to ensure the professional development of teachers at all levels.

Universities should ensure that the design and delivery of their programmes, including their sandwich and distance learning programmes, support teachers to meet the Standards. Faculty in universities that train teachers need professional training in the use of the Standards to enable them to understand them and design their teaching in sync with the Standards.

Domain	Sub-domain	Category		Standard	Explanatory Note	How teachers develop competency as progressing their career
A. Professional Values and Attitude	Community of practice	ethics and compliance	1	Meet professional ethics and comply with legistrative, administrative and organizational requirements as a teacher.	All teachers should respect GES code of conduct and any other legal arrangement that regulate their work. They should also strive to achieve the policies and priorities set out by MOE/GES, districts and school.	They should first understand those requirements, then guide other teachers on requirements, and ensure enforcement of such requirements to teachers under their supervision.
		collaboration	2	Collaborate with colleagues and stakeholders of the school to contribute to the improvement of education.	Teachers are encouraged to collaborate with colleagues to improve their teaching as well as with parents to ensure learning-friendly environment both at home and at school. Contribution to the community and country through improvement of education is also expected.	Teachers are expected to gradually widen the scope of collaboration from colleagues/parents, stakeholders of school, stakeholders outside the school, and then with other ministries or DPs. Teachers in the higher ranks are expected to support collaboration among and within schools too.
		expected attitude as a teacher	3	Demonstrate commitment and enthusiasm to the work and show respect for students and stakeholders.	Expected attitudes as a teacher are: committed and enthusiastic to their job, show respect and impartiality for all students and be a good role model for them, contribute to establish positive identity of teachers in the society and reflect their practice for continuous improvement.	All teachers should follow expected attitudes, though they are gradually encouraged to guide other teachers on their attitudes and model exemplary attitude by themselves and contribute to develop positive teacher identity in the society.
	Professional Development	CPD	4	Engage in their own professional development throughout their career	Teachers are expected not only to engage in mandatory trainings required for promotion, but also SBI, CBI, DBI, mentoring/coaching and self-learning.	First they are expected to reflect on their own practice and participate in professional development activities. They are gradually expected to contribute to the needs analysis, facilitation and quality assurance of professional development activities in the school, circuit or district.
B. Professional Knowledge	Knowledge of Learners	psychology	5	Understand how children develop and learn.	Teachers should join the service with minimum basic knowledge of physical, social and intellectual development of the children and youth. They should take different characteristics and learning needs of students into account.	All teachers should know the basic theories of child development and learning. Those who pursue the expert track are expected to update their knowledge on those topics and identify the ones that are useful for Ghanaian teachers.
	Knowledge of Educational framework and curriculum	Curriculum	6	Know and understand structure, contents and expected learning outcomes as described in the curriculum	Teachers should possess accurate understanding on all the components (structure, contents and expected outcomes) of curriculum of the grade(s) and subject(s) they teach.	As they progress in their career, teachers are expected to expand their knowledge to other grade(s) and subject(s) which are relevant to what they currently teach so that they can teach, taking curriculum sequence into account. In the upper ranks, those in the expert track are expected to identify challenges in the current curriculum and to constantly update to reflect international and regional trends related to the curriculum
		Subject contents	7	Know and understand the contents of the subject(s) they teach.	Knowledge of subject matter is a prerequisite for effective classroom instruction. A teacher's understanding of subject facts, concepts, principles, methodology, and important generalizations determines his/her pedagogical thinking and decision-making. On top of what is in the curriculum, teachers are expected to continuously deepen their subject Matter Knowledge (SMK) throughout their career.	Teachers start with basic yet accurate Subject Matter Knowledge. As they progress their career, they are expected to deepen their knowledge and research into international trend to know its possible application to the Ghanaian context.
		methodology	8	Know various instructional strategies to improve students learning.	Teachers are expected to keep updating their knowledge on instructional strategies (e.g. lecture, discussion, debate, group work, role-play, singing, exercise, field work, and more) and their characteristics so that they can apply the one that best fits the class/subject they teach. They should also deepen their Pedagogical Content Knowledge to understand effective ways to teach particular subject contents.	They are expected to widen the repertoire of instructional strategies to be able to use the one which fits the class and topic/subject they teach.
		education system	9	Demonstrate familiarity with the education system and key policies guiding it.	In order to properly fulfill the responsibilities and contribute to the improvement, all teachers should know roles and responsibilities of stakeholders (not only inside the system e.g. HT, HoD, CS, officers at DEO, but also outside supporters e.g. DPs, teacher unions etc.) and institutional framework (including budgetary system).	As they go up the career ladder, they are expected to expand their knowledge on the different stakeholders who influence the education policy and practice in Ghana.

