

ガーナ共和国
ガーナ教育サービス

ガーナ国みんなの学校：
コミュニティ参加型学習改善支援
プロジェクト（第2期）

プロジェクト業務完了報告書

2024 年 4 月

独立行政法人
国際協力機構（JICA）

アスカ・ワールド・コンサルタント株式会社
株式会社国際開発センター

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略 語

略語	英語	日本語
AR	Achievement Rate	達成率
BECE	Basic Education Certificate Examination	基礎教育認定試験
COMPASS	Project for Improving Learning Outcomes through Community Participation for Sustainable School for All	ガーナ国みんなの学校：コミュニティ参加型学習改善支援プロジェクト
CT	Circuit Trainer	学区講師
DT	District Trainer	郡講師
ESP	Education Strategic Plan	教育戦略計画
GALOP	Ghana Accountability for Learning Outcomes Project	学習成果のためのアカウンタビリティ強化プロジェクト
GES	Ghana Education Service	ガーナ教育サービス
GPE	Global Partnership for Education	教育のためのグローバルパートナーシップ
HT	Headteacher	学校長
JCC	Joint Coordinating Committee	合同調整委員会
JICA	Japan International Cooperation Agency	国際協力機構
MPL	Minimum Proficiency Level	最低限の学力を有するレベル
MT	Master Trainer	マスター講師
NT	National Trainer	中央講師
OVI	Objectively Verifiable Indicators	指標
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
PLC	Professional Learning Community	校内研修
PO	Plan of Operation	活動計画
POT	Project Operation Team	プロジェクトオペレーションチーム
Quo-SPIP	Quality-oriented School Performance Improvement Plan	質の改善を重視した学校成果改善計画
R/D	Record of Discussion	討議議事録
SISO	School Improvement Support Officer	指導主事
SMC	School Management Committee	学校運営委員会
SPIP	School Performance Improvement Plan	学校改善計画
WB	World Bank	世界銀行

第1章 プロジェクトの概要

1.1 プロジェクトの背景

ガーナ共和国（以下、ガーナ）は、初等教育の純就学率が2017年に89.3%に達するなど、教育の量的拡大を着実に進めている。しかし、子どもの学習成果の改善は依然として重大な課題である。この状況を背景に、ガーナ政府は「ガーナ中期国家開発政策（2018-2021）」において、社会開発（産業化を担う人材育成）を主要政策の一つとして位置付けている。2018年に改定された「教育戦略計画」（Education Strategic Plan：ESP 2018-2030）では、「教育マネジメントの改善」を政策目標の一つに掲げ、学校レベルでの教育マネジメント改善にコミュニティの積極的な参加を求めている。2008年の教育法により、教育サービスの実施運営を地方に移譲する地方分権化が進められ、郡・学校レベルでの教育マネジメント強化が求められている。

我が国は、2019年9月の対ガーナ国別開発協力方針において、人材育成を重点分野とし、安定した経済成長に資する産業人材を育成するため、教育行政・学校運営の改善、現職教員の能力強化を通じて初等教育における理数科教育の質の向上を支援する方針を定めている。また、2019年4月のガーナ JICA 国別分析ペーパーでは、「人材基盤強化」を重点分野とし、開発課題「質の高い教育」の下に「理数科強化・学校運営改善プログラム」において、住民参加による学校レベル・コミュニティレベルでの学習環境改善と児童の学力向上に焦点を当てた支援を通じ、教育機会の拡充と教育の質の向上を図る方針を示している。2010年から2019年にかけて、「教育セクター地方分権化支援アドバイザー（個別専門家）」をガーナ教育サービス（Ghana Education Service：GES）に派遣し、中央・州・郡・学校レベルでの教育マネジメント強化を支援した。特に2015年以降は、仏語圏アフリカでの「みんなの学校」プロジェクトのアプローチを英語圏であるガーナに初めて導入し、コミュニティ、学校、行政の協働と情報共有による学校運営の改善と算数ドリルを用いた補習活動に取り組んだ。ボルタ州とイースタン州の各1郡で行われたパイロット活動の評価では、学校運営委員会（School Management Committee：SMC）の機能化と子どもの基礎学力の改善が確認され、ガーナ教育省関係者及び世界銀行を中心とする開発協力機関から高い評価を受けた。これを受け、ガーナ政府は我が国に対し、より広域なスケールアップを目的とした「みんなの学校：コミュニティ参加型学習改善支援プロジェクト（Project for Improving Learning Outcomes through Community Participation for Sustainable School for All：COMPASS）」を要請した。本プロジェクトでは、参加型学校運営のモデル開発・改善と普及を通じて、学校から中央レベルまでの学校運営に関わる能力強化を行い、学校や子どもの学習環境の改善を目指す。この要請を受け、JICAは2019年3月から4月にかけて詳細計画策定調査を実施し、プロジェクトの枠組みについて先方政府と合意した。

一方、本プロジェクトの開始前の2019年9月から2020年2月にかけて、「アフリカ地域におけるコミュニティ参加を通じた『子どもの学びの改善』モデルの開発・スケールアップ」というアフリカ地域プロジェクト研究のパイロットプロジェクト（以下、プロ研パイロット活動）が実施された。このプロ研パイロット活動では、ボルタ州アカチサウス郡の約50校を対象に、民主選挙を通じた学校運営委員会（School Management Committee：

SMC）の再設立、活動計画の策定、財務管理、SMC 連合の組織化、補習活動を中心とした学習成果改善活動が行われた。新型コロナウイルス感染症の感染拡大の影響で活動は中断されたが、ガーナにおいて初めて SMC 連合が設立され、補習活動ではワークブックのコスト削減を実現し、活動中断前の実質 20 時間の補習活動を通じて基礎的な算数の正答率が改善された。

1.2 プロジェクトの概要

プロジェクトの当初概要は、2019 年 11 月 14 日に署名された討議議事録（Record of Discussion：R/D）（添付資料 1）と、そこに所収されているプロジェクト・デザイン・マトリックス（Project Design Matrix：PDM） Version 0.0 にまとめられている。プロジェクト期間は、2020 年 3 月から 2024 年 3 月までで計画された。

(1) プロジェクト・デザイン・マトリックスの改訂

PDM の変更は 2 回行われた。

初回変更は、2021 年 12 月に行われた第 1 回合同調整委員会（Joint Coordinating Committee：JCC）で議論・承認された。変更点は①成果 1 の記述と活動の一部修正、②指標の精緻化 である。上位目標、プロジェクト目標に変更はなかった。①の変更前・変更後を次表に示す。同変更は、新型コロナウイルス感染症の感染拡大の影響による活動全体の遅延と世界銀行の意向に沿った対象校の変更（本節の（6）に詳述）、外部資金の確保の困難などを理由とする。②指標の精緻化は、2021 年 5 月～6 月に実施されたベースライン調査（3.4.2 節を参照）の結果を元に行った。なお、本紙におけるベースライン調査とエンドライン調査とは、校長や学校関係者への質問票と算数学力テストを含み、ベースラインテストとエンドラインテストとは、算数か数学の学力テストの意である。

表 1-1 成果 4 及びその活動 4-3 の変更

Items	Original in Record of Discussion	Approved version
Output 4	A model is refined in the term of scalability in subsequent regions based on the lessons learned.	A model is refined for scalability based on the lessons learned.
Activity 4-3	Conduct activities for output 1, 2 and 3 in the second region (specified in each output).	Conduct activities for Output 1, 2 and 3 based on the lessons learned compiled in 4-1.

