

**Ministry of Education / Ghana Education Service  
The Republic of Ghana**

**Project for Supporting Institutionalisation  
of the Pre-Tertiary Teacher Professional  
Development and Management Policy  
in the Republic of Ghana**

**Project Completion Report**

**April 2018**

**JAPAN INTERNATIONAL COOPERATION AGENCY**

**PADECO Co., Ltd.**

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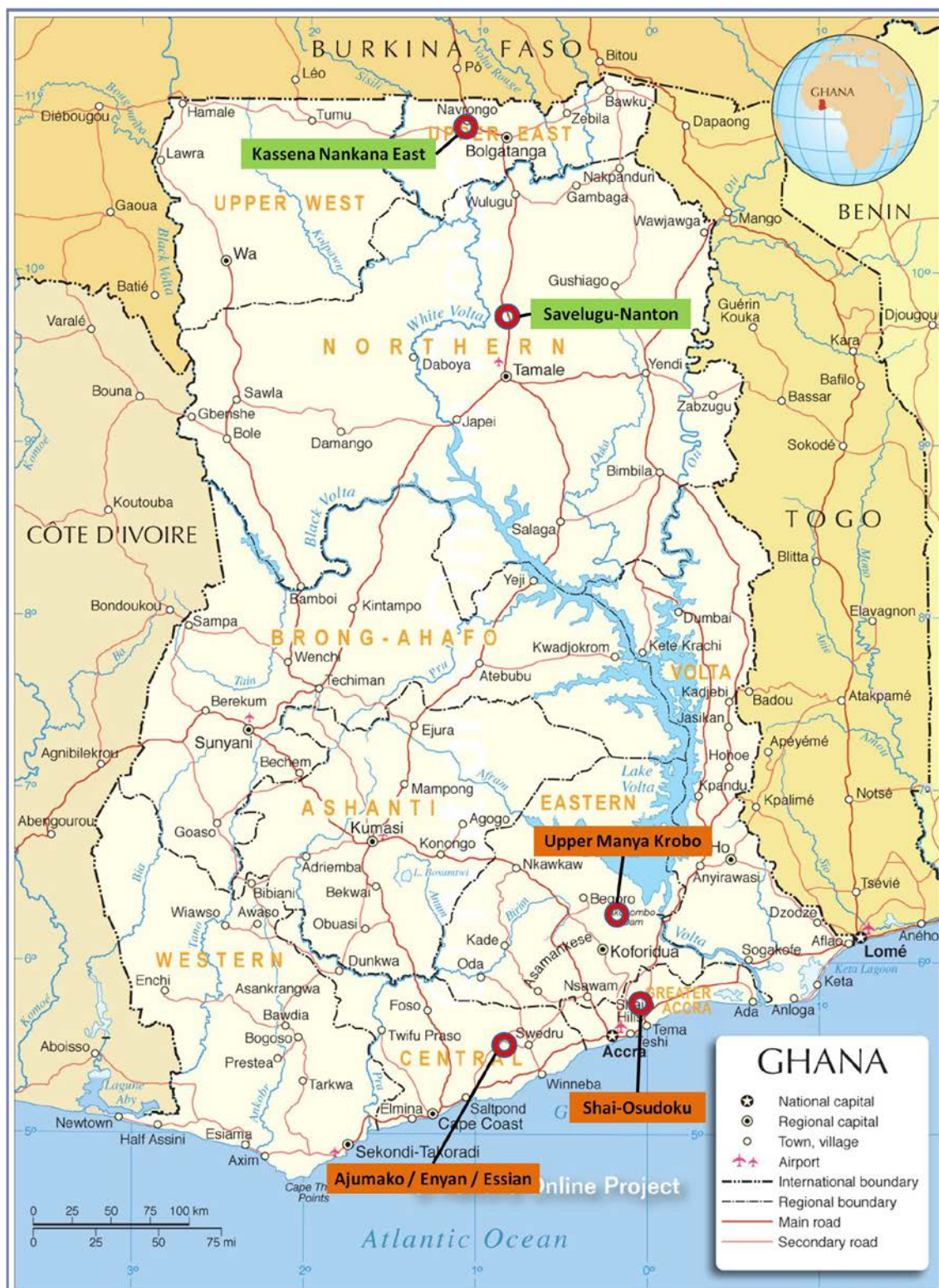
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## Project Site



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



### Picture

	
<p>Presentation on Workshop with REO</p>	<p>Discussion on Career Structure Review Meeting</p>
	
<p>Trial on New Promotion System</p>	<p>Deliverables developed by the Project</p>
	
<p>Steering Committee (2018)</p>	<p>Joint Coordinating Committee (2018)</p>
	
<p>With Stakeholders at JCC (2018)</p>	

## **Abbreviations**

ASC	Annual School Census
BT	Beginning Teacher
CBI	Cluster-Based INSET
CL	Curriculum Leader
COE	College of Education
CP	Counterpart
CPD	Continuous Professional Development
CS	Circuit Supervisor
DA	District Assembly
DBI	Department Based INSET
DEO	District Education Office
DFID	Department for International Development
DIC	District INSET Committee
DIU	District INSET Unit
DTST	District Teacher Support Team
EMIS	Education Management Information System
GAST	Ghana Association of Science Teachers
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GPEG	Ghana Partnership for Education Grant
HRMD	Human Resource Management Division
ICT	Information and Communication Technology
IGF	Internally Generated Fund
INSET	In-Service Education and Training
IPPD	Integrated Personnel Payroll Database
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
LGS	Local Government Service
MAG	Mathematical Association of Ghana
M/M	Man Months
MOE	Ministry of Education
NACCA	National Council for Curriculum Assessment
NAGRAT	National Association of Graduate Teachers
NEA	National Education Assessment

NIU	National INSET Unit
NTC	National Teaching Council
PDM	Project Design Matrix
PO	Plan of Operation
PRESET	Pre-Service Education and Training
PSC	Public Service Commission
PTPDM	Pre-Tertiary Teacher Professional Development and Management
REO	Regional Education Office
RIU	Regional INSET Unit
SBI	School-Based INSET
SC	Steering Committee
SPIP	School Performance Improvement Plan
SPAM	School Performance Appraisal Meeting
SRC	School Report Card
SRIMPR	Statistics, Research, Information Management and Public Relations
TED	Teacher Education Division
TIMSS	Trends in International Mathematics and Science Study
TOT	Training of Trainer
T-TEL	Transforming Teacher Education and Learning Project
UoE	University of Education
UNICEF	The United Nations Children's Fund
USAID	United States Agency for International Development
UTDBE	Untrained Teacher Training Diploma in Basic Education



## CHAPTER 1 Outline of the Project

### 1.1 Background of the Project

Due to the great efforts made by the government of Ghana, the school coverage and student enrollment ratio has improved; however, the quality of education still needs to be improved. According to the National Education Assessment (NEA) in 2011, 16.1% and 35.3% of 6<sup>th</sup> grade students in mathematics and English, respectively reached proficiency level<sup>1</sup> which means both subjects are low proficiency. Ghana was ranked the lowest out of 42 countries in the results of Trends in International Mathematics and Science Study (TIMSS) 2011.

Recognition of low achievement of students in Ghana, Government of Ghana recognize the importance of refresh training for teachers by district and/or school under decentralized structure. In Education Strategic Plan 2010-2020 targeted in quality of education and Pre-Tertiary Teacher Professional Development and Management (PTPDM) is the one of focus areas.

In the 13 years between 2000 and 2013, the Japanese Government supported three technical cooperation projects in mathematics and science in basic education: 1) to support teachers to conduct learner centered lessons, 2) to introduce lesson study and develop school INSET structure, and 3) to disseminate INSET on a nationwide scale. To encourage teachers to practice what they learned in the training, their efforts should be recognized by a fair evaluation system and career structures. To develop policy framework and teacher professional development system, the Government of Ghana requested the Government of Japan to implement Pre-Tertiary Teacher Professional Development and Management (PTPDM) Project which launched in April 2014.

### 1.2 Counterpart and Target Areas

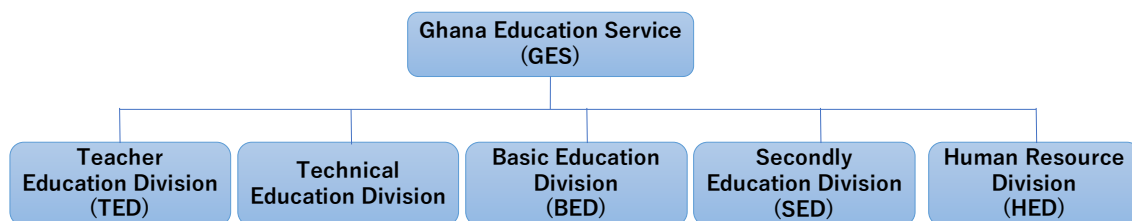
#### 1.2.1 Counterpart Organizations in National Level

The project had two counterparts: Ghana Education Service (GES) and National Teaching Council (NTC). At the beginning of the project, NTC was not yet fully functional and Teacher Education Division (TED) played a key counterpart role for the project. Table 1-1 listed the main counterparts and project managerial members and Figure 1-1 is a simpler organogram of GES.

**Table 1-1: Counterparts**

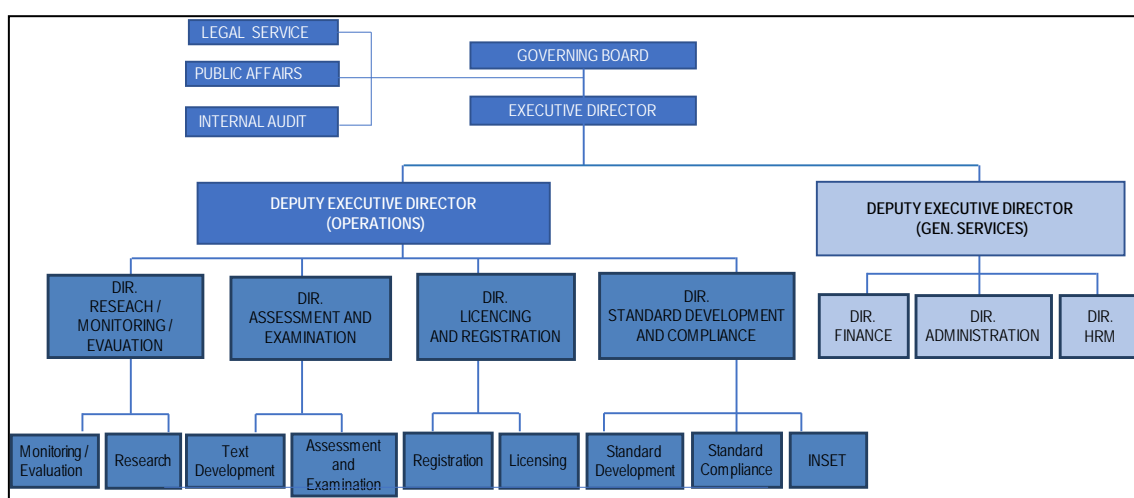
Ministry	Ministry of Education: MOE
Counterpart	Ghana Education Service: GES National Teaching Council: NTC
Managerial members	Project Director: GES Director General Project Manager: TED Director Program Coordinator: National INSET Coordinator, NIU Assistant Program Coordinator: Deputy National INSET Coordinator, NIU

<sup>1</sup> "Ghana National Education Assessment 2011 Findings Report" Ministry of Education Ghana Education Service, 2012  
[https://www.researchgate.net/profile/Pierre\\_Varly/publication/278673417\\_Ghana\\_National\\_Educational\\_Assessment\\_2011\\_Findings\\_Report/links/5582969008aeab1e4666fb83/Ghana-National-Educational-Assessment-2011-Findings-Report.pdf](https://www.researchgate.net/profile/Pierre_Varly/publication/278673417_Ghana_National_Educational_Assessment_2011_Findings_Report/links/5582969008aeab1e4666fb83/Ghana-National-Educational-Assessment-2011-Findings-Report.pdf)



**Figure 1-1: GES Organization Structure**

In April 2017, the organization structure had been reformed and TED merged into NTC under new government following the presidential election of the previous year. Because of the reform, NTC became the main counterpart and the project should operate the project activities without a coordination body in GES. Figure 1-2 is the organogram of NTC which is still under forming.



**Figure 1-2: NTC Organization Structure**

### 1.2.2 Main Counterparts

Main personnel work as project counterparts are listed in Table 1-2.

**Table 1-2: List of Main Counterparts**

Name	Job Title	Organization	Period	
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
Augustine Tawiah	Executive Secretary	NTC	May-2014	Dec-2016

Name	Job Title	Organization	Period	
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 Target Area

The project was designed to develop a key system and structure for teachers and related documents with GES and NTC in the central government and conduct trials in selected five pilot districts for nationwide expansion in the future. The five (5) pilot areas were described in the Table 1-3.

**Table 1-3: Project Pilot Areas**

Area	Region	District
South (From 2014)	Greater Accra Region Central Region Eastern Region	Sahi Osudoku Ajumako Enyan Essian Upper Manya Krobo
South (From 2015)	Northern Region Upper East Region	Savelugu-Nanton Municipal Kassena Nankana East

## 1.3 Project Management Structure

### 1.3.1 Project Implementation Structure

To smoothly work with the central government and school level, the project established two committees such as Steering Committee (CS) and Joint Coordination Committee (JCC). SC provide consultancy to project and making final decisions in JCC with the variety of members including Regional Education Officer (REO), District Education Officer (EDO) and University of Education, (NoE). Figure 1-3 explain the implementation structure of the Project.

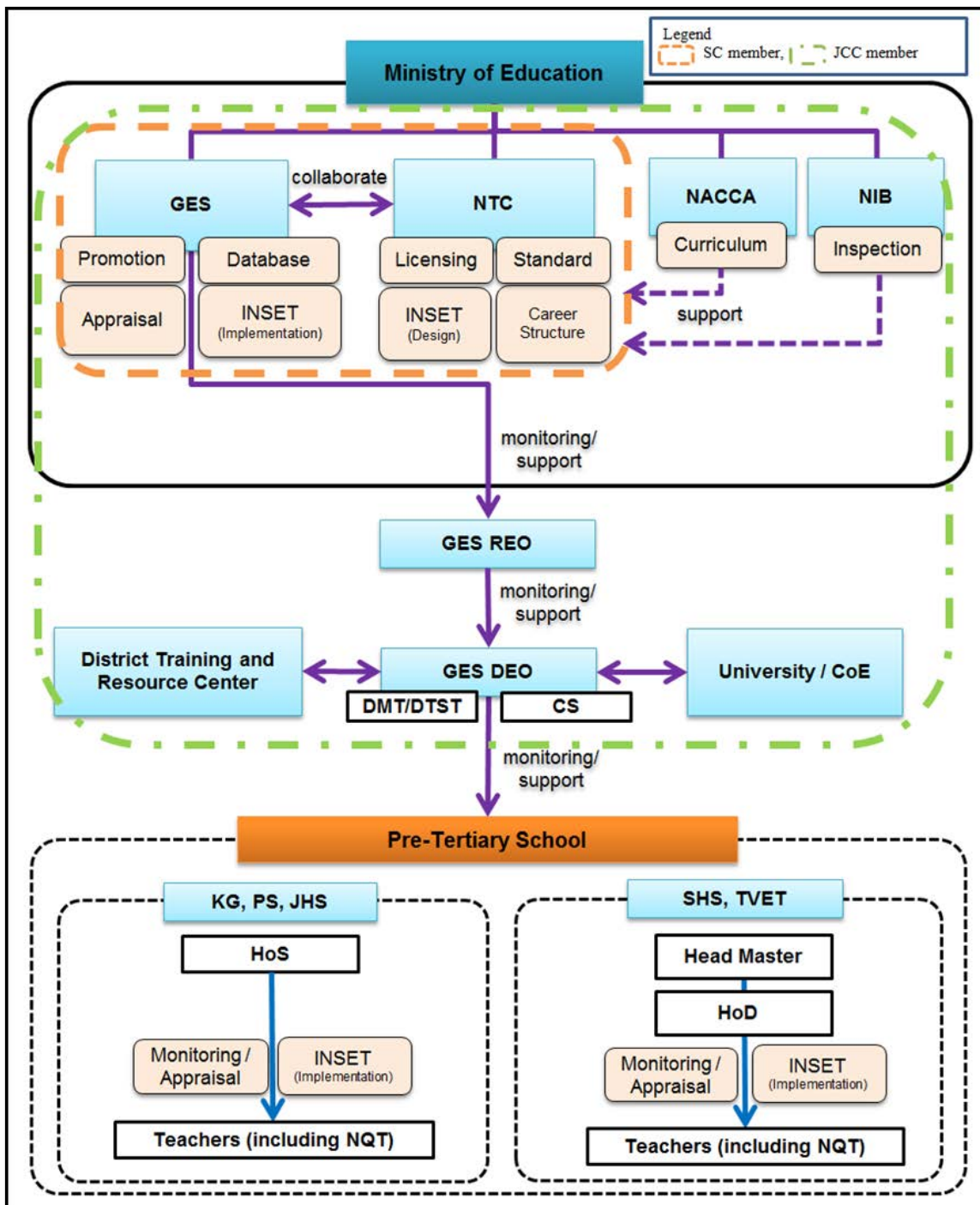


Figure 1-3: Project Implementation Structure

## 1.4 Project Managerial Organs

### 1.4.1 Members

The main members of JCC and SC are listed in the Table 1-4.



**Table 1-4: Main members of JCC and SC**

JCC members	<p>Chair: Secretary of Ministry of Education</p> <p>Main Members</p> <ul style="list-style-type: none"> <li>• GES Director General / Deputy Director General</li> <li>• NTC Executive Secretary</li> <li>• Directors of MOE</li> <li>• Directors of GES</li> <li>• NTC Chairman</li> <li>• GES Chairman</li> <li>• Deans of University of Education</li> <li>• REO (Regions where Pilot Districts belong to)</li> <li>• DEO (5 pilot areas)</li> <li>• NTC staff</li> <li>• JICA Ghana office</li> <li>• Representatives from Teacher's Union</li> </ul>
SC Members	<p>Chair: GES Director General</p> <p>Main Members</p> <ul style="list-style-type: none"> <li>• GES Director General / Deputy Director General</li> <li>• Directors of MOE</li> <li>• Representatives from NTC</li> <li>• Representative of National Council for Curriculum Assessment (NaCCA)</li> <li>• NIB executive secretary</li> <li>• GES directors</li> <li>• ICA Ghana office</li> </ul>

#### 1.4.2 Agendas of Managerial Meeting (JCC and SC) held

During the project period, five times of JCC was held as planned (Table 1-5).

**Table 1-5: JCC Hold during the Project Period**

No.	Date	Main Agenda
1	August 28, 2014	Kick-off of JCC Background of the PTPDM Project Framework of PTPDM Policy and schedule for approval Plan of PTPDM Policy Implementation
2	September 16, 2015	Progress of the project, Revision of PTPDM Policy, Revisions on NTC workplan
3	July 21, 2016	Progress of the project, Results of the Mid-term review, and Revision of the project PDM
4	May 24, 2017	Progress of the project, Teacher standards, Presenting PTPDM Roll Out Plan, Results of Mid-line Survey, Defining the PDM Indicators
5	Feb 28, 2018	Report on the Project, Submission of all materials and documents for PTPDM Policy, Report on JICA capacity building Program Presenting PTPDM Roll Out Plan

During the project period, SC was hold 11 times. The detail schedule and agenda show in Table 1-6.

**Table 1-6: SC Hold during the Project Period**

No.	Date	Main Agenda
1	June 9, 2014	Introducing the Project outline
2	August 21, 2014	Career structure, preparation for JCC
3	September 1, 2014	Database, training, baseline survey and public relations
4	November 25, 2014	Progress report, preparation of Materials for Induction Training, report on the visits to the Pilot Districts, results of the role and responsibilities for stakeholders, report on ToT workshop
5	March 19, 2015	Report on the Induction Training held in the pilot districts, teacher appraisal, strategy of expansion for 75 deprived districts.
6	April 14, 2016	Report on the progress and next plans of the project
7	July 19, 2016	Report on the mid-term review and training in Japan
8	November 24, 2016	Planning for the third year of the project activities, results of field monitoring in the pilot districts
9	May 22, 2017	Progress of the project activities, reporting of the results from the mid-line survey and defining the PDM indicators.
10	December 7, 2017	Progress of the project activities, reporting of the results of the final evaluation mission, and finalizing the teacher standards
11	February 22, 2018	The project achievement, checking the materials and documents developed during the project

## 1.5 Project Period

The project was Implemented from April 2014 to April 2018.

## 1.6 Project Goal and Output

This Project revised PDM for two times: in July 2016 and May 2017. The table below shows the project goal and output from the final version (3<sup>rd</sup>) of Project Design Matrix (PDM).

**Table 1-7: Project Goal and Output**

Super goal	Pre-tertiary teachers acquire competency, by progressing in their careers.
Overall Goal	Career progression mechanism is enacted in non-pilot districts.
Project Goal	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.

## 1.7 Trend of the PDM

### 1.7.1 Background

Revisions were made twice for the Project PDM. The first revision was made during the mid-term review was conducted by the mission team from JICA Headquarters to assess the progress of project activities from July 4<sup>th</sup> to 22<sup>nd</sup> of July 2016. Based on the recommendations from the mission, PDM was revised and approved at the third JCC with the participation of the mission team. Some explanation was revised to better suit the Ghanaian context (PDM2). In May 2017, another revision was made for setting the rest of the indicators (PDM3). Table 1-8 shows the original PDM.

**Table 1-8: PDM Version 1 (Original)**

Narrative Summary	Objectively Verifiable Indicators
<p><b>Super Goal</b> Pre-tertiary teachers acquire competency, by progressing in their career.</p>	<p>1. xx% of teachers think that teachers' progress is done based on competency.</p>
<p><b>Overall Goal (to be achieved 3-5 years after the end of the project)</b> Career progression mechanism is enacted in non-pilot districts.</p>	<p>1. Career progression mechanism is enacted in xx non-pilot districts.</p>
<p><b>Project Purpose (to be achieved in the end of the project)</b> Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.</p>	<p>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.</p>
<p><b>Outputs</b> 1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalization.</p>	<p>1-1. The draft framework for piloting is designed by GES 1-2. Appraisal forms for promotion are modified.</p>
<p>2. Existing database of teachers is reviewed and refined to administer career progression.</p>	<p>2-1. Comprehensive database is capable of generating necessary information for career progression.</p>
<p>3. Mandatory training courses are revised and developed.</p>	<p>3-1. Mandatory training course curricula and materials are developed.</p>
<p>4. Above outputs are refined reflecting results of pilot.</p>	<p>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.</p>

Activities
<p>1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalization.</p> <p>1-1. Clarify roles of key stakeholders (e.g. NTC, GES, TED, NIU, HRMD, PSC, REO/RIU, DEO/DIU)</p> <p>1-2. Collect information of existing INSET practices.</p> <p>1-3. Define requirements for promotion (mandatory, optional training, and conditions)</p> <p>1-4. Improve appraisal criteria and process of teacher career progression, reflecting 1-2 and 1-3.</p> <p>1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDDEs etc.)</p> <p>2. Existing database of teachers is reviewed and refined to administer career progression.</p> <p>2-1. Coordinate key stakeholders (SRIMPR, HRMD, IPPD etc.) to draw a plan to review and refine the existing database.</p> <p>2-2. Identify requirement to refine database.</p> <p>2-3. Modify and test database accordingly.</p> <p>3. Mandatory training courses are revised and developed.</p> <p>3-1. Assess induction training needs.</p> <p>3-2. Develop induction training courses and materials (beginning teacher and principal teacher II)</p> <p>3-3. Develop TOT courses and materials for district personnel.</p>
<p>4. Above outputs are refined reflecting results of pilot.</p> <p>4-1. Sensitize district personnel on career progression, including licensing.</p> <p>4-2. Train district personnel on mandatory training, teachers' performance appraisal and record keeping.</p> <p>4-3. Support districts to identify participants for mandatory training.</p> <p>4-4. Support districts to:</p> <ul style="list-style-type: none"> <li>- Implement training.</li> <li>- Issue certificates / license.</li> <li>- Monitor districts' monitoring of trainees.</li> <li>- Monitor districts to promote teachers (e.g. check database).</li> <li>- Budget INSET related activities in their plans.</li> </ul> <p>4-5. Analyze and report pilots' progress</p> <p>4-6. Improve outputs 1, 2, and 3, in accordance with pilot results.</p>

Table 1-9 is the PDM Version 2 which was revised in July 2016 with the Midterm Review mission.

**Table 1-9: PDM Version 2 (revised in July 2016)**

Narrative Summary	Objectively Verifiable Indicators
<p><b>Super Goal</b> Pre-tertiary teachers acquire competency, by progressing in their career. (*1)</p>	<p>1. Teachers' self evaluation of their competency is enhanced.</p> <p>2. The average of result of Basic Education Certificate Examination (BECE) is increased.</p>
<p><b>Overall Goal (to be achieved 3-5 years after the end of the project)</b> Career progression mechanism (*2) is enacted (*3) in non-pilot districts.</p>	<p>1. (3 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal.</p> <p>2. (5 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal.</p> <p>3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.</p>
<p><b>Project Purpose (to be achieved in the end of the project)</b> Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</p>	<p>1. Roll out plan of PTPDM Policy of Ministry of Education is formulated.</p> <p>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.</p> <p>3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.</p>

	4. The ratio of teachers who properly fills important parts (to be specified) of appraisal form increases 20% compared to the first cycle of monitoring in 2016.
	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.
<b>Outputs</b>	
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.
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.
	2. 5 pilot districts enter data on teacher training record of BTs in the Database.
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.
Output 4: Enabling environment for the implementation of PTPDM Policy is created.	1. Revised PTPDM Policy document is approved by MoE
	2. PTPDM Policy Framework Guideline is approved by MoE.
<b>Activities</b>	
<b>Activities</b>	
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.	
1-1. 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 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.	
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.	
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.	

<p>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).</p>
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Table 1-10 shows the PDM version 3 (final version).

**Table 1-10: PDM Version 3 (Final Version: revised in May 2017)**

<b>Narrative Summary</b>	<b>Objectively Verifiable Indicators</b>
[Super goal] Pre-tertiary teachers acquire competency, by progressing in their career (*1).	<ol style="list-style-type: none"> <li>1. Teachers' self-evaluation of their competency is enhanced.</li> <li>2. The pass rate of Basic Education Certificate Examination (BECE) is increased.</li> </ol>
[Overall goal] Career progression mechanism (*2) is enacted (*3) in non-pilot districts.	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. (5 years) Data on teachers' competency is utilized in the promotion process at district level.</li> </ol>
[Project purpose] Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.	<ol style="list-style-type: none"> <li>1. Roll out plan of PTPDM Policy of Ministry of Education is formulated.</li> <li>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.</li> <li>3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.</li> <li>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.</li> <li>5. 80% of schools in pilot districts organize SBI more than 4 times or CBI more than 2 times.</li> </ol>
[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.	<ol style="list-style-type: none"> <li>1. 90% of beginning teachers in the pilot districts utilize the logbook.</li> <li>2. 5 pilot districts enter data on teacher training record of BTs in the Database.</li> </ol>
3. Training materials for BT/ST training courses are developed.	1. Materials for BT/ST training courses are approved by JCC for nationwide expansion.

<p>4. Enabling environment for the implementation of PTPDM Policy is created.</p>	<p>1. Revised PTPDM Policy document is approved by JCC 2. PTPDM Policy Framework Guideline is approved by JCC.</p>
<p>[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 End-line Survey.</p> <p>[For Output 1] 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 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.</p>	
<p>[For Output 2] 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.</p>	
<p>[For Output 3] 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.</p>	
<p>[For Output 3] 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).</p>	

Means of Verification	Important Assumptions
[Super goal] 1. Sample survey 2. Basic Education Certificate Examination	
[Overall goal] 1. Sample survey 2. Sample survey 3. Sample survey	
[Project purpose] 1. Roll out plan 2. Database in pilot districts 3. Sample survey / monitoring records 4. Sample survey in the pilot districts 5. AIPR 6. AIPR	1. GoG ensures the budget for PTPDM introduction and implementation. 2. The related policy and acts are not changed drastically.
[Output 1] 1. Minutes of JCC and approved Handbook and promotion forms	NTC Council approves Teacher Competency Standard Framework.
[Output 2] 1. Database in pilot districts 2. Database in pilot districts	
[Output 3] 1. Minutes of JCC and approved curricula and materials	
[Output 4] 1. Minutes of JCC and approved Policy 2. Minutes of JCC and approved Guideline	

\*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 achievement".