Competency Requirements					
Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Understand and comply with ethical, legislative, administrative and organizational requirements as a teacher.					
	Guide teachers under their supervision on ethical, legislative, administrative and organizational requirements as a teacher.			Make effort to ensure all teachers comply with ethical, legislative, administrative and organizational requirements as a teacher in their school, district, region and country.	
Collaborate with colleagues and parents to contribute to the improvement of teaching and learning of their class.	Collaborate with stakeholders of their school (e.g. colleagues, HT, SMC/PTA) to contribute to the improvement of education in their school.	Collaborate with internal and external stakeholders (e.g. TEIs, District Assembly, NGO, private sector) to improve the education in their school/circuit/district/region/country and support/encourage collaboration among and within school.		Collaborate with internal and external stakeholders (e.g. teacher unions, Development Partners, NGOs, other ministries, universities) to advance education in their district/region/country.	
Demonstrate commitment and enthusiasm to the work and show respect for the students and stakeholders.					
	Guide teachers under their supervision to demonstrate attitudes expected of teachers and model such exemplary attitude by themselves.			Take measures to promote attitudes expected of teachers to develop a positive teacher identity in the society.	
Reflect their own practice and engage in individual and group professional development activities.	Critically and collectively reflect on their own practices and their colleagues in the school and facilitate professional development activities with their colleagues.	Know a variety ways of professional development activities and identify the one that addresses their challenges and those of their colleagues.	Support and facilitate implementation and quality assurance/improvement of CPD for other teachers in their school, circuit or district.	Take measures to make sure teachers under their supervision engage in quality CPD activities which contribute to improvement of education in the school/district/country.	
Demonstrate understanding of basic theories of child development and learning				Formulate policies, develop and implement plans to promote child development and learning.	
Demonstrate understanding of the the curriculum framework and structure, contents and expected outcomes of the curriculum of the grade(s) and subject(s) they teach.		Demonstrate comprehensive and in-depth understanding of the national curriculum for pre-tertiary education.		(For teachers in specialist track) Critically analyze the challenges around current curriculum and contribute to the improvement in its implementation.	(For teachers in specialist track) Demonstrate understanding of international and regional trend of curriculum studies which are relevant and useful to the Ghanaian context.
Demonstrate basic and accurate Subject Matter Knowledge of the subject(s) and grade(s) they teach.	Demonstrate in-depth Subject Matter Knowledge of the subject(s) and grade(s) closely related to the ones they teach.	Demonstrate comprehensive and in-depth Subject Matter Knowledge of all grade(s) of the subject of their expertise (for JHS and SHS teachers).		(For teachers in specialist track) Demonstrate understanding of up-to-date international trend of the subject(s) of their expertise and its application to Ghanaian context.	
Demonstrate understanding on basic instructional strategies to facilitate students' learning.	Constantly explore different instructional strategies to improve teaching and learning.	Demonstrate deep understanding on a variety of instructional strategies and circumstances where they can effectively be applied.		Demonstrate in-depth and up-to-date understanding on a variety of instructional strategies and capable of designing and implementing a variety of instructional strategies.	
Demonstrate understanding of roles and responsibilities of the stakeholders of their school (e.g. HoD, HT, CS, PTA.SMC, DEO) and key policies in the education sector.		Demonstrate working knowledge on budgeting and planning cycle in Ghana and roles and responsibilities of stakeholders in such cycle.		Demonstrate understanding of roles and responsibilities of wider stakeholders that influence the education policies and how policies are formulated and implemented.	

Domain	Sub-domain	Category		Standard	Explanatory Note	How teachers develop competency as progressing their career
C. Professional Practice	Managing Teaching and Learning	lesson planning	10	Plan lessons that lead to purposeful learning and achievement.	Teachers should plan lessons, i.e. set objectives and core points, come up with activities that help students understand the core points and achieve the objectives and prepare teaching and learning materials (including the use of ICT) where appropriate. They should compile these in Lesson Plan. It will be assessed using the Lesson Observation Sheet.	Teachers will enhance their lesson planning skills as they progress their career and gradually be expected to support other teachers in improving lesson planning skills.
		lesson implementation	11	Deliver effective lessons, employing a variety of strategies to encourage understanding of learners with different characteristics.	"Effective lesson" is the one in which all students in the class attain learning objectives. Lesson should be varied according to the topic they are learning, and sometimes challenging, showing a clear grasp of the intended outcomes. In doing so, teacher should employ instructional strategies that encourage participation and understanding of all students in the class, which may be multigrade, multilingual or multi-age. They should always explain the concept clearly and are encouraged to use examples familiar to students. It will be assessed using the Lesson Observation Sheet.	Teachers will improve their lesson delivery skills as they progress their career and gradually be expected to support other teachers in improving lesson delivery skills.
		Mentoring and supervision	12	Provide supportive supervision and mentoring.	Teachers are expected to help each other to enhance their professional capabilities inside and outside the school.	As progressing their career, they are expected to critically and collectively analyze the challenges of department, school or circuit and provide solutions to address these challenges utilizing platforms such as SBI, CBI and DBI.
		classroom environment	13	Create a safe, encouraging learning environment and manages students' behaviour in the class.	Teachers should create a safe and an encouraging learning environment where all students with diverse backgrounds can effectively learn. They should address students' disciplinary issues promptly and respectfully in accordance with children's rights.	Teachers will improve their classroom management skills as they progress their career and gradually be expected to support other teachers in improving classroom management.
		equity	14	Cater for learners' diverse background and different characteristics.	Students come to the class with different cultural, linguistic, socio-economic and educational background. Teachers are expected to pay attention to all learners, especially girls and learners with Special Education Needs, ensuring everyone's progress.	In principle, all the teachers should pay attention to the different needs of all students but the ways to promote every students' understanding may be different according to the needs or characteristics of the students in a class. Those in upper ranks are expected to seek for better ways to involve all students and general good practice to be shared with others.
	Managing The Learning Environment	School management and administration	15	Plan, implement and monitor school improvement plans.	Develop a plan, implement and monitor it in line with PDCA cycle. Plan should set out priorities for school/circuit/district for a certain period of time and its feasibility should be ensured with accompanying budget. It should be based on challenges that are objectively analyzed and in accordance with national/district priorities. Teachers are encouraged to develop such a plan in collaboration with stakeholders.	Those in managerial positions should be able to develop, implement and monitor plans. Those who are not in managerial positions are expected to collaborate in the development, implementation and monitoring of the plans.
			16	Manage resources efficiently and effectively.	Teachers in classroom and managerial positions plan, mobilize and allocate resources to implement policies and educational plans. They should ensure that the allocated resources are utilized in accountable and transparent manner.	Managers are gradually expected not only to manage resources but allocate and mobilize resources.
			17	Manage teachers and other staff under their supervision	Teachers in managerial positions are expected to handle a variety of HR management tasks to ensure all students learn from good performing teachers.	Though HR tasks that they assume may differ among positions (e.g. HTs, CS, DEO), as they go up the career ladder, they are expected to contribute to make institutional change in order to attract, deploy, develop and retain good performing teachers.
			18	Record, report and utilize data to improve education.	All teachers should record accurate information as required by their supervisors and report on time.	Teachers in supervisory positions are encouraged to utilize recorded information to understand trend and challenges to inform actions to be taken.
	Assessment	Assessment	19	Properly monitor and assess students' learning, provide useful feedback to help them make progress and report the assessment results to stakeholders.	Teachers should know various assessment strategies, select the most appropriate one(s), integrate them in their teaching and learning to diagnose students' prior knowledge or evaluate their understanding during and after the lesson. The assessment results should be properly recorded and give feedback to students and/or report it to relevant stakeholder, such as parents, HT etc. They are expected to modify the lesson based on the assessment results.	Teachers are expected to be able to develop, select and use appropriate assessment strategies and record and report by the time they are in Rank 2. Teachers in Rank 3 should be able to use assessment results both from internal and external sources to modify lesson and provide feedback. In the upper ranks, they are expected to support other teachers so that they can expand their repertoire and use assessment results.