出所： PDM2.0

また 2023 年 12 月に開催された第 5 回 JCC では、上位目標の指標が提案され、承認された。最終版の PDM を含む PDM の変遷を添付資料 2 に示す。プロジェクト概要は次の項目以降で述べる。

(2) 上位目標

他州において、コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルが普及される。

(3) プロジェクト目標

コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルを普及展開する準備が整う。

(4) 期待される成果

成果1：住民参加を通じた 学校運営モデルが改善される。

成果2：初等算数の子どもの学習成果が改善される。

成果3：郡と学校間の SMC モニタリングシステムが強化される。

成果4：モデルの普及可能性向上のための改善サイクルが実施される。

(5) プロジェクトカウンターパート機関

プロジェクトのカウンターパート機関は GES である。

(6) 対象州と対象校

対象州・対象郡は 2019 年 11 月 14 日に署名された討議議事録（R/D）、プロジェクト開始初期の想定、及びその後で変遷があった。2019 年の R/D では、対象州・学校は以下の通り想定していた。

- 1 年次：ボルタ州とオチ州の全公立小学校
- 2 年次：イースタン州の全公立小学校
- 3 年次以降：上記 3 州以外への普及

先述のように、既にイースタン州とボルタ州の各 1 郡で「みんなの学校」のアプローチがパイロットされていたため、優良事例を多く輩出する観点からも、プロジェクトへの理解が期待される当該 2 州が選出された。また、2018 年にボルタ州から分離したオチ州も、同様の理由から対象とされた。¹PDM Version1.0 まででは対象州はボルタ州、オチ州、イースタン州の 3 州のみが記載され、普及対象州についての記載はない。また本プロジェクトと平行して、世界銀行が主導する「学習成果のためのアカウンタビリティ強化プロジェクト（Ghana Accountability for Learning Outcomes Project : GALOP）」が実施される予定であ

¹ プロジェクト開始前に他州とこれら 3 州の SMC の実態や子どもの学力を比較する調査は行われていない。プロジェクト開始後に実施された 2021 年 5～6 月のエンドライン調査では、対象 3 州の学力は統制郡であるセントラル州と顕著な差はないことがわかっている。

ったため、GALOPを含む他プロジェクトとの調和に留意するようR/Dでは記載があった。GALOPの対象校は全国の、困難を抱える学校とされている。

その後、JICAとガーナ側との協議により以下の通り変更がされたため、プロジェクト開始時のWork Planではこれに沿って計画がなされた。

- 1年次：ボルタ州・オチ州・イースタン州のGALOP対象校
- 2年次：ボルタ州・オチ州・イースタン州のGALOP非対象校
- 3年次目以降：上記3州以外への普及

2020年3月に始まった本プロジェクトは、新型コロナウイルス感染症の感染拡大の影響により、プロジェクト開始当初から日本人専門家は渡航できなかった。しかし、JICAガーナ事務所の支援を受けながら遠隔で計画通りGALOP対象校への介入活動をプロジェクトは実施した。遅延はあったものの、GALOP対象校への介入は継続されていた。しかし、2021年8月、世界銀行の意向に基づき、教育大臣は上記3州のGALOP対象校への介入をGALOPに委ね、COMPASSプロジェクトは上記3州のGALOP非対象校を担当するという決断を下した。新型コロナウイルス感染症の感染拡大の影響による活動全体の遅延に加え、この対象校の変更が重なり、遅延はさらに深刻化した。また、PDM成果4（プロジェクト3年次以降の普及）に必要な外部資金の確保も困難となる見通しも出てきた。これら複数の要因を背景に、2021年12月に開催された第1回JCCで承認されたPDM Version2.0では、3年次以降の他州への普及が削除された。つまり、この時点で以下のように再整理された。

- 1～2年次：ボルタ州・オチ州・イースタン州のGALOP非対象校
- 3年次目以降：上記の継続

これにより、GALOP対象校は直接の裨益対象校とはならなくなった。しかし、教育省大臣の交代などの理由により、GALOP校へ他ドナーが介入することへの抵抗が徐々に少なくなっていった。その結果、2023年4月以降、SMC連合にGALOP対象校が加わることとなった。これにより、連合を通じて教育フォーラムの情報共有が行われるようになり、中学生数学ワークブックや「SMC連合の民主的設立」研修マニュアル、小学生算数ワークブックのデータなどがGALOP対象校にも共有されるようになった。これにより、GALOP対象校は間接的な裨益校となっている。また、2021年8月までは、全国16州のGALOP対象校を対象とした研修がGALOPプロジェクトを通じて行われていたことも重要な点である。

なお、ボルタ州・オチ州・イースタン州内の郡数はプロジェクト開始当初は総数59郡であったが、2022年後半にオチ州の1郡が2郡に分割され、合計60郡となった。

1.3 投入

1.3.1 日本側投入

(1) 専門家派遣

派遣された専門家の担当分野と作業人月を表 1-2 に示す。また各担当分野で派遣された日本人専門家を表 1-3 に示す。専門家派遣実績を添付資料 4 に所収する。

表 1-2 JICA 専門家派遣実績

No	担当分野		担当期間	累計人／月		
				現地作業	国内作業	合計
1	業務主任者/教育開発①/コミュニティ参加型学校運営①		2020.3~2024.3	1.10	12.90	14.00
2	副業務主任者/教育開発②		2020.3~2024.3	20.90	6.98	27.88
3	コミュニティ参加型学校運営②		2020.3~2024.3	10.30	5.80	16.10
4	教材・マニュアル開発		2020.3~2022.3	0.00	2.50	2.50
5	教材・マニュアル開発		2023.8~2023.9	1.20	0.00	1.20
6	モニタリング強化①		2020.3~2022.7	4.73	4.15	8.88
7	モニタリング強化①		2022.9~2024.3	4.20	0.00	4.20
8	モニタリング強化②		2020.3~2024.3	5.47	1.25	6.72
9	研修運営②/モニタリング強化②		2021.9~2021.10	1.50	0.00	1.50
10	研修運営①/業務調整		2020.3~2020.12	0.00	2.75	2.75
11	研修運営①/業務調整/モニタリング強化④		2020.12~2022.6	13.67	0.50	14.17
12	研修運営④/業務調整②/モニタリング強化⑥		2022.6~2023.2	6.17	0.00	6.17
13	研修運営④/業務調整②/モニタリング強化⑥		2023.3~2024.3	5.40	0.00	5.40
14	研修運営③/モニタリング強化⑤		2022.5~2022.7	0.90	0.00	0.90
	累計			75.54	36.83	112.37

出所：COMPASS プロジェクト

(2) 現地スタッフ

PDM 上の予定人員配置と実際の状況を表 1-3 に示す。

表 1-3 現地スタッフの配置実績

No	PDM 上の予定人員配置	配置実績
1	秘書	秘書 Dinah Akweley Annang
2	運転手	運転手 Joy Kwesi Amendor
3	その他サポートスタッフ	プロジェクトアシスタント①Emmanuel Ampadu-Nyarko プロジェクトアシスタント②Eugene Acquah

	プロジェクトアシスタント③Michael Akpah-Sukah
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出所：COMPASS プロジェクト

(3) 貸与物品

プロジェクト実施のために貸与された機材一覧を表 1-4 に示す。貸与物品リストを添付資料 5 に所収する。

表 1-4 貸与物品

調達機材	数量	利用・保管場所	用途
車両	2 台	GES	首都内移動及び地方出張用
ラップトップ・コンピュータ	4 台	GES	現地スタッフ用
コピー機（複合機）	1 台	GES	資料の印刷配布用
レーザープリンター	1 台	JICA ガーナ事務所	（使用年数 8 年、耐用年数 5 年を過ぎ、経年劣化により故障のため JICA ガーナ事務所にて処分）
プロジェクター	2 台	GES	研修等発表用
デジタルカメラ	1 台	GES	研修、住民総会等の記録用
金庫	1 台	GES	現金管理

出所：COMPASS プロジェクト

プロジェクト実施に必要な機材及び車両は、プロジェクトと GES により適切に管理された。プロジェクトの終了に際し、貸与物品のうち、車両 1 台と故障により処分したレーザープリンター1 台を除く全てを GES に譲与した。

1.3.2 ガーナ側投入

(1) カウンターパートの配置

R/D で合意された人員のうち、「その他事務職員」と「運転手」以外の人員が配置された。カウンターパートの配置履歴を表 1-5 に示す。

表 1-5 カウンターパート 配置履歴

No	R/D 記載の人員配置	ガーナでの役職	氏名	在任期間
1	プロジェクト・ディレクター	教育省事務次官		2019.5~2022.1
2	プロジェクト・ディレクター	教育省事務次官		2022.1~2023.4
3	プロジェクト・ディレクター	教育省事務次官		2023.4~