\*2 Along 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/executed.



**Table 1-11: List of items of changes of PDM Version 1 to 3 (Super Goal to Output)**

<b>Item</b>	<b>PDM version 1</b>	<b>PDM version 2 (July 2016)</b>	<b>PDM version 3 (May 2017)</b>
Super goal: Pre-tertiary teachers acquire competency, by progressing in their career	Indicators: xx% of teachers think that teachers' progress is done based on competency.	Indicators: 1. Teachers' self evaluation of their competency is enhanced. 2. The average of result of Basic Education Certificate Examination (BECE) is increased.	Not changed
Overall goal: Career progression mechanism is enacted in non-pilot districts.	Indicator 1. Career progression mechanism is enacted in xx non-pilot districts.	Indicator 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.	Indicators: 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. No change
Project Purpose	Project Purpose: Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.	Project Purpose: Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.	Project Purpose: Not changed

Item	PDM version 1	PDM version 2 (July 2016)	PDM version 3 (May 2017)
	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. The career progression framework, database, and training courses are endorsed for nationwide implementation by NTC/GES.</li> <li>2. Career progression linked to training history and SBI/CBI practice in PTPDM policy is known by xx% of teachers in pilot districts.</li> <li>3. Mandatory trainings are included in all of district pilot education plans of pilot districts.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Roll out plan of PTPDM Policy of Ministry of Education is formulated.</li> <li>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.</li> <li>3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.</li> <li>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.</li> <li>5. The ratio of schools which increase the number of SBI in 5 pilot districts is increased.</li> <li>6. The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Not changed</li> <li>2. The percentage of BTs who complete induction programme exceeds <u>80%</u> in the 3 pilot districts in the South and <u>60%</u> in the 2 pilot districts in the North.</li> <li>3. Not changed</li> <li>4. Not changed</li> <li>5. 80% of schools in pilot districts organize SBI more than 4 times or CBI more than 2 times.</li> <li>6. Deleted</li> </ol>
Output 1	<p>Output 1: The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalization.</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1-1. The draft framework for piloting is designed by GES</li> <li>1-2. Appraisal forms for promotion are modified.</li> </ol>	<p>Output 1: Teacher appraisal and promotion mechanism based on competencies is developed.</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1-1. The Appraisal Handbook and promotion forms are approved by MoE for nationwide expansion.</li> </ol>	<p>Output 1: Not changed</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. The Appraisal Handbook and promotion forms are approved by <u>JCC</u> for nationwide expansion.</li> </ol>
Output 2	Output 2: Existing database of teachers is reviewed and refined to administer career progression.	Output 2: A mechanism for data collection and management of teacher training record is developed.	Output 2: Not changed

Item	PDM version 1	PDM version 2 (July 2016)	PDM version 3 (May 2017)
	<p>Indicators:</p> <p>2-1. Comprehensive database is capable of generating necessary information for career progression.</p>	<p>Indicators:</p> <p>2-1. xx% of beginning teachers in the pilot districts utilize the logbook.</p> <p>2-2. Five (5) pilot districts enter data on teacher training record of BTs in the Database.</p>	<p>Indicators:</p> <p>2-1. 90% of beginning teachers in the pilot districts utilize the logbook.</p> <p>Not changed</p>
Output 3	<p>Output 3</p> <p>Mandatory training courses are revised and developed.</p> <p>Indicators:</p> <p>3-1. Mandatory training course curricula and materials are developed.</p>	<p>Output 3</p> <p>Training materials for BT/ST training courses are developed.</p> <p>Indicators:</p> <p>3-1. Materials for BT/ST training courses are approved by MoE for nationwide expansion.</p>	Not changed
Output 4	<p>Output 4:</p> <p>Above outputs are refined reflecting results of pilot.</p> <p>Indicators:</p> <p>4-1. xx% of teacher promotions is done, linking to training history and SBI/CBI practice in PTPDM policy in pilot districts.</p> <p>4-2. The framework is refined reflecting results of pilot.</p> <p>4-3. The database is refined reflecting results of pilot.</p> <p>4-4. Mandatory training course curricula and materials are refined reflecting results of pilot.</p>	<p>Output 4:</p> <p>Enabling environment for the implementation of PTPDM Policy is created.</p> <p>Indicators:</p> <p>4-1. Revised PTPDM Policy document is approved by MoE.</p> <p>4-2. PTPDM Policy Framework Guideline is approved by MoE.</p> <p>Deleted from 4-3 to 4-6</p>	<p>Output 4:</p> <p>Not changed</p> <p>Indicators:</p> <p>4-1. Revised PTPDM Policy document is approved by JCC.</p> <p>4-2. PTPDM Policy Framework Guideline is approved by JCC.</p>

**Table 1-12: Items of Changes of PDM Version 1 to 3 (Activities)**

Item	PDM version 1	PDM version 2 (July 2016)	PDM version 3 (May 2017)
Output 0	Not applicable	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.	Not changed
Output 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 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 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.	Not changed
Output 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. 2-9. Sensitize central level on data utilization. 2-10. Conduct monitoring on data collection and management.	Not changed

Item	PDM version 1	PDM version 2 (July 2016)	PDM version 3 (May 2017)
		2-11. Revise database and data collection and management based on piloting.	
Output 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.	Not changed
Output 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).	Not changed



## CHAPTER 2 Input by the Project

### 2.1 Human Resources

#### 2.1.1 Japan's Input of Human Resources

The list of JICA Experts are as follows. To advance the Project smoothly, the Project hired local consultants, too.

**Table 2-1: List of JICA Experts**

Name	Position	Assignment in Ghana*			Total MM
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
Kenichi TANAKA	Team Leader / Human Development Management (1)	95 -	60 -	37 -	6.40 -
Kenji OHARA	Deputy Team Leader/ Human Development Management (2)	206 **(4)	220 -	257 -	22.77 (0.2)
Albert Kwame AKYEAMPONG	Teacher Training Policy/ Teacher Education	27 (22)	13 (20)	30 (10)	2.33 (2.60)
Yuji OZAKI	Database (Analysis and Design)	35 (25)	31 (24)	31 -	3.23 (2.45)
Kenichi JIBUTSU	Planning/Implementation of Training	110 (4)	165 -	155 -	14.33 (0.20)
Ryusuke YAMACHIKA	Project Coordinator/ Local Government	192 -	93 -	49 -	11.13 -
Megumi SHIOTA	Project Coordinator/ Local Government	- -	30 -	- -	1.0 -
Kyoko YOSHIKAWA	Project Coordinator/ Local Government	52 (2)	62 (4)	- -	3.80 (0.30)
	Training in Japan	- -	- (15)	- -	- (0.75)
	Monitoring (2)	- -	- -	15 -	0.50 -
Kaori TANAKA	Monitoring (1)	- -	- -	45 -	1.50 -
Hikomasa HATTORI	Monitoring (2)	- -	- -	27 -	0.90 -
Kana TAKAHASHI	Monitoring (3)	- -	- -	4 -	0.13 -
	Total:	717 (57)	674 (63)	650 (10)	68.02 (6.5)

\*PFY: Project Fiscal Year

1<sup>st</sup> Fiscal Year: May 2014 – June 2015, 2<sup>nd</sup> Fiscal Year: August 2015 - August 2016,

3<sup>rd</sup> Fiscal Year: October 2016 - March 2018

\*\* ( ) Assignment days out of Ghana

**Table 2-2: List of Local Consultants**

Name	Position	Roles
Paul N. BUATSI (Ex-Chief Director)	Senior Consultant (Education Policy)	Coordination and revision of PTPDM Policy Implementation Plan
Stephen Adu (Ex-Deputy Director General of GES)	Senior Consultant (Policy Roll-out Plan)	Revision of PTPDM Policy Roll-out Plan
George Kankam (Professor, University of Education in Winneba)	Senior Consultant (Competency-based teacher standard)	Revision of competency-based teacher standard
Jonathan Fletcher (Professor, University of Ghana)	Senior Consultant (Competency-based teacher standard)	Revision of competency-based teacher standard

## 2.2 Training in Japan and Third Countries

The NTC and GES/TED officers participated in the training in Japan on 2016 (Training name: Teacher Professional Development and Management System) as the following table shows:

**Table 2-3: Training in Japan**

Year	Period	Course (city, country)	Outline	Name of Participants (Position, Organization at the moment)
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)

During the Project period, the counterpart personnel participated in the following trainings implemented in Japan and other countries:

**Table 2-4: List of Trainings in Japan and Third Countries**

Year	Duration	Type of Training	No.
2014	29 <sup>th</sup> Sept – 17 <sup>th</sup> Oct, 2014	27 <sup>th</sup> Third Country Training in CEMASTEIA, Nairobi-Kenya	5
2014	19 <sup>th</sup> Nov – 20 <sup>th</sup> Dec, 2014	INSET Management in Africa (Anglophone Countries), Japan	2
2015	1 <sup>st</sup> Jun – 31 <sup>st</sup> July, 2015	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa, Japan	1



Year	Duration	Type of Training	No.
2015	28 <sup>th</sup> Sep – 16 <sup>th</sup> Oct, 2015	30 <sup>th</sup> Third Country Training on Mathematics and Science Education, Nairobi	5
2015	3 <sup>rd</sup> Nov – 6 <sup>th</sup> Dec, 2015	Teacher Education for Basic Education of Africa, Japan	1
2016	11 <sup>th</sup> Jan – 6 <sup>th</sup> Feb, 2016	Strengthening of Local Education for SMASE-WECSA in Sub-Saharan Africa in Japan	1
2016	6 <sup>th</sup> Jun – 24 <sup>th</sup> June, 2016	Enhancing Teacher Professional Growth through the Practice of Lesson Study in Zambia	3
2016	10 <sup>th</sup> Aug – 30 <sup>th</sup> Aug 2016	Primary Science and Mathematics Education Training for African Countries Enhancing Constructive based Pedagogy in Malaysia	4
2016	29 <sup>th</sup> Aug – 29 <sup>th</sup> Oct 2016	Improvement of Quality Teaching and Evaluation Methodology in Primary Science and Mathematics for Sub-Saharan Africa in Japan	2
2016	19 <sup>th</sup> Sep – 30 <sup>th</sup> Sep, 2016	Improving the Quality of Science and Mathematics Education Through Inquiry Based Learning and Lesson Evaluation in CEMASTE, Nairobi-Kenya	7
2016	18 <sup>th</sup> Nov – 17 <sup>th</sup> Dec, 2016	INSET Management in Africa (Anglophone Countries), Japan	1
2017	17 <sup>th</sup> Sep – 30 <sup>th</sup> Sep, 2017	Improving the Quality of Learning of Mathematics and Science through the use of 5E Instructional Model in Inquiry Based Learning in CEMASTE, Nairobi-Kenya	6
2017	16 <sup>th</sup> Nov – 9 <sup>th</sup> Dec, 2017	Improvement of Quality Education through Lesson Study in Japan	1
2017	16 <sup>th</sup> Nov – 16 <sup>th</sup> Dec, 2017	INSET Management in Africa (Anglophone Countries)	1

### 2.3 Equipment supplied by the Project

The list of machinery and equipment supplied by the Project is as follows:

**Table 2-5: List of Machinery and Equipment supplied by the Project**

Item	Specification	Qty	Date	Place to keep	Condition
Air Conditioner	CS-PC18MKH	1	2014/6/3	Office	Functioning
Desk Top PC	DELL-OPT7010-I53-500	1	2014/6/26	Office	Functioning
Video Cam	HDR-PJ340E BJE3	1	2014/7/3	Office	Functioning
Air Conditioner	Daikin Split 2.5HP	1	2015/3/2	Office	Functioning
UPS	Vision Budget 1200 UPS	1	2015/3/10	Office	Functioning
Ring Binding Machine	Combinder C250 Pro	1	2015/5/20	Office	Functioning
Conference Table	FM2412	1	2015/6/4	Office	Functioning
Generator	5.5KVA, Petrol engine	1	2015/6/10	Office	Functioning
Laptop PC	Core i7, 8GB RAM, 500GB HDD	1	2016/3/31	Office	Functioning
Air Conditioner	Daikin 2.5 HP Air condition for project office	1	2016/4/29	Office	Functioning
Laptop PC	HP ProBook 450 G3, Intel Core i5 6200U	3	2016/10/27	Office	Functioning
Scanner	Fujitsu Scanner 7140	1	2017/1/24	Office	Functioning

## 2.4 Local Expense

The list of local expenses disbursed by the Project is as follows:

**Table 2-6: Local Expenses**

Unit: JPY

Category	Items	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> 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
<b>Total</b>		<b>96,650,079</b>		

\*as of March 15, 2018

## 2.5 Ghana's Input

### 2.5.1 Human Resources

The list of administrative personnel deployed by Ghana is as follows.

**Table 2-7: List of Administrative Personnel**

Name	Position	Organization	From	Till
Monica Effe TETTEY	Secretary	TED	May 2014	Project End
Ebenezer Tetteh	Driver	TED	May 2014	Present End

### 2.5.2 Local Expense

Ghana disbursed the necessary expenses to implement the induction training and senior teacher training in the southern pilot districts in 2014. In addition, Ghana will disburse the necessary expenses for the nationwide implementation of the PTPDM Policy after completion of the Project.

### **2.5.3 Equipment supplied by Ghana**

The following equipment are supplied by Ghana during the Project.

**Table 2-8: List of Equipment supplied by Ghana**

	<b>Equipment</b>	<b>Location</b>	<b>Period</b>	
1	Office Space (including cabinet, desk, chair, etc.)	Office	May-2014	Project End
2	Generator	Office	May-2014	Project End

## CHAPTER 3 Project Activities

### 3.1 Outline of the Project Activities

#### 3.1.1 Logical Frame of the Project

Figure 3-1 displays the project activities and expected outcomes by the intervention levels.

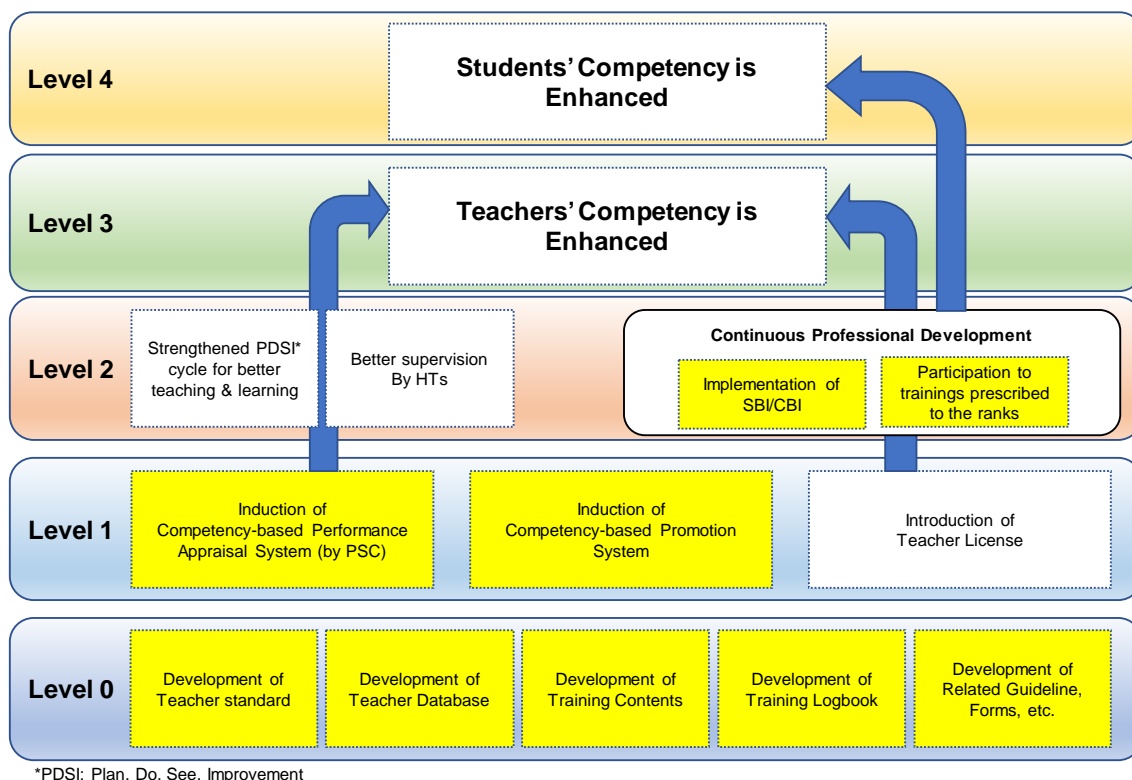


Figure 3-1: Logical Framework of the Project

#### 3.1.2 Overview of the Activities

Originally the project was designed to develop the Policy framework and structure then conduct trial activities in pilot areas; however, MOE requested the project to conduct teacher training in the first year which originally planned to conduct in the second year. Then the Project developed the Policy framework and structure as well as conducted trial activities in pilot areas from the 1<sup>st</sup> year.

#### 3.1.3 PTPDM Policy and Key Elements

The PTPDM Policy has eight key elements. Out of these eight key elements, the Project provided supports in six of the elements, excluding PRESET and Licensing.

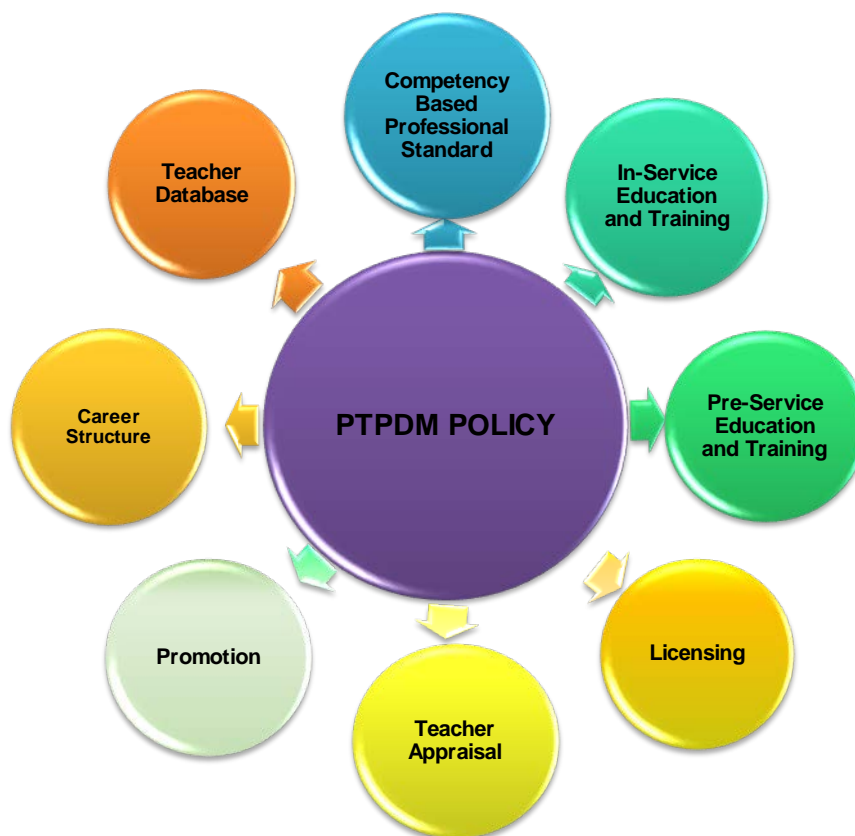


Figure 3-2: Key Element of the PTPDM Policy

## 3.2 Result of Activities

### 3.2.1 Activity 1: Teacher Appraisal and Promotion Mechanism based on Competencies is Developed

The activities of the output 1 is as follows.

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.
- 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.

These activities are categorized in four components; revision of career progression, development of teacher standards; development of the appraisal system; and revision of the teacher promotion system. These four components are further described below in detail.

### **(1) Revision of Career Progression for Teachers (1-1, 1-2)**

Career progression was revised as one of the first activity of this project. Initially, the number of career steps for teachers in Ghana had 9 steps and it was necessary to stay in each rank for at least 4 years before qualifying for a promotion. Therefore, a lot of years to climb the career ladder was necessary even though they work very hard and have good knowledge and experience and the system made good contributions to motivate teachers for their work. In addition, teachers in management positions also take number of years to obtain a management position which is usually several years before their retirement. This means that it is difficult for people to obtain these positions even for those that are very good at organizational management.

To improve this situation, JICA Project Team in cooperation and consultation with GES and NTC reduced the number of career ranks from 9 steps to 7 steps and discussed and agreed with PSC and LGS. Finally, the career ranks were reduced to 6 steps in the 3<sup>rd</sup> year.

### **(2) Development of Teacher Standard (1-1, 1-2, 1-3, 1-6, 1-7)**

JICA Project Team realised that establishment of the teacher standard is very essential and crucial to define teacher's competency for each rank, necessary training to acquire competencies, and define requirement of promotion and license. The Project Team collected information on teacher standard in other countries, rearranged into main element and finally constructed teacher standard for Ghana by adapting it to the Ghanaian context.

The Project Team collaborated mainly with NTC to revise the Pre-Service Teacher Standard several times to harmonise and gain validation with main stakeholders. The standard was approved by Steering Committee Meeting and JCC in May 2017.

Finally, the standard was revised because of reducing the career rank from 7 steps to 6 steps and approved by the SC and JCC in Feb 2018.

See attached "GUIDELINES FOR PRE-TERTIARY TEACHERS' STANDARDS FOR GHANA"

### **(3) Development of Appraisal System (1-3, 1-4, 1-6, 1-7, 1-8, 1-9)**

Instead of developing an original appraisal system and form through the project, the project decided to use the PSC Appraisal System and Form because PSC already developed a new Appraisal System for all public servants including teachers. Therefore, the project develops appraisal handbook with NTC to adopt PSC Appraisal System to the teachers' context. The Appraisal Handbook have been using since 2014-15 academic year and revised several times based on the result of monitoring and Mid-line and End-line survey.

This handbook uploaded to GES web site from 2015 for use nationwide.

### **(4) Technical Support to Revise Teacher Promotion System (1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9)**

#### Revision of Promotion Criteria

At the beginning of this process, the project team decided and agreed with GES and NTC about the promotion criteria as following: 1. Number of years worked in each position; 2. Attendance of mandatory training; 3. Result of competency-based appraisal. New promotion system has not been adopted until PTPDM Policy expand nationwide because of inequities between Pilot and Non-pilot districts. GES HRMD revised the system slightly that attachment of appraisal form is the requirement of the appraisal.

### Development of New Promotion System

The project team started to develop a new promotion system from January 2018 toward nationwide expansion organized by MoE. Through the several workshops organized with HRMD, the new promotion system and handbook have been produced.

After NTC finalizes the CPD Point System, the promotion system will be revised based on the CPD Point System.

### Monitoring on the New Promotion System

In Feb 2018, new promotion system was tried in the Greater Accra Region with support from GA REO and Shai-Osudoku DEO. The system was revised based on this trial.

### **3.2.2 Activity 2: A Mechanism for Data Collection and Management of Teacher Training Record is Developed.**

The activities of the output 2 is as follows.

Output 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) Design of the Teacher Database (2-1)**

Shortly after the project's inception, the Project Team investigated the databases managed by the relevant divisions. The result of the analysis of each database is as follows.

<b>Database</b>	<b>Advantage</b>	<b>Disadvantage</b>
GES Database	<ul style="list-style-type: none"> <li>- Contains all teachers' data</li> <li>- Easy to access</li> </ul>	<ul style="list-style-type: none"> <li>- Error or bad data included such as ghost teacher</li> </ul>
IPPD database (same as HRMD's database)	<ul style="list-style-type: none"> <li>- Updated promptly (The database is updated in every contents modification, based on teacher's request)</li> <li>- Contains all teachers' data</li> </ul>	<ul style="list-style-type: none"> <li>- Confidentiality: It is confidential because of salary-related information.</li> <li>- It is necessary to exclude the salary-related data, for the Project to use it</li> </ul>
EMIS database	<ul style="list-style-type: none"> <li>- Contains a wide variety of data</li> </ul>	<ul style="list-style-type: none"> <li>- Impossible to revise the database itself</li> <li>- It takes much time to update the data (It will take a year after the data collection is started)</li> </ul>

According to the analysis of the database, the project decided to develop its own database framework by using SharePoint and SMS system and developed with GES ICT Team.

From early 2017, NTC started to develop its own database for teacher licensing apart from the project database. The project started to support NTC database instead of the project developed database. The project requested the biometric teacher data from the Ministry of Finance (MoF) to use the data as the master data of the teacher database but the data from MoF was not provided before the end of the project period.

Finally, GES and NTC agreed to use GES database as a master data and remove error and wrong information when teachers applied for licensing and renewal of license by checking their certificates and other necessary documents.

## **(2) How to Collect and Manage Data (2-2, 2-3, 2-4, 2-6, 2-7, 2-11)**

### 1) Collection of Teacher Master Data

GES teacher database will be used for master data to construct a harmonised teacher database. Newly qualified teacher data come from CoE and uploaded to the harmonised teacher database every year.

### 2) Collection of Training Data by SMS

Data collection of teachers' training history utilizing Short Message Service (SMS) was developed and tested to improve accuracy of the teacher training record and reduce work load of data entry at DEO from 2015 to 2016. There were some challenges to introducing this system to the teacher database such as communication cost.

### 3) Collection of Training Information by SharePoint

The project developed a system to collect information on teacher training records from June 2015. Information in the school training logbook can be accumulated through SharePoint to the teacher database. If DEO or HT can input data on teacher training record in the form prepared by using SharePoint, information will be collected through the internet to the teacher database.

## **(3) Development of Training Logbook (2-5, 2-6, 2-7, 2-8, 2-11)**

### 1) Teacher Training Logbook

The project developed teacher training logbook to record and manage training record by individual teacher. Teachers utilise this record for their CPD and manage training record to meet requirement of promotion and renewal of license. This training logbook was finalised based on the Pre-Tertiary Teacher Standard for Ghana (PTTSG), monitoring and End-line Survey.

### 2) School Training Logbook

The project started to develop the school training logbook for managing teachers training records at schools and to use for planning of SBI and CBI from June 2015. If there is PC and internet access in school, HoS can input teachers' data into the School Training Logbook and submit through internet and schools' data summarised by using SharePoint.

If there is no internet access paper forms are used to submit school training logbooks, HoS write teachers' training record in the school into the school training logbook and submit to DEO. DEO will input data from the form in their PC and submit to the teacher database. Which will then be automatically summarised by using SharePoint.



To promote submission by using internet, PC and internet environment in DEOs and Schools should be improved.

#### **(4) Development of Teacher Database (2-4, 2-6, 2-8, 2-9, 2-10, 2-11)**

The project was supported to develop NTC database and Website for licensing from 2017. Newly Qualified Teachers in pilot districts enter their page by using ID number and date of birth and input their personal information and upload their certificate, Appraisal Form and Teacher Training Logbook.

From teacher data upload exercise, we learned the following;

- Challenges:
  - Many teachers input wrong information
  - NTC use a lot of time to check their input data
  - Internet is too slow to upload data especially in rural areas
  - No internet access in some areas
- Strengths:
  - NTC and DEO can manage all data by soft copy
  - Information can be updated in a timely manner
  - Manage all office work by PC such as Promotion, Licensing and transfer

### **3.2.3 Activity 3: Training Materials for BT/ST Training Courses are Developed**

The activities of the output 3 is as follows.

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) 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) Collection of Training Needs and INSET Information (3-1, 3-2)**

##### 1) Training Needs

The project conduct training needs survey to define training needs and training contents for each rank of teachers. Training needs and contents were finalized based on the PTTSG.

##### 2) Collection of Information on Existing INSET

The project collected information on trainings organized by other development partners and NGOs in the first year of the project. In the second year of the project, the project discussed with MAG and GAST to cooperate development and organize subject training for teachers.