Competency Requirements					
Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Develop lesson plan which meets requirements of Level 3 (Satisfactory) for all observation items in Category I (Instructional planning skills) of Lesson Observation Sheet by GES.	Develop lesson plan which meets requirements of Level 4 (Good) for all observation items in the Category I (Instructional planning skills) of Lesson Observation Sheet by GES and guide other teachers in their school to improve lesson planning skills.	Develop lesson plan which meets requirements of Level 5 (Excellent) for all observation items in the Category I (Instructional planning skills) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson planning skills.		Collectively analyze the challenges on lesson planning in their district/region/country and take measures to address such challenges (e.g. training, revision of lesson plan format).	
Deliver lessons which meet requirements of Level 3 (Satisfactory) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES.	Deliver lessons which meet requirements of Level 4 (Good) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their school to improve lesson delivery skills.	Deliver lessons which meet requirements of Level 5 (Excellent) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson delivery skills.		Collectively analyze the challenges on lesson delivery in their district/region/country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of training materials).	
Seek and apply feedback and advise from supervisors and colleagues to improve teaching and learning.	Provide constructive and useful feedback to their colleagues to improve their teaching and learning.	Create an environment which encourages peer learning, mentoring, and coaching among teachers in the department, school or circuit.			
				Provide support to subordinates to promote reflective and personal learning	
Organize and manage classroom which fulfills requirements of Level 3 (Satisfactory) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES.	Organize and manage classroom which fulfills requirements of Level 4 (Good) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES and guide other teachers in their school to improve classroom management .	Organize and manage classroom which fulfills requirements of Level 5 (Excellent) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve classroom management .		Collectively analyze the challenges on classroom management in their district / region / country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of guidelines for classroom management)	
Attend to the needs of all students with different characteristics and background.	Promote respectful, supportive and inclusive environment to accommodate different learning needs of all students in the class and seek for better ways to do so with other teachers.	Generate and/or collect good practices to make sure all students with diverse background attain learning objectives and share them with other teachers			
				Capable of developing and implementing inclusive and diverse policy strategies in teaching and learning	
Contribute to development, implementation and monitoring of school work plan so the goals and objectives set out in the plan are successfully achieved.		Support the development, implementation and monitoring of school/district work plans which lead to improvement of education in collaboration with stakeholders		In collaboration with other stakeholders, develop, implement and monitor educational work plans which lead to improvement of education.	
Managing teaching and learning resources	Manage school financial and material resources in accountable, responsible and transparent manner.	Make efforts to secure resources to support teaching and learning at school.	Plan, mobilize, allocate and manage necessary resources to implement education plan for school, district, region or country		
NA		For teachers with additional responsibilities: Assign teachers to the grade(s), subject(s) and position(s) effectively, appraise teachers fairly, address teachers' misconduct and underperformance properly, delegate school management duties to teachers where appropriate.		Develop and implement policies to attract best candidates to teaching profession, deploy teachers where they are most needed and retain good performing teachers by providing adequate incentives.	
Keep accurate record of important activities such as lessons, students performance, self-reflection and CPD activities (portfolio)		Obtain accurate data from schools/teachers/staff and other stakeholders in education, utilize it to improve education in school, circuit and district and submit it in timely manner.		Utilize educational data and information to guide policy formulation, implementation and decision making at all levels.	
Demonstrate understanding on various assessment strategies and how to interpret assessment results.	Develop, select and use appropriate assessment strategy to diagnose and evaluate students' learning. Keep record of accurate assessment results and report them as appropriate.	Develop, select and use appropriate assessment strategies and use the assessment results both from internal and external sources to modify lesson and/or give feedback students for better understanding.	Support other teachers in enhancing their capabilities to properly assess students' learning and in using assessment data to diagnose learning needs .	Develop and administer appropriate assessment tools to inform learning outcomes and modify classroom practice and decision making	

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APPENDIX

TRAINING NEEDS FOR TEACHERS ASPIRING TO MEET THE PRE-TERTIARY TEACHERS' STANDARDS FOR GHANA (PTTSG)

Training involves the acquisition and transfer of new knowledge, skills, behaviours, values and attitudes to the performance of assigned roles at the workplace. This means that every training programme must define its learning outcomes, participants and content. Training needs presuppose that there is a gap between the current career level of performance of a teacher and the performance that is expected at the next career level that he/she aspires to move on to. Therefore, every training need defined for teachers at a career level must be the thing(s) that they are to do in order to update their professional knowledge, skills, behaviour, values and attitudes so they can perform better in their specific roles and duties.

The table below presents the training needs of teachers at each career level in the Pre-tertiary Teachers' Standards for Ghana (PTTSG). **It must be noted that training needs are not a content of training** and that it is up to any organization to formulate training content as part of the teacher's continuing professional development. It must also be noted that the training needs in the table contain no repetitions because it is assumed that training needs for earlier ranks have already been met, albeit they can form part of the review of previous knowledge at training sessions. (**Training should be preceded by needs assessment to identify and prioritise the training needs**)

Career Level	Teacher Rank	Training Needs	Expected Credit Hours Per Year
1	Rank 1	- Portfolio writing/development - Action research in classroom teaching and learning - Facilitation and communication skills - Skills required for implementing equity and inclusion policies in school work - Use of gender responsive scorecard as a guide for implementing gender equity in practice - Use of assessment as, for and of learning - Use of assessment data to improve learning - Journal writing	20