	ー			
4	プロジェクト・マネージャー	GES 総裁	.	2017.3~2022.8
5	プロジェクト・マネージャー	GES 総裁		2022.10~
6	Project Operation Team (POT) Leader	プログラムオフィサー		2020.3~2023.3
7	Project Operation Team (POT) Leader	プログラムコーディネーター		2023.4~

出所：COMPASS プロジェクト

プロジェクトオペレーションチーム（Project Operation Team：POT）の人選が行われ、GES 本部内の1名と州および郡教育事務所から6名、合計7名が選定された。POTの構成員一覧は、添付資料10を参照。プロジェクトオペレーションチームメンバーは2021年7月に実施された研修以降、中央講師としても活動した。2023年4月に、中央講師の1名が、POTのチームリーダーに就任した。2023年10月以降は中央講師の2名がプロジェクトメンバーとオフィスを共有し、プロジェクト終了に向けた引き継ぎや、フォローアップ計画の実施を行う体制を整えた。

(2) 施設

2020年4月～2024年3月まで、本プロジェクトの執務室はGES内に確保された。

第2章 本プロジェクトにおけるモデル

本プロジェクトのプロジェクト目標は、「コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルを普及展開する準備が整う。」である。JICAは2004年にニジェールで開始した「住民参画型学校運営改善計画（通称：みんなの学校プロジェクト）」を皮切りに、2023年3月までにアフリカ10ヶ国の7万校以上を対象にこのモデルを導入してきている。本プロジェクトではこのモデルをベースとしてモデル展開・開発をしている。本章ではそのモデルについて説明をする。

2.1 本プロジェクトのモデルの背景

「みんなの学校」プロジェクトのアプローチは、基礎モデルと発展モデルで構成される。

基礎モデルは、その汎用性の高さから、様々な国や地域で機能する特徴を持つ。このモデルを採用した学校では、まず「民主的選挙」を通じて信頼できる代表を選出し、学校運営委員会（School Management Committee：SMC）を設立する。次に、SMCが主導する住民総会で、児童の学力結果など教育に関する重要な課題を共有し、実行可能な解決策を「学校改善計画」として立案・実施する。このプロセスにより、住民同士の資金管理が行われ、会計管理の透明性が保たれる。さらに、複数のSMCを結びつけるSMC連合を設立し、より広範な協働と情報共有の基盤を構築する。

基礎モデルは、様々な国の合計7万校以上で機能しており、その高い汎用性が実証されている。このモデルは、情報の透明性を確保し、住民総会での公開情報共有を通じて実現される。また、このモデルは「子どもに良い教育を受けさせたい」という普遍的なニーズに応える仕組みを提供する。住民が自ら教育の改善ニーズを特定し、実現可能な活動計画を策定・実施し、結果を確認するサイクルを通じて、教育改善への参加とモチベーションが促進される。

基礎モデルの導入により、学校と住民の積極的な参加が促進され、学校改善計画に基づく様々な活動が実施される。しかし、改善活動が困難な分野も存在する。これに対し、発展モデルでは、学力改善、コミュニティ幼稚園、自主給食などの分野で、効果的な技術支援を提供する。本プロジェクトではこのうち、学力改善に資するモデルを取り込む。同モデルでは、能動的学習時間の確保、効果的教材と学習環境の確保、効果的な学習支援の実施の3要素に重点を置いている。本プロジェクトでは、算数の学力改善に取り組むこととした。この背景には、2021年5~6月に行われたベースライン調査において、対象州の最低学力（算数）を有する小学3年生と5年生が、それぞれ60.2%と61.3%という結果が示すように、小学生の算数の基礎学力が課題であったということが挙げられる。また、1.1に記載のように、初等教育における理数科教育の質の向上を支援する我が国の対ガーナ国別開発協力方針にも即したものである。

2.2 COMPASS モデル

(1) 基礎モデルと発展モデル

本プロジェクトのモデル（COMPASS モデル）も、基礎モデルと発展モデルで構成される。

基礎モデルは、機能する SMC を作ることを目的とする。基礎モデルは以下図 21 のように 3 要素で成り立つ。

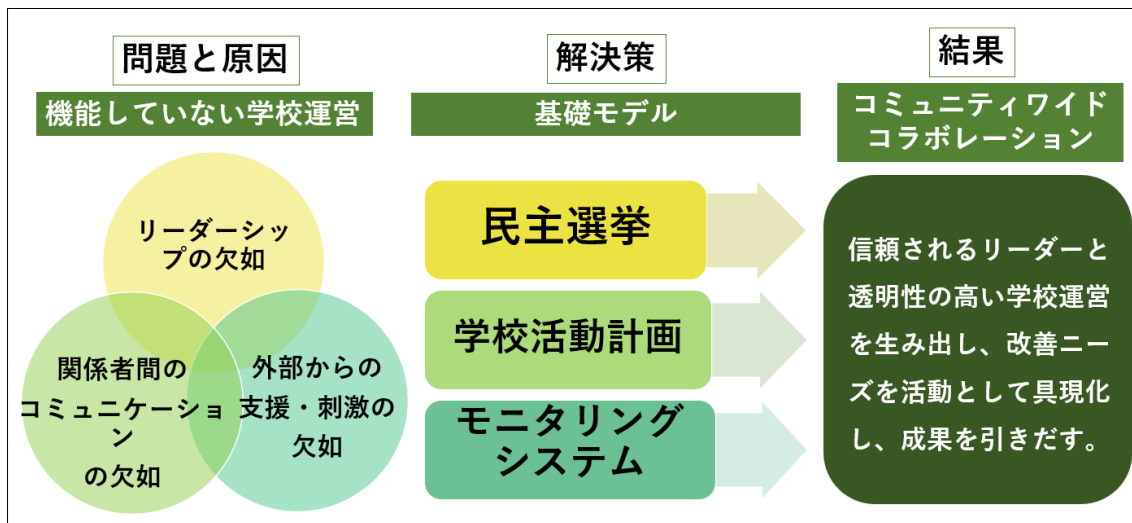


図 2-1 COMPASS 基礎モデル

出所：COMPASS プロジェクト

このモデルは、一般的な不活発な学校運営の課題をリーダーシップの欠如、関係者間のコミュニケーションの欠如、外部からの支援・刺激の欠如と特定する。そのうえで、SMC の民主的設立、民主的な学校改善計画の計画実施とリソース管理、指導主事(School Improvement Support Officer：SISO)の巡回型モニタリングと SMC 連合による集会型モニタリングによる複合的モニタリングシステムの確立をその解決策として導入する。図 2-2 に示すように、SMC 連合は郡事務所と SMC を繋ぐことで、集会型モニタリングを可能にする。このモデルの導入により、リーダーシップが生まれ、ローカルアクター（保護者、住民、教員）間の教育改善ニーズについての情報共有と会計の透明性が改善し、信頼感が醸成される。さらに教育改善に向けた協働の土台が生まれる。

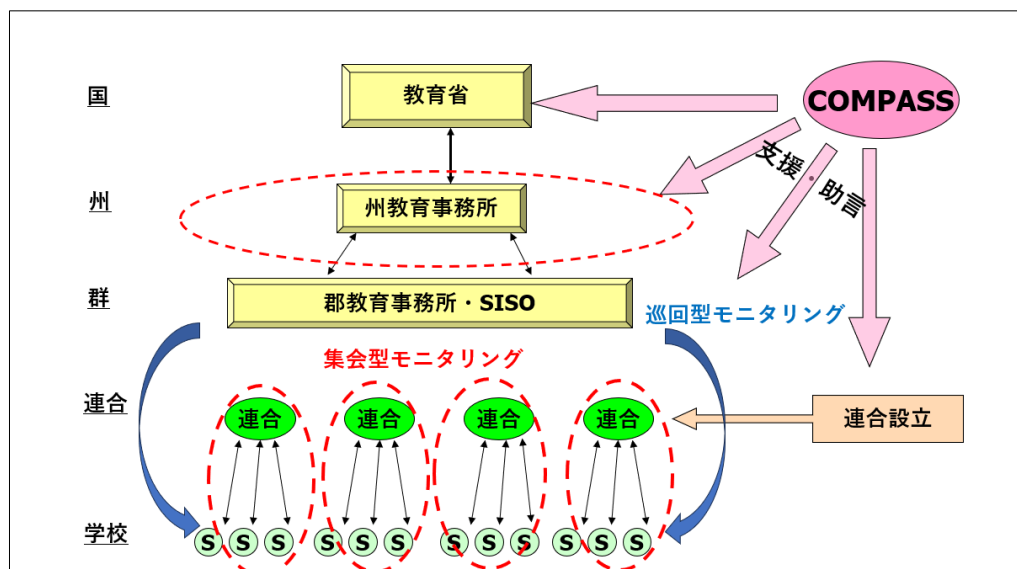


図 2-2 モニタリング体制

出所：COMPASS プロジェクト

投入された 3 要素のうち、モニタリングシステムについて特に説明する。本プロジェクトのモニタリング体制の特徴は、図 2-2 のように、連合の総会に集まる機会を利用した集会型モニタリングと、SISO による連合や学校運営委員会への直接巡回モニタリングから構成される。他のみんなの学校対象国では、巡回型モニタリング単体では物理的に期待した結果がでないことが多く、連合の集会型モニタリングに補完的にモニタリングシステムを形作っている場合が多い。