#### **(2) Development of Training Contents and Supporting Implementation of NQT Induction Training and Senior Teacher Training (3-3, 3-4, 3-5, 3-6)**

MoE requested the Project to carry out the activities planned in the pilot districts during the second year, one year ahead of schedule, to launch government-initiated nationwide deployment as soon

as possible. During the first year, the number of Pilot Districts is three. During the second year, two districts in northern areas will be added to the Pilot Districts, bringing the total to five.

The Project Team needed to develop training contents and materials as quickly as possible. The Project made an effort to minimize the time by utilizing the existing training contents such as INSET Source Books developed by the previous project, Headteacher Handbook and Circuit Supervisor Handbook.

Training started in 3 pilot districts in south from Feb 2015 and in 2 pilot districts in North from Apr. 2016.

### **3.2.4 Activity 4: Enabling Environment for the Implementation of PTPDM Policy is Created.**

The activities of the output 4 is as follows.

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) Revision of the PTPDM Policy Document and Development of PTPDM Policy Framework Guideline (4-1, 4-2)**

##### 1) Revision of the Policy Document

The first revision of the policy documents was conducted in May 2014 with TED. To finalise the policy document, validation workshop was organized in May 2017 and the project team with NTC revised to ensure consistency among the Policy Document, Guideline and Roll Out Plan (Implementation Plan). The policy document was approved by JCC in Feb 2018.

##### 2) Development of PTPDM Policy Framework Guideline

PTPDM Policy Framework Guideline was developed because of efficient and effective implementation of the Policy. The project started to develop the guideline from middle of 2015 and finalised in Feb 2015 based on the pilot activities, End-line Survey, Terminal Evaluation and discussion with stakeholders. Finally, the guideline approved at SC and JCC.

#### **(2) Supporting NTC to Provide Teacher License in Pilot Districts (4-3, 4-4)**

NTC is in charge of development of teacher licensing system and the project just supports identification of NQTs who can receive the teachers licenses and printing licenses in Pilot Districts. Initially, NTC was not functioning and it was very difficult for NTC to develop a licensing system without support from the Project. The project supported NTC to develop the basic concept of the licensing system and guideline.

NTC started licensing activity after TED merged to NTC and develop Licensing Portal with support from the Project. The project with NTC organised data input workshop for five pilot districts in December 2017 and NQTs started to input their personal information and upload their CoE certificates, Appraisals and Training Logbooks. NTC and the Project checked their data and provide Provisional A licenses to NQTs in Pilot Districts.

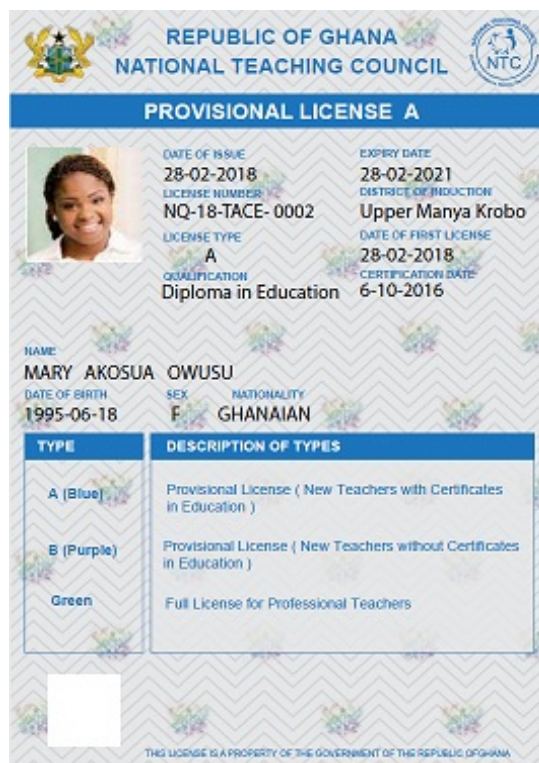


Figure 3-3: Provisional License A

### (3) Development of PTPDM Implementation Plan (4-5)

The project with NTC developed PTPDM Policy Implementation Plan to handover all PTPDM Policy related activities to NTC and GES and promote nationwide expansion of the PTPDM Policy. The project team developed the first draft of the Implementation Plan in March 2017 and the Implementation Plan was approved at JCC. Finally, to make it consistent with the Policy Document, the Project and NTC revised the Implementation Plan with remedies for teachers and DEOs facing difficulties implementing PTPDM Policy.

### 3.3 Training in Japan

Training in Japan was conducted with the objective of building the capacity of the personnel who will revise and implement the PTPDM policies. Another objective was to learn from the in-service teacher training experience in Japan so that the lessons learned from this experience could be reflected in the Policy Framework Guideline that is currently being revised in Ghana. The content of the training is outlined in the table below.

In this training, participants learned about the Japanese policies regarding the in-service teacher training system and the teacher certification system (including how the licenses are renewed) through trainers from organizations such as the Ministry of Education, Culture, Sports, Science and Technology and the National Institute for Educational Policy Research. Further, the participants visited Kochi Prefectural Board of Education, Kochi Prefectural Education Centre,

and Kochi Prefectural Subject Study Centre to learn about how standards are established for teachers, how the in-service trainings are conducted, and how the teachers are evaluated.

Participants learned that in Japan, continuous professional development throughout teachers' career is realized by various measures; pre-service training in the university, recruitment process by prefectures, probation period at the school and decennial renewal of license. Given that the PTPDM policy aims to encourage continuous professional development to teachers, the training served as a valuable opportunity for the participants to reconfirm and embody the purpose and direction of each components of the policy.

Furthermore, participants learned about the teacher licensing system, which is one of the major components of PTPDM policy, in a structured and comprehensive manner. It was a meaningful experience for participants from NTC to accelerate the introduction of licensing system in Ghana.

Moreover, it was a good learning opportunity for the participants to visit both central and prefectural levels given that the education system will soon be decentralized after approval of the Education Bill 2015 in Ghana. The visits to Ministry of Education, Culture, Sports, Science and Technology and Kochi Prefectural Board of Education gave them a concrete image of demarcation of responsibilities in implementing teacher policies.

**Table 3-1: Report of Training in Japan**

<b>Title</b>	JICA Project for Supporting Institutionalisation of the Pre-tertiary Teacher Professional Development Management Policy
<b>Period</b>	11 <sup>th</sup> to 25 <sup>th</sup> June 2016
<b>No. of participants</b>	Eight
<b>Organization of participants</b>	Organizations relevant to implementation of PTPDM policies as follows: <ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- Ghana Education Service</li> <li>- National Teaching Council (NTC)</li> <li>- Human Resource Management Division (HRMD)</li> <li>- Teacher Education Division (TED)</li> <li>- National INSET Unit (NIU)</li> <li>- Director of Pilot District</li> </ul>
<b>Objective</b>	The training participants will have a better understanding of the in-service teacher training policy in Japan which will contribute to the realization of PTPDM policies upon their return to Ghana.
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. The participants will identify the challenges in implementation of PTPDM and draft possible measures to overcome these challenges.</li> <li>2. The participants will have a better understanding of the teachers licensing and renewal system in Japan and will be able to utilize the lessons learned from the Japanese experience in Ghana</li> <li>3. The participants will identify the commonalities and differences between the teacher management system (including evaluation) in Japan and Ghana.</li> <li>4. The participants will be able to explain different teachers' training activities implemented in schools and training centers Japan.</li> <li>5. The participants will have a better understanding of the roles and activities of central and local governments in implementing teachers training policies in Japan and will be able to apply the lessons learned from the Japanese experience for implementation of PTPDM policies in Ghana</li> <li>6. The participants will draft an action plan for implementation of PTPDM policies</li> </ol>

	<i>Note: The participants will submit a report after six months from the end of this training course which will include proposals to JICA and results of actions taken based on the action plan</i>
<b>Organizations visited</b>	<ul style="list-style-type: none"> <li>- Ministry of Education, Culture, Sports, Science and Technology</li> <li>- National Institute for Educational Policy Research</li> <li>- Kochi Prefectural Board of Education</li> <li>- Kochi Prefectural Education Center</li> <li>- Kochi Prefectural Subject Study Center</li> <li>- Public school in Kochi Prefecture</li> </ul>
<b>Content of training</b>	<p><b>Lectures</b></p> <ol style="list-style-type: none"> <li>1) Teacher training policy in Japan</li> <li>2) In-service teachers training in Japan</li> <li>3) Teachers training in Japan for different levels</li> <li>4) Teachers licensing system in Japan</li> <li>5) Teachers license renewal system in Japan</li> <li>6) School-based training in Japan</li> </ol> <p><b>Presentation/discussion</b></p> <ol style="list-style-type: none"> <li>7) Presentation of inception report: presentation, question and answer, discussion</li> <li>8) Presentation of training results: (a) Japanese lessons that can be applied in Ghana with regard to teachers training (b) proposal to improve teacher training in Ghana</li> </ol> <p><b>Site visits</b></p> <ol style="list-style-type: none"> <li>9) National Institute for Educational Policy Research: Courtesy call, introduction of the institute</li> <li>10) Nihon University: Classroom observation of teachers training</li> <li>11) Kochi Prefectural Board of Education: Courtesy call, introduction of the board and how the teachers are recruited, question and answer session</li> <li>12) Kochi Prefectural Education Center: Courtesy call, introduction of the center, observation of teachers training, introduction of how the training is planned, implemented, evaluated, and revised, question and answer session</li> </ol>

**Table 3-2: Training Schedule**

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 PM	JICA Tokyo	Program Briefing
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 PM	Nihon University / Tamagawa Academy & University Moving day	[Lec.] The role of university for teacher training in Japan, Local education authorization [Obs.] Lesson observation regarding teacher training Haneda Airport to Kochi Ryoma Airport
Day7	17-Jun	Fri	AM PM	Kochi Prefectural Board of Education Kochi Prefectural Education Center	[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 [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 PM	Kochi Prefectural Board of Education Kochi Prefectural Education Center	[Discuss.] PTPDM Policy and measures for realization [Discuss.] Teacher training in local government (plan, implementation, evaluation), training material development
Day11	21-Jun	Tue	AM PM	Kochi Prefectural Education Subject Study Center	[Obs.] The role of subject study center and training program [Obs.] The role of subject study center and training program
Day12	22-Jun	Wed	AM PM	School Moving day	[Obs.] Class observation and discussion with teachers regarding in-set teacher training Kochi Ryoma Airport to Haneda Airport
Day13	23-Jun	Thu	AM PM	JICA Tokyo JICA Tokyo	Visiting Human Development Department, JICA Tokyo Preparation for presentation (teacher training, appraisal, progression system)
Day14	24-Jun	Fri	AM 22:00	JICA Tokyo EK319	[Presentation] Discussion and Presentation regarding teacher training system Leaving Narita
Day15	25-Jun	Sat	7:35 12:05	EK787	Leaving Dubai Leaving at Accra

### 3.4 Survey

#### 3.4.1 Base-line Survey

The overview of the Base-line Survey is as follows.

**Table 3-3: Overview of Base-line Survey**

Period	November, 2014
Objectives	To understand the current situation of teachers under the existing education system (e.g. teacher evaluation, promotion, training, etc.)
Target (Sample size)	DEO (3 people) and CS (12 people) in pilot districts
Methods	Questionnaire and literature survey (AIPR)
Findings	<p>(1) Ajumako and Upper Manya implement teacher promotion based on the teachers' training history, teacher appraisal, and the years of experience as teacher.</p> <p>(2) More than 50% of CSs help over 70% of the schools that they are in charge of to implement teacher promotion.</p> <p>(3) During the academic year 2013, 65 districts implemented SBI more than 3 times per school, and 122 districts implemented more than 1 time per school.</p>
Impact on the Project	<ul style="list-style-type: none"> <li>- The Project recognized the importance to properly explain the necessity of the new promotion system prior to the replacement.</li> <li>- The Project should consider the measures to increase the frequency of CS's support for teacher promotion.</li> <li>- The Project found it necessary to increase the number of districts that implement SBI more than 3 times per school.</li> </ul>

#### 3.4.2 Mid-line Survey

The overview of the Mid-line Survey is as follows.

**Table 3-4: Overview of End-line Survey**

Period	From 24 <sup>th</sup> October to 4 <sup>th</sup> November, 2016
Objectives	To assess the effect and current situation of 1) NQT induction programme, 2) HT/ST training, 3) training logbook and appraisal, and 4) INSET implementation.
Target (Sample size)	Newly Qualified Teachers (203 people), HT (187 people), DEO (53 people),
Methods	Questionnaire, group discussion (NQT and HT), lesson observation, and literature survey (AIPR and BECE)
Findings	<p>(1) The effect of induction training is high, and NQTs who attended the training changed their attitude positively.</p> <p>(2) NQTs can use the training logbook without issues.</p> <p>(3) NQTs use the appraisal form, but other teachers don't use it even in the pilot districts.</p>
Impact	<ul style="list-style-type: none"> <li>- TED officers regularly implemented monitoring for the districts.</li> <li>- The Project reviewed the induction training and encouraged the pilot districts to implement the trainings.</li> <li>- The Project took measures to promote the implementation of appraisal</li> <li>- The Project supported in implementing INSET in the districts.</li> </ul>

### 3.4.3 End-line Survey

The overview of the End-line Survey is as follows.

**Table 3-5: Overview of End-line Survey**

Period	From 18th to 29th September 2017
Objectives	To assess the effect of 1) NQT induction programme, 2) HT/ST training, 3) SBI/CBI, and 4) performance appraisal.
Target (Sample size)	Newly Qualified Teachers (113 people), HT (47 people), Teachers (215 people), CS (72 people)
Methods	Questionnaire, test, and literature survey (AIPR, Appraisal Form, and Logbook)
Findings	<p>(1) NQTs who went through the PTPDM induction programme tended to be better in terms of punctuality, classroom management, etc.</p> <p>(2) Almost all of the teachers who reported that HTs attended the HT training by PTPDM responded that HT have improved or changed something after attending the training.</p> <p>(3) The average number of SBI and CBI per school in pilot districts has improved in 2016/17, from 3.9 in 2015/16 to 4.4 in 2016/17 for SBI and from 1.5 in 2015/16 to 2.2 in 2016/17 for CBI.</p> <p>(4) All NQT submitted their appraisal of the previous academic year 2016/17, while 74% of NQTs in non-pilot districts submitted the form.</p>
Impact	<ul style="list-style-type: none"> <li>- NTC started preparing the issuing of the Provisional License for NQTs.</li> <li>- The Project reviewed the HT training and considers certifying existing trainings and controlling the contents of those trainings.</li> <li>- The contents of the non-PTPDM trainings for HT overlapped with those for PTPDM. Rather than conducting ST training solely for PTPDM, the GES should consider certifying existing trainings and controlling the contents of those trainings.</li> <li>- The Project identified the importance of districts' role in supporting schools for SBI</li> <li>- There has to be a training for REO, DEO and HTs on the new appraisal system for nationwide implementation.</li> </ul>

## 3.5 Other Activities

### 3.5.1 Nationwide Expansion of PTPDM Policy

The project implemented the following activity as a part of support in nationwide expansion by GoG

- ToT (PTPDM Policy, Appraisal and Induction and HT Training) for 73 deprived districts by using budget from Ghana Partnership for Education Grant (GPEG)
- ToT (PTPDM Policy, Appraisal and Induction and HT Training) for UNICEF Districts (7 Districts)

### 3.5.2 Reception of Delegation from other Country

The project team received delegations from Madagascar (ministry of Education and JICA Madagascar Office) and Burkina Faso (Officer in charge of Education in JICA Burkina Faso Office).



**Table 3-6: Study Visit by the Delegation of Ministry of Education, Madagascar**

	<b>Madagascar</b>	<b>Burkina Faso</b>
Objectives	To capitalize on lessons learnt and best practices of Ghana, and explore potential projects and support of JICA Madagascar	To capitalize on lesson learnt and best practices of Ghana, and explore potential projects and support of JICA Burkina Faso
Periods	March, 2016	August, 2017
Participants	Ministry of Education in Madagascar (3 people) JICA Madagascar Office (2 people)	JICA Burkina Faso Office (1 people)
Destination	MOE, GES (TED/NIU), NCTE, PTPDM Project, JICA Ghana Office, WB	GES (TED/NIU), PTPDM Project, JICA Ghana Office, etc.

## CHAPTER 4 The attainment of Project Purpose, Output, and the Outputs of the Project

### 4.1 The Achievement of the Status of the Project Purpose

Several important activities have been undertaken in this project since December 2017 when the terminal evaluation was conducted by the terminal evaluation team. Below, the achievement status of the project as of March 2018 is described. After that, the transition on the achievement of the project results based on the results of the Mid-line evaluation and the terminal evaluation is outlined.

#### 4.1.1 The Achievement Status of Output at the End of the Project

Table 4-1 shows the achievement status of output at the end of the project (March 2018), based on the objectively verifiable indicators.

**Table 4-1: The Achievement Status of Output at the End of the Project**

Output	Objectively Verifiable Indicators	The achievement status at the end of the project												
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.	<b>Achieved:</b> At the Steering Committee Meeting on February 22, 2018 and at the JCC on February 28, the Teacher Appraisal Handbook and Promotion Handbook were approved. A small pilot project of the promotion procedure was carried out in the Greater Accra region.												
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.	<b>Partially achieved:</b> Indicator 1 was achieved at the time of the terminal evaluation. In all districts, it can be said that indicator 2 was achieved because data was entered in the school training logbook, and it was confirmed that it was submitted to the project (NTC). The submission rate for each district is as shown in the table below. Most schools submitted forms by handwritten paper to DEO. Others confirmed over the phone or through and DEO data input. <table border="1" style="margin: 10px auto;"> <thead> <tr> <th style="text-align: center;">District</th> <th style="text-align: center;">Submission rate</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Shai Osudoku</td> <td style="text-align: center;">81.7%</td> </tr> <tr> <td style="text-align: center;">Ajumako</td> <td style="text-align: center;">92.5%</td> </tr> <tr> <td style="text-align: center;">Upper Manya</td> <td style="text-align: center;">67.0%</td> </tr> <tr> <td style="text-align: center;">Savelugu Nantong</td> <td style="text-align: center;">98.6%</td> </tr> <tr> <td style="text-align: center;">Kassena Nankana</td> <td style="text-align: center;">94.0%</td> </tr> </tbody> </table> Regarding the integration of GES and NTC's teacher database, only an agreement has been reached, and the progress after that has not been confirmed. For that reason, we decided that it was partially achieved.	District	Submission rate	Shai Osudoku	81.7%	Ajumako	92.5%	Upper Manya	67.0%	Savelugu Nantong	98.6%	Kassena Nankana	94.0%
District	Submission rate													
Shai Osudoku	81.7%													
Ajumako	92.5%													
Upper Manya	67.0%													
Savelugu Nantong	98.6%													
Kassena Nankana	94.0%													

Output	Objectively Verifiable Indicators	The achievement status at the end of the project
3. Training materials for BT/ST training courses are developed.	1. Materials for BT/ST training courses are approved by JCC for nationwide expansion.	<b>Achieved:</b> Training materials of NQT and ST training were approved at JCC. Regarding the revision of the "ST training manual" pointed out at the time of terminal evaluation, the project surveyed the district officers in pilot district (Shai-Osudoku district) and revised based on those results.
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.	<b>Achieved:</b> The revised Policy Document and Guideline were approved at the JCC conducted on February 28, 2018.

#### 4.1.2 Results of the Mid-term Evaluation

In the mid-term review survey conducted in July 2016, a substantial PDM revision was made as described above (see Chapter 1, Table 1-8). In PDM 1, activities that were not clearly described were specifically described in accordance with activities already undertaken by the project. Including the direction which should be aimed at the end of the project and the goal which Ghana should aim for after the project was clearly stated. Comments and recommendations from the mid-term review survey team are as follows.

##### (1) Assessed Activities

It was evaluated that the Project has developed the major components of PTPDM Policy implementation including teacher ranks, standards, competency statements, appraisal, promotion, training programs (for BTs and STs), etc., and these have been documented in the draft PTPDM Policy Framework Guideline and the Teacher Appraisal Handbook.

Training programs have been piloted in 5 districts and it has been demonstrated that the trainings can feasibly be conducted with locally available personnel at DEO/DA. The training costs can be shared by the teachers/schools/DA. It was evaluated that these are the remarkable achievements and impacts made by the Project to date, which demonstrate high performance of the Project in this regard.

##### (2) Recommendations

###### 1) Demonstrated Output

Regarding the demonstrated outcome, the achievements made so far are limited to just a part of the overall PTPDM Policy. The realization of a teacher appraisal and promotion practice based on the level of competency and the development of policy effect are not sufficient enough to verify.

To achieve the project purpose, by grasping the situation as widely as possible about the parts that are influential in implementing the PTPDM policy. By doing so, we reduce the unconfirmed areas as much as possible and state that we were able to confirm. It was pointed out that it is indispensable to verify these in the pilot district counties.

## 2) Thorough Verification

It was pointed out that it is indispensable to clarify and verify the unidentified activities. These activities included; application of revised promotion form and the trial of a database system and, inadequate of validation of pilot interventions. In order to verify the possibility of implementation of the PTPDM policy, its effects and sustainability, it was suggested to verify using a questionnaire.

### **(3) Things to do before the Terminal Evaluation**

- i) To continue pilot activities while developing questions to be answered to verify feasibility, effectiveness, and sustainability (esp. financial feasibility) of the PTPDM Policy implementation.
- ii) It is recommended to verify if SBI/CBI/DBI can improve student learning, and if PTPDM can boost SBI/CBI/DBI practice. The characteristics of the PTPDM Policy can eventually be enriched and geared towards the improvement of students' learning in general. The learning gap of students needs to be mitigated by promoting competent teachers who can contribute to students learning, especially those students with learning difficulties.
- iii) To check the pilot activities with the following points while anticipating the Education Bill to be enacted soon; (a) if it will have good implication for realistic training size and contents to be carried out by DEO; (b) if it will be consistent with future operation of National Teaching Authority (currently NTC); (c) if it is doable and easily implemented, and (d) if information are to be collected sufficiently to verify if the pilot practices are good enough for nationwide replication.
- iv) To concretely describe PTPDM Policy guidelines and handbooks as much as possible and in a way that readers can easily comprehend the contents and know what actions to take. In preparation of the guidelines and handbooks, the following points would be worth mentioning while points made in (2) above be reviewed once again here:
  - Consistency of the guidelines and handbooks to the education bill and other related regulations;
  - Presentation of the guidelines and handbooks shall be concise and simple;
  - The guidelines and handbooks shall clearly state areas where DEOs strictly follow (especially in issuing licenses), and where DEOs are allowed to be flexible in managing appraisal and promotion. The definition of "mandatory" (e.g. mandatory training) needs to be further specified in this context, too;
  - Sufficiently and flexibly set training requirements for every rank. For example, it would not be necessary for DEO to organize and set mandatory training for every rank considering pedagogical requirements to foster teachers and fiscal constraint, while SBI/CBI/DBI can be emphasized more as mandatory for certain ranks;
  - Where participation to training organized by DEO is considered, the following items should be examined but not limited to:
    - Minimize the cost of training;
    - Cost of such training shall be covered by DEO/DA;
    - DEO shall request school, DA, etc., to cover the training fee paid by teachers;
    - Hence direct payment of fees by teachers shall be regarded as the last and exceptional option.
  - Clarify the relationship between the activities stipulated in the guidelines and current practices for in-service teachers conducted by DEO.

- Clearly describe which planning document (e.g., ADEOP, SPIP, etc.) schools and DEO/DA to stipulate related activities of PTPDM Policy implementation (e.g., training, SBI/CBI/DBI, etc.).
  - Nationwide replication to be scheduled after project completion should be regarded as a minimum but an effective plan. If any areas deemed unfeasible are included in the initial nationwide replication envisaged in 2018, then staged nationwide replication may be a worthy option.
- v) To design guidelines and handbooks that are consistent with the new way of teacher recruitment, where DEO/DA are responsible for the recruitment while fresh graduates of colleges and universities of education choose to which DEO/REO to apply.
- vi) To reaffirm that areas captured by PTPDM contain in-service, pre-service and other elements related to teacher professional development. Hence PTPDM coverage is broader than the scope of the Project which mainly focuses on in-service teachers.
- vii) To prepare a plan: (a) foster readiness of MOE/GES/DEO toward the end of the Project, and (b) conduct roll-out after the project completion scheduled in March 2018. Once Education Bill is enacted, DEO will be primarily responsible for the Policy implementation while TED-GES will be responsible for supporting and advising the DEO based on the standards set by NTC. The following are worth considering in preparing such plans:
- Towards the end of the Project:
    - Appoint a responsible person for PTPDM Policy at MOE/GES;
    - Schedule to fully transit functions of the Japanese expert team to CP;
    - Pilot activity managed more by Ghanaian counterpart;
    - Print and distribute the guidelines and handbooks beyond the pilot district;
    - Replace appraisal and promotion section of the Head Teacher handbook in accordance with the PTPDM Policy guidelines and handbook;
    - Sensitization of PTPDM Policy and its budget preparation by GES and DEO/REO nationwide to start implementation from 2018/19, of which budget preparation should start January 2017.
  - Beyond the end of the Project:
    - Roll out to all of the DEO/REO within 3-5 years from 2018/19.

### 4.1.3 Result of the Terminal Evaluation

A summary of the results of the terminal evaluation conducted in November 2017 is shown below.

#### (1) Project Purpose

<b>Project Purpose</b>	<b>Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</b>
<b>Indicators</b>	<ol style="list-style-type: none"> <li>1. Roll-out Plan of PTPDM Policy of the Ministry of Education is formulated.</li> <li>2. The ratio (percentage) of NQTs who complete induction program exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.</li> <li>3. Submission rate of appraisal form exceeds 70% in the 5 pilot districts.</li> <li>4. The ratio of teachers who properly fill important parts (to be specified) of the appraisal form increases 20% compared to the first cycle of monitoring in 2016.</li> <li>5. The ratio of schools which increase the number of SBI in 5 pilot districts is increased.</li> <li>6. The ratio of primary schools which increase the number of CBI in 5 pilot districts is increased.</li> </ol>

Achievement of the Project Purpose is subject to the responses to the remaining issues and the recommendations. Factors affected on the non-achievements of some indicators are also to be analyzed. Based on the in-depth analysis of the End-line Survey, measures need to be taken for further improvement of each output of the Project.

The summary of achievements as against indicators are as follows:

- Indicator 1 (Roll-out Plan of PTPDM Policy of Ministry of Education is formulated.): Likely to be achieved as the draft Roll-out Plan was developed with proposed budget, and currently under final revision.
- Indicator 2 (The ratio of NQTs who complete induction program exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.): Achieved in 2 districts in the South and almost achieved in 1 district in the North.
- Indicator 3 (Submission rate of appraisal form exceeds 70% in the 5 pilot districts.): Achieved in 3 pilot districts and almost achieved in average of 5 pilot districts (69.71%).
- Indicator 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.): Achieved in 2 out of 6 sections, and not met in the sections on competencies which are regarded as particularly important and the absolute ratio being as low as less than 50%.
- Indicator 5 & 6 (The ratio of schools which implement 4 times SBI and 2 times CBI increased.): Achieved in 4 districts for SBI and 4 districts for CBI.

#### (2) Overall Goal

Achieving Overall Goal is subject to achievement of Project Purpose and responses to the recommendations.

Achievement of Project Purpose and responses to the recommendations explains later are pre-conditions for achievement of Overall Goal. Appraisal system using PSC format and promotion

system attaching all appraisal forms at the present rank are already national systems, which are promoting factors to the attainment of Overall Goal. Since indicators of Overall Goal are strongly associated with the Roll-out of PTPDM Policy implementation after the project completion, the indicators need to be adjusted based on the Roll-out Plan currently under revision.

### (3) Super Goal

*Super Goal is theoretically achievable.*

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

### (4) Summary of Evaluation Results<sup>2</sup>

Results of Evaluation	Description
Relevance: high	The Project is highly relevant in terms of consistency with policies, needs and project approach with some issues but mostly appropriate.
Effectiveness: moderate	Effectiveness of the Project is moderate as it is mainly assessed by the attainment of Project Purpose and according to the available information. To increase effectiveness, the remaining issues and the recommendations are to be addressed.
Efficiency: moderate	Efficiency of the Project is moderate; Multiple factors impaired the efficiency.
Impact: moderate	Impact of the Project is moderate based on the prospect of achieving Overall Goal and the ripple effects already observed.
Sustainability: moderate	Sustainability is currently moderate. Policy and institutional aspects are high. If remaining issues and challenges are addressed and recommendations are responded to, overall sustainability could become high.