Career Level	Teacher Rank	Training Needs	Expected Credit Hours Per Year
		• Use of reflective logs in teaching • Motivation for self-directed study and needs assessment for professional planning and growth • Teaching and learning strategies - creative approaches, group work, questioning, talk for learning, etc. • ICT integration in teaching and learning	
2	Rank 2	• Mentoring and coaching skills • Leadership for learning skills • Demonstrating understanding of school improvement plans and budgeting • Guidance and counselling skills for supporting students • Report writing	20
3	Rank 3	• Examination item writing and management • School curriculum policy development and reviews • Building partnership in community learning • Supporting use of learning resources including emerging technologies • Supporting and engaging in collaborative learning for professional development • Team building for school improvement • School leadership qualities and skills	20
4	Rank 4	• Integrating ICT and other technologies in school administration and governance • Leadership for learning • Conflict resolution at district and school levels • Proposal writing for school support • Clinical supervision in schools • Promoting teacher motivation for improved quality education • Basic principles in planning, data collection and management • Demonstrating understanding of roles of Local government policies in education	20

Career Level	Teacher Rank	Training Needs	Expected Credit Hours Per Year
5	Rank 5	• Knowledge of procurement laws • Knowledge of GES and MOE organograms and working principles • EMIS data interpretation and knowledge of its implications for school improvement • Policy development and reviews at school, district, regional and national levels • Change management skills (Leadership for Change) • Team Building for wider organizational development	15
	Rank 6	• Strategic planning and management in education • Communication skills (oral and written) for dealing with policy makers and writing policy document and memoranda • Time management skills • Principles and practice of stakeholder partnership relationships • Demonstrate understanding of labour laws and working with trade unions • Knowledge of financial regulations • Public policy formulation and • Promoting social accountability in education sector • Principles of dialogue and negotiation. • Education project and programme management • Time and stress management (balancing work and pleasure) • Planning, monitoring and evaluation in sustainable development in education • Stakeholder analysis and roles development • Implementing Quality Assurance and Accreditation systems in education	15

添付資料 11
SMS によるデータ収集方法

Information Collection via SMS

Technological aspects

April, 2016

Yuji Ozaki (PADECO. Co., Ltd.)

1.   Current Situations

1.1   DEO (District Educational Office)

- Shortfall in human resources. Supplying/hiring human resources does not catch up with increasing Districts (MMDAs).
- Existing plenty kinds of tasks and assignment, including ad-hoc assignments from GES.
- Decentralization issues; plenty "original" documents or recording formats of each DEO are hard to consolidate.

1.2   Educational Institutions / schools

- Suffering from shortage of budget chronically.
- Computers and/or Electric powers are not common among educational institutions; such as Basic Schools (refer to the Annual School Census).

1.3   INSET

- Implementations of INSETs are required as a part of educational activities in Ghana.
- Records of INSET implementations are scattered to variety of documents; such as School Annual Census, School Report Card, SPIP, SPAM, etc.
- Existing records of INSET implementations consist of just the numbers or frequencies (a.k.a. how many times) of INSETs in a school term only.
- Hierarchic structure of INSET is not fixed yet and may be changed. The specification of items to collect to form INSET information is not fixed yet.

1.4   Databases

- Gathering structured information shall be done before utilizing databases.
- Gathering structured information is the most troublesome task.
- Very limited structured key information available (described later).
- No integrated/formal coding systems for Regions and Districts (MMDAs) in Ghana.
- No integrated/accurate personal identification coding systems in GES, related to "Ghost workers" issues.

1.5   ICT environment

- Mobile phone communications (2G) are available for almost all of locations in Ghana.
- Computer operational skills are NOT one of the "Common Skills" among public employees yet; such as rapid and accurate keyboard typing.
- Allocating "Computer clerks" (similar to typist or encoder) for all DEO/MMDA is not a realistic way[1].
- Maintaining Computers are not always done properly since natural environment; such as fine dusts with the Harmattan.
- Basic infrastructures, such as supplying electric power or internet connections are not always stable for production use.
- Smartphone or tablet computers are in widespread use for personally, but not for all.
- All of telecommunications are charged based on tariff; include Voice, Short Messages and the Internet accesses.

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[1] Basically, the salary of employee is determined by his/her volume of responsibilities or scope of decisions those related to direct works to make profits, not rarity of his/her skills or techniques. The computer clerk is just the operator of machines (one of typical indirect works), so his/her salary shall be sealed tightly as one of the "expenditures", similar to goods or stationeries. It is a typical contradiction; local governments are able to pay lower salary to hard-to-find skills.

2.   Considerations

2.1   Deconcentration of burdens

- The task of inputting information to the computer systems shall be deconcentrated to individuals instead of concentrating to DEO.

2.2   The way left

- There are very few ways; electronic device and media for individuals to input texts and send it to specific location as information.
  - Device: Mobile phone (Cell Phone); Non-smart phone
  - Media: Short Messages (SMS); up to 160 characters per message

2.3   Mobile phone issues

- Basically, the mobile phone is individually-owned and individually-paid.
- It is impossible to designate brands, features and/or specifications to individually-owned mobile phone or gadgets.
- All of telecommunications including Voice, SMS and Internet access are charged by network operators based on tariff.

2.4   SMS issues

- The SMS is one of conservative technologies, but not promising one. It is hard to expect dramatic cost down, innovations and/or capacity improvements in the near future.
- Related technologies, such as USSD (Unstructured Supplementary Service Data) communication, are limited by/to the network operators.
- Text messages allow for a maximum of 160 characters in length, so think carefully about how to craft messages.
- It is free to receive text messages (except United States), but sending a message will be charged based on tariff for the account. User-friendly interactions or dialogues boost SMS sending cost.
- Huge costs and efforts shall be expected, at least to convey "destination TEL number to send SMS" and "Message format of SMS" to target individuals.
- "SMS utilization" is implicitly-expected gathering information regularly from plenty individuals, widely-spread (especially, who living in remote-area).
- If working with individuals with low levels of disposable income, asking that they send messages on a regular basis may become a barrier for them.
- Managed list of recipients (managed list of mobile telephone numbers) tends to be abused, both commercially and politically.