COMPASSの学力改善モデル

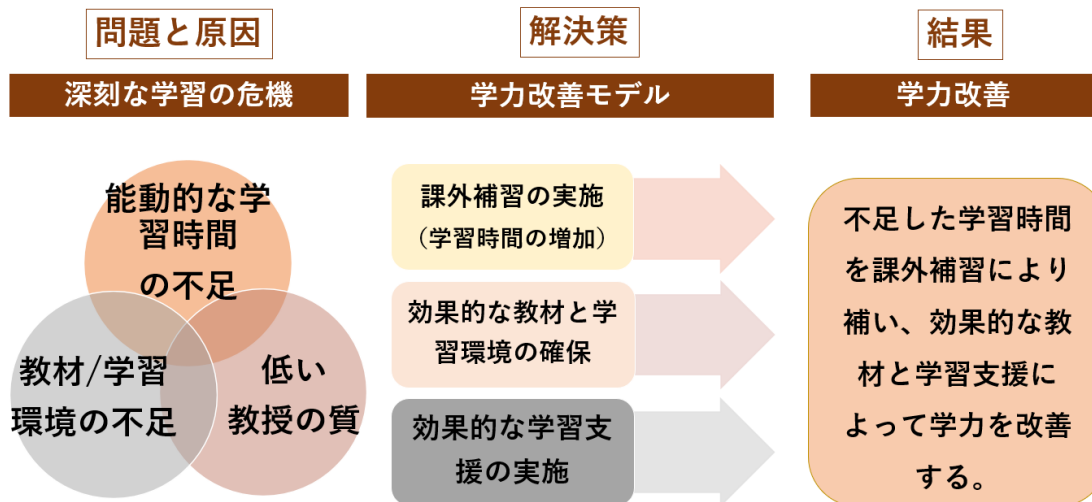


図 2-3 COMPASS 学力改善モデル

出所：COMPASS プロジェクト

本プロジェクトでは、ガーナの低学力の原因を能動的学習時間の不足と不効率な教材・学習環境と、低い教授の質と特定し、解決策として、能動的学習時間の確保と増加、効果的な教材とファシリテーターの能力強化による学習環境の確保を導入した。コミュニティに支えられた補習と効果的な教材の導入により、能動的な学習時間を増加させ、効果的な学習支援によって、生徒の学力を改善した。効果的な教材と学習環境の確保については、自習教材（小学生算数ワークブック）等を導入した。また、本プロジェクトの期間中に試行された様々な方法は、オプションとして各校の実情に合わせ導入される（3.2.3 節参照）。効果的な学習支援の実施に関しては、補習活動研修によるファシリテーターの能力強化等を実施した。また、校内研修（Professional Learning Community：PLC）によるファシリテーターの強化も加えられた（3.2.3 節参照）。

(2) フォーラム・アプローチ（州教育フォーラム）

フォーラム・アプローチとは、基礎モデルと発展モデルを州・郡などの広域レベルに普及・定着させることを目指し、州内の学校運営委員会連合（SMC 連合）、地方教育行政（州教育事務所、郡教育事務所）、伝統的首長などの代表者が集い、フォーラムでの議論を足場に、域内の教育課題を共有して迅速に解決する仕組みである。

同フォーラムでは、予め設定した特定の教育課題（例：基礎算数学力改善）をテーマで問題分析、自力解決可能な解決策の導出、解決に向けた決議と行動誓約を行う。その後、同フォーラム参加者が各所属組織構成員にフォーラムに関する情報伝達をし、行動誓約の

実施に向けた合意形成をする。更に続いてコミュニティや教育行政により行動誓約に沿った活動を実施し、広域的な成果発現に繋げる。

(3) 導入方法：カスケードモデル

COMPASS モデルの導入は、カスケードによる研修を採用する。カスケードは以下の通り、中央講師から学校レベルまでの 6 つの階層間で行う。各ステージにおける人数の詳細等は、「3.1.3 研修実施」も参照のこと。

- プロジェクト専門家
- 中央講師（National Trainer：NT）：6 名
- マスター講師（Master Trainer: MT）：15 名
- 郡講師（District Trainer：DT）：236 名
- 学区講師（Circuit Trainer：CT）：主に指導主事（School Improvement Support Officer：SISO）が CT となる。SISO 433 名、校長 866 名 計 1296 名
- 学校レベル：学校長（Headteacher：HT）1702 名及び SMC

2.3 プロジェクトの成果物

(1) 研修マニュアル

プロジェクトは、モデルの導入に必要な研修マニュアルを 6 種類開発した。表 2-1 にその一覧を示し、プロジェクト期間中に印刷した冊数も併せて示す。また表の下部には、その表紙を示す。

表 2-1 COMPASS モデル導入向け研修マニュアルシリーズ

No.	分類	タイトル	頁数	対象(*)	印刷部数
1	基礎モデル	「SMC の民主的設立」研修マニュアル(COMPASS 用)	37	NT, MT, DT, CT, HT	3,729
2	基礎モデル	「Quo-SPIP*計画実施評価」研修マニュアル(COMPASS 用) *Quality-oriented School Performance Improvement Plan	37	NT, MT, DT, CT, HT, SMC	7,633
3	基礎モデル	「住民参加によるリソース管理」研修マニュアル(COMPASS 用)	35	NT, MT, DT, CT, HT, SMC	7,633
4	基礎モデル	「SMC 連合の民主的設立」研修マニュアル	38	NT, MT, DT, CT,	13,736
5	基礎モデル	「モニタリング」研修マニュアル	30	NT, MT, DT, CT,	897
6	発展モデル	「補習活動」研修マニュアル	171	NT, MT, DT, CT, HT, FT	26,563

出所：COMPASS プロジェクト



また次表に示すように、GALOP校の研修に必要な研修マニュアルも本プロジェクトで作成・印刷支援をした。世界銀行からの要請を受け、GALOP校へのマニュアルが先に開発された。その後、他国のマニュアルを参考にするなどして GALOP 校用マニュアルを改訂し、COMPASS 対象校へのマニュアルを開発した。GALOP 校は世界銀行からの学習交付金を受け取る点、また各校が提出する書類が COMPASS 対象校と異なるなどの差があり、現場での混乱を避けるため、別途マニュアルを作成する必要があった。

表 2-2 GALOP 校の標準導入に必要な研修マニュアルシリーズ

No.	分類	タイトル	ページ	対象(*)	印刷部数
1	基礎モデル	「民主的手法による SMC 設立」研修マニュアル (GALOP 用)	37	NT, MT, DT, CT, HT	13,245
2	基礎モデル	「Quo-SPIP 計画実施」研修マニュアル (GALOP 用)	37	NT, MT, DT, CT, HT, SMC	33,301

3	基礎モデル	「地域住民参加によるリソース管理」研修マニュアル(GALOP 用)	35	NT, MT, DT, CT, HT, SMC	33,301
4	基礎モデル	公立基礎学校向け学習交付金管理マニュアル	38		13,245

出所：COMPASS プロジェクト

(2) 発展モデル「学力改善に資するモデル」向けの教材

本プロジェクトが開発した発展モデル「学力改善に資するモデル」向けの成果物のうち、生徒向け教材（小学生算数ワークブック）を表 23 に、生徒向け教材（その他）を表 24 に示す。また、PLC 向け教材を表 25 に示す。