#### 4.1.4 Recommendation from Terminal Evaluation Team and Project Response

Recommendations given by the terminal evaluation team and countermeasures for the project are described below

#### (1) What the Project Team should do

**Table 4-2: Cross-sectional Recommendations to the Project**

Recommendations	Countermeasures
Review all the outputs of the Project based on the results of the end-line survey	All the outputs of the Project have reviewed based on the results of the end-line survey
In implementing the PTPDM Policy, a necessary corrective action should be included to minimize the negative impact such as teachers who can not keep up with the new system and the disparities that can occur at the school and district level assumed by decentralization	Corrective action to minimize the negative impact of disparities are stated in the Roll-out Plan.

<sup>2</sup> Five criteria were evaluated together with counterpart personnel using 4-scale evaluation: very high, high, moderate, and low.

(2) For MOE

**Table 4-3: Beyond the End of the Project**

Recommendations	Countermeasures
Officially endorse PTPDM Policy (rev.) and other related documents.	The PTPDM Policy and related documents were approved at the Steering Committee Meeting and JCC of the Project. According to the Minister of Education, "It is not necessary for approval if NTC confirms."
Issue directives to mandate the primarily responsible organization to take over the functions of the Project, taking into account institutional memories, expertise associated with the Project, and the needs for effective implementation of the Roll-out Plan and nationwide success of PTPDM Policy	Decided each person in charge in NTC and made it possible to inherit the function of Technical Assistance team. In order to discuss what is necessary for the implementation of PTPDM Policy, the Steering Committee of the Project was continued.
Gain consensus with teacher unions on career progression.	According to the Minister of Education, DG, and DDG "If the consultation with the teacher union is necessary, the Ministry of Education and GES will take responsible discussions and make sure that policy implementation is not affected."
Enhance capacity of implementing institutions to effectively implement PTPDM Policy, including filling vacancies of NTC.	Decided the person in charge of each component. Capacity of implementing institutions was enhanced by revising all the documents in collaboration with NTC.
Ensure to allocate and disburse the budgets for the next four years shown in the nationwide expansion plan of PTPDM Policy (from the FY18/19 budget).	In formulating the draft budget for FY2018, the NTC budget necessary for nationwide expansion of PTPDM Policy was included in the budget bill. The Treasury unfortunately approved the maximum budget amount presented by the Ministry of Finance, which is smaller than what NTC expected. The PTPDM Policy is positioned as an important policy in ESP, and it is described as "Operationalization of PTPDM" in the "National Education Reform Implementation Secretariat," which is currently being implemented by the Ministry of Education. It can be expected that the budget necessary for policy implementation can be secured in the future.
Ensure to allocate and disburse the budgets, including those for GES/Districts to finance mandatory training for teachers, and especially for NQTs.	NTC explained to all REOs that NQT training is essential for issuance of licenses in all districts, and that NQT training will be implemented from this fiscal year. At the launch of the Implementation Committee sponsored by REO and at the workshop of Dissemination, the Project asked the stakeholders of all regions and districts to secure the necessary budget for essential training for NQT.



## 4.2 The Output of the Project

The output of the project will be described below in detail by output

### 4.2.1 Output 1 Teacher Appraisal and Promotion Mechanism Based on Competencies is Developed

[Output 1]

<b>Output 1</b>	Teacher appraisal and promotion mechanism based on competencies is developed.
<b>Indicators</b>	1. The Appraisal Handbook and promotion forms are approved by MoE (Joint Coordination Committee (JCC)) for nationwide expansion.

#### **The result of terminal evaluation**

*Output 1 is likely to be achieved subject to the completion of piloting, verification, and confirmation on how training records are considered in promotion procedures.*

- With regards to the indicator (The Appraisal Handbook and promotion forms are approved by JCC for nationwide expansion.), the Handbook and the forms have been under final revision and are expected to be approved at the final JCC scheduled in February 2018.
- However, how training records are considered in the promotion procedures is yet to be clarified. “Other optional training” as one of the promotion criteria is not clearly defined as well. Additional measures also need to be included to ensure use of the Handbook. Utilization of training records in the promotion procedures needs to be clarified, particularly as a core element of the Project. The Project is planning to conduct small-scale pilot of promotion procedures starting now, which is a prerequisite of the achievement of the indicator of Output 1.

**Table 4-4: Recommendations and Project Response for Output 1**

<b>Recommendations</b>	<b>Countermeasures</b>
Clarify how training records are considered in the promotion procedures improved by the Project and confirm its feasibility in collaboration with GES-HRMD.	In order to use the results of Appraisal and training history for the promotion procedure, the Project cooperated with GES-HRMD, HR of all 10 districts, HR of 5 pilot districts, the revised promotion system, and the developed Promotion Handbook. Under the cooperation of REO of Greater-Accra region and DEO of Shai-Osudoku, the Project verified whether the revised promotion system works or not. The Project invited five new teachers from Shai-Osudoku and tried a promotion system. Based on those results, the Handbook was revised.
Clearly define an analytical framework on the CPD point system in connection to the “other optional training” as a part of the promotion criteria.	Summarize the advantages and disadvantages of the CPD point system. Support the finalization of the point system by NTC.

Recommendations	Countermeasures
GES (DEO/REO) in collaboration with NTC to introduce Appraisal Handbook for Teachers taking advantage of various workshops and other opportunities.	The following workshop was held for the stakeholders in all regions and districts. (1) a workshop with REO officials from all 10 states, (2) a workshop on launching the Implementation Committee organized by REO, and (3) a workshop for Dissemination. At the workshop, the Project informed the following: (1) Appraisal is necessary for the issuance of licenses and promotions, and (2) using the appraisal handbook developed by the Project.
Incorporate SBI/CBI into SPAM (School Performance Appraisal Meeting) and SPIP (School Performance Improvement Plan) so that teachers are ensured to be provided with such opportunities to gain expertise and eventually be promoted.	State the following matters in Roll-out Plan (Implementation Plan). That is to incorporate the component of the PTPDM Project such as SBI/CBI and Appraisal into SPAM and SPIP. State that SPIP and SPAM are essential activities of Head Teacher in the CPD point system that NTC is developing.

### (1-1) Define teacher ranks and develop Teacher Competency Standard Framework.

#### Rank, Career Progression

The new career progression (shown in Table 4-5) was developed in consideration of the current career progression. It's based on the career progression for teachers in the PTPDM Policy document (2012) in consultation with PSC and LGS.

**Table 4-5: Definition of Teacher in Each Rank**

Teacher Rank	Definition of Each Rank
<b>Rank 1: Junior Teacher</b>	<b>A teacher in “Rank 1” shall be capable of:</b> <ol style="list-style-type: none"> <li>Demonstrating basic knowledge and practical skills in teaching and performing basic minimal instructional strategies and functions of a classroom teacher.</li> <li>Collaborate with colleagues and parents to contribute to the improvement of teaching and learning of their class.</li> </ol>
<b>Rank 2: Senior Teacher</b>	<b>A teacher in “Rank 2” shall be capable of:</b> <ol style="list-style-type: none"> <li>Demonstrating effective teaching and performing professional responsibilities to at least a medium level of proficiency.</li> <li>Demonstrating basic pedagogical leadership and capacity to mentor teachers in Rank 1.</li> </ol>
<b>Rank T3: Principal Teacher</b>  <b>Rank M3: Assistant Director</b>	<b>A teacher in “Rank 3” in addition to demonstrating capabilities of a Rank 2 shall be capable of:</b> <ol style="list-style-type: none"> <li>Demonstrating mastery of subject content knowledge and performing management duties that enhance improvements in teaching and learning in a school.</li> <li>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.</li> </ol>

Teacher Rank	Definition of Each Rank
<b>Rank T4: Master Teacher</b>  <b>Rank M4: Director</b>	<b>A teacher in “Rank 4” shall in addition to demonstrating capabilities of a Rank 3 be capable of:</b> <ol style="list-style-type: none"> <li>1. Demonstrating leadership qualities for whole school improvement.</li> <li>2. Demonstrating capacity to design and implement professional development activities for teachers up to teachers in Rank 3 to enhance their professional capabilities.</li> </ol>
<b>Rank T5: Senior Master Teacher</b>  <b>Rank M5: Senior Director</b>	<b>A teacher in “T5/M5” shall in addition to capabilities expected of a Rank 4 be capable of:</b> <ol style="list-style-type: none"> <li>1. Mentoring teachers in Rank 3 and Rank 4 to high levels of professional proficiency.</li> </ol> <b>A teacher ranked as “T5/M5” shall be capable of:</b> <ol style="list-style-type: none"> <li>2. Demonstrating comprehensive management skills that improve the quality of education in schools or institutes.</li> <li>3. Demonstrating ability to enhance school-community relations for community development.</li> <li>4. Demonstrating high level of instructional and administrative leadership and provides a clear vision and specific strategies for comprehensive school improvement.</li> </ol>
<b>Rank T6: Principal Master Teacher</b>  <b>Rank M6: Principal Director</b>	<b>A teacher in “Rank T6”, in addition to capabilities of a Rank T5 shall be capable of:</b> <ol style="list-style-type: none"> <li>1. Demonstrating capacity to train teachers below his/her rank to become effective mentors or school improvement leaders.</li> <li>2. Demonstrating high level capacity to oversee school and teacher improvement at institution and or district level.</li> </ol> <b>A teacher in “Rank M6” shall be capable of:</b> <ol style="list-style-type: none"> <li>3. Demonstrating leadership qualities that fulfill the educational vision and goals of quality education at the district level.</li> <li>4. Demonstrating satisfactory levels of administrative and management responsibilities to secure qualitative improvements in education at school and or district level.</li> <li>5. Demonstrating strong leadership qualities that lead to significant improvement in schools at regional or national level.</li> <li>6. Demonstrating high proficiency in implementing system-wide reforms to improve quality of pre-tertiary education in Ghana.</li> </ol>

Standards:

In developing teacher standards, the Project gathered information on countries around the world that have developed teacher standards for each qualification and ability to be acquired, and the role to be achieved, with each career rank according to the years of teacher experience. By rearranging the elements that make up the standards and rearranging them according to the educational situation of Ghana, the Project developed the Ghana version of teacher standards.

The outline of the standard is shown in Table 4-6.

**Table 4-6: Pre-Tertiary Teachers' Standards for Ghana**

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.

Teacher Competency Standard Framework:

Refer to the next item, (1-2). Prescribe mandatory trainings for each rank.

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

**Table 4-7: List of Prescribe Mandatory Trainings for each Rank**

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
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
		12. Cluster-based INSET or Department-based INSET (CBI/DBI)	R3-11
		13. ICT (Advanced)	R3-12

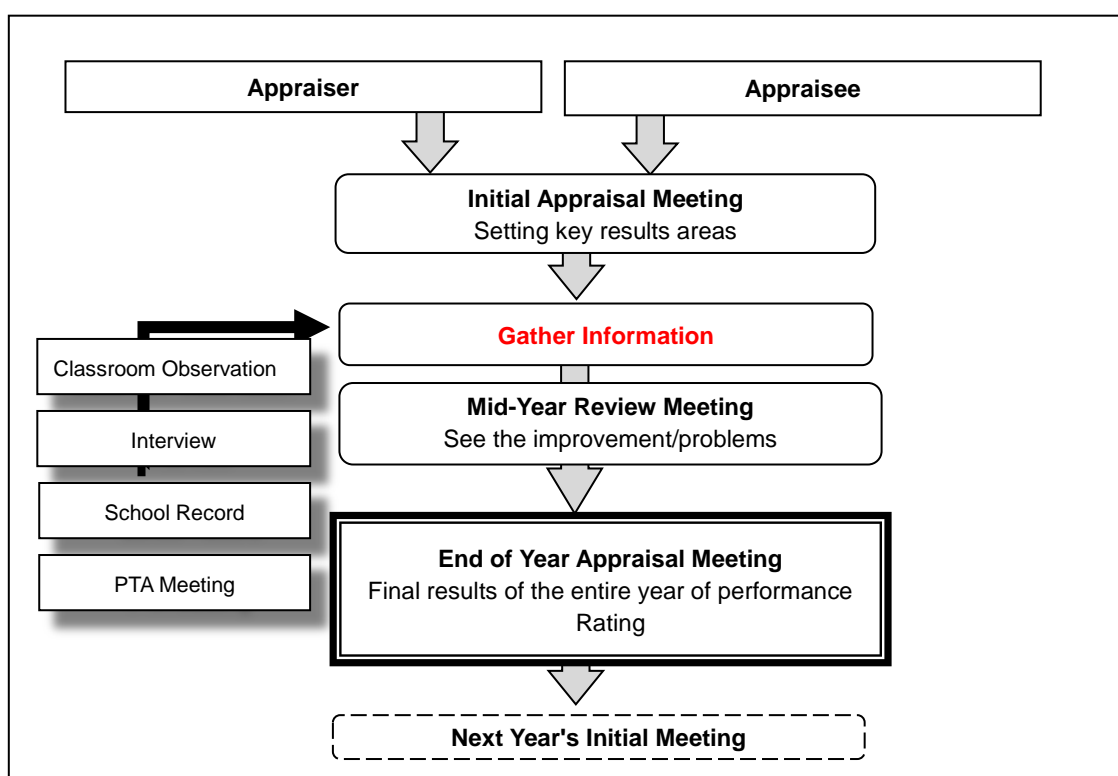
Minimum Years	Career Level	Training Courses for Each Level	Training Code
		14. Any Other Trainings	R3-20
4	Rank T4 / M4	1. Guidance and Counselling (Advanced)	R4-01
		2. Leadership (Advanced) : Leadership for Change	R4-02
		3. Mentoring and Coaching (Advanced)	R4-03
		4. School Management (Advanced)	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
		12. Educational Policies (Advanced)	R6-12
		13. National Curriculum Development (Standard)	R6-13

Minimum Years	Career Level	Training Courses for Each Level	Training Code
		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.**

Teacher Performance Appraisal

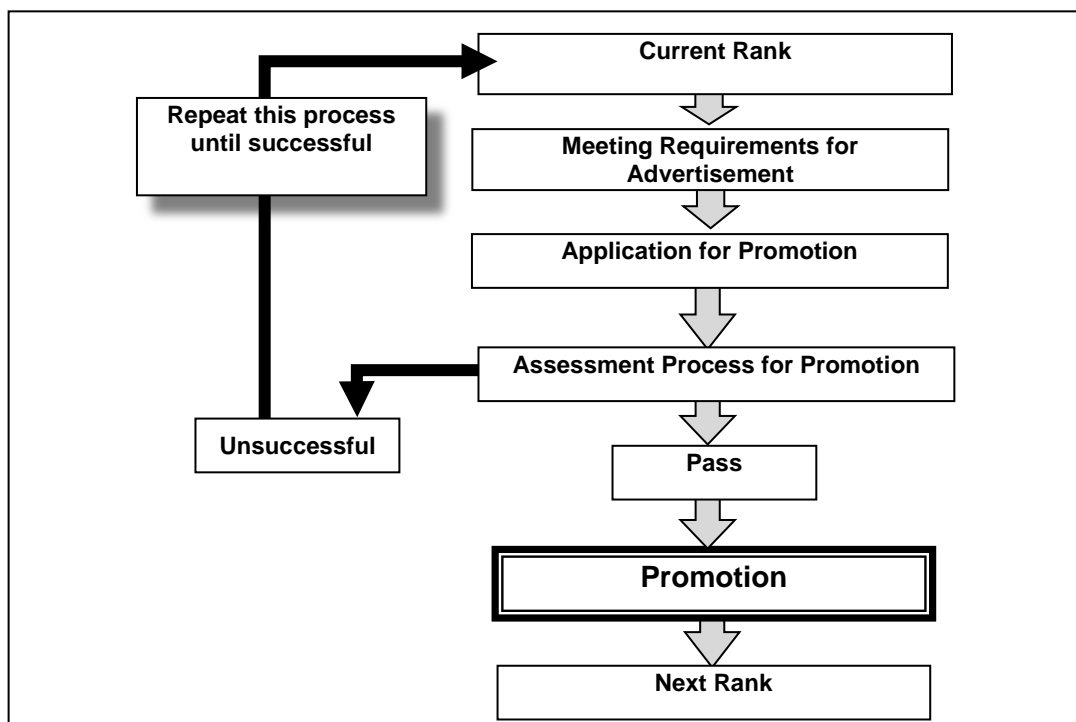
The Teacher Appraisal Handbook (i.e. Handbook for Teachers on Performance Management) was developed referring to the Handbook of Public Service Commission (PSC) for teachers to be able to use the PSC form.



**Figure 4-1: Flow Chart for Teacher Performance Appraisal**

Promotion standards

The criteria for promotion defined in the PTPDM Project are 1) Years of service, 2) Mandatory (including SBI/CBI) and other optional training, and 3) Appraisal based on standards (competencies). The handbook for the implementation of the promotion system based on the PTPDM Policy, the Pre-tertiary Teacher Handbook, was developed with assistance provided by the Human Resource Management Division (HRMD) of GES.



**Figure 4-2: Appointment Process to Rank**

NTC is currently developing Continuous Professional Development (CPD) point system for license renewal. Regarding the appraisal system for teachers' training history, the criteria for promotion, 2) Mandatory (including SBI/CBI) and other optional training, is subject to change after the launch of the CPD point system.

**Table 4-8: Requirement and Criteria for Promotion**

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	4 <sup>th</sup> Appraisal should be rated as "Outstanding". 2 <sup>nd</sup> and 3 <sup>rd</sup> 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.**

The Teacher Appraisal Handbook was developed to adapt the Appraisal System established by PSC and PSC form for teachers.

The developed Teacher Appraisal Handbook was revised based on the contents of the teacher standard developed by the Project and the result of the end-line survey and finally published.

Regarding the distribution of the Teacher Appraisal Handbook to each school, REO and DEO secured the budget and printed it. From now on, the Teacher Appraisal Handbook is planned to be downloadable from NTC and GES's website.

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

The promotion form is for filling in basic information. The promotion form was revised together with the promotion system. The aim was to ensure that the promotion evaluation, based on the training history introduced by the Project and teacher appraisal, is considered as a promotion requirement at the time of appraisal of promotion. The promotion system was revised in cooperation with the HRMD of GES, each REO, and HR officer of pilot DEO and summarized as Promotion Handbook.

**Table 4-9: Differences between the Previous and New Promotion System**

	<b>Previous Promotion System</b>	<b>Promotion System under PTPDM Policy</b>
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 <b>(3) Teacher Training Logbook</b> (4) Copy of Certificate(s) <b>(5) Copy of Full License</b> (6) Copy of Payslip
Criteria for Promotion	(1) Experience in Education Service (2) Interview Result	(1) Experience in Education Service <b>(2) Result of Appraisal Form</b> <b>(3) Completion of required training courses</b> (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.**

Teacher appraisal

In August 2016 and May 2017, a review meeting was held with the pilot districts, and competency-based teacher appraisals and promotions were explained.

Promotion

To revise the promotion system, the Project held a workshop for all REO and stakeholders of pilot districts. Stakeholders in the pilot districts participated in the revision work of the promotion system, and the Project confirmed that they fully understood the new promotion system.

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

As shown in 2.4.2, TOT was implemented in the pilot districts to support implementation of HT training.

**(1-8) Monitor teacher appraisals and promotions in pilot districts.**

Teacher appraisals

Monitoring teacher appraisal was conducted during mid-line survey from September to October 2016 and end-line survey in September 2017. As a result of the mid-line survey, the implementation status of teacher appraisal and submission of the teacher appraisal form was not good. The Project held a workshop in September 2017 so that teacher appraisal can be carried out toward the end of the Project. At the workshop, the Project identified the data to be collected, and after the workshop, the Project team visited each pilot district and conducted guidance.

Promotions

A new promotion system cannot be introduced only in the pilot districts. Therefore, the Project tried a promotion system in Greater Accra Region to collect information to revise the promotion system as to whether a new promotion system can be implemented.

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

Teacher Appraisal Handbook was finalized based on the results of monitoring in August 2017 and the end-line survey in September 2017.

**4.2.2 Output 2 A Mechanism for Data Collection and Management of Teacher Training Record is Developed**

[Output 2]

<b>Output 2</b>	A mechanism for data collection and management of teacher training record is developed.
<b>Indicators</b>	1. 90% of beginning teachers in the pilot districts utilize the logbook. 2. 5 pilot districts enter data on teacher training record of NQTs (Newly Qualified Teachers) in the database.

**Result of the terminal evaluation**

Partially achieved

- Indicator 1 (90% of NQTs in the pilot districts utilize the logbook.) is achieved. Indicator 2 (5 pilot districts enter data on teacher training record of NQTs in the database.) is partially achieved. Meanwhile, NTC database newly introduced in 2017 is making progress.
- However, utilization status of the school training logbook is not observed at schools or DEOs. Capacity improvement for data management at DEOs is also not confirmed. Likewise, database development for promotion as well as capacity improvement for data management are not observed at central level. The delay in NTC’s obtaining biometrics data from the Ministry of Finance and the harmonization between NTC and GES in terms of their own databases also remain issues.

**Table 4-10: Recommendations and project response for Output 2**

Recommendations	Countermeasures														
Harmonize database of NTC and GES as integral part for licensing, recruitment, and promotion of teachers.	Agreed to integrate database of NTC and GES through the discussion with them, but they're not integrated yet. Using the data of GES, NTC eliminated ghost teacher data when renewing teachers' licenses.														
Test licensing procedures using NTC portal for NQTs in the pilot districts which have successfully completed the 1-year induction program.	NTC database (NTC Portal) was developed to issue licenses. Teachers who completed the introduction training in pilot district upload necessary data, such as their university diplomas, the results of Appraisal, and the teacher training logbook through the web site for getting a license. NTC confirmed the data. Licenses have anti-counterfeit holograms. The Project supported this design, and it was issued as Provisional License.														
Biometrics data from the Ministry of Finance was to be obtained and incorporated into the NTC database by the end of December 2017 to avoid further delay.	The Project could not obtain biometrics data from the Ministry of Finance. Instead of using it, the Project decided to use the NTC database.														
Ensure that the school training logbooks are distributed and used to provide a summary of the training history of teachers, and submitted to DEOs.	<p>Confirmed that the school training logbooks were distributed and used in all pilot districts. The status of submission of the school training logbook from school to district is as shown in the table below:</p> <table border="1" data-bbox="815 1084 1331 1317"> <thead> <tr> <th colspan="2" data-bbox="815 1084 1331 1117">Submission of School Training Logbook</th> </tr> <tr> <th data-bbox="815 1117 1062 1151">District</th> <th data-bbox="1062 1117 1331 1151">Submission rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="815 1151 1062 1184">Shai Osudoku</td> <td data-bbox="1062 1151 1331 1184">81.7%</td> </tr> <tr> <td data-bbox="815 1184 1062 1218">Ajumako</td> <td data-bbox="1062 1184 1331 1218">92.5%</td> </tr> <tr> <td data-bbox="815 1218 1062 1252">Upper Manya</td> <td data-bbox="1062 1218 1331 1252">67.0%</td> </tr> <tr> <td data-bbox="815 1252 1062 1285">Savelugu Nantong</td> <td data-bbox="1062 1252 1331 1285">98.6%</td> </tr> <tr> <td data-bbox="815 1285 1062 1317">Kassena Nankana</td> <td data-bbox="1062 1285 1331 1317">94.0%</td> </tr> </tbody> </table>	Submission of School Training Logbook		District	Submission rate	Shai Osudoku	81.7%	Ajumako	92.5%	Upper Manya	67.0%	Savelugu Nantong	98.6%	Kassena Nankana	94.0%
Submission of School Training Logbook															
District	Submission rate														
Shai Osudoku	81.7%														
Ajumako	92.5%														
Upper Manya	67.0%														
Savelugu Nantong	98.6%														
Kassena Nankana	94.0%														

**(2-1) Analyze existing databases.**

Existing databases were analyzed as described in the following figure.

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

Regarding the recording and management technique of Teacher Training Logbooks and School Training Logbooks, the Project developed two ways of submission methods, 1) submission in print-form, and 2) input data transfer to the database through Internet, which depends on the accessibility of Internet.

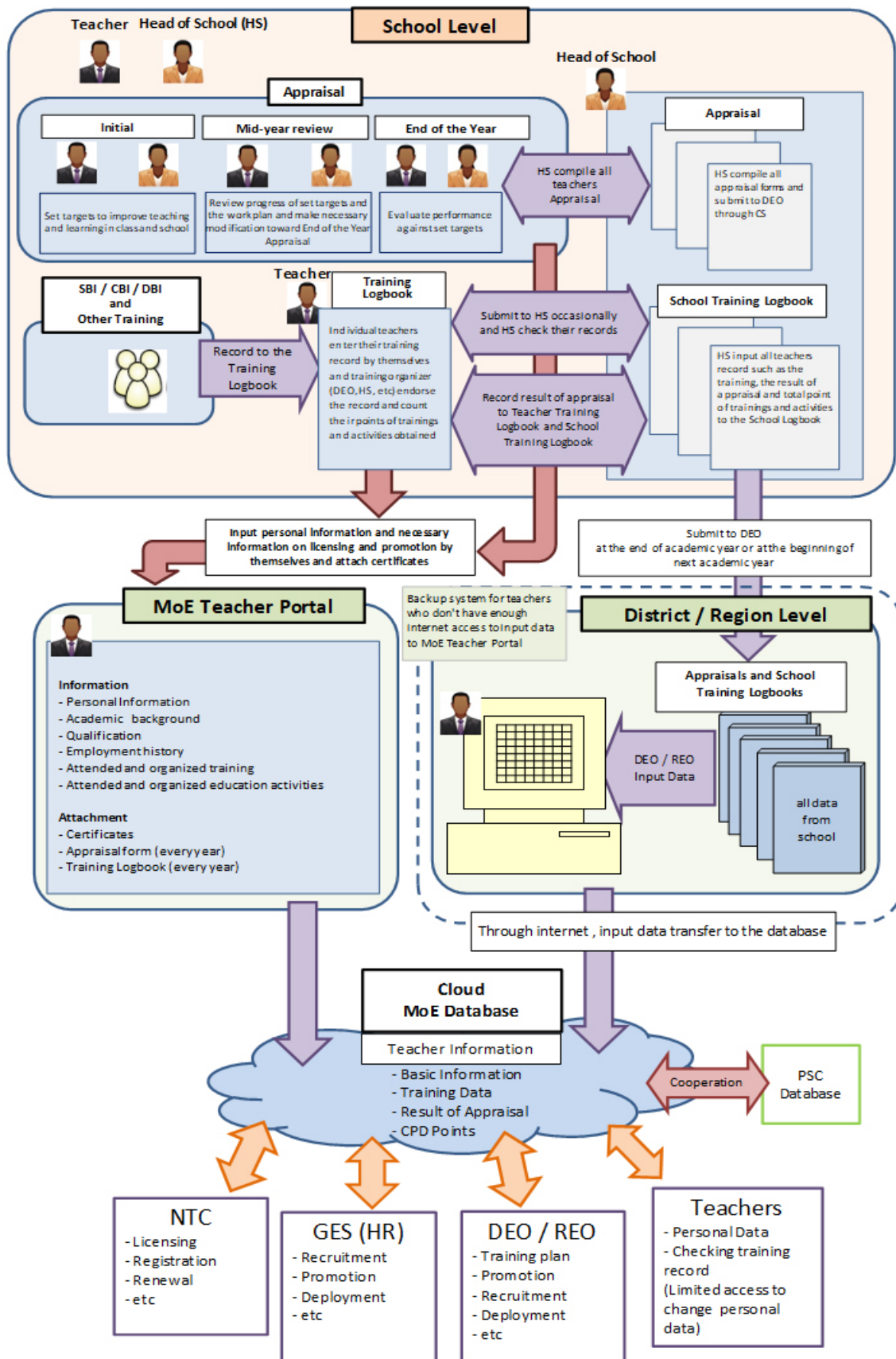


Figure 4-3: The Concept of the Database

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

The faculty database is as shown in Figure 4-3. Based on the data source of GES, the Project has constructed a unified database of teachers. NTC and GES use the data to do the procedures necessary for granting licenses and promotions, respectively.