2.5   System Platform and Devices issues

- As above mentioned, there are a lot of obstacles to operate interactive information collection systems for plenty of users.
- It shall be difficult to purchase or to procure dedicated on-premise hardware since low-feasibility and too-high peak-performance requirement.
- Utilizing Google Cloud Platform as data processing and storage, and an Android smart phone and app for the SMS-Internet gateway for trial implementation of this system.

3.   Constrains of each system elements

3.1   Quota Limits

3.1.1   Local Network Operators

- SMS Sending Quota: up to 200 SMS / Day through Local Network Operators.
- This limitation is able to overcome by using International SMS sending service to send SMSs.
- Or, by subscribing post-paid SIM and "Unlimited SMS", if it is available.
- Or, by dedicated contract/agreement with Local Network Operators.

3.1.2   Android Smart Phone

- SMS Sending Quota: up to 100 SMS / Hour
- This limitation is able to overcome by using International SMS sending service to send SMSs. (System hack is not recommended.)

3.1.3   SMS-Internet gateway software (SMS sync)

- SMS Forwarding performance: up to 30 SMS / Minute
- This limitation is able to overcome by negotiations or contracts with local network operators to open SMS API.

3.1.4   Google Cloud Platform[2] (Consumer)

- Accepting incoming SMS Quota: up to 2,000 SMS/Day (Limited by "Property Get or Set")
- Outgoing SMS: up to 20,000 SMS / Day (Limited by "URL fetch calls")
- Generating Responses: up to 10 minutes intervals or longer (Limited by "Triggers total runtime")
- These limitations are able to overcome to upgrade to billing account; such as "Google Apps for Your Domain" or "Google Apps for Government".
- Or, building on-premise dedicated system. (It may take unrealistic time to fix specifications).

3.1.5   International SMS sending services

- Accepting requests to send SMS performance: up to 2,000 SMS/Minute
- Just depends on purchasing sending fee (0.01 – 0.03 USD / SMS).
- Click-a-tell and Twilio are current candidate.

3.2   Architectural limitations

- Incoming error format messages and response/notify to them boost operational costs. (E.g. Saturation attack or Denial of Services).
- Formally, GES/NTC/EMIS are NOT able to "force" to teachers to use individually-owned mobile phone for the official assignment without appropriate allowances, subsidies or material compensations. So, this system may provide as one of voluntary or optional services to the users (teachers).
- It is impossible to push out impersonation and registering false information perfectly.
- This system is not able to fully assess authenticity or integrity of collected information by stand alone.

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[2] https://script.google.com/dashboard

4. About the system

4.1 Scope of the system

- The minimum unit of granularity of information is Personal history of INSET attendances.
- INSET implementation in educational institutions and INSET attendance situations will be publicity-opened as machine-readable format.
- This system is able to indicate the quick estimation of INSET implementations and back-ups of personal INSET histories.

4.2 Initial Cost of the system

- Android smart phone and app as SMS-Internet gateway.
- A computer to programming, administrating information.
- Huge costs and efforts shall be expected to conveying following information to prospected users/individuals.
  - "destination TEL number" to send SMS
  - "message format" of SMS

4.3 Operational Cost of the system

- Fee for sending SMS in proportion to number of sending/responding SMS.
- Fee for Data communications to forward SMS to/from the Internet.

4.4 Degrading operational level to reduce cost

- This system is able to degrading operational level by reducing items of gathering information.
- This system aims gathering individual INSET attendance history. But if it changes to school INSET implementation history (giving up to collect individual INSET history), the operational cost will be 1/20 or less.

4.5 Assessing the integrity of collected information

- The original copy of personal INSET attendance history shall be the "Personal Log Book".
- The original copy of school INSET records shall be the "School Log Book".
- Refer following documents to assess authenticity of INSET related information.
  - SBI/CBI Annual Plan (Form 2)
  - SBI/CBI Annual Budget (Form 3)
  - SBI/CBI Observation Sheet (Form 4) or Personal Log Book
  - SBI/CBI Observation Sheet (Form 5)
  - Record of Post-Delivery Discussion Session (Form 6)
  - SBI/CBI operation summary termly report (Form 7)
  - SBI/CBI Field Monitoring Sheet (Form 8)
  - Attendance Sheet of SBI/CBI (Form 9)
- Also, INSET implementation is recorded in following documents;
  - School Report Card
  - School Annual Census
  - School Performance Improvement Plan (SPIP)

4.6   Information protection and open data

4.6.1   Personal information to protect

Following information shall be protected. Basically, this information shall not be opened to public, also shall not be disclosed to other organizations or agencies except GES affiliated institutions.

Category of personal information	Utilization purpose
Telephone number of personal mobile phone	To send messages to respond requests or inquiry from users. To trace the relation of incoming SMS and outgoing SMS. *Telephone numbers shall not used to identify users on information processing.
Registration Number (REGISTTERED NUMBER) of teachers	Provided and Managed by GES. To verify users as teachers

4.6.2   Open data to public

Following information may open as machine-readable formats to public to achieve accountability.
In concrete terms; what kind of INSETs implemented at when and which school, and how many teachers participated to each INSET.

Category of information	Descriptions
School Codes (administrative codes), School Name and Locations	Managed and Provided by EMIS. To identify each educational institution.
System-generated codes and numbers	INSET code: to identify each INSET. Teacher code (with anonymity): to distinguish each Teacher, but not to identify each Teacher.

5.   Collecting meaningful information

5.1   Available Structured key information elements

Collecting Analyze-able (aggregating and/or summarizing) information is strictly depends on existing structured key information.

"Structured" means, stated and managed by particular organization/department, already known among prospected users and numbered each data (identified) in accordance with a stated coding system without duplications and inconsistency.

"Key" means minimum element of information that known by all prospected users. In other words, every prospected user is able to respond collect answer immediately when it is asked.

In the following five categories, only (1) is suitable for key information. (2) is considerable. (2), (3), (4) and (5) are required to state (rebuild), announcement to prospected users before using as key information.