表 2-3 生徒向け教材（小学生算数ワークブック）

No.	シリーズ	副題	頁数	印刷部数	備考
1	小学生算数ワークブック	No.1 (Numbers up to 20)	65	276,515	書き込み式
2		No. 2 (Addition)	65	276,515	書き込み式
3		No. 3 (Subtraction)	65	276,515	書き込み式
4		No. 4 (Addition with 2, 3 and 4 digit numbers)	113	187,344	貸し出し式
5		No. 5 (Subtraction with 2, 3 and 4 digit numbers)	113	187,344	貸し出し式
6		No. 6 (Multiplication)	145	93,794	貸し出し式
7		No. 7 (Division)	145	93,794	貸し出し式
8		No. 8 (Fractions and Review)	160	93,794	貸し出し式
9		No. 9 (Decimal Number)	66	0	貸し出し式

出所：COMPASS プロジェクト

表 2-4 生徒向け教材（その他）

No.	シリーズ	副題	頁数	印刷部数	備考
1	キャッチアップ教材	Primary 2	49	93,550	貸し出し式
2		Primary 3	49	93,550	貸し出し式
3		Primary 4	49	93,550	貸し出し式
4		Primary 5	49	93,550	貸し出し式
5		Primary 6	49	74,480	貸し出し式
6	中学生数学ワークブック	No.1: Linear Equation and Inequalities, Change of subjects	28	4,647	貸し出し式
7		No.2: Unit 4: Sets and Unit 5: Angles	27	4,647	貸し出し式
8	小学生算数ワークブック（経費削減試行版）	No. 4 (Addition with 2 and 3 digit numbers)	25	9	板書式
9		No. 5 (Subtraction with 2 and 3 digit numbers)	24	9	板書式

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出所：COMPASS プロジェクト

表 2-5 PLC 向け教材（試行版）一覧

No.	シリーズ	副題	頁数
1	PLC 向け教材	No. 1: What are the objectives of math and why we should think abstractly?	12
2		No.2: What is numeracy and why we should memorize the basic addition, subtraction, and multiplication?	11
3		No.3: What is the sequency of each operation?	11
4		No. 4. Helpful techniques for facilitators and those who support marking	14

出所：COMPASS プロジェクト

上記の成果物内の他著作物の引用や写真について、使用許諾を得ている。マニュアルや教材をコピーすること、またデータから印刷し使用することに、著作権上の問題は生じないことから、今後も継続した使用を続けることが可能である。

第3章 成果ごとの活動

上位目標を念頭に、プロジェクト目標「コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルを普及展開する準備が整う。」の達成を目指し、PDM の次の4つの成果に沿って活動が行われた。

成果1：住民参加を通じた学校運営モデル が改善される。

成果2：初等算数の子どもの学習成果が改善される。

成果3：郡と学校間の SMC モニタリングシステムが強化される。

成果4：モデルの普及可能性向上のための改善サイクルが実施される。

本章では、PDM に記載の活動に沿って、報告する。業務フローチャートを添付資料3に、活動計画/実績対比表を添付資料4にそれぞれ所収する。

なお、2020年2月からの新型コロナウイルス感染症の感染拡大の影響は甚大であった。

第一に、日本人専門家の不在期間が長かった。本プロジェクトは新型コロナウイルス感染症の感染拡大が始まった最初期の2020年3月に開始された。同月、JICA ガーナ事務所は日本人専門家の渡航中断を決定したため、日本人専門家が一人も渡航しない中、遠隔でプロジェクトを開始せざるを得なかった。日本人専門家の最初の渡航は2021年1月に実現したが、しばらくは二人体制が続いた。その後徐々に専門家の滞在枠が増えていった。

第二に、感染拡大予防の観点からも活動の遅延が多かった。日本人専門家不在の期間も、JICA ガーナ事務所と協働して、日本人専門家は遠隔でマニュアル作成・中央講師研修を行った。しかし、日本人専門家の渡航が開始された直後の2021年2月に、ガーナにおける新型コロナウイルス感染症の感染拡大の第二波及び教育大臣の交代による影響から不要不急の活動の中断措置が採られ、計画が遅延した。1.2(6)節で記述したように世界銀行の意向による対象校の変更に伴う遅延もあり、活動全体が遅延することが多かった。

本章では、こうした活動遅延も含めて報告する。

3.1 成果1の活動

成果1のPDM上の活動は以下の通りである。

- 活動1-1：教育省及びガーナ教育サービス（Ghana Education Service : GES）関係者を対象に、コミュニティ参加型学校運営を通じた学習成果改善活動にかかる経験共有セミナーを開催する。
- 活動1-2：学校運営委員会（School Management Committee : SMC）の民主的設立、学校改善計画（School Performance Improvement Plan : SPIP）作成、財務管理及び内部モニタリング・評価の活動枠組み（実施手順と研修マニュアル）を策定する。
- 活動1-3：州・郡教育事務所関係者を対象に、SMCの民主的設立に関する講師研修を実施する。
- 活動1-4：校長を対象に、SMCの民主的設立に関する研修を実施する。

- 活動 1-5：州・郡教育事務所関係者を対象に、学習の質に焦点を当てた SPIP 策定、財務管理及び内部モニタリング・評価に関する講師研修を実施する。
- 活動 1-6：校長及び SMC 関係者を対象に、学習の質に焦点を当てた SPIP 策定、財務管理及び内部モニタリング・評価に関する研修を実施する。
- 活動 1-7：教育のアクセス、質、ガバナンスの向上を目指した郡教育フォーラムを実施する。

本節では、これらの活動を種別毎に以下の 4 つの節に整理し、各活動の実績などを示す。

- 経験共有を目的としたワークショップの実施(活動 1-1)
- 実施手順と研修マニュアルの開発（活動 1-2）
- 研修実施（活動 1-3、活動 1-4、活動 1-5、活動 1-6）
- 地方教育フォーラムによる経験共有（活動 1-7）

3.1.1 経験共有を目的としたワークショップの実施

本活動は、プロジェクト開始直後にプロ研パイロット活動に基づく経験共有セミナーを予定していた。しかし新型コロナウイルス感染症の感染拡大の影響により、日本人専門家の渡航ができなくなり、延期された。

日本人専門家が 2021 年 1 月から渡航ができるようになった後、第 1 回経験共有セミナーを 2021 年 5 月 6 日に GES 技官、州・郡教育事務所関係者を対象に開催した。内容は、①ガーナで 2017 年から実施した基礎モデル（SMC の民主的再設立、活動計画、財務管理）の導入実践事例と持続可能性に係る調査結果、②本案件で導入される SMC 活動活性化モデル、③学習成果改善モデルの他国実践事例とその成果を共有した。

これ以降は、合同調整委員会（Joint Coordinating Committee : JCC）の時に情報共有を行った。

3.1.2 実施手順と研修マニュアルの開発

(1) 実施手順

学校運営委員会の民主的設立（成果 1）及び初等算数の子どもの学習成果改善のための補習活動（成果 2）の実施手順は以下の通りとした。

- ① 郡講師・学区講師が対象校の学校長に対して、「SMC の民主的設立」研修を実施する。
- ② 学校長は学校において教員、現職の SMC メンバー、地域の長などを説得し住民総会において SMC の民主的設立の必要性を説き、選挙日程を定める。
- ③ 学校長と選挙管理委員は民主選挙実施のための住民総会を開催し、SMC 議長及び経理担当の候補者を住民より募り、無記名投票による選挙により選出する。

- ④ 郡講師・学区講師は民主選挙で選出された、SMC 議長、経理担当、学校長（兼 SMC 書記）に対して「Quo-SPIP 計画実施評価」、「住民参加によるリソース管理」研修を行う。
- ⑤ SMC と教員は「算数学力判定試験（ベースライン）」を実施する。これは、他国のみんなの学校プロジェクトで使用実績のある、四則演算や基礎的算数能力を測る内容である。ガーナのカリキュラムを参照し、対象学年において既習内容であることを確認した。テストの難易度等については、3.4.2 内「ベースライン調査とエンドライン調査」の項目も参照のこと。
- ⑥ SMC は、「生徒の算数学力判定試験（ベースライン）」結果をもとに、学校の課題と対応策を協議する住民総会を実施する。また、住民総会において該当年度の予算計画を共有する。
- ⑦ SMC は住民総会の結果を受け SMC 内で活動計画を策定する。
- ⑧ SMC は住民総会において活動計画を共有し、承認を得る。
- ⑨ SMC は計画された活動を実施する。その活動の進捗、予算状況の共有・評価のために、中間レビューのための住民総会を開催する。
- ⑩ SMC は、「算数学力判定試験（エンドライン）」を実施し、住民総会で結果を共有して、次年度に向けた改善点を整理する。