**(2-4) Develop and pilot database.**

Regarding the database constructed by NTC, issuing licenses was tried with the cooperation of the Project for the teachers who took the training through input of data, uploading of data, confirmation of input information by NTC after the start of the Project in pilot districts.

**(2-5) Develop logbook.**

Teacher training logbook

The Project developed a training logbook for teachers to confirm the training history of each teacher and to use it for CPD (Continuous Professional Development). The final version of teacher training logbook was prepared based on the results of monitoring and mid-line and end-line survey. Electronic data of the final version of the training logbook was sent to each pilot district.


Ghana Education Service / National Teaching Council		Form 2	
		<h1>Training History</h1>	
Registered Number		Name	
Training Record			
1. Training Name		2. Training Code	
3. Training Content			
4. Period	( dd / mm / yyyy ) - ( dd / mm / yyyy )	5. Implementation Institution	
6. Trainer's / Facilitator's Name		7. Trainer's / Facilitator's / HT's Signature and date	
8. Trainer's / Facilitator's / HT's Comments	(If you have any comments for the participant...)		
Training Record			
1. Training Name		2. Training Code	
3. Training Content			
4. Period	( dd / mm / yyyy ) - ( dd / mm / yyyy )	5. Implementation Institution	
6. Trainer's / Facilitator's Name		7. Trainer's / Facilitator's / HT's Signature and date	
8. Trainer's / Facilitator's / HT's Comments	(If you have any comments for the participant...)		
Training Record			
1. Training Name		2. Training Code	
3. Training Content			
4. Period	( dd / mm / yyyy ) - ( dd / mm / yyyy )	5. Implementation Institution	
6. Trainer's / Facilitator's Name		7. Trainer's / Facilitator's / HT's Signature and date	
8. Trainer's / Facilitator's / HT's Comments	(If you have any comments for the participant...)		
Training Record			
1. Training Name		2. Training Code	
3. Training Content			
4. Period	( dd / mm / yyyy ) - ( dd / mm / yyyy )	5. Implementation Institution	
6. Trainer's / Facilitator's Name		7. Trainer's / Facilitator's / HT's Signature and date	
8. Trainer's / Facilitator's / HT's Comments	(If you have any comments for the participant...)		

Figure 4-4: Teacher Training Logbook

### School training logbook

A school training logbook was developed as a form for the head teacher to report to DEO about training history in each school, planning of training plan and training history of each teacher. The school training logbook is distributed to each school from the DEO of the pilot district, and in the school, the Head Teacher manages it. The head teacher transcribes the training history of each teacher from the teacher training logbook to the school training logbook at the end of the academic year.

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

Figure 4-5: School Training Logbook

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

Data collection and management in the pilot districts are as follows. This includes the management of the training history of each teacher using the teacher training logbook (grasping history management and training to be taken), and the management of the training history of all teachers using the school training logbook, and the formulation of training implementation plan by the school (principal).

During the Project period, the Project confirmed the status of data collection and management during Mid-line survey and End-line survey, which were conducted in accordance with the mid-term evaluation and the terminal evaluation.

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

Teacher Training Logbook and School Training Logbook were developed together with the instructions on how to fill in the logbooks. A brief on collecting data was established. A brief on the managing data was mentioned in the guideline.

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

In December 2017, a workshop on data collection and input was held. In the workshop, the collection and management of Appraisal and the teacher training logbook necessary for teacher license issuance, and the input method of data using actual database were explained. When collecting data on mid-line survey and end-line survey, the Project explained instructions and guidance on data collection and management.

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

Workshop concerned with the construction of database was conducted. During the workshop, the Project discussed how to utilize the data with NTC and GES. (Refer to Figure 4-3.)

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

Monitoring activity was carried out in October 2010 and July 2017 to sensitize the district for the implementation of teacher appraisal and data collection. The Project conducted monitoring on data collection and management in the pilot districts during mid-line survey and end-line survey.

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

Teacher training logbook, school training logbook, and data collection and management method mentioned in the guideline were reviewed based on the results of interviews during the workshop, mid-line survey, and end-line survey.

**4.2.3 Output 3 Training Materials for BT/ST Training Courses are developed**

[Output 3]

<b>Output 3</b>	Training materials for BT/ST training courses are developed. <sup>3</sup>
<b>Indicators</b>	Materials for BT/ST training courses are approved by MoE (JCC) for nationwide expansion.

**Result of the terminal evaluation**

*Likely to be achieved*

- With regards to the indicator (Materials for NQT/ST training courses are approved by JCC for nationwide expansion.), all the necessary materials except for ST training manuals one have been developed, tested, and revised through pilot. They are currently under final revision by incorporating the finalized standards for in-service teachers in time for approval at the final JCC scheduled in February 2018. ST training manuals are planned to be tested and finalized from now through pilot before the JCC.
- However, in addition to an issue of securing budgets by DEOs for mandatory trainings, the NQT trainings have not yet been conducted so far this year due to the delay in posting of NQTs. The Project needs to support the planning of the NQT trainings to be completed this academic year.

<sup>3</sup> 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.



**Table 4-11: Recommendations and project response for Output 3**

Recommendations	Countermeasures
Finalize the Manual for Senior Teachers (ST) training after piloting ST training.	The ST training planned in Shai-Osudoku district has not been implemented as of March 20, 2018 due to lack of district funds. Continue to support the implementation of training through GES and TED. The training manual was finalized based on the results of the questionnaire survey in the pilot districts.
Assist pilot districts in planning for NQT training 2017/18 in the annual training and budget plan.	As of March 20, 2018, NQT training was conducted in two pilot districts. The Project provided support for its implementation. The reason why the implementation of NQT training was delayed is due to delays in GES procedures relating to NQT's appointment and the timing of NQT teacher's appointment in January 2018.

**(3-1) Identify training needs.**

As described in 2.4.1 above, a training needs survey was conducted and summarized as follows:

**Table 4-12: Training Needs**

Teacher Rank	Training Needs
Rank 1	<ul style="list-style-type: none"> <li>• Portfolio writing/Development</li> <li>• Action research in classroom teaching and learning</li> <li>• Facilitation and communication skills. *Skills for equity and inclusion in school work</li> <li>• Gender responsive scoreboard for teacher assessment</li> <li>• Use of assessment data to improve learning</li> <li>• Journal writing</li> <li>• Use of reflective logs in teaching</li> <li>• Motivation for self-directed study and needs assessment for professional planning and growth</li> <li>• Pedagogical skills in classroom teaching, assessment, and management</li> <li>• ICT for teaching</li> </ul>
Rank 2	<ul style="list-style-type: none"> <li>• Mentoring and coaching</li> <li>• Leadership for learning skills</li> <li>• School improvement plans and budgeting</li> <li>• Guidance and counseling for students</li> <li>• Report writing</li> <li>• ICT for teaching</li> </ul>
Rank 3	<ul style="list-style-type: none"> <li>• Examination item writing and management</li> <li>• School curriculum policy: development and reviews.</li> <li>• Building partnership in community learning</li> <li>• Teaching and learning strategies - creative approaches, group work, questioning, talk for learning</li> <li>• Use of learning resources - technologies and networking</li> <li>• Collaborative learning for professional development</li> <li>• Team building for school improvement</li> <li>• School leadership qualities and skills</li> <li>• Preparation and use of reflective logs and journals in teaching and learning</li> </ul>

Teacher Rank	Training Needs
Rank 4	<ul style="list-style-type: none"> <li>• ICT and other technologies in school administration and governance</li> <li>• Leadership for learning</li> <li>• Conflict: causes and resolution at district and school levels</li> <li>• Proposal writing for school support from partners</li> <li>• Use of technologies for teaching and learning</li> <li>• Clinical supervision at school</li> <li>• Teacher motivation for improved quality education</li> <li>• Basic principles in planning, data collection, and management</li> <li>• Roles of local government policies in education</li> <li>• Conflict in school governance: causes and resolution</li> </ul>
Rank 5	<ul style="list-style-type: none"> <li>• Procurement laws</li> <li>• GES and MOE organigrammes and working principles</li> <li>• EMIS data interpretation and implications for school improvement</li> <li>• Policy development and reviews at school, district, regional, and national levels</li> <li>• Change management (Leadership for Change)</li> <li>• Team Building</li> </ul>
Rank 6	<ul style="list-style-type: none"> <li>• Strategic planning and management in education</li> <li>• Communication skills (oral and written) and cabinet memorandum</li> <li>• Time management</li> <li>• Conflict management</li> <li>• Stakeholder partnership relationships (principles and practice)</li> <li>• Labour laws and trade unions</li> <li>• Financial regulations and controls</li> <li>• Mentoring and coaching (principles and practice)</li> <li>• Public policy formulation and reviews</li> <li>• Teacher self- motivation and workplace motivation</li> <li>• Social accountability in education sector</li> <li>• Action Research/ Research in education</li> <li>• Principles of dialogue and negotiation</li> <li>• Education project and program management</li> <li>• Time and stress management (balancing work and pleasure)</li> <li>• leadership skills and types</li> <li>• Leadership for learning</li> <li>• Leadership for change (principles and practice)</li> <li>• Planning, monitoring and evaluation in sustainable development in education</li> <li>• Public policy formulation and reviews</li> <li>• Stakeholder analysis and roles development</li> <li>• Quality Assurance and Accreditation systems in education</li> </ul>

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

**Table 4-13: Collect Information on Existing INSET**

Material	Purpose
INSET Sourcebook District Guidelines & Operational Manual for District Level INSET	Guidelines for implementing INSET at the district level
INSET Sourcebook School-based and Cluster-based INSET (SBI/CBI) Manual	Manual on SBI / CBI planning, implementation, and monitoring
INSET Sourcebook General Pedagogy	Explanation of general pedagogy at INSET (lesson plans, preparation etc.)
INSET Sourcebook Sample Lesson Plans in Mathematics	Examples of lesson plans in Mathematics

Material	Purpose
INSET Sourcebook Sample Lesson Plans in Science	Examples of lesson plans in Science
INSET National Guideline	Current INSET guidelines
INSET SBI/CBI Lesson Observation Sheet	Lesson Observation Sheet at SBI/CBI
Instructional Manual for SBI/CBI Lesson Observation Sheet	Manual on SBI / CBI lesson observation sheet usage
INSET: In-Service Education and Training A Basis for Quality Education	Explain the outline of the current INSET mechanism
Manual for Teacher Trainees on School Attachment	Manual for teacher trainer
Head Teacher Handbook	Handbook on practice of the Head Teacher
Circuit Supervisor Handbook	Handbook on the practice of Circuit Supervisor
Leadership for Change	Training materials for GES management staff created by TED under the cooperation of UNICEF
Leadership for Learning	Training materials for the Head Teacher and Circuit Supervisor created by TED under the cooperation of UNICEF

### **(3-3) Develop program and training materials for Beginning Teachers (BT) and Senior Teachers (ST).**

In the first year, curricula and materials for mandatory training (Induction Training for NQT and ST (equivalent to HT aspirant)) have been developed in the pilot districts.

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

In the 3 pilot districts in the South, the TOT on NQT training was conducted from November 17-21, 2014 and the TOT on ST training was conducted from April 27-30, 2015.

In the 2 pilot districts in the North, both TOT on NQT/ST training was conducted from April 18-22, 2015.

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

The Project dispatched one Japanese expert and 2 to 3 NIU members to pilot districts to provide technical support in implementing NQTT/ST training in 2014/15. After the training, NIU members were dispatched to the districts for monitoring of training and provided technical support as necessary.

The following shows the NQT / ST training conducted.

**Table 4-14: Details of NQT Training in 2014**

Target	NQT (in the 3 pilot districts in the South)
Attendance	157 (Upper Manya Krobo: 55, Ajumako: 45, Shai-Osudoku: 57)
Duration	February 16-20, 2015 (5 days)
Venue	Bagabaga College of Education Resource Centre
Source of funds	GES TED (Internally Generated Fund)

**Table 4-15: Details of 1st NQT Training in 2015**

Target	NQT (in the 3 pilot districts in the South)
Attendance	144 (A. Upper Manya Krobo: 50, B. Ajumako: 40, C. Shai-Osudoku: 54)
Duration	A. March 1-4, 2016 (4 days), B. March 9-11, 2016 (4 days), C. March 14-18, 2016 (5 days)
Source of funds	A. Participants, B. Participants and support by DA, C. participants

**Table 4-16: Details of 2nd NQT/ST Training in 2015**

Target	NQT/ST (in the 2 pilot districts in the North)
Attendance	277 (A. Savelugu-Nanton: 215, B. Kasena Nankana: 62)
Duration	A. July 18-22, 2016 (4 days), B. June 6-10, 2016 (5 days)
Source of funds	GPEG

**Table 4-17: Details of 1st NQT Training in 2016**

Target	NQT (in the 3 pilot districts in the South)
Attendance	316 (A. Upper Manya Krobo: 180, B. Ajumako: 68, C. Shai-Osudoku: 68)
Duration	A. October 31 to November 4, 2016 (5 days), B. July 11-14, 2017 (4 days), C. June 12-16, 2017 (5 days)
Source of funds	A. B. C: Participants

**Table 4-18: Details of 2nd NQT Training in 2016**

Target	NQT (in the 2 pilot districts in the North)
Attendance	256 (A. Savelugu-Nanton: 95, B. Kasena Nankana: 161)
Duration	A. March 8-11, 2017 (4 days), B. February 6-10, 2017 (5 days)
Source of funds	A. Participants, B. GNAT, NAGRAT, ADB

**Table 4-19: Details of ST Training in 2014**

Target	ST (in the 3 pilot districts in the South)
Attendance	315 (A. Upper Manya Krobo: 85, B. Ajumako: 145, C. Shai-Osudoku: 85)
Duration	A. May 25-29, 2015 (5 days), B. June 22-25, 2015 (4 days), C. June 1-5, 2015 (5 days)
Source of funds	A. GES TED (Internally Generated Fund), B. GES TED (Internally Generated Fund) + school budget, C. GES TED (Internally Generated Fund)

**Table 4-20: Details of 2nd ST Training in 2015**

Target	ST in Shai-Osudoku
Attendance	147 (Shai-Osudoku)
Duration	May 3-5, 2016 (3 days)
Source of funds	Participants

\*2nd ST training in 2015 was simultaneously conducted with NQT training.

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

NQT/ST training program and materials were revised based on the monitoring of NQT/ST training. Reviewing process was conducted with pilot districts based on the reviewer workshop organized by the Project with pilot districts. NQT/ST training program and materials were finalised based on the results of mid-line survey, end-line survey, terminal evaluation, and teacher standards.

**4.2.4 Output 4 An Enabling Environment for the Implementation of PTPDM Policy is created.**

[Output 4]

<b>Output 4</b>	Enabling environment for the implementation of PTPDM Policy is created.
<b>Indicators</b>	1. Revised PTPDM Policy document is approved by MoE (JCC). 2. PTPDM Policy Guideline is approved by MoE (JCC). <sup>4</sup>

<p><b>Result of the terminal evaluation</b> <i>likely to be achieved</i></p> <ul style="list-style-type: none"> <li>With regards to the indicator 1 (Revised PTPDM Policy document is approved by JCC) and indicator 2 (PTPDM Policy Framework Guideline is approved by JCC), both documents have been developed and are under final revision in time for approval at the final JCC scheduled in February 2018.</li> <li>However, teacher unions are protesting fees for license and training to be incurred to teachers. In addition, PTPDM Policy needs to be further revised to maintain consistency with the new Education Act to be approved later and which defines decentralized proceedings.</li> </ul>
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**Table 4-21: Recommendations and Project Response for Output 4**

<b>Recommendations</b>	<b>Countermeasures</b>
Ensure consistency of the PTPDM Policy document (2017) to be revised and its guidelines, with the PTPDM Policy document (2012).	Aligned the contents of PTPDM Policy documents, guidelines, and Roll-out Plan (renamed to Implementation Pplan). Clarified the responsible institute at the time of implementation.
Regarding the nationwide expansion of PTPDM Policy, an unambiguous responsible organization and its role were decided among the Ministry of Education, NTC, and GES. In addition, it should be redefined coordination institutions, regulatory agencies, and executing agencies of 11 tentative components of PTPDM Policy. Detailed tasks of each agency developed and corrected the budget of the nationwide expansion plan along with them.	Consulting with the Minister of Education, the responsible organization was decided as NTC. The institutions in charge of each component are described in the guidelines and Roll-out Plan. The detailed budget is stated in the Roll-out Plan.

<sup>4</sup> Previously named as PTPDM Policy Framework Guideline

**(4-1) Develop PTPDM Policy Framework Guideline.**

Basic procedure necessary for policy implementation was summarized as a guideline. PTPDM Policy Framework Guideline was further revised to maintain consistency with PTPDM Policy document in response to a recommendation at the time of terminal evaluation.

**(4-2) Revise PTPDM Policy document.**

PTPDM Policy document was revised at the beginning of the Project based on the progress made since approval by the Minister of Education in 2013. In the third year, it was revised according to the standards and revised in the Validation workshop. It was finally completed through the revision, according to the recommendation during the terminal evaluation. The finalised PTPDM policy document is shown in Attachment 9.

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

Before the terminal evaluation, based on the teacher training logbook entered by the teachers in pilot districts, personal data was posted to the school training logbook. The school training logbook is summarized in each district. Based on the information, districts confirmed the applicants eligible for obtaining a teacher's license. At the same time, the Project supported the construction of a database and website for implementing the teacher license system. The Project conducted a workshop for the teachers who completed the introduction training conducted by the Project. Teachers were told to attach their university diploma, the results of Appraisal, and the teacher training logbook through that website. The Project also assisted teachers with inputting and uploading data.

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

Using the data submitted through the website described in (4-3), the Project assisted in the task of identifying the applicants for license issuance by NTC personnel who oversees licensing. The Project assisted in deciding the basic matters of the licensing system and the license design. The guideline is shown in attachment 10. See Figure 3-2 for the design of the license (draft).

**(4-5) Formulate PTPDM Policy Roll-out Plan, including financial measures for the staged introduction of PTPDM.**

PTPDM Policy Roll-out Plan, a five-year plan from April 2018 to August 2023, was formulated. Draft Roll-out Plan was developed in 2016 and approved in SC in May 2017 and JCC.

In formulating the draft budget for FY2018, the NTC budget necessary for nationwide expansion of PTPDM Policy was included in the budget bill. The Treasury unfortunately approved the maximum budget amount presented by the Ministry of Finance. In the future, the Project needs to negotiate with the Minister of Education to get the necessary budget.

Support from donors is also important. It is important to cooperate with Grant Partnership for Education, which is scheduled in the future.

**(4-6) Sensitize stakeholders through workshops, newsletters, PR activities, and distribution of handbooks and standards.**

The sensitization activities through workshops, newsletters, etc. were implemented during the Project.

## **4.3 Implementation Plan (Roll Out Plan)**

### **4.3.1 Overview of Implementation Plan**

This section outlines the PTPDM Policy Implementation Plan, especially the main elements of the PTPDM Policy.

To expand PTPDM Policy nationwide, three phases have been set: (I) Preparatory phase, (II) Introductory phase and (III) Operational phase.

#### **I. Preparatory Phase (April – August 2018):**

During this phase the necessary systems, trainings and public relations (PR) activities for nationwide implementation of PTPDM Policy will be implemented by NTC, GES and REO.

#### **II. Introductory Phase (September 2018 – August 2023):**

During this phase, all PTPDM Policy related activities stated in detail in the next section will be prepared fully and expanded to all districts. Finally, all systems and materials will be reviewed and revised based on the implementation of this introductory phase.

#### **III. Operational Phase (after September 2023):**

After Sep. 2023, the PTPDM Policy will be fully implemented in all public Pre-Tertiary Institutions.

Activities for each element are as follows.

### **(1) Competency Based Teacher Standard**

#### **I. Preparatory Phase (April – August 2018):**

- NTC disseminates the Pre-Tertiary Teachers' Standards for Ghana to all schools and teachers through REOs and DEOs by distributing handbooks and giving explanations during trainings.
- Put PTTSG in the NTC and GES official website
- NTC begins to develop subject standards to improve teachers subject teaching and students learning. In this phase, the schedule of development of subject standards will be set by NTC.

#### **II. Introductory Phase (September 2018 – August 2023):**

- NTC monitors how to utilize the teacher standards (PTTSG) in schools and evaluates teachers understanding of the standards.
- NTC develops one subject standard each year in line with relevant Policies.
- NTC finalises each subject standard during the final year of this phase.
- NTC, GES and other stakeholders review and revise the PTTSG on the basis of monitoring and evaluation over the phase.

### **(2) INSET**

#### **I. Preparatory Phase (April – August 2018):**

- Trainings for NTC and GES to implement the PTPDM Policy
- Organize ToT for 131 Districts (who have not benefited from such training during the PTPDM Project) from 10 Regions (5 days) covering PTPDM Policy (Standard, Appraisal, Licensing, INSET, Teacher Database System)
- Organize Refresher Training for 85 previously Trained Districts (3 days)
- Develop training courses for CS to monitor PTPDM Policy effectively
- Develop the CPD Point System and Guideline
- Develop the CPD Providers' Licensing System

- Training for GES HQ and REO Staff to manage PTPDM Policy implementation
- Organize Head of School (HoS) Training for Basic and Second Cycle Institutions
- Organize NQT Induction Training in all Districts
- Organize SBI, CBI and DBI in all schools

## **II. Introductory Phase (September 2018 – August 2023):**

- NTD develops trainings for ranks which contents and materials haven't yet been developed and implemented.
- NTC develops CPD Providers Licensing System
- REO organizes ToT for CS Training
- DEO Organizes CS training
- Organize HoD Training
- Organize NQT Induction Training
- Organize SBI, CBI and DBI in all schools

## **III. Countermeasures and remedies for this element**

If there are any difficulties and challenges in implementing this component, the following countermeasures and remedies will be considered by NTC and GES.

- MoE provides adequate budget support for ToT and training by REOs and DEOs
- Consider certifying and engaging servicing of well-funded qualified CPD Providers in order to reduce funding challenges towards INSET delivery.
- Drop non-performing CPD Providers and carefully replace with other experienced providers
- NTC and GES provides enough support to Inset Providers for sufficiently implementing INSET

### **(3) Licensing and Registration**

#### **I. Preparatory Phase (April – August 2018):**

- Finalise the CPD Point System
- Develop and finalize the CPD Point System Manual
- Discuss and decide how to collaborate with National Service Secretariat for NQTs induction period
- Start to develop the Licensure Examination (proficiency test)
- Register all NQTs who are willing to work for GES
- Provisional License will be provided to all NQTs
- Develop and finalize a strategy on how to issue the Professional Teacher License to all in-service teachers

#### **II. Introductory Phase (September 2018 – August 2023):**

- Provisional License will be issued to NQTs
- Develop a Licensure Examination (proficiency test), and establish a system to administer the examination to all NQTs for issuing the Provisional License
- Professional Teacher License will be issued to NQTs who finish the Initial Induction Training course
- Professional Teacher License will be issued by following the NTC schedule (1/4 of all In-Service Teachers/year)
- Develop the strategy and system for license renewal

#### **III. Countermeasures and remedies for this element**

- The CPD Point System should have flexibility to be able to meet the requirements for Promotion and renewal of license.



- During the Introductory Phase, provide remedial training to all teachers who fail to meet the CPD requirement for licensing and promotion
- When NTC issues the professional license during the Introductory Phase and first renewal of the professional license, the following remedies should be considered for teachers
- For initial issuing of professional license to all in-service teachers, NTC should only check their teaching certificate from Education Universities and Colleges of Education.
- For the first renewal of the Professional License, NTC should consider the individual teacher's situation and be flexible towards the requirement for license renewal, especially taking into account the number of SBI/CBI/DBI attended. In addition, teachers working in challenging schools such as schools in very remote areas and those with small number of teachers (ex. 1 to 3 teachers).

#### **(4) Teacher Appraisal**

##### **I. Preparatory Phase (April – August 2018):**

- All teachers implement End-of-year Appraisal with HoS, HoD and CS
- DEOs Monitor End-of-year Appraisal
- Teachers submit copies of completed appraisal forms to DEO through HoS and CS

##### **II. Introductory Phase (September 2018 – August 2023):**

- All teachers implement Initial, Mid-year and End-of-year Appraisal with HoS, HoD and CS
- Teachers submit appraisal forms to DEO through HoS and CS
- Teachers submit appraisal forms through Website and DEO along with CS checks their forms (After database has been developed)

##### **III. Countermeasures and remedies for this element**

- Continuous sensitization at all levels
- Review the appraisal handbook to ensure clarity and objectivity in the appraisal process
- National Service Teachers need to be appraised and steps taken to keep them in-service for at least four years

#### **(5) Teacher Database**

##### **I. Preparatory Phase (April – August 2018):**

- Develop a harmonized teacher database
- Training of key personnel at the national, regional and district level to efficiently manage the database
- Train teachers to access and upload data to the database
- Input NQT Data into the Database by individual teacher trainee in 2017-2018

##### **II. Introductory Phase (September 2018 – August 2023):**

- Develop a harmonized teacher database
- Training of key personnel at the national, regional and district level to efficiently manage database
- Train teachers to access and upload data into the database
- Input NQT Data into the Database by individual teacher trainee

##### **III. Countermeasures and remedies for this element**

- Budget, key personnel, data security, effective training, properly equipped teachers to effectively interface with the database
- On time data collection, processing, input and verification at all levels
- Improve the efficiency of data updating over time

- A Paper-based information collection system will also be used until the internet information collection system functions well

## **(6) Career Structure and Promotion**

### **I. Preparatory Phase (April – August 2018):**

- Develop Training Contents, materials and schedule to introduce a new promotion system to GES HQ, REOs and DEOs based on the Promotion Handbook, Guidelines and other related materials
- Organize trainings for GES HQ, REOs, DEOs.

### **II. Introductory Phase (September 2018 – August 2023):**

- Preparation towards introducing the New Promotion System
- Training on the New Promotion System to all REOs and DEOs
- DEOs and REOs sensitize all teachers on the New Promotion System
- Submission of Appraisal Form and Teacher Training Logbook will be increased year by year until there are 4-year versions

### **III. Countermeasures and remedies for this element**

- The CPD Point System should have the flexibility to meet requirements of Promotion and license renewal. During the introductory phase, relax the number of points needed to meet requirements
- During the introductory period, at least the last Appraisal Form and Teacher Training Logbook must be submitted (Preferably 4-year)
- After the CPD Point System introduction, NTC needs to introduce flexible remedy for teachers who don't meet the requirements
- Adequately inform the requirements for promotions to all teachers through various mediums

## **(7) Monitoring and Evaluation**

### **I. Preparatory Phase (April – August 2018):**

- Organize a Steering Committee and Technical Committee for Implementation
- NTC and GES monitors how the Implementation Committee works
- HoS summarise AIPR as a part of SPAM and submits to DEO
- DEO and REO summarises AIPR and all PTPDM related activities as a PTPDM Annual Report and submits it to GES and NTC
- Organize PTPDM Policy Annual Review Meeting
- PTPDM Annual Monitoring Report

### **II. Introductory Phase (September 2018 – August 2023):**

- Activities of NTC and GES
  - Develop annual PTPDM Policy Implementation Plan
  - Develop annual monitoring plan
  - GES HR monitors Promotion
  - Monitor selected Regions and Districts once a year
  - Organize PTPDM Policy Annual Review Meeting
  - Develop PTPDM Policy Annual Review Report
  - Revise all materials for PTPDM Policy implementation based on the results from introductory phase.
- REO level activity
  - Develop Regional Implementation Plan (Organize Meeting with DEOs, based on ADEOP from Districts)

- Organize Mid-year Review Meeting
- Organize End of the Year Review Meeting
- Write and submit Annual Report to NTC and GES (including AIPR, summary of ADPR from Districts)
- Monitor Districts once in a term
  
- DEO level activities
  - Develop District PTPDM Implementation Plan (INSET and all other activities under PTPDM Policy as a part of ADEOP)
  - Appraisal (Monitor Initial, Mid-year and end of the year Appraisal)
  - Write and submit Annual Report to REO (including AIPR, ADPR)
  - Monitor school at least once in a term by CS
  
- School level Activities
  - Develop annual INSET and Appraisal Plans (part of SPIP)
  - Review annual INSET and Appraisal activities (part of SPAM)

## **(8) Cost and Financing**

### **I. Preparatory Phase (April – August 2018):**

- NTC and GES level
  - Estimate year 2019 budget for PTPDM Policy Implementation and submit to MoE and MoF
  - Estimate necessary additional budget for 2018 activities and request to MoE as a supplementary budget for 2018 financial year
  - Ask development partners to support PTPDM Policy Implementation based on the Implementation Plan
  
- REO and DEO level activities
  - Estimate all necessary budget to implement PTPDM Policy in 2019 financial year and submit to GES

### **II. Introductory Phase (September 2018 – August 2023):**

- NTC and GES level
  - Estimate each financial year budget for PTPDM Policy Implementation and submit to MoE and MoF
  - Estimate necessary additional budgets for each financial year's activities and request to MoE as a supplementary budget
  - Ask development partners to support PTPDM Policy Implementation based on the Implementation Plan
  
- REO and DEO level activities
  - Estimate the necessary budget to implement PTPDM Policy for each financial year and submit to GES

## **(9) Public Relations**

### **I. Preparatory Phase (April – August 2018):**

- Form PR team for PTPDM Policy in MoE around PR officer of MoE, NTC and GES
- Press Release, Newspaper, Press Conference
- TV / Radio Program (5 min) x 5 times
- Develop PR page for the PTPDM Policy in MoE, NTC and GES website

## II. Introductory Phase (September 2018 – August 2023):

- Press Release, Newspaper, Press Conference
- TV / Radio Program (5 min) x 5 times
- Update PR page for the PTPDM Policy in MoE, NTC and GES website

### 4.4 The Outputs of the Project

The table below shows that the outputs of the Project developed during the Project period and related to Policy documents. The outputs related to the Policy document are revised during the Project period and submitted to NTC at the end of the third year of the Project.