(1)   Stated, Known and Numbered Information

Information	Managed by	Format Sample
REGISTRATION NUMBER (REGISTERED NUMBER) for Trained Diploma Teachers	GES	2794 /2015 (For KIPO LANSENI ROBERT, Trained at BAGABAGA COLLEGE OF EDUCATION))
Date	Gregorian calendar	20160422 (For April 22nd, 2016)

(2)   Stated, Known and Numbered, but inconsistent Information

Information	Managed by	Format Sample
School Code ("administrative code" of each educational institution) of working school	EMIS	101160350 (High Academy Int. Primary in Kumasi metropolitan of Ashanti Region) ***But duplications observed.**

(3)   Stated, Known but Unnumbered Information

Information	Managed by	Sample
Category of INSET	NTC	SBI, CBI, DBI
TEL number to Send SMS or URL	Network Operators	055-302-7939, etc.

(4)   Existing, but Unfixed and Unnumbered Information

Information	Managed by	Example
Type of Activities of INSET	NTC	Demonstration Lesson Peer Teaching TLM Preparation and Usage Class management and Practice
Subjects of INSET	NTC	Math Science English Others

Information	Managed by	Example

Topics of INSET	NTC	`Multi-grade teaching`
		`Special Education needs`
		`Primary health care`
		`STD and HIV/AIDS`
		`New Primary curricula (2013)`
		`Literary and numeracy in Ghanaian`
		`Languages`

(5)   Unknown information:

Information	Managed by	Format Sample
Hierarchic structure of INSET	NTC	`(no information)`

5.2   Realistic way in PTPDM case

5.2.1   Combination of available key information to make meaningful

Under current situation, available key information is (1) and (2). (3) will be possible to announce to prospected users as key information. (4) and (5) are not in use. Thus, collectable information shall be settled as follows.

Unit	Combination of information	Properties and meaning
1	REGISTRATION NUMBER	Identify "`Who`" in Trained Diploma Teachers
2	REGISTRATION NUMBER and School administrative code	Adding property of "`Where working for`" to "`Who`" in Trained Diploma Teachers
3	INSET Category and School administrative code and Date	Identify "`What`" kind of INSET and "`Where`" INSET implemented at and "`When`" INSET implemented
4	INSET Category and School administrative code and Date and REGISTRATION NUMBER	Identify "`What`" kind of INSET and "`Where`" INSET implemented at and "`When`" INSET implemented and "`Who`" participated.

In above table, Unit 1 and Unit 3 referred more than once. So Unit 1 and Unit 3 shall be encoded (give identification code as group) to reduce element in combination of information as follows to simplify.

Unit	Combination of information	Encoded information group
1	REGISTRATION NUMBER	Encode to "Teacher Code"
3	INSET Category and School administrative code and Date	Encode to "Implemented INSET"

So, information is sorted as follows;

Unit	Combination of information	Encoded information to collect
1	REGISTRATION NUMBER	Encoded to "Teacher Code"
2	REGISTRATION NUMBER and School administrative code	Teacher Code and School administrative code (This is able to correspond to moving of working place.)
3	INSET Category and School administrative code and Date	Encoded to "Implemented INSET"
4	INSET Category and School administrative code and Date and REGISTRATION NUMBER	Implemented INSET and Teacher Code

Reason of encoding REGISTRATON NUMBER to Teacher Code;
It is regarded REGISTRATION NUMBERs are personal information since person (teacher) can identify by it. But REGISTRATION NUMBER is vulnerable against guessing adjacent numbers. So REGISTRATION NUMBERS are encoded/hashed in this system to protect personal information, and also REGISTRATON NUMBER act as "relaxed gatekeeper" to limit users of this system (REGISTRATION NUMBER is required to use this system).

5.2.2   Avoiding inconsistency

Generally, the spelling of object suffered from inconsistency; such as Human name, District name, Region name, etc. Also the character tends to inconsistency; such as "l and 1" (lower case of "L" and One), "O and 0" (upper case of O and Zero), "Z and 2", etc. so it is recommended to use single character set (possibly, number only) for identification code/numbering system.
If non-smart phone use as input device, it is recommended to use the number 0-9, * (asterisk) and # (sharp) only since hardware key-pad showed them.

In this context, given REGISTRATION CODE includes "/" (slash), so REGISTRATION CODE is encoded/hashed to number-only format in this system. But system internally, REGISTRATION CODE is stored as original format (with a slash).
When deleting user, just delete relationship between REGISTRATION CODE and Teacher Code only. It does not any effect to already collected other INSET history.

添付資料 12
NTC データベース概要

NTC による教員免許発行のための教員データベース（概要説明書）

　NTC が現地業者に発注し構築しており、プロジェクトでは免許発行に適切なポータルの
デザインやデータベースになるよう技術的な支援を実施した。NTC のデータベースの概要
は以下のとおりである。

1. Registration について（Index 番号の交付）

　以下の手順により各教員養成の修了生（教職を希望する CoE や UoE 卒業生、大学卒業後
UoE が提供する教員資格取得コース修了者）は Registration 番号を取得する。

➢ 各教員養成大学（CoE）及び教育大学（UoE）は卒業試験合格者の情報を NTC に提出
する。

➢ NTC はこの情報を基に Index 番号を交付する。

➢ 予定では Index 番号とパスワードでポータルサイトに入り、基本情報を入力し、試験
結果などをアップロードする。

➢ その記入された情報を NTC が承認すれば、Registration が完了することになる。

2. 免許発行申請（Provisional License A）

➢ 図 1 のページから Newly Qualified Teacher をクリック。

➢ 図 2 で Registration 番号と誕生日（図では Registration 番号と Index 番号となっている
が間違い）を入力し各自のページに入る。