これを次図に示す。

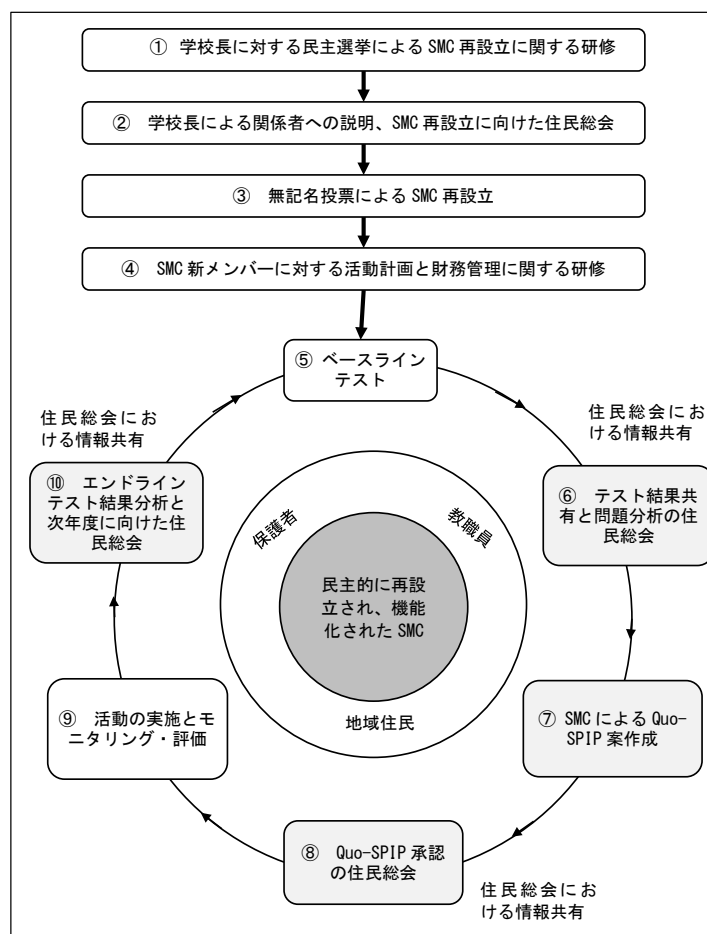


図 3-1 学校運営委員会（SMC）の民主的設立から学習成果改善までの実施手順
出所：COMPASS プロジェクト

SMC の民主的設立の特色

本プロジェクトで定義したガーナにおける SMC の民主的設立には、以下の4つの特色がある。

- 既存の制度を活用した SMC メンバーの役割の明確化とポストの導入：**ガーナの学校運営委員会（SMC）の制度は 1995 年に導入された。2005 年には、学校改善活動計画（SPIP）の作成と学校への交付金の受け取りという2つの新たな役割が追加された。SMC のメンバーは、学校長、教員代表、PTA 代表、郡議会代表、コミュニティチーフ代表、学校卒業生などから構成され、郡教育事務所によって任命される。しかし、メンバーの選出が恣意的であり、役割が明確でないため、多くの SMC は学校長に依存する運営が行われていた。限られた人員による学校運営は、コミュニティが主体となった自主的な活動を鈍らせ、SMC の活動は計画や予算の承認に限定された。その結果、SMC の効果が低下していた。この問題を解決するため、本

プロジェクトは、SMC のメンバー構成を変更せずに、機能を強化し、透明性を高める措置を講じた。具体的には、SMC の議長の役割を明確にし、新たに経理担当の役職を設けた。これらの役職は、PTA メンバー、学校の卒業生、地域のチーフ代表など、学校教職員以外のメンバーから無記名投票で選出する方式を採用した。これにより、SMC の機能強化と説明責任の改善が図られた。

- **経理担当の役割と公金管理の支援：**ガーナの学校においては、公的な学校交付金の管理は制度上、学校長が担当することになっている。学校交付金の構成や交付状況については、5.1 持続性の項目を参照のこと。このため、SMC の経理担当者は、この交付金を直接管理できない。そこで、SMC の経理担当者は、住民からの寄付など公的な資金以外の管理を担当し、公的資金に関しては学校長を支援する役割を担うこととした。しかし、公的資金の透明性を高めるため、住民総会で公的資金と非公的資金の収支報告を行うことにした。
- **活動計画評価会議と住民総会の統合：**住民総会の開催回数が多すぎるという参加者からのフィードバックがあった。これに対応するため、ガーナの既存活動である学年末の活動計画評価会議（School Performance Appraisal Meeting, SPAM）と、COMPASS が導入する年度末レビューのための住民総会を組み合わせることで、住民総会の開催回数を減らす工夫をした。SPAM は、SPIP の実施状況などを振り返る会議であるため、年度末レビューと目的が一致している。
- **既存の SPIP と Quo-SPIP の関係の整理：**ガーナでは 2005 年以降、学校交付金を受け取るために SPIP を郡教育事務所に提出することになっている。SPIP は通常、学校長が作成し、SMC が承認する。SPIP は 2 つの様式で構成される。1 つは登録児童数、中退率、進級率など教育へのアクセスと質の改善に向けた教育指標の目標値を記載するための様式である。もう 1 つは教員研修や教材購入、スポーツ大会など、学校が行う活動の年間計画を記載する様式である。COMPASS では、後者の年間活動計画に類する Quo-SPIP を導入した。Quo-SPIP では、学習成果の改善に寄与する 3 要素（学習時間、学習環境・学習ツール、指導・学習の質）に関連付けた具体的な行動計画を記すよう設計した。行動計画の例として算数補習授業を取り上げ、全ての COMPASS 対象校でこの補習授業が実施された。教員研修を取り入れるなどして、他の教科の基礎学力向上にも資する活動を Quo-SPIP に組み込み、計画を実行した SMC もある。しかし、一度に全ての教科の学力改善に取り組むことは困難であるため、まずは算数の補習授業に取り組んだ SMC が多い。また住民総会を通じて学校の全関係者が分析・提案・承認し、実施状況をモニタリング・評価することで、次年度の更なる改善計画に活用するツールにもなる。これが、学校交付金受領に必要なツールとしての役割が主になっている従来の SPIP との違いである。

(2) 研修マニュアル開発

成果 1 向けのマニュアルは、3 種類の研修マニュアルと、SMC 向け活動マニュアルを開発した。

- **研修マニュアル：**プロジェクトは以下の3種の研修マニュアルを、他国で実施した「みんなの学校」案件で開発済みのマニュアルをベースにして2021年までに開発し、次節で説明する研修で活用した。また同3種類のマニュアルは「学習成果のためのアカウンタビリティ強化プロジェクト（Ghana Accountability for Learning Outcomes Project：GALOP）」の対象校用にも一部改変して作成された。
 - 「SMCの民主的設立」研修マニュアル(COMPASS用)
 - 「Quo-SPIP計画実施評価」研修マニュアル(COMPASS用)
 - 「住民参加によるリソース管理」研修マニュアル(COMPASS用)
- **学校向け活動マニュアル：**上述の研修マニュアルは、研修参加者が研修中に使用するためのものである。研修マニュアルは詳細な記述が多いため、研修を受けた学校長やSMCが後に学校で参照する際に、年間の活動の流れや必要な手順をすぐに理解するのが難しいという課題があった。この課題に対処するため、2023年11月に、研修マニュアルを基にした、校長及びSMC向けの実践的な活動マニュアルを作成した。この活動マニュアルでは、学校での実際の活動に焦点を当て、SMCや校長などが現場で使いやすいように内容と構成を工夫している。さらに、研修マニュアルと比較してページ数を大幅に減らし、印刷コストの削減にも寄与している。また、SMCメンバーの中には英語を理解できない人も多いため、このマニュアルはTwi語も開発された。