**Table 4-22: List of the Outputs of the Project**

Name of the outputs	Period for Submission	Outline of the outputs
<b>The first year</b>		
Work plan (the first year) (Japanese)	Within 10 days after contract signing (December 2010)	
Inception report (IC/R) (Japanese, English)	About one month after starting work	Showing activity plan for 4 years (initial) based on consultation with TED
Project progress report (1) (Japanese)	Late December 2015	Wrote the progress, problems, tasks, and recommendations of the activities for about six months after the start of the Project.
Project progress report (2) (Japanese)	At the end of the first year	Summary of the activities of the first year.
<b>The second year</b>		
Work plan (the second year) (Japanese)	Within 10 days after contract signing	Showing the activity plan of the second year.
Work plan (the second year) (English)	About one month after starting work	Showing an activity plan for the second year, based on consultation with TED
Project progress report (3) (Japanese)	Late December 2015	Showing progress, problems, issues and recommendations of activities
Mid-line survey report	May 2017	Compiled the results of the mid-line survey carried out in the second year, analyzed the progress of the Project, the significance of nationwide expansion and the preparation situation of the PTPDM Policy, and wrote challenges and recommendations
Project progress report (4) (Japanese, English)	At the end of the second year	Summary of the activities of the second year.
<b>The third year</b>		
Work plan (the third year) (Japanese)	Within 10 days after contract signing	Showing the activity plan of the third year.
Work plan (the third year) (English)	About one month after starting work	Showing an activity plan for the third year, based on consultation with TED
Project progress report (5) (Japanese)	Late August 2017	Showing progress, problems, issues, and recommendations of activities

Name of the outputs	Period for Submission	Outline of the outputs
End-line survey report	April 2018	Compiled the results of the end-line survey carried out in the third year, analyzed the progress of the Project, the significance of nationwide expansion and the preparation situation of the PTPDM Policy, and wrote challenges and recommendations
Project Completion Report (Japanese, English)	At the end of the third year (April 2018)	Summary of all the activities from the first year to the third year.

**Table 4-23: List of the Policy Documents**

Name of the outputs	Outline
<b>PTPDM Policy</b>	
PTPDM Policy Document 2018	A revised edition of the PTPDM Policy document (2012 version) as of 2018 PTPDM
Implementation Guideline for PTPDM Policy in Ghana 2018	Guideline for implementing PTPDM Policy
PTPDM Policy Implementation Plan	A plan that puts PTPDM Policy down to the activity level of 2018 - 2023
<b>Capacity development for teachers</b>	
Guideline for the Pre-Tertiary Teachers' Standards for Ghana	Showing a definition, target, and domain of the teachers' standards
Manual for INSET (1, 2, and 3)	A manual showing the whole diagram and framework of the INSET program
Newly Qualified Teacher Training Handbook	Handbook for NQT to understand PTPDM Policy; Material for NQT induction training
Senior Teacher Training Handbook	Handbook showing knowledge and skills required for promotion of ST to next rank; Training material for ST
SBI/CBI/DBI Training Handbook	Handbook describing the outline, role, and importance of SBI, CBI and DBI
Teacher Training Logbook	Logbook to record the training that teachers participated in; It is used for promotion application and license update.
<b>Teacher management</b>	
Teacher Performance Appraisal Handbook	How to fill in the Performance Appraisal form
Pre-tertiary Teacher Promotion Handbook	To instruct about the teacher promotion system and its procedure
Teacher License	License for teacher qualification

## **CHAPTER 5 Consideration Taken, and Lesson Learned**

### **5.1 Challenges, Considerations taken, and Lessons learned**

#### **5.1.1 Increase the Number of NTC (ex-TED) Officers and Enhance their Capacity**

At the beginning of the Project, a lot of officers, who had worked for the project of the previous phase and had the practical ability, remained in the government. However, after the Project launched some of them were transferred to the District as Directors. Also, the National INSET Coordinator at that time retired in the middle of this Project period. As a result, the human resources on the Ghanaian side who could manage the project gradually decreased.

The Project lobbied NTC to increase officers, and then some mid-level officers were assigned to NTC (ex-TED). The capacity building for these newly assigned officers required significant time, and therefore, the Project faced difficulties to implement the activities smoothly. As a countermeasure, the Project additionally hired local consultants for the Project starting from the 2nd Project year or later. The Project gave a chance for those officers to take part in trainings in Japan and Kenya to improve their capacity. Also, the Project provided On-the-Job training with them, and those officers are now in charge of the promotion or licensing system.

Due to the countermeasures taken, these mid-level staff members were able take leadership roles in implementing the activities at the end of the Project.

#### **5.1.2 Teacher Licensing**

The teacher licensing system will cover all teachers including private school. Given the relationship with the teacher union, alterations to this system should be carefully considered. The licensing system is the essential component of the PTPDM Policy and involves various activities. The activities include the design of the detailed system, the development of the website for license issuing, identifying the eligible teachers for licensing, issuing the licenses etc. NTC had some difficulty in establishing the licensing system without the Project's support. Although the Project supported NTC to implement the above activities, it took long time, and the teacher licenses were issued just before the end of the Project. Considering this, the establishment of the teacher licensing system should be one of the project components when designing the detailed plan of the project.

Generally, the following things should be considered to establish the teacher licensing system:

- 1) Confirm all Education and Teacher related laws and systems
  - Check all Education and Teacher related laws and system to avoid inconsistency.
  - Work with lawyers from MoE
- 2) Cost for licensing
  - Necessary cost have to be estimated accurately based on actual cost of providing licenses.
  - If some fees will be charged for providing a license, consensus should be obtained with stakeholders.

- 3) Teachers in private school
  - Working condition and situation including INSET system and salary structure of teachers working in private schools should be appropriately considered to apply condition of licensing due to the differences with public school teachers.
  - There are so many untrained teachers in private schools. Therefore, a sufficient moratorium period and remedies should be provided to teachers in private schools for providing and renewing licenses.
- 4) Collect information from other organization which have a licensing system
  - Information on licensing from other organization such as the Nursing and Midwifery Council should be collected as a reference of constructing and managing the licensing system.

### **5.1.3 Relationship with Teacher Unions**

It is crucial to discuss and get consensus with Teacher Unions. Reaching a consensus with Teacher Unions equates to reaching a consensus with teachers. For implementing a Policy effectively, it is very important to gain support from Teacher Unions.

### **5.1.4 Good Relationship with Stakeholders**

The Project relates with various stakeholders and given the project is relating to the policy, it is important to establish good relationships with those stakeholders. The Project team made it a rule to stay in close contact with the stakeholders. The Project members tried to have meetings with the stakeholders to make decisions on even small issues, to enhance their ownership. This project's posture established a good relationship with stakeholders until the end of the Project. When the Project implemented the workshop to revise the policy, they strongly gave their support to the Project.

These actions will contribute to establishing a good relationship between the Project and the critical people to enrich their understanding and develop their awareness that the PTPDM Policy is indeed important.

### **5.1.5 Description of the PTPDM Policy in Important Public Documents**

The Project made efforts that the importance of the PTPDM policy was described in certain public documents, such as the ESP, the budget document, etc., collaborating with the stakeholders (refer to 5.1.4). Consequently, the ESP 2018-2030 stated that the PTPDM Policy is important for Ghana. Furthermore, the document on the establishment of National Education Reform Implementation Secretariat (NERIS) regards "Operationalization of PTPDM Framework" as one of the 13 essential activities. It is very important to get support from MoE and development partners for nationwide implementation of the PTPDM Policy.

### **5.1.6 Relationship with REO**

The PTPDM Policy includes the components that REO will have a deep relationship with (e.g. promotion procedure). Given that, REO plays an important role in the roll out of the PTPDM Policy. However, it took some time to identify the importance to collaborate with REO because the Project implemented the training activities in the pilot districts earlier than scheduled, according to the request from the government. The formulation of promotion and licensing would be finalized at an earlier stage if the Project had collaborated with the regions where the pilot districts belonged, as pilot regions. It will be necessary to review the role of REO and the importance, even though their role may become less important as decentralization progresses.

### **5.1.7 External Factors (Change of Project Implementation Process)**

Just after launching the project, MoE strongly proposed to commence Pilot activities in the 1<sup>st</sup> year, instead of the originally scheduled 2<sup>nd</sup> year. Therefore, the Project had to reschedule the plan of operation at the beginning of the project. Even with this, it was still impossible to implement all pilot activities in the 1<sup>st</sup> year, instead of the 2<sup>nd</sup> year. The Project members discussed with the stakeholders and decided to develop the training system and implement teacher trainings in the pilot districts.

The Project developed the curriculum for the induction and senior teacher trainings and implemented these teacher trainings in the Pilot Districts from the 1<sup>st</sup> year. However, this change of schedule caused the delay of policy framework formulation and policy implementation. Also, this change made the project to weight towards the training implementation.

### **5.1.8 Multiplier Effect to Non-Pilot Districts**

Some Non-Pilot Districts started to implement Induction training for NQTs and HT training in their districts. Especially, the Ningo Prampram District got necessary information from the Shai-Osudoku District, NTC and the Project and implement trainings by themselves. Also UNICEF Pilot Districts receive support from NTC and started NQTs Induction training and HT training.

## **5.2 Recommendations**

### **(1) Improve Quality of Trainings**

JICA has been supporting to implement SBI in Ghana to improve ability of teachers to give lessons from before this Project. In order to improve such ability, the need to establish a system to motivate teachers so that they would continuously participate in SBI, and to credit teachers who participate in SBI was identified prior to implementation of this Project. From the mid-line and end-line surveys, it was found that the number of SBI conducted in schools in the pilot districts has increased as a result of the introduction of the new career structure by the Project.

According to the survey conducted in Shai-Osudoku, the schools with larger numbers of SBI implemented have higher average scores of BECE (Basic Education Completion Examination). This implies that the introduction of the new career structure has resulted in continuous implementation of SBI, and increased the motivation of teachers to participate in trainings including SBI. Subsequently, the academic performance of students may have improved.

According to surveys by TIMSS and NEA conducted in Ghana, the improvement of academic proficiency in English and mathematics is one of the top priorities for the country. This Project has succeeded in increasing the motivation of teachers to participate in SBI. In order to improve the score of BECE, the quality of SBI should be further improved.

Through the activities of the Project, the NTC has built good relationships with math and science teacher associations such as MAG and GAST. In the coming years, NTC should further strengthen relationships with such associations and invite association members to implement high-quality trainings under the framework of PTPDM policy.

After NTC construct a registration and licensing system for INSET Providers, the collaboration between NTC and GES/ INSET Providers can manage and provide continuous and effective training throughout from Primary level to Senior High level.



## **(2) Cooperate with all Stakeholders**

As the PTPDM policy covers various domains, MOE should establish a system where all stakeholders can cooperate towards its implementation.

- All departments of MOE should cooperate in the implementation of the PTPDM policy.
- Tasks should be shared among donors and NGOs to support NTC and GES for the implementation of the PTPDM policy.
- Teacher unions should cooperate with NTC so that the trainings given to the union members will be credited as trainings under the PTPDM policy.
- SMC should consider implementation of the PTPDM policy as the highest priority and cooperate with implementation.
- Awareness-raising activities should be conducted so that importance of the PTPDM policy would be understood among parents of students in pre-tertiary education.

## **(3) Secure Budget for Implementation of PTPDM Policy**

With regards to the teacher licensing system, the only initial activity of the Project was to assist NTC in issuing licenses in the pilot districts. However, in order to issue teacher licenses, the entire system had to be established. Therefore, the Project fully supported the establishment of the teacher license system through drafting new standards and procedures which were reflected in guidelines and other relevant documents.

As the budget allocated by MOE is not sufficient for implementing PTPDM policy, the following measures should be taken.

- Ask local governments to partially shoulder the burden of costs
- Ask donors to cooperate in sharing the costs
- Utilize the GPE Program which will be newly introduced
- As the Ghana Education Trust Fund (GET Fund) will fund 75,000 Cedes to Parliament Members to conduct educational projects in their electoral zone, DEOs should negotiate with the Parliament Members so that the fund can be partially used for teacher trainings.

# Appendices

# **Appendix 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
<b>Super Goal</b> Pre-tertiary teachers acquire competency, by progressing in their career.	1. xx% of teachers think that teachers' progress is done based on competency.	1. NIU Annual Report/AIPR, including interview results	
<b>Overall Goal (to be achieved 3-5 years after the end of the project)</b> Career progression mechanism is enacted in non-pilot districts.	1. Career progression mechanism is enacted in xx non-pilot districts.	1. NIU Annual Report/AIPR (using data from the database)	1. The rate to leave jobs of teachers and staff do not become worse of drastically.
<b>Project Purpose (to be achieved in the end of the project)</b> Career progress mechanism good for nationwide replication is formed, utilizing training records and SBI/CBI practice of pre-tertiary teachers.	1. The career progression framework, database, and training courses are endorsed for nationwide implementation by NTC/GES. 2. Career progression linked to training history and SBI/CBI practice in PTPDM policy is known by xx% of teachers in pilot districts. 3. Mandatory trainings are included in all of district pilot education plans of pilot districts.	1. NIU Annual Report/AIPR 2. NIU Annual Report/AIPR, including interview results	1. Districts secure funds. 2. GoG determines salary scale in accordance with new career levels of teachers.
<b>Outputs</b> 1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.	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 personnel 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 career 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		
<p>1. The draft PTPDM policy implementation plan, including framework of the career progression, is reviewed and modified for operationalisation.</p> <p>1-1. Clarify roles of key stakeholders (e.g. NTC, GES, TED, NIU, HRMD, PSC, REO/RIU, DEO/DIU)</p> <p>1-2. Collect information of existing INSET practices.</p> <p>1-3. Define requirements for promotion (mandatory, optional training, and conditions)</p> <p>1-4. Improve appraisal criteria and process of teacher career progression, reflecting 1-2 and 1-3.</p> <p>1-5. Sensitize key stakeholders (e.g. GNAT, GNAGRAT, COE, MMDDEs etc.)</p>	<p><b>Japanese side</b></p> <p>1. Personnel</p> <ul style="list-style-type: none"> <li>Expert</li> <li>Chief Advisor / INSET Policy</li> <li>Teacher Education / Human Resource Management</li> <li>Database</li> <li>Training design</li> <li>Local consultants</li> </ul> <p>2. Training of counterpart personnel in Japan and the third countries (if necessary)</p> <p>3. Machinery and Equipment (As necessary)</p>	<p><b>Ghanaian side</b></p> <p>1. Counterpart Personnel</p> <ul style="list-style-type: none"> <li>Director General, GES (Programme Director)</li> <li>Director, TED (Project Manager)</li> <li>Programme Coordinator (NIU)</li> <li>Assistant Programme Coordinator (NIU)</li> <li>NTs (NIU)</li> </ul> <p>2. Administrative Personnel</p> <ul style="list-style-type: none"> <li>- Secretary</li> <li>- Driver</li> <li>- Other staff necessary for the implementation of the Project</li> </ul> <p>3. Facilities and Equipment</p> <ul style="list-style-type: none"> <li>Office and equipment necessary for the project (including the expert)</li> </ul> <p>6. Other expenses (training / orientation / workshop / meeting, travel, printing, ect.</p>	<p>The budget and human resources necessary for the project / PTPDM policy are provided by the Government of Ghana</p>
<p>2. Existing database of teachers is reviewed and refined to administer carrer progression.</p> <p>2-1. Coordinate key stakeholders (SRIMPR, HRMD, IPPD etc) to draw a plan to review and refine the existing database.</p> <p>2-2. Identify requirement to refine database.</p> <p>2-3. Modify and test database accordingly.</p>			
<p>3. Mandatory training courses are revised and developed.</p> <p>3-1. Assess induction training needs.</p> <p>3-2. Develop induction training courses and materials (beginning teacher and principal teacher II)</p> <p>3-3. Develop TOT courses and materials for district personnel.</p>			<p><b>Pre-conditions</b></p>
<p>4. Above outputs are refined reflecting results of pilot.</p> <p>4-1. Sensitize district personnel on career progression, including licensing.</p> <p>4-2. Train district personnel on mandatory training, teachers' performance appraisal and record keeping.</p> <p>4-3. Support districts to identify participants for mandatory training.</p> <p>4-4. Support districts to:</p> <ul style="list-style-type: none"> <li>Implement training.</li> <li>Issue certificates / license.</li> <li>Monitor districts' monitoring of trainees.</li> <li>Monitor districts to promote teachers (e.g. check database).</li> <li>Budget INSET related activities in their plans.</li> </ul> <p>4-5. Analyze and report pilots' progress</p> <p>4-6. Improve outputs 1, 2, and 3, in accordance with pilot results.</p>			

### 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
<b>Super Goal</b> 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	
<b>Overall Goal (to be achieved 3-5 years after the end of the project)</b> Career progression mechanism (*2) is enacted (*3) in non-pilot districts.	1. (3 years) xx(*4)% of HTs in non-pilot district implement competency-based teacher appraisal.	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	
<b>Project Purpose (to be achieved in the end of the project)</b> Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.	1. Roll out plan of PTPDM Policy of Ministry of Education is formulated.	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	
<b>Outputs</b>			
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
<b>Activities</b> 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.	<b>Japanese side</b> 1. Personnel Expert Chief Advisor / INSET Policy Teacher Education / Human Resource Management Database Training design Local consultants	<b>Ghanaian side</b> 1. Counterpart Personnel Director General, GES (Programme Director) Director, TED (Project Manager) Programme Coordinator (NIU) Assistant Programme Corrdinator (NIU) NTs (NIU)	1. The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.
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.			<b>Pre-conditions</b>
4-1 Develop PTPDM Policy Framework Guideline. 4-2 Revise PTPDM Policy document. 4-3 Support NTC and pilot districts to identify BTs who have completed induction training and met other requirements for licensing. 4-4 Support NTC to test procedure for issuing license to those BTs who qualify to be licensed in the future. 4-5 Formulate PTPDM policy roll-out plan(*6) including financial measures for the staged introduction of PTPDM 4-6 Sensitize stakeholders through workshop, newsletter, PR activities and distributing handbooks and standards).			

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

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

\*3 "enacted" means implemented/excuted.

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

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

\*6 including roles and responsibilities

### 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
<b>Super Goal</b> 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	
<b>Overall Goal (to be achieved 3-5 years after the end of the project)</b> Career progression mechanism (*2) is enacted (*3) in non-pilot districts.	1. (3 years) 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	
<b>Project Purpose (to be achieved in the end of the project)</b> Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.	1. Roll out plan of PTPDM Policy of Ministry of Education is formulated.	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	
<b>Outputs</b>			
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
<b>Activities</b> 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.	<b>Japanese side</b> 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)	<b>Ghanaian side</b> 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 experts) 4. Other expenses (training / orientation / workshop / meeting, travel, printing, ect.	The budget and human resources necessary for the project/PTPDM policy are provided by the Government of Ghana.
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.			
2-1 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.			
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.			<b>Pre-conditions</b>
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 achievement"

\*2 Along 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.

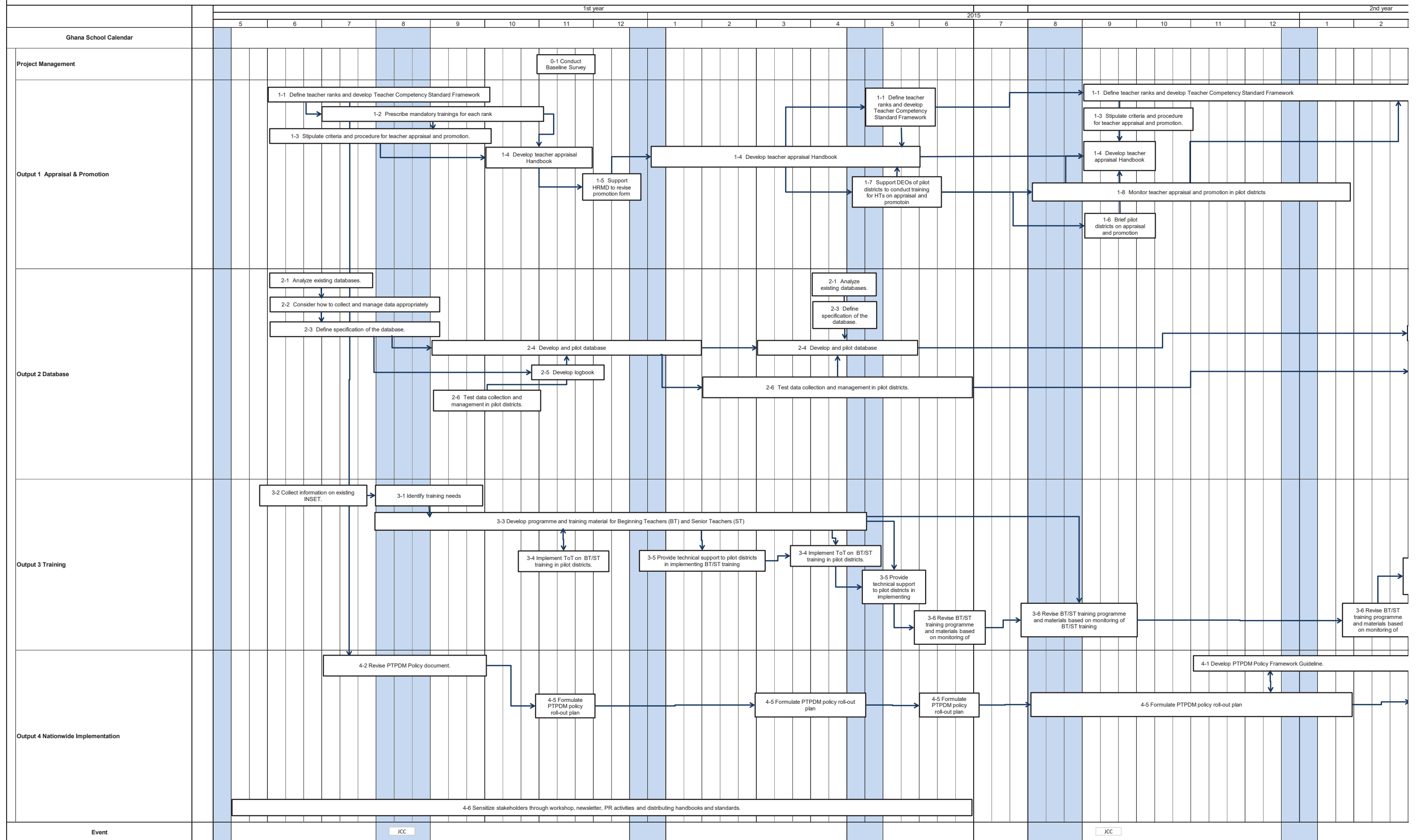
\*5 BT: Beginning Teacher, ST: Senior Teacher (a rank below the Principal Teacher who is able to assume the position of HT of Basic School.