➢ 図 3 以降のページに必要情報を全て入力する。

➢ 写真、Appraisal、Teacher Training Logbook をアップロードし提出する。

3. 教員免許申請確認、承認、発行

➢ 教員からの申請の確認、承認、発行は 7 ページ以降の「Backend Verification Procedure」
を参照。

➢ NTC が承認すると免許番号が自動発行され、免許（Provisional License A）のデザイ
ンが自動表示される。

図 1　初任者の免許申請のページ
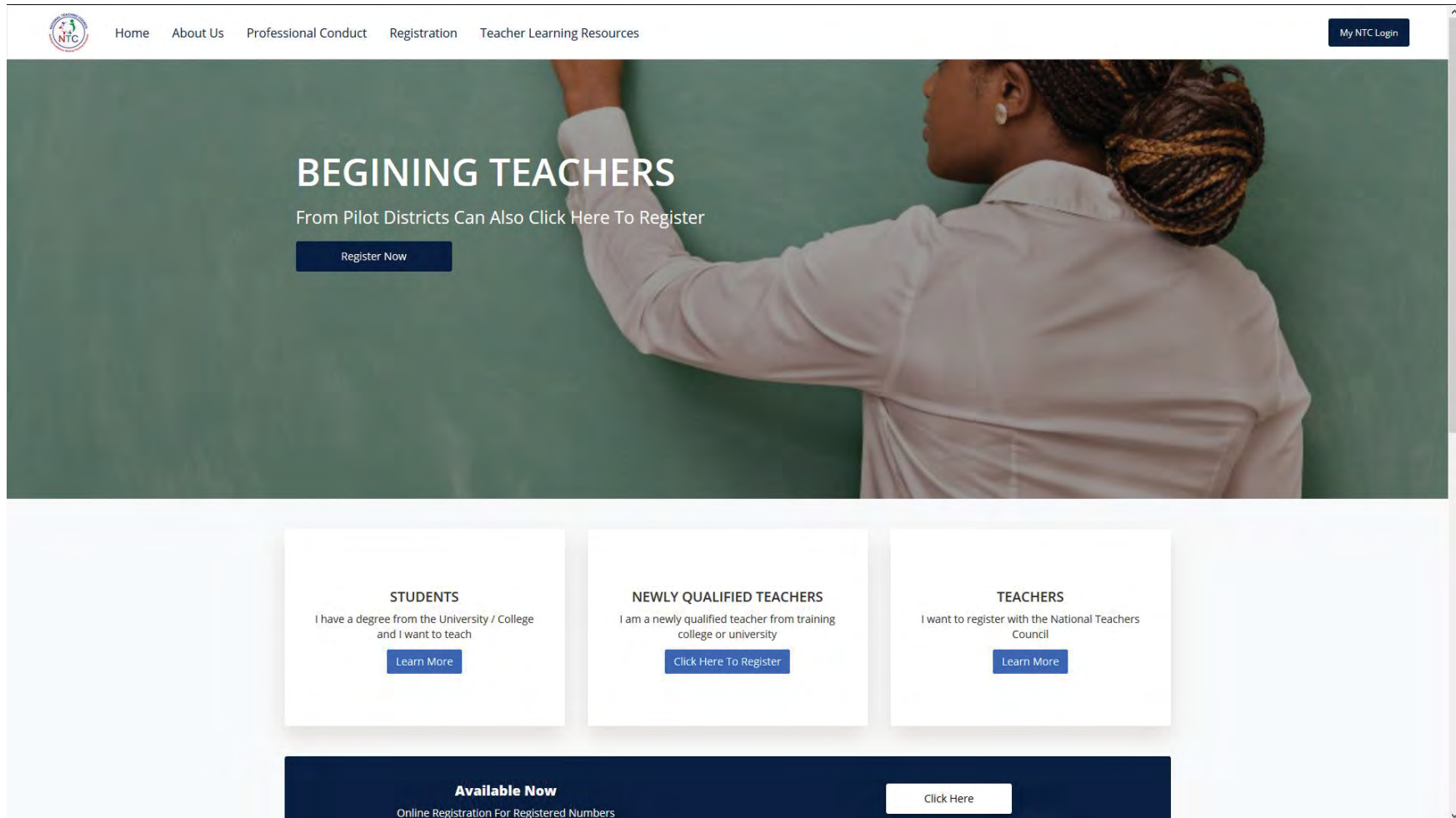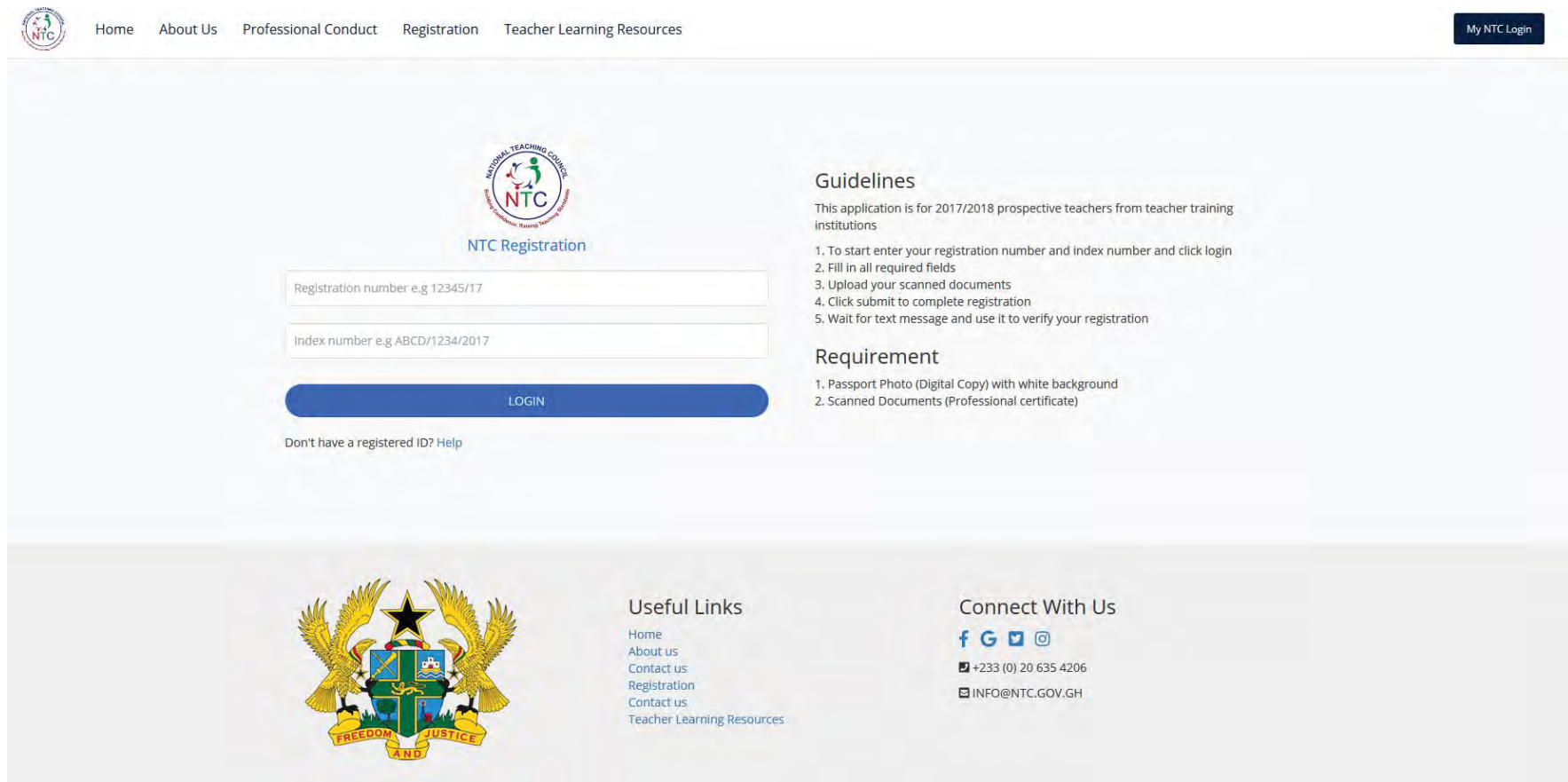
図 2　ログインページ