3.1.3 研修実施

研修は、人材育成と研修の効率性の観点から、カスケード方式を採用した。カスケードは以下の通り、日本人専門家からSMCメンバーまでの6つのレベルの間で行った。

- 日本人専門家
- 中央講師（National Trainer: NT）：6名
- マスター講師（Master Trainer: MT）：15名
- 郡講師（District Trainer：DT）：236名
- 学区講師(Circuit Trainer：CT）：主に指導主事（School Improvement Support Officer：SISO）がCTとなる。SISO 433名、校長 866名 計 1296名
- 学校長（Headteacher：HT）1702名及びSMC

カスケード研修は、大規模な情報伝達には有効だが、末端に至るほど情報の正確性が低下するリスクが高まる。このリスクを軽減するため、以下の対策を講じた。

- 研修講師を増員し、講師同士で補完し合う体制を整備。
- 情報抜けを最小限に抑えるため、研修マニュアルに加えて研修用の教材（プレゼンテーション資料）を提供。プロジェクターを使用した説明や、マニュアルを読みながらの内容確認など、研修会場の実情に応じた教材を用意。
- 郡レベル以下での研修を確実かつ円滑に実施するため、州・郡教育事務所の両所長との会議を通じて研修内容の説明と協力要請を行った。

次表に、成果 1、3 関連の研修実績を示す。

表 3-1 成果 1、3 関連の研修実績

No.	年	種別	内容	日数・回数	講師	受講者
1	2020	NT 研修	SMC の民主的設立、Quo-SPIP 計画実施評価、住民参加によるリソース管理	1 日間・1 回	日本人専門家	NT6 人
2	2020	MT 研修（16 州）		3 日間・2 回	NT6 人	MT95 人（16 州）
3	2020	DT 研修（16 州）		3 日間・17 回	MT95 人	DT1,040 人
4	2021	NT 研修	レフレッシャー（SMC の民主的設立、Quo-SPIP 計画実施評価、住民参加によるリソース管理）＋新規（SMC 連合の民主的設立、モニタリング）	1 日間・1 回	日本人専門家	NT6 人
5	2021	MT 研修（COMPASS 対象 3 州）		3 日間・2 回	NT6 人	MT14 人（3 州）
6	2021	MT 研修（COMPASS 非対象 13 州）		3 日間	NT6 人	MT130 人（13 州）
7	2021	DT 研修（COMPASS 対象 3 州）		2 日間・3 回	MT14 人	DT236 人
8	2021	CT 研修（COMPASS 対象 3 州 59 郡）	SMC の民主的設立、Quo-SPIP 計画実施評価、住民参加によるリソース管理、SMC 連合の民主的設立、モニタリング	4 日間・59 回	DT236 人	SISO433 人 校長 866 人 合計 1296 人
9	2021	HT 研修（COMPASS 対象 3 州 59 郡）	SMC の民主的設立	1 日間・59 回	CT1,299 人	校長 1702 人
10	2021	SMC 研修（COMPASS 対象 3 州 59 郡）	Quo-SPIP 計画実施評価、住民参加によるリソース管理	3 日間・59 回	CT1,299 人	SMC メンバー 5392 人（校長含）
11	2022	SMC 連合・情報共有研修	リフレッシャー	1 日間・1 回	NT6 人	REO、DEO 合計 182 人
12	2023	SMC 連合研修	リフレッシャー	2 日間・6 回	NT・MT の計 21 人	DEO、SMC、学校長、伝統的首長の合計 632 人

出所：COMPASS プロジェクト

上記 12 種類の研修は、主に以下の 3 つの区分に分けられる。

- **GALOP 対象校を対象とした研修（表中の No.1-3）**：プロジェクト開始時、1 年目の本プロジェクトの対象は GALOP 対象校であった。そのため、全国 16 州の GALOP 対象校への普及も視野に、研修が実施された。この研修は、No.3 の DT 研

修まで GALOP の枠組み内で行われたが、新型コロナウイルス感染症の感染拡大の影響で CT 研修を実施する前に中断された。

- **GALOP 非対象校を対象とした初回研修（表中の No4-11）**：表中の No.4,5,6 は、2021 年 8 月までに行われた。これら研修は、まず GALOP 対象校への導入を実施して、その 1 年後に GALOP 非対象校への実施をする前提で進めていた。2020 年に実施した研修から間が空いてしまったこともあり、NT,MT に対してリフレッシュ研修を行った。しかし 2021 年 8 月に、教育大臣は COMPASS プロジェクトの対象校を PDM に記載されている 3 州（イースタン・ボルタ・オチ）の GALOP 非対象校とすると決定した。そのため No.7 以降はこの 3 州の GALOP 非対象校への研修となった。2021 年 9 月から 10 月に No.9 の HT 研修が完了し、11 月までに学校長は各学校で SMC を再設立した。その後 11 月から 12 月にかけて SMC（議長、経理担当、書記（学校長））への研修（No.10）を実施し、一連の研修が完了した。一方、MT と DT は大臣決定の前に研修をしていたため、対象を GALOP 非対象校とした内容に微修正したリフレッシュ研修を No.11 として 2022 年 2 月に実施した。この 2022 年 2 月の研修完了をもって、コンパス対象 3 州（イースタン・ボルタ・オチ）の GALOP 非対象校（COMPASS 対象校）向けの初回研修が全て完了した。
- **GALOP 非対象校を対象としたリフレッシュ研修（表中の No12）**：2022 年の 2022 年 11 月～12 月に実施された第 2 回教育フォーラム実施後、SMC 連合の総会でのモニタリングを通じて、SMC 住民総会への住民の参加不足や、学習環境改善活動への地域住民の協力・寄付の不足など、学校運営に地域住民を巻き込む上での課題を抱える SMC が複数確認された。これは、民主的に設立された SMC が本格的に活動を開始した初年度であり、SMC の役割や年間活動の実践がまだ定着していないことが一因と考えられた。これに対応し、SMC 連合を通じて SMC 向けの研修を実施した。この研修では、SMC 議長、経理担当、SMC 書記（学校長）に SMC の役割や年間の流れをレビューした。研修後、各 SMC 連合の総会で構成員である SMC への情報伝達が行われた。

3.1.4 州教育フォーラムによる経験共有

対象 3 州において、州大臣、州教育事務所長、伝統的首長州代表・郡代表、市の教育監理委員会の長、郡教育事務所長、州・郡教育行政官、SMC 連合の代表の参加のもと、計 3 回の教育フォーラムを開催した。主な議題を表 32 に、開催情報を表 33 に示す。

表 3-2 教育フォーラムの議題

回	実施時期	主な議題
第 1 回	2022 年 6 月～7 月	活動進捗の報告、小学生の「算数学力判定試験（ベースライン）」の結果報告、最低限の学力を有する児童の割合を 2022 年 11 月までに 30 ポイント改善することを目指して補習活動を実施することの決定、各参加者のコミットメントの承認

第2回	2022年11月～ 12月	活動進捗の報告、各参加者の誓約実施状況評価、小学生の「算数学力判定試験（エンドライン）」の結果報告、2022年度の活動の振り返りと2023年度の活動内容の承認、SMCや連合による活動事例紹介
第3回	2023年8月	活動進捗の報告、各参加者の誓約実施状況評価、中学生の「算数学力のベースラインテスト・エンドラインテスト」の結果報告、2023年度の活動の振り返りと2023/2024年度の活動内容の承認、SMCや連合による活動事例紹介

出所：COMPASS プロジェクト

表 3-3 教育フォーラムの開催実績

回数	項目	イースタン州	ボルタ州	オチ州	計
第1回 (2022年)	開催日	7月5日・6日	6月29日・30日	6月23日・24日	
	参加者数	340	238	132	710
第2回 (2022年)	開催日	11月24日	11月30日	12月7日	
	参加者数	344	235	140	719
第3回 (2023年)	開催日	8月16日・17日	8月24日	8月30日	
	参加者数	312	212	114	638