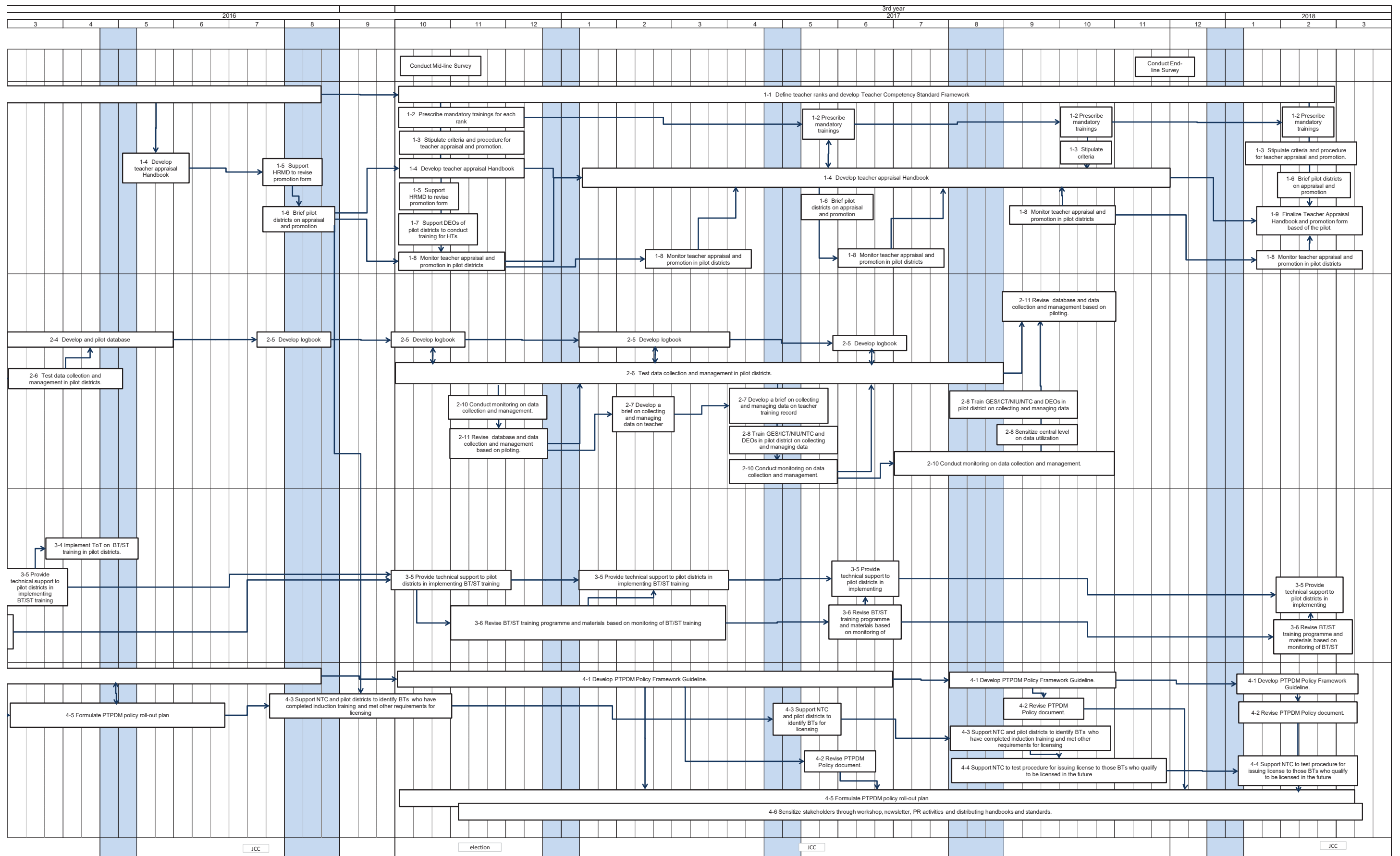
\*6 including roles and responsibilities

## **Appendix 2.**

# **Flow Chart of Activities**

# Activity Flow Chart





**Appendix 3.  
Manning Schedule of  
the JICA Expert Team**

Title		2016			2017												2018			Total Days	Total M/M		
		10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3				
Team Leader/ Human Development Management (1)	Planned																				45	1.50	
	Actual	10/13	10/24				3/10	3/19									2/21	11		2/21	3/3	37	1.23
Deputy Team Leader/ Human Development Management (2)	Planned																					210	7.00
	Actual	10/4		11/30		1/18	2/18	3/21	4/20	5/8	5/26		7/31		10/15		11/13	12/14	1/8	3/5	257	8.57	
Teacher Training Policy/ Teacher Education	Planned																					45	1.50
	Actual		11/20	11/29						5/11	1	21							1/4	12		30	1.00
Database (Analysis and Design)	Planned																					60	2.00
	Actual	10/23	11/7				2/24	3/10														31	1.03
Planning/ Implementation of Training	Planned																					165	5.50
	Actual	10/4		11/2		1/18	2/21			5/8	6/1	12		7/21			11/27	12/21			155	5.17	
Project Coordinator/ Local Government	Planned																					55	1.83
	Actual	10/29	11/12														11/6	11/22		1/14	3/11	49	1.63
Monitoring (1)	Planned																					45	1.50
	Actual	10/19	10/22														9/5	9/18		11/21	12/8	45	1.50
Monitoring (2)	Planned																					40	1.33
	Actual	10/8	10/22																			15	0.50
Monitoring (2)	Planned																					0	0.00
	Actual																9/5	10/1				27	0.90
Monitoring (3)	Planned																					0	0.00
	Actual																9/15	9/29				4	0.13
Sub Total in Ghana																	Planned	665	22.16				
																	Actual	650	21.66				

Title		2016			2017												2018			Total Days	Total M/M		
		10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	3	3				
Team Leader/ Human Development Management (1)	Planned																					0	0.00
	Actual																					0	0.00
Deputy Team Leader/ Human Development Management (2)	Planned																					0	0.00
	Actual																					0	0.00
Teacher Training Policy/ Teacher Education	Planned																					0	0.00
	Actual						3/2	9	10	14	15		3	5	8-10							10	0.50
Database (Analysis and Design)	Planned																					0	0.00
	Actual																					0	0.00
Planning/ Implementation of Training	Planned																					0	0.00
	Actual																					0	0.00
Project Coordinator/ Local Government	Planned																					0	0.00
	Actual																					0	0.00
Monitoring (1)	Planned																					0	0.00
	Actual																					0	0.00
Monitoring (2)	Planned																					0	0.00
	Actual																					0	0.00
Sub Total in Home Country																	Planned	0	0.00				
																	Actual	10	0.50				
Total																	Planned	665	22.16				
																	Actual	650	21.66				

報告書等	△Inception Report (3rd Year)																					△Progress Report (5)																				Project Completion Report△
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**Appendix 4.**  
**Report of JICA Training**



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**REPORT ON OVERSEAS TRAINING IN JAPAN**

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**PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND  
MANAGEMENT (PTPDM) TRAINING. HELD IN TOKYO AND KOCHI  
(JAPAN)**

**Date: 11th to 24 June 2016**



JULY 17, 2016  
MINISTRY OF EDUCATION  
ACCRA, GHANA



**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 (13<sup>TH</sup> 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 (14<sup>th</sup> 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	10 years	Schools throughout Japan
Specialized certificate		
Class 1 certificate Class 2 certificate		
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

certificate		
-------------	--	--

### **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). (15<sup>th</sup> June)**

On the 15<sup>th</sup> 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 long 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 less experience teachers will remain in their teaching position. Therefore, in terms of both quantity and quality, training and securing excellent teachers has become an 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 in 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 (20<sup>th</sup> 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 ( 21<sup>st</sup> June, 2016)**

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

The participants visited JICA Human Resource Center at JICA Headquarters on the 23<sup>rd</sup> June and finally on the 24<sup>th</sup> 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 PM	JICA Tokyo	Program Briefing
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 PM	Nihon University / Tamagawa Academy & University Moving day	[Lec.] The role of university for teacher training in Japan, Local education authorization [Obs.] Lesson observation regarding teacher training Haneda Airport to Kochi Ryoma Airport
Day7	17-Jun	Fri	AM PM	Kochi Prefectural Board of Education Kochi Prefectural Education Center	[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 [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 PM	Kochi Prefectural Board of Education Kochi Prefectural Education Center	[Discuss.] PTPDM Policy and measures for realization [Discuss.] Teacher training in local government (plan, implementation, evaluation), training material development
Day11	21-Jun	Tue	AM PM	Kochi Prefectural Education Subject Study Center	[Obs.] The role of subject study center and training program [Obs.] The role of subject study center and training program
Day12	22-Jun	Wed	AM PM	School Moving day	[Obs.] Class observation and discussion with teachers regarding in-set teacher training Kochi Ryoma Airport to Haneda Airport
Day13	23-Jun	Thu	AM PM	JICA Tokyo JICA Tokyo	Visiting Human Development Department, JICA Tokyo Preparation for presentation (teacher training, appraisal, progression system)
Day14	24-Jun	Fri	AM 22:00	JICA Tokyo EK319	[Presentation] Discussion and Presentation regarding teacher training system Leaving Narita
Day15	25-Jun	Sat	7:35 12:05	EK787	Leaving Dubai Leaving at Accra

**Appendix 5.**  
**Report on Promotion Trial**

## **REPORT ON TRIAL PROMOTION SYSTEM ON THE 20<sup>TH</sup> 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



## **Appendix 6. JCC Minutes**



**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 28<sup>TH</sup> AUGUST, 2014**

Members Present

- |                            |  |
|----------------------------|--|
| 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 Teacher was 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.**

#### **Note:**

- 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.**

## Annex 1

# 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.

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

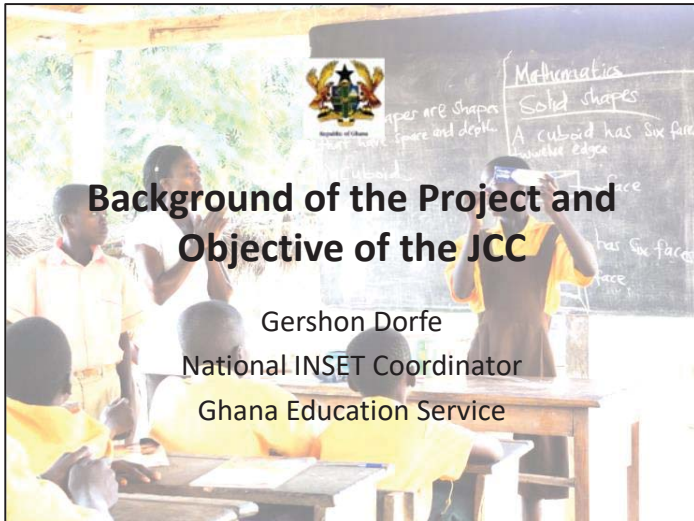
Coordination with the Hotel

➤ 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 a set of policies that will guide the CPD and management of teachers.
- 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 teachers are adequately prepared to respond to the changing needs of education.
  - ensuring clear and explicit standards which govern the development and management of pre-tertiary teachers.

## 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.

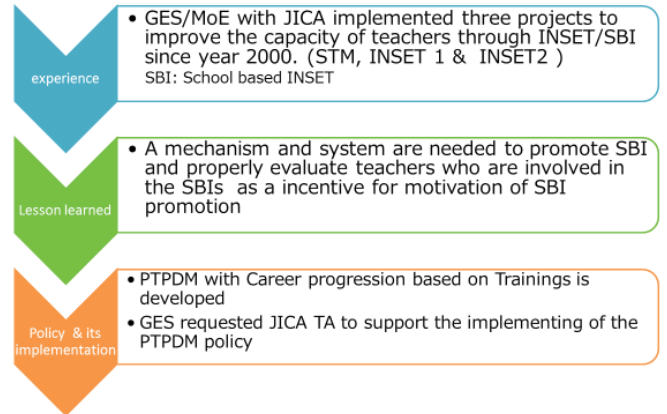
## Objective of 1<sup>st</sup> JCC

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

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

JCC @ M Plaza Hotel 28<sup>th</sup> Aug 2014

## Background



## 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)

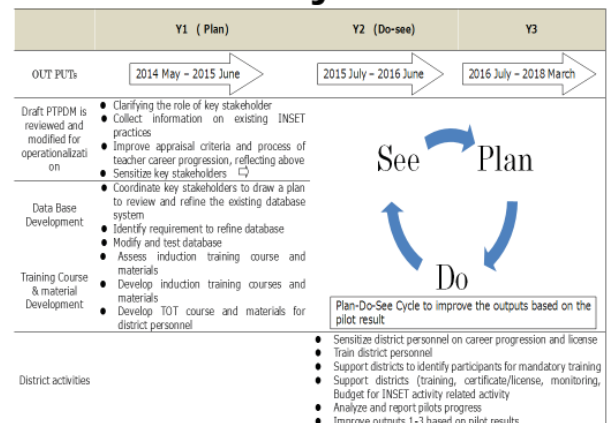
## Expected Outputs

	<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

## 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**

## 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.

3

### 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)

4

### 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

5

## 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 advise the Minister of Education on Teacher Education, including the provision for In-Service training.....

7

## 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.

8

## 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.

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**Table 1-1: Current Career Levels of Professional Teachers**

Professional Rank	Placement and / or Promotion Criteria
Superritendent II	A Certificated Teacher who has served for at least one year, and has been confirmed
Superritendent I	At least four years satisfactory service on Superitendent II scale
Senior Superritendent II	At least four years continuous and satisfactory service on Superitendent I scale
Senior Superritendent I	At least three years continuous and satisfactory service on Senior Superitendent II scale
Principal Superritendent	At least three years continuous and satisfactory service on Senior Superitendent 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
Assisitant Director of Education II	At least three years continuous and satisfactory service on Principal Superitendentscale PLUS Success in a prescribed interview
Assisitant 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 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.	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 effective 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**

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-school 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 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 including Proposal Writing. 3. Resource Mobilization and Management Training 4. Communication Training 5. Training on Educational Policies. 6. Training on Monitoring and Evaluation.

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

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 Leadership: 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. Leadership and Motivation 2. Effective Leadership 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.

## Project for Supporting Institutionalization of the PTPDM Policy

### 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

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.

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## 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.

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## 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)

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## 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 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.	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 effective 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**

	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-school 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)	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 including Proposal Writing 3. Resource Mobilization and Management Training 4. Communication Training 5. Training on Educational Policies 6. Training on Monitoring and Evaluation.

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

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 Leadership: 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. Leadership and Motivation 2. Effective Leadership 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.

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

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-school 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	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 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	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.
Deputy Director	At least three years continuous and satisfactory service on ADE I scale PLUS success in a prescribed interview		

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

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		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)
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.			

**Decisions by JCC**

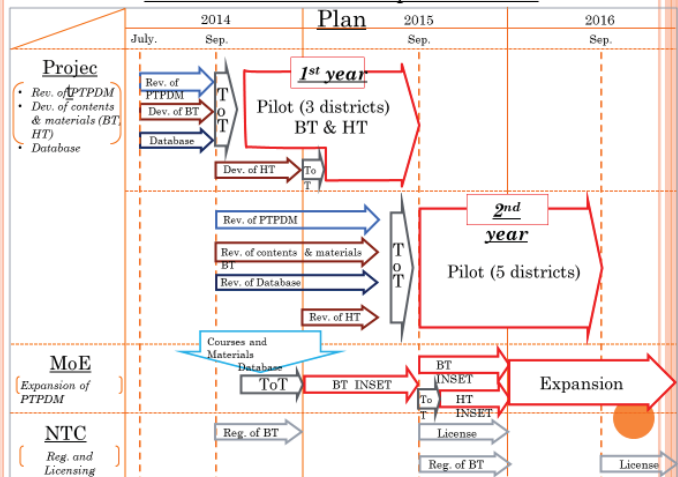
- Adoption of New Career Progression Matrix for all the Levels**
  - Table 1-2: New Career Levels of Professional Teachers
- NTC and GES mandated to develop framework for Migration of Teachers to New Career Levels of Professional Teachers**
  - Table 1-3: Migration from Current to New Career Levels of Professional Teachers
- Adoption of Revised PTPDM Policy for Implementation by NTC with support from JICA.**

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

Implementation Plan for 2014-15

## PTPDM Nationwide Implementation

ANNEX II



### 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

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, MMDEs)

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>

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 16<sup>TH</sup> 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 2<sup>nd</sup> 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;

<b>Output</b>	<b>Components</b>
1.Draft PTPDM Policy implementation Plan including career progression is reviewed and modified for operationalization	<ul style="list-style-type: none"> <li>- Collection of INSET information (This is to harmonize information relevant for monitoring and promotion purposes)</li> <li>-Mandatory &amp; Optional training as required for promotion (Career levels developed, competences drafted and pending alignment with standards as well as appraisal system)</li> <li>-Improvement of appraisal criteria and procedure for career progression is ongoing and almost completed</li> <li>-Stakeholders such as GNAT, NAGRAT, CCT, CoE as well as MMDCEs have been duly sensitized and their inputs incorporated in the various handbooks</li> </ul>
2.Review of existing database of teachers and refined to administer Career Progression	<ul style="list-style-type: none"> <li>-Coordination with stakeholders to draw and review existing database is ongoing</li> <li>-Existing database of teachers is analyzed</li> <li>-Construction of database of teachers with appraisal system and</li> </ul>

	<p>logbook is yet to be tried by the project</p> <ul style="list-style-type: none"> <li>-Use of logbook by teachers to record training needs and trainings undertaken. This will be relevant from promotion</li> <li>-Project is awaiting data from various district for the trial and modification</li> </ul>
3.Revised and developed training courses	<ul style="list-style-type: none"> <li>-Induction training needs of the three pilots were assessed and BT &amp; HT trainings organized accordingly.</li> <li>-Materials for training have been developed and utilized. However, they may be revised to align them with set standards &amp; competences</li> <li>-TOT contents and materials have done in the three pilot districts</li> </ul>
4.Outputs 1-3 refined to reflect results of pilot	<ul style="list-style-type: none"> <li>-Sensitization of pilot district done and one more done during the recent review meeting in Koforidua (7-11 Sept.,2015)</li> <li>-Data management including course record keeping has been done</li> <li>-Training on appraisal and record keeping, licensing/certificate issues ongoing</li> </ul>

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 been 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 7<sup>th</sup> to 11<sup>th</sup> 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:**

	<b>Questions (Q) /Suggestions (S)</b>	<b>Responses (R)</b>
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. Mohmmmed 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. Paul 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)	<p>timeframe to upgrade</p> <ul style="list-style-type: none"> <li>*Cautioned directors to stop recruiting pupil teachers</li> <li>*Suggested that teaching institutions must be made to train prospective teachers and also called for a collaboration to harmonize competences/skills</li> <li>*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</li> <li>*Expressed gratitude to the NTC and project for the simplification of the PSC cumbersome appraisal format</li> </ul>	<p>institutions of education to upgrade</p> <p>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)</p>
Mr. Francis W. Y. Tagbor (NABPTEX)	<ul style="list-style-type: none"> <li>*Reinforced the relevance of project to in making teachers globally competitive</li> <li>S. Infrastructural acumen for training apart from human resource should be critically looked at</li> <li>Q. Clarification on the project title since issues raised touched on areas beyond pre-tertiary as well</li> <li>Q. The position of private school in relation to the project implementation, especially appraisal system</li> </ul>	<p>The project title ok. Stressed that regarding the career path diplomats are also considered. (Mr. Emmanuel Aboagye)</p> <p>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)</p> <p>Diplomats would have to upgrade themselves with timelines just like the Cert.A teachers are made to do (Prof. Buatsi)</p> <p>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</p>

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)  Ernest Okyere (CCT)  Stanislaus Nabome (NAGRAT)	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.  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	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  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	

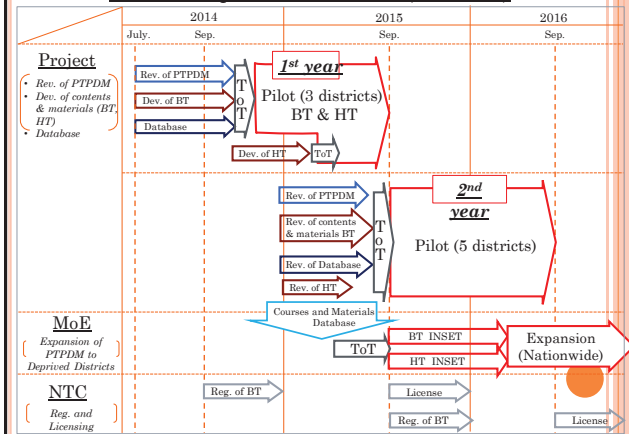
**PROJECT FOR SUPPORTING  
INSTITUTIONALIZATION OF THE PRE-  
TERTIARY TEACHER PROFESSIONAL  
DEVELOPMENT AND MANAGEMENT POLICY**

**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)**

**TOPICS TREATED**

- 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	<u>7</u>
<b>TOTAL</b>	<b><u>84</u></b>

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 of 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

<u>TRAINING PROG</u>	<u>No. DONE</u>	<u>No. NOT DONE</u>
Induction	53	-
1st SBI	51	2
2 <sup>nd</sup> SBI	43	10
3 <sup>rd</sup> SBI	27	26
4 <sup>th</sup> SBI	12	41
1 <sup>st</sup> CBI	31	22
2 <sup>nd</sup> 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

## 1. ACTIVITIES TO BE TACKLED IN 2ND YEAR

### 1. Activities to be tackled in 2nd year (1) Policy (Standard and Competency)

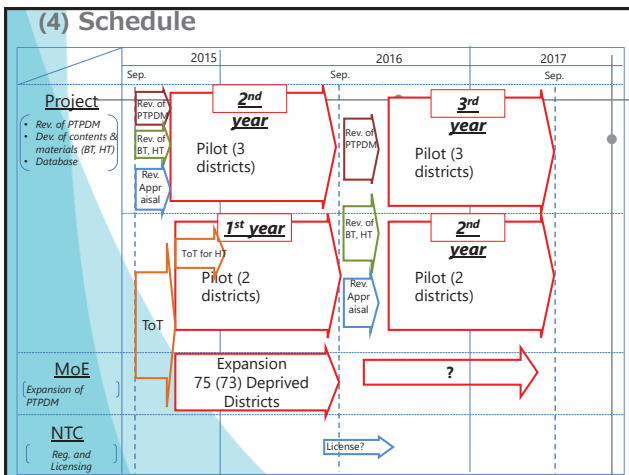
- Revise Policy Document (if necessary)
- Set Teacher Standard
- Revise Teacher Competency based on Teacher Standard
- New Appraisal System

### 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

### 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



## 2. Activities in Pilot Districts

### 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)

Source: Map data from Open Street Map. Copyright: Geographical Information Department of Photogrammetry Operations of GNS, 2004

### 2. Activities in Pilot Districts

#### (1) 3 Pilot Districts in South

- BT Induction Training
- HT Training
- Monitoring (Appraisal)
- Data Management

### 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)

## 3. Activities for Nationwide Expansion

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

3. Activities for Nationwide Expansion

### (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

**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<sub>1</sub>) Professional Graduate; (A<sub>2</sub>) Non-Professional Graduate
  - (B<sub>1</sub>) Professional Diploma; (B<sub>2</sub>) Non-Professional Diploma
  - (C<sub>1</sub>) Professional Certificate; (C<sub>2</sub>) Non-Professional Certificate
  - (D<sub>1</sub>) Professional Technical Certificate; (D<sub>2</sub>) 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		
Superintendent I	Superintenden II Professional	12	H		
	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		

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/Imam/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		

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		

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		

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		

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.	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of health and life skills and gender issues that leads to changes in behaviour in all pupils/students.</li> <li>• Prepares appropriate lessons to improve students/pupils' learning outcomes.</li> <li>• Identifies the learning and psychological needs of all children and prepares lessons to address them.</li> <li>• Prepares professional portfolio and log-book for self- assessment.</li> <li>• Demonstrates use of formative and summative assessment to enhance pupils and students' learning.</li> <li>• Demonstrates knowledge of pupils/students</li> <li>• Demonstrates knowledge of the school as a community and school-community relationships</li> </ul>	<ol style="list-style-type: none"> <li>1. Child Rights and Responsibilities Including Inclusive Education/gender</li> <li>2. Basic report writing</li> <li>3. Basic ICT Skills</li> <li>4. Classroom and school facility management</li> <li>5. Teaching techniques</li> <li>6. Portfolio preparation (as a method of teacher preparation, professional development, and teacher assessment).</li> <li>7. Classroom Assessment</li> </ol>
Non-Professional on Probation	Has acquired some passes in WSCE /CERTIFICATE II examination. At least credit passed in English language and Mathematics and two passes in elective subjects including higher certificates.		<ol style="list-style-type: none"> <li>1. Teaching Methods.</li> <li>2. Special and inclusive education.</li> <li>3. Lesson Plan Preparation.</li> <li>4. Classroom and School Facility</li> <li>5. Classroom management</li> <li>6. Psychology of learning.</li> <li>7. Introduction to assessment for learning.</li> </ol>

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**

## NATIONAL TEACHING COUNCIL

WORK PLAN WITH THE PTPDM PROJECT

By  
Emmanuel T. Aboagye

## Appraisal system

- Key result areas
- Targets setting
- Competencies (Core and the non-core competencies)



## 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.



## 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).



## 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.

## 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.



Thank You

**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 comportsment. 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:

<b>Output</b>	<b>Overall achievement</b>
➤ 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.

	<b>Questions (Q)/Suggestions(S)</b>	<b>Responses</b>
Miss Eunice Akwerh (Senior Education Specialist-World Bank)	<p>Q. Why is the public Services commission doing appraisal for teachers?</p> <p>Q. Why is the appraisal touching only teaching and management streams leaving out supervision?</p> <p>Q. Do we have a separate database from what we already have?</p>	<ul style="list-style-type: none"> <li>• That is what all public services follow.</li> <li>• Supervision will be looked at.</li> </ul>
Alhaji Mohammed Haroon (Regional Director of Education- Northern Region)	<p>Q. What will happen when district assemblies start managing schools and teachers?</p> <p>S. In the adoption of the PSC appraisal, keeping daily dairies can't work because they will contain too many information.</p> <p>S. The migration has to be</p>	

<p>Prof. Gharthey Ampiah (Provost, CES, UCC)</p>	<p>looked at again especially the Professional BT using three years for competency and Non-Professional BT using three years for certificate, licensing and competency.</p> <p>S. Issues on licensing must be left for NTC to deal with.</p>	
<p>Mr. Akwasi Addae-Boahene (National Project Manager –T-tel)</p>	<p>Q. Who owns the process? Is it TED or NTC?</p> <p>S. Roles must be defined clearly so that each takes up responsibility.</p>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
<p>Dr. Guitele Nicoleau (COP/learning-FHI 360)</p>	<p>Q. Is there a content of training? Is there a framework on the competencies that the teacher must acquire?</p> <p>Q. What would it cost to train teachers at the Cluster, School, and Department/District level?</p> <p>S. There should be a costing exercise.</p>	<ul style="list-style-type: none"> <li>• We are working on the processes. (Mr. Emmanuel Aboagye).</li> <li>• The costing has not been done yet because the policy is still being worked on.</li> </ul>

<p>Miss Adama Jehanfo (Education Advisor-USAID)</p>	<p>Q. Where is coaching and Mentoring in the processes?</p> <p>S. Super goal and Overall goal should be looked at.</p> <p>S. There should be a document on funding or who should be paying.</p>	<ul style="list-style-type: none"> <li>We are working on that. (Mr. Emmanuel Aboagye).</li> </ul>
<p>Mr. Herbert Forson (Ag General Secretary- CCT-Ghana)</p>	<p>Q. What is the Challenge of attaching competencies with the current ranking?</p>	<ul style="list-style-type: none"> <li>The current ranking is beneficial because it gives one the chance to move as high as possible. There are no challenges. (Mr. G. Dorfe).</li> </ul>

**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.)*

**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


**PTPDM Project** 

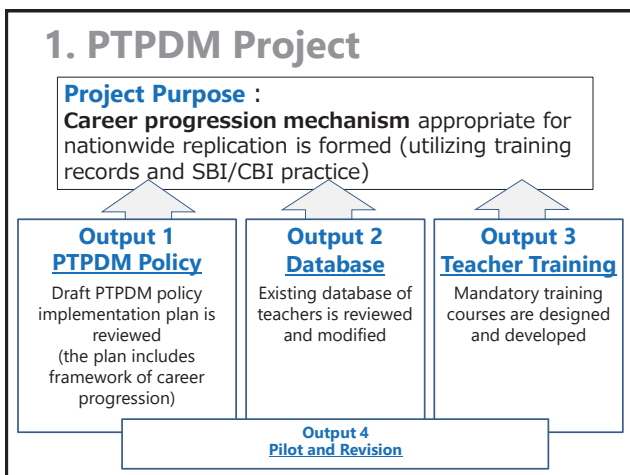
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3<sup>rd</sup> Joint Coordinating Committee

21st July, 2016  
@M Plaza

## Presentation Outline

1. PTPDM Project
2. Progress so far achieved



### 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

### 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)

### 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,



2. Progress so far achieved

### 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 (1<sup>st</sup> to 4<sup>th</sup> March)
  - ii. Ajumako (9<sup>th</sup> to 11<sup>th</sup> March)
  - iii. Shai-Osudoku (14<sup>th</sup> to 18<sup>th</sup> 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)

2. Progress so far achieved

### iv. Training in Pilot Districts North

(1) Implementation of ToT

- ✓ ToT for 2 pilot districts (Kasena-Nankana and Savelgu-Nanton) organized from 18<sup>th</sup> to 22<sup>nd</sup> April

(2) Implementation of BT and HT training

- ✓ Induction training is on-going at Savelugu-Nanton

2. Progress so far achieved

### v. Training in Non-Pilot Districts

(1) Implementation of ToT

- ✓ ToT for 73 Deprived districts organized
  - From 23<sup>rd</sup> to 27<sup>th</sup> May and 30<sup>th</sup> May to 3<sup>rd</sup> June at Tamale
  - From 20<sup>th</sup> to 24<sup>th</sup> June and 27<sup>th</sup> June to 1<sup>st</sup> July at Kumasi
- ✓ ToT for 6 Unicef districts organized
  - From 6<sup>th</sup> to 10<sup>th</sup> June at Kumasi

(2) Implementation of BT and HT training

- ✓ BT and HT trainings will be organized and be monitored

2. Progress

### 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.

2. Progress so far achieved

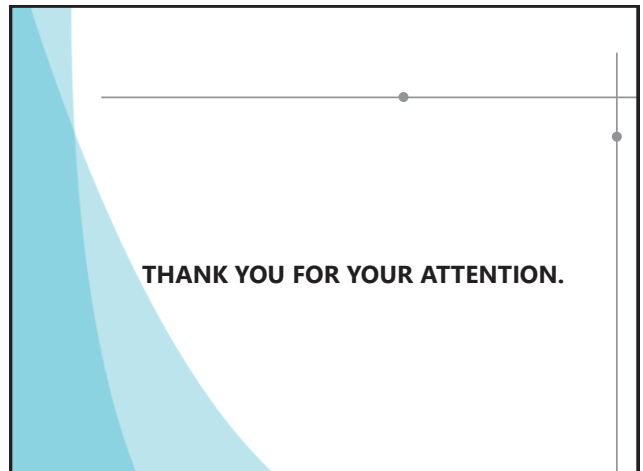
### vii. Lesson Learnt

(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.



## 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

## 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.

## 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. Aboagy	Deputy Executive Secretary, NTC

- Schedule: 4 – 22 July 2016

## OUTLINE OF THE PRESENTATION

- Achievement of the Project
- Process
- Evaluation by the Five Criteria
- Conclusions & Recommendations

## Achievement of the Project

**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.

**Output 2 :** “Existing database of teachers is reviewed and refined to administer career progression.”

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

- **Database framework developed for management of teacher appraisal and training records for decision making pertaining to licensing and career progression**
- **What have been identified so far :**
  - ✓ 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.”