Home　About Us　Professional Conduct　Registration　Teacher Learning Resources

My NTC Login

NTC Registration

Registration number e.g 12345/17

Index number e.g ABCD/1234/2017

LOGIN

Don't have a registered ID? Help

Guidelines

This application is for 2017/2018 prospective teachers from teacher training institutions

1. To start enter your registration number and index number and click login
2. Fill in all required fields
3. Upload your scanned documents
4. Click submit to complete registration
5. Wait for text message and use it to verify your registration

Requirement

1. Passport Photo (Digital Copy) with white background
2. Scanned Documents (Professional certificate)

Useful Links

Home
About us
Contact us
Registration
Contact us
Teacher Learning Resources

Connect With Us

f G 🐦 📷

📞 +233 (0) 20 635 4206

✉ INFO@NTC.GOV.GH

図 3-1　個人情報入力画面

Complete all required fields (*) with your accurate details

| Personal Information | Contact Information | Educational Information | Career Information | Login Information | Preview |

Surname

First Name
06-09-1990

Date Of Birth

Previous Name (If Any)

Marital Status
Select Status ▾

Sex
○ Male ○ Female

Upload Passport Picture
ファイルを選択　選択されていません

Next

Contact Number
enter your contact number

Email Address
enter your email address

Digital Address
eg. GA-908-09

Emergency Contact
full name of your emergency contact person

Emergency Contact Number
phone number of your emergency contact person

Relation To Contact
eg. mother

Address
residential address

postal address

Location
landmark

city

Prev　　Next

Type Of Tetiary Institution
Select Type Of Tetiary Institution ▾

Tetiary Institution
Select Institution ▾

Registration No.
7282/09

Index Number
enter your index number

Qualifications
Select qualifications ▾

Upload Certificate
ファイルを選択　選択されていません

Year Of Entry
Eg. 2010

Year Of Completion
Eg. 2013

Prev　　Next

5

図 3-2　個人情報入力画面

Name Of Current School Teaching　School code　District code

ESHIEM D/A BASIC　124　1324

Have you undergone induction training by DEO or Curcuit Supervisor
Yes ☐ No ☐
If Yes Where
Enter Location
And When
Enter Date
What Topic
Enter Topic

Have you undergone orientation by DEO or Curcuit Supervisor
Yes ☐ No ☐

Have you undergone orientation by Headmaster
Yes ☐ No ☐

Have you undergone Cluster Based In-Service & Educational Training (CBI)
Yes ☐ No ☐ If Yes Where, How Many Times
Enter Number Of Times

Have you undergone School Based In-Service & Educational Training (SBI)
Yes ☐ No ☐ If Yes Where, How Many Times
Enter Number Of Times

Appraisal Upload　Logbook Upload

ファイルを選択　選択されていません　ファイルを選択　選択されていません

Prev　Next

New Password　Repeat Password

create new password　repeat new password

Prev　Next

Preview

6

図 3-3　個人情報入力画面

Preview

Personal & Contact Information

| Surname Kofi Amoan | Surname Kofi Amoan | Previous Name Kofi Amoan | Registered Number 9038386 |

Date Of Birth 17 / 08 / 1990　　Gender Male　　Marital Status Single

Residential Address No 5 Roman Road　　City/Town East Legon　　Landmark none

Postal Address P O Box 739 Kd Accra　　Digital Address GA 9030-39

Phone Number 028 0388339　　Email Address example@mail.com

Phone Number 028 0388339　　Email Address example@mail.com

Emergency Contact Name Sam Wise　　Emergency Contact Number 020 3932029　　Realtion With Emergency Contact Mother

Educational & Career Information

Institution Name SDA College Of Education　　Type Of Institution College

Index Number SCE-839-939　　Qualification Diploma　　Year Of Entry 2000　　Year Of Completion 2000

Name Of Current School Teaching Ediman Basic School　　District Shai Osu Doku　　School Code 9303

Induction training by DEO or Curcuit Supervisor Yes　　Induction Training DBS　　Place Of Induction kumasi

Date Of Induction 20-09-2015　　Induction training by DEO or Curcuit Supervisor Yes　　Induction training by DEO or Curcuit Supervisor Yes

Have You Undergone CBI Yes　　How Many Times 3　　Have You Undergone SBI Yes　　How Many Times 3

Pres　　Agree & Submit

7