**Indicator 2-1:** 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.”

**Indicator 3-1:** 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.”

**Indicator 4-1** 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.”

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

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

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

- *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.”

**Indicator 1.** 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 1<sup>st</sup> 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 1<sup>st</sup> 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

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### 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

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### 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

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### 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

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### 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)

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### 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

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*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 Municipal
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
Giftly 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 29<sup>th</sup> to 31<sup>st</sup> 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.





<p>Mr. Eric A. Carbonu</p>	<p>countries’.</p> <p>(S) MOE and Teacher Unions should together and agree on the names of the ranks.</p> <p>(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.</p>	<p>service.( Prof. Kankam )</p> <p>The competences are cumulative. ( Prof. Kankam )</p>
<p>Mr. Philip Kwesi Inkoom</p>	<p>(Q) Who will certify NGOs before their start of work on INSET in Ghana?</p> <p>(S) There are no issues of maintenance on the standards.</p>	
<p>Dr. Stephen Adu</p>	<p>(S) It should be clear whether teachers can also move into management.</p> <p>(Q) Which of the Standards take care of teacher accountability?</p> <p>(S) DTSTs and CSs</p>	

<p>Teacher Quashie</p>	<p>should be trained to coach and mentor teachers.</p> <p>(S) Training will be costly. GES and NTC should sit and plan on how to cut cost if that will be possible.</p>	
<p>Mr. Gershon Dorfe</p>	<p>(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.</p> <p>(S) Management issues need to be separated from classroom issues, thus, there should be competences for management.</p>	

#### 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 to 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

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## 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

	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

	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 HTs training, it is assumed that PTPDM has not yet started to influence the SBI/CBI implementation at all schools.

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## Summary of the Findings and Recommendations

## 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.

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## 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.

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## 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 Ningbo Prampram which conducted a workshop on it

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## 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.

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## 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.

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## 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.

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## **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.





## PTPDM Policy



### Progress of PTPDM Project

4<sup>th</sup> JCC  
24th May 2017

PTPDM Project

### Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy (2014-2018)

### 4<sup>th</sup> 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:

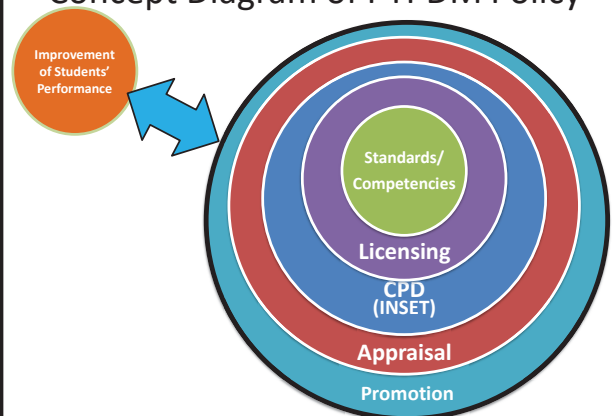
1. What is PTPDM Policy?
2. Concept Diagram of PTPDM Policy
3. PTPDM Project
4. What we have been doing (System Development)
5. What we have been doing (Pilot Districts)
6. Achievements
7. Challenges

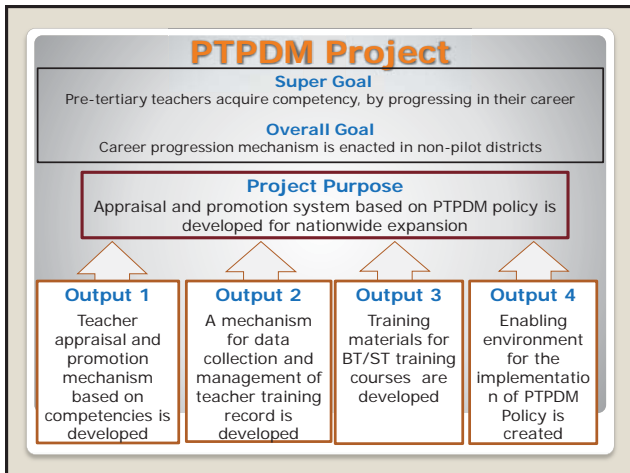
### What is PTPDM Policy??

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





### 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

### 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

### 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

### 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

### 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 21<sup>st</sup> 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 28<sup>TH</sup> 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.

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

1

## 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

## 1. Project Background

### 2. Project Highlight

### 3. Achievement

### 4. Summary

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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
<b>Project for Supporting Institutionalization of the PTPDM Policy</b>	2014-2018	Support institutionalization of PTPDM Policy	5 Pilot (All Districts)

## 2. PTPDM Policy: Overview

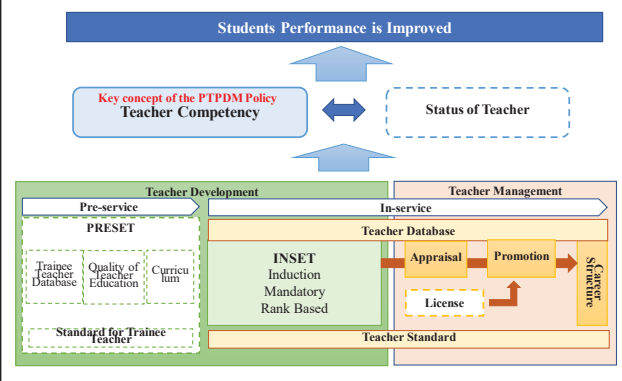
Approved Year: approved in 2012, revised in 2018

**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

## Overall Process of the POLICY





## 1. Project Background

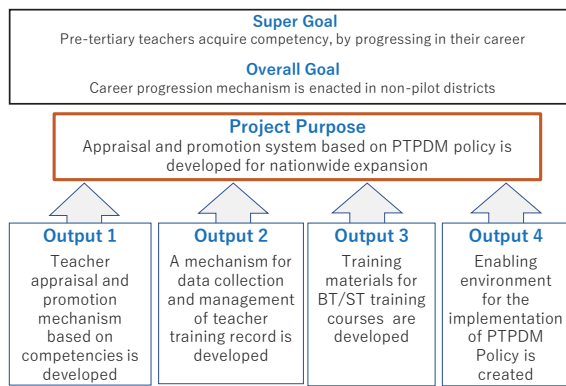
## 2. Project Highlight

## 3. Achievement

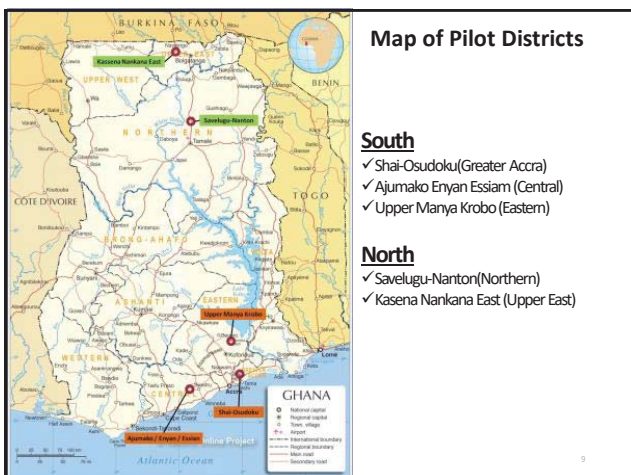
## 4. Summary

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## 2. PTPDM Project: Project Design



8



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## 1. Project Background

## 2. Project Highlight

## 3. Achievement

## 4. Summary

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### 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

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### 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
				<b>1313</b>

ST(HT)				
	2014/15	2015/16	2016/17	Total
Pilot Dists	315 (3dist)	276 (SO+SNM)	18 (3)	609
UNICEF (6)		505(6)		505
				<b>1114</b>

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### Achievement 3 (Deliverables)

Topic	Deliverables
Policy	<ol style="list-style-type: none"> <li>1. PTPDM Policy documents</li> <li>2. PTPDM Policy Implementation Guideline</li> <li>3. PTPDM Policy Roll Out Plan</li> </ol>
Teacher Development	<ol style="list-style-type: none"> <li>1. The Pre-Tertiary Teachers' Standards Guideline</li> <li>2. Manual for INSET 1, 2 and 3</li> <li>3. Newly Qualified Teachers' Handbook</li> <li>4. Senior Teacher Training Handbook</li> <li>5. SBI/CBI/DBI Training Handbook</li> <li>6. Teacher Training Logbook</li> </ol>
Teacher Management	<ol style="list-style-type: none"> <li>1. Teacher Performance Appraisal Handbook</li> <li>2. Pre-tertiary Teacher Promotion Handbook</li> </ol>

## 1. Project Background

## 2. Project Highlight

## 3. Achievement

## 4. Summary

### 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

### 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

### 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!



## PTPDM Project



### Project Deliverables

Joint Coordination Committee  
28th Feb 2018

National Teaching Council

### Deliverables developed by Project

Topic	Deliverable
Policy	<ol style="list-style-type: none"> <li>1. <a href="#">PTPDM Policy documents</a></li> <li>2. <a href="#">PTPDM Policy Implementation Guideline</a></li> <li>3. <a href="#">PTPDM Policy Implementation Plan</a></li> </ol>
Teacher Development	<ol style="list-style-type: none"> <li>1. <a href="#">The Pre-Tertiary Teachers' Standards Guideline</a></li> <li>2. <a href="#">Manual for INSET 1, 2 and 3</a></li> <li>3. <a href="#">Newly Qualified Teacher's Training Handbook</a></li> <li>4. <a href="#">Senior Teacher Training Handbook</a></li> <li>5. <a href="#">SBI/CBI/DBI Training Handbook</a></li> <li>6. <a href="#">Teacher and School Training Logbooks</a></li> </ol>
Teacher Management	<ol style="list-style-type: none"> <li>1. <a href="#">Teacher Performance Appraisal Handbook</a></li> <li>2. <a href="#">Pre-tertiary Teacher Promotion Handbook</a></li> <li>3. <a href="#">Teacher License</a></li> </ol>

## 1. Policy

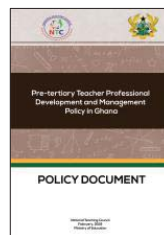
## 2. Teacher Development

## 3. Teacher Management

### 1. PTPDM Policy Documents

#### Objective:

Policy Document reflects the "rules" governing the implementation of the pre-tertiary teacher development and management.

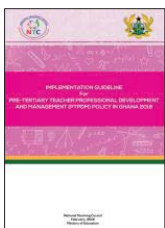


#### Content:

- 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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### 2. PTPDM Policy Implementation Guideline



#### Objective:

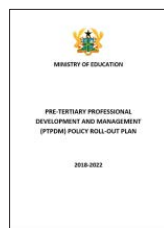
This guideline is developed for implementation of the PTPDM Policy at pre-tertiary level.

#### 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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### 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

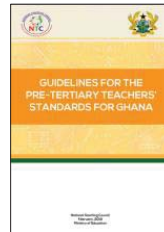
[>>Back](#)

## 1. Policy

## 2. Teacher Development

## 3. Teacher Management

### 1. Pre-Tertiary Teachers' Standards Guideline



#### Objective:

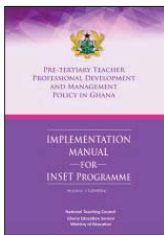
This guideline is developed to clarify what standards are, whom they apply to, legal status/rationale, and domains of the Standards.

#### 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:

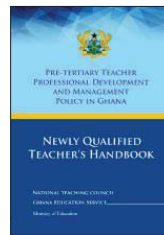
These manuals explain INSET programmes in Ghana and how to manage them.

#### 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:

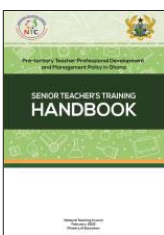
This Handbook enables NQTs understand the new PTPDM Policy in Ghana.

#### 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:

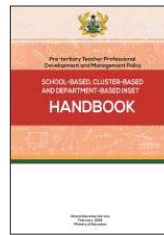
This Handbook equips Senior Teachers with the basic values and attitudes, knowledge and skills required for the promotion to the next rank.

#### 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:

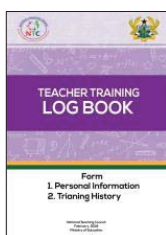
- Overview of SBI/CBI/DBI
  - Roles and Responsibilities, Objectives, Types and Stages of SBI/CBI/DBI, etc.
- Lesson Study
  - Procedure, how to use Lesson Observation Sheet

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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,

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1. Policy

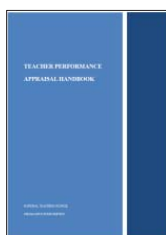
2. Teacher Development

3. Teacher Management

## 1. Teacher Performance Appraisal Handbook

### Objective:

This handbook provides information on professional requirements of every teacher to help complete performance appraisal forms.



### Content:

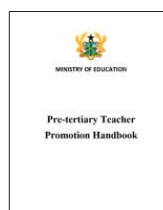
- Overview of appraisal system
  - Performance appraisal, Performance Management who qualifies to appraise teacher.
- Procedure for completing Appraisal Form
  - Key result areas, targets and competencies
- Procedure of Appraisal
  - Schedule of Appraisal, Performance Planning, Multi-source Appraisal 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.)**

**28<sup>TH</sup> FEBRUARY, 2018.**

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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.

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- 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.

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- 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.

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**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.

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**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.

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# 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 21<sup>st</sup> 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**

## **Appendix 7. SC Minutes**

## Meeting Memo: Steering Committee

Purpose of meeting	PTPDM Steering Committee: 1st Round
Date & Time	9 <sup>th</sup> 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)
Participants	Ms. Dorothy A Gloner (Deputy Director of SED/GES) 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**

MINUTES OF THE 2<sup>nd</sup> STEERING COMMITTEE

HELD AT MINISTRY OF EDUCATION, ACCRA, 21<sup>st</sup> AUGUST 2014

**1. ATTENDANCE LIST**

(See ANNEX 1 Attached)

**2. AGENDA OF THE MEETING**

The agenda of the 2<sup>nd</sup> 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 29<sup>th</sup> to 31<sup>st</sup> July. First Joint Coordinating Committee (JCC) is scheduled on 28<sup>th</sup> 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**

<b>S/N</b>	<b>Name</b>	<b>Organization/title</b>
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  
IMPLEMENTATION OF 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 Tawiah Aboagye 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

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 28<sup>th</sup> August, 2014. These issues should be forwarded to Director General (DG) and should include the proposal and request for him to facilitate discussions on the issues. The issues include:

- I. The need to create level between Senior 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

## Action by NTC

### 4.0 Database

Members agreed that the Project will capture data on the Newly Trained Teachers posted to the Pilot Districts from 16<sup>th</sup> to 19<sup>th</sup> 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.

## Action by NTC

## **5.0 Training**

- 5.1** For the purpose of piloting, a member wanted to know:  
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?

**Action by TED**

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**

It was agreed that the base line studies should be in the same Pilot Districts. This will start in November 2014 and the material would be 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.

**Action by  
TED/JICA/NTC**

## **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. We should find out some of the events in the districts and use those as platforms to 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 4<sup>th</sup> September, 2014 to discuss plans for developing the training manuals and how to communicate with the Districts Directors regarding the 16<sup>th</sup> to 19<sup>th</sup> 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 3<sup>RD</sup> STEERING COMMITTEE MEETING**

**HELD AT THE MINISTRY OF EDUCATION CONFERENCE ROOM, ACCRA, 25<sup>TH</sup> NOVEMBER, 2014**

1. ATTENDANCE LIST  
(See ANNEX 1 Attached)
2. AGENDA OF THE MEETING

The agenda of the 3<sup>rd</sup> Steering Committee was the following:

- Introduction of the JICA Mission
- Result of the meeting on 21<sup>st</sup> 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 General 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 6<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> 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 21<sup>st</sup> 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. Rabienna 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 be 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 mission were impressed about the deliberations 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, 19<sup>th</sup> 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, 16<sup>th</sup> 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 14<sup>TH</sup> 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 21<sup>st</sup> 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 11<sup>th</sup> to 24<sup>th</sup> 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. Betty 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 24<sup>TH</sup> 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

## 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	

Rabiana Azara A.	to teachers. 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 NTC.	Coordinator, Standards Development, NTC.
Afia Animwaa Mireku NTC	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, NTC.
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 12<sup>th</sup> 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 29<sup>th</sup> to 31<sup>st</sup> 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.

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.	Ahoholu).
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 24<sup>th</sup> 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 EDUCATION 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 7<sup>TH</sup> 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 have 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 Steering Committee meeting, it would have been 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 19<sup>th</sup> to 30<sup>th</sup> 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?  2. What mode were we going to use to collect data of teachers?	All data can be obtained from GES. There should be collaboration between GES and NTC.  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.
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### ❖ Terminal Evaluation Report

The terminal evaluation was delivered by Yuko Ishazawa, Senior Consultant, (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](http://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 22<sup>ND</sup>  
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](http://www.gespostings.net) to [www.gespromotions.gov.gh](http://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.)



**Appendix 8.**  
**Materials on PTPDM Implementation**  
**Committee Workshop**

**JICA PTPDM PROJECT**  
**Dissemination Workshop at Koforidua, Kumasi, and Tamale**

**VENUE:**

**DATE: 2<sup>ND</sup> MARCH 2018**

**TIME TABLE**

Day 1	Time	Facilitator
<b>Opening Ceremony</b> - Opening and Registration - Opening Prayer - Self Introduction - Opening Address - Workshop objectives & Participants expectations - Administrative Briefing	8:30 – 9:00	<b>NTC</b>
A brief presentation on (1) PTPDM Policy and (2) Implementation Plan	9:00 – 10:00	<b>NTC</b> 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	<b>Pilot District</b> Koforidua: Ajumako Kumai: Shai-Osudoku Tamale: Kasena Nankana
Roles and Responsibilities of Region and Districts under PTPDM Policy Implementation	11:00 – 12:00	<b>GES HR</b>
<b>Lunch Break</b>	12:00 – 13:00	
Open Forum and Closing ceremony	13:00	



# PTPDM Project



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

Dissemination Workshop  
2nd March 2018

GES and NTC

## 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

### 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
<b>Project for Supporting Institutionalization of the PTPDM Policy</b>	2014-2018	Support institutionalization of PTPDM Policy	5 Pilot (All Districts)

### 2. PTPDM Policy: Overview

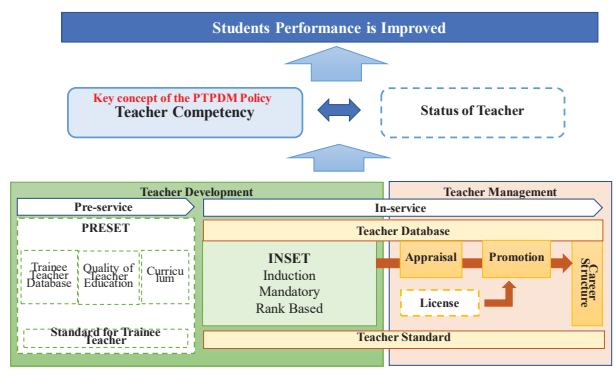
Approved Year: approved in 2012, revised in 2018

**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

### 2. Overall Process of the POLICY



### 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)

#### 4. Project Deliverables

Topic	Deliverables
Policy	<ol style="list-style-type: none"> <li>1. PTPDM Policy documents</li> <li>2. PTPDM Policy Implementation Guideline</li> <li>3. PTPDM Policy Implementation Plan</li> </ol>
Teacher Development	<ol style="list-style-type: none"> <li>1. The Pre-Tertiary Teachers' Standards Guideline</li> <li>2. Manual for INSET 1, 2 and 3</li> <li>3. Newly Qualified Teachers' Handbook</li> <li>4. Senior Teacher Training Handbook</li> <li>5. SBI/CBI/DBI Training Handbook</li> <li>6. Teacher Training Logbook</li> </ol>
Teacher Management	<ol style="list-style-type: none"> <li>1. Teacher Performance Appraisal Handbook</li> <li>2. Pre-tertiary Teacher Promotion Handbook</li> <li>3. License</li> </ol>

#### 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

#### 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



#### PTPDM Project



**Thank you for your kind attention!**

# 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 21<sup>st</sup> 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: 2<sup>ND</sup> MARCH, 2018

## Roles and Responsibilities of Region

### 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

### 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

### 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

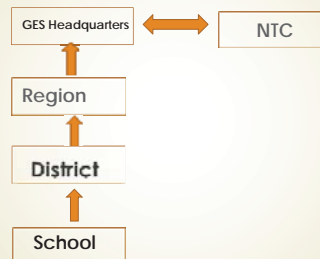
### 4. ICT Coordinator

- ❖ 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 2<sup>ND</sup>  
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 2<sup>ND</sup> 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 2<sup>ND</sup> 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 been different.

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

**Appendix 9.**  
**PTPDM Policy Document 2018**

**MINISTRY OF EDUCATION**

**PRE-TERTIARY TEACHER PROFESSIONAL  
DEVELOPMENT AND MANAGEMENT  
IN GHANA**

**POLICY DOCUMENT**

**March 2018**

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## 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<sup>1</sup>**

#### 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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<sup>1</sup> 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:
  - demonstrate instructional and social skills that would assist students to interact constructively with their peers;
  - develop trusting and supportive relationships with students;
  - demonstrate ability to share students' progress with parents and the school-community; and
  - 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<sup>2</sup> The institutional actors shall be:

- National Teaching Council (NTC)
  - NTC will provide broad national guidelines and content on the operations of INSET activities to all teachers for registration, licensing and professionalization of teaching.
  - NTC shall provide guidelines for the delivery of In-service education and training at the national and district levels.
  - 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:
  - National Teacher Training Centre,
  - Regional Education Office,
  - District Education Office,
  - District Training and Resource Centres,

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<sup>2</sup> 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.<sup>3</sup>
- 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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<sup>3</sup> 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)
  - NTC will provide broad national guidelines for promotion.
- Ghana Education Service (GES) shall coordinate promotion at all levels:
  - Regional level
  - District level
  - 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<sup>4</sup>**

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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<sup>4</sup> After the Education Law 2017 is passed, the relevant sections of this policy should be identified and amended to facilitate implementation.

**Appendix 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**

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# 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 legislative, 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.
		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
	Knowledge of Educational framework and 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. TEs, 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	<ul style="list-style-type: none"> <li>• Portfolio writing/development</li> <li>• Action research in classroom teaching and learning</li> <li>• Facilitation and communication skills</li> <li>• Skills required for implementing equity and inclusion policies in school work</li> <li>• Use of gender responsive scorecard as a guide for implementing gender equity in practice</li> <li>• Use of assessment as, for and of learning</li> <li>• Use of assessment data to improve learning</li> <li>• Journal writing</li> </ul>	20

Career Level	Teacher Rank	Training Needs	Expected Credit Hours Per Year
		<ul style="list-style-type: none"> <li>• Use of reflective logs in teaching</li> <li>• Motivation for self-directed study and needs assessment for professional planning and growth</li> <li>• Teaching and learning strategies - creative approaches, group work, questioning, talk for learning, etc.</li> <li>• ICT integration in teaching and learning</li> </ul>	
2	Rank 2	<ul style="list-style-type: none"> <li>• Mentoring and coaching skills</li> <li>• Leadership for learning skills</li> <li>• Demonstrating understanding of school improvement plans and budgeting</li> <li>• Guidance and counselling skills for supporting students</li> <li>• Report writing</li> </ul>	20
3	Rank 3	<ul style="list-style-type: none"> <li>• Examination item writing and management</li> <li>• School curriculum policy development and reviews</li> <li>• Building partnership in community learning</li> <li>• Supporting use of learning resources including emerging technologies</li> <li>• Supporting and engaging in collaborative learning for professional development</li> <li>• Team building for school improvement</li> <li>• School leadership qualities and skills</li> </ul>	20
4	Rank 4	<ul style="list-style-type: none"> <li>• Integrating ICT and other technologies in school administration and governance</li> <li>• Leadership for learning</li> <li>• Conflict resolution at district and school levels</li> <li>• Proposal writing for school support</li> <li>• Clinical supervision in schools</li> <li>• Promoting teacher motivation for improved quality education</li> <li>• Basic principles in planning, data collection and management</li> <li>• Demonstrating understanding of roles of Local government policies in education</li> </ul>	20

Career Level	Teacher Rank	Training Needs	Expected Credit Hours Per Year
5	Rank 5	<ul style="list-style-type: none"> <li>• Knowledge of procurement laws</li> <li>• Knowledge of GES and MOE organograms and working principles</li> <li>• EMIS data interpretation and knowledge of its implications for school improvement</li> <li>• Policy development and reviews at school, district, regional and national levels</li> <li>• Change management skills (Leadership for Change)</li> <li>• Team Building for wider organizational development</li> </ul>	15
	Rank 6	<ul style="list-style-type: none"> <li>• Strategic planning and management in education</li> <li>• Communication skills (oral and written) for dealing with policy makers and writing policy document and memoranda</li> <li>• Time management skills</li> <li>• Principles and practice of stakeholder partnership relationships</li> <li>• Demonstrate understanding of labour laws and working with trade unions</li> <li>• Knowledge of financial regulations</li> <li>• Public policy formulation and</li> <li>• Promoting social accountability in education sector</li> <li>• Principles of dialogue and negotiation.</li> <li>• Education project and programme management</li> <li>• Time and stress management (balancing work and pleasure)</li> <li>• Planning, monitoring and evaluation in sustainable development in education</li> <li>• Stakeholder analysis and roles development</li> <li>• Implementing Quality Assurance and Accreditation systems in education</li> </ul>	15

**Appendix 11.**  
**Information Collection vis SMS**

# **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<sup>1</sup>.
- 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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<sup>1</sup> 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<sup>2</sup> (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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<sup>2</sup> <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 22 <sup>nd</sup> , 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) <b>*But duplications observed.</b>

#### (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 REGISTRATON NUMBERS are personal information since person (teacher) can identify by it. But REGISTRATON NUMBER is vulnerable against guessing adjacent numbers. So REGISTRATON 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 (REGISTRATON 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 REGISTRATON CODE includes “/” (slash), so REGISTRATON CODE is encoded/hashed to number-only format in this system. But system internally, REGISTRATON CODE is stored as original format (with a slash).

When deleting user, just delete relationship between REGISTRATON CODE and Teacher Code only. It does not any effect to already collected other INSET history.



## **Appendix 12.**

# **Overview of NTC Database**

# Backend Verification Procedure

## Step 1 - How to Login

Log on to [www.ted-ges.net /admin](http://www.ted-ges.net/admin)

Enter your Username and Password to access administrator dashboard

E.g.

Username : [Derrick.lampsey@gmail.com](mailto:Derrick.lampsey@gmail.com)

Password : 123456

National Teaching Council

Login

E-Mail Address

Password

Remember Me

[Forgot Your Password?](#)

## Step 2 – How to validation?

Click on the “**Teachers**” tab in the activities Menu and select “**Registered Teachers**”

Click on “**View Profile**” for candidates to verify

For Candidate who qualify Click “**Validate**” on the top right corner to validate applicant and transfer them to “**License Teacher’s**” tab category

Profile of KOFFIE ABA GRACE




### Personal Information

Surname	ABA GRACE
Othernames	KOFFIE
Previous names	
Marital status	single
Date of birth	1989-05-25
Sex	female
Hometown	-

### Step 3 –How to check for Provisional License Numbers

Click on the “**Teacher’s**” tab in the Activities Menu and select “**License Teachers** “  
Click on “**View Profile**” to view provisional license number generated for applicant.  
Provisional license number appears at the top right corner

Profile of NGWA A. BENJAMIN Licence number: NQT-18-SBCE- 00002



#### Personal Information

Surname	A. BENJAMIN
Othernames	NGWA
Previous names	
Marital status	single
Date of birth	1992-11-28
Sex	male
Hometown	-

### Step 4 - How to Print Applicants documents?

Click on the “**Teacher’s**” tab in the Activities Menu and select “**License Teachers** “  
Scroll down to attached files  
Click on “**Downloads**” for specific document to print

e.g

#### Attached files

Certificate	<a href="#">Download</a>
Appraisal	<a href="#">Download</a>
Logbook	<a href="#">Download</a>

A new tab will open displaying content of uploaded documents  
Click on print option in File Tab to print content of documents