出所：COMPASS プロジェクト

伝統的首長の参加は、第2回教育フォーラムまでは州代表のみを招待していた。しかし、教育フォーラムの結果が郡レベルの伝統的首長まで伝達していないことが判明したため、第3回フォーラムでは、州・郡レベル問わず、SMCやSMC連合との積極的な関わりを持っている伝統的首長を招待し、意見交換を行った。

3.2 成果2の活動

成果2のPDM上の活動は以下の通りである。

- 活動 2-1：SMC が支援する初等算数の学習成果の改善に直接効果のある活動にかかる枠組み（実施手順と研修マニュアル）を策定する。
- 活動 2-2：教材を作成する。
- 活動 2-3：ベースライン調査を実施する。
- 活動 2-4：州・郡教育事務所関係者を対象に、補習活動を含む学習成果の改善に直接効果のある活動の実施にかかる講師研修を実施する。
- 活動 2-5：校長及び学習支援者を対象に、補習活動を含む学習成果改善活動の実施にかかる研修を実施する。
- 活動 2-6：エンドライン調査を実施し、活動の成果をとりまとめる。

本節では、これらの活動を種別毎に以下の3つの節に整理し、各活動の実績などを示す。

- 実施手順と研修マニュアルの開発（活動 2-1）
- 教材開発（活動 2-2）
- 研修の実施と成果の確認（活動 2-3～活動 2-6）

3.2.1 実施手順と研修マニュアルの開発

実施手順は、3.1.2 節及び図 3-1 に示したものとした。同節の順序の⑥と⑩（下の囲み）にあるベースラインとエンドラインでは、プロジェクトが開発した「算数学力判定試験」を受ける。テストの難易度等については、3.4.2 内「ベースライン調査とエンドライン調査」の項目も参照のこと。

- ⑥ SMC と教員は「算数学力判定試験（ベースライン）」を実施する。
- ⑩ SMC と教員は「算数学力判定試験（エンドライン）」を実施し、住民総会で結果を共有して、次年度に向けた改善点を整理する。

ベースラインの結果を元に、レベル 1 から 9 までのレベル分けがされる。各レベルでの学習内容は以下の通りである。

- レベル 1 20 までの数
- レベル 2 20 までの数で筆算を使わない足し算
- レベル 3 20 までの数で筆算を使わない引き算
- レベル 4 2, 3, 4 桁の足し算
- レベル 5 2, 3, 4 桁の引き算
- レベル 6 かけ算
- レベル 7 割り算
- レベル 8 分数
- レベル 9 小数

この実施手順をベースとしたファシリテーター用の研修兼実施マニュアルである「補習活動」研修マニュアルを 2021 年 12 月に開発した。

3.2.2 教材の開発

COMPASS プロジェクトは、補習活動での活用を目的として、小学生算数ワークブックとキャッチアップ教材の 2 種類の教材シリーズを開発した。一覧を 2.3 節の表 2-4, 2-5 に示した。それぞれの特徴や開発経緯・プロセス等を以下に示す。

- 小学生算数ワークブック：本補習活動における主教材は、学習者の学力に応じた 9 種類のレベル（レベル 1 からレベル 9）で開発された。この教材の開発に際しては、ガーナのカリキュラムを参照しつつ、先行する他国のプロジェクト及びプロ研パイロット活動で用いられた教材を基に編集し、レベル 1 からレベル 8 までを 2021 年 11 月に完成させた。実際の使用現場でのモニタリング結果、ガーナの学力レベル

が仏語圏みんなの学校と比較して高いことが判明したため、より高度なレベル9を2022年4月に追加開発した。また、算数に苦手意識を持つ学習者が次のレベルへ進むことを促すため、レベル1から3の頁数を上位レベルの約半分、65頁に設定した。さらに、コスト削減と持続可能性の向上を目指し、レベル4以降を貸出式にし（学習者はノートに回答を記入）、学校とSMCが連携して教材の管理を行うことで、教材を複数年にわたって使用できるようにした。

- **キャッチアップ教材**：新型コロナウイルス感染症の感染拡大による学校閉鎖の影響を軽減するために、ガーナのカリキュラムに沿った算数練習問題集（キャッチアップ教材）を2021年7月に開発した。この教材は、前学年の学習内容を補習し、当該学年への準備を目的とし、2年生から6年生向けの5種類を作成した。巻末に解答を掲載し、児童が自己採点できるようにした。これにより、2022年の長期休暇中（4～5月と8月）の宿題としても活用された。

3.2.3 研修の実施と成果の確認

2.1.3節で示したように、2021年12月までにSMCが民主的に再設立され、同SMCへの研修が終了した。同SMCを基点とした住民参加による学力向上の一助として、算数の補習活動が各校で行える体制構築をプロジェクトでは支援した。体制構築にあたり、表34の研修を行った。

表 3-4 補習活動実施に関する研修実績

No.	年	種別	内容	日数・回数	講師	受講者
1	2022	NT 研修	補習活動実施方法	2 日間・1 回	POL1 人	NT6 人
2	2022	パイロット向け研修（3州）	パイロット4校校での補習活動実施方法	2 日間・1 回	NT6 人	MT16 人 パイロット4校から計12人
3	2022	MT 研修（3州）	レフレッシュャー	1 日間・1 回	NT3 人	MT18 人
4	2022	DT 研修（3州）	補習活動実施方法	2 日間・3 回	MT21 人	DT236 人
5	2022	学校レベル研修（3州）	補習活動実施方法	2 日間・59 回	DT236 人	校長・CL・SISO 計4135人
6	2023	更なる改善を目指すための試行	中学校での補習活動とPLC活用	1 日間・6 回	NT・MT 計20人程度	DEO、SMC 連合（議長、書記）、カリキュラムリード 合計693人

出所：COMPASS プロジェクト

これら研修を織り込みながら、以下の4つのステージで体制構築を支援した。なお、各ステージの実施期間は重なっている。

(1) ステージ1：パイロット活動（2022年1月～7月）

本ステージでは、全校が補習活動を実施する前のモデル作りのためのパイロット活動と、そのための研修を行った。

プロ研パイロット活動では、教員組合の時間外勤務への反発や昼食を取らない児童の長時間拘束により学習効率が低下し、補習活動は週平均3時間に留まっていた。また、参加への負担感や算数への苦手意識からコミュニティファシリテーターの確保も困難で、1校当たり平均2名だった。これら課題に対処し、補習時間数とコミュニティファシリテーターの人数を増やすモデルを構築する目的で、農村部2校（ボルタ州 Akatsi South 郡）と都市部2校（イースタン州 Suhum 郡）の合計4校でのパイロット活動を計画した。

パイロット活動に先立ち、2022年1月に、補習活動のためのNT研修（表34のNo.1）を行った。同月、補習活動パイロット向け研修（表34のNo.2）をMT16人とパイロット4校からの計12人に対して、NTが講師となって研修を行った。

その後、2022年3月から7月にかけてパイロット活動を実施した。補習活動は、4校中3校が課外活動時間を利用し、1校は早朝に実施した。学期中は週3日から5日の補習活動が行われ、平均補習時間は26時間に達した。Suhum 郡の2校では、長期休暇の宿題にキャッチアップ教材を使用し、コミュニティファシリテーターは、プロ研での平均2人を大きく上回る16～17人に達し、1校あたり2名以上を確保する目標を大きく上回った。地域ファシリテーターが少ない傾向があった農村部の学校では、小学校と中学校の時間割が異なることを活用して、一部の中学生が丸付けを支援していた。このことが、教員以外のファシリテーターの増員に貢献した。一方、ボルタ州 Akatsi South 郡の2校では都市部に分類される。ファシリテーター数は、各校で4名と6名で、想定通りであった。農村部と異なり、小学校と中学校の時間割の違いを活かしたファシリテーターの確保は困難であったものの、長期休暇には中学生ファシリテーターが活躍した。そのため、新学期が始まると同時に中学生ファシリテーターが減少した点は、農村部と都市部の相違点と言える。パイロット補習活動後のエンドラインテストでは、ベースラインテストと中間テスト比較で、最低限の学力を有する生徒（7割以上の正答率）が4校平均で22%増加した。一方、ファシリテーターの人数4名の学校と、17名の学校を比較すると、ファシリテーターの人数自体はテスト結果に比例していない。このことから、一定以上のファシリテーターを確保することが出来れば、学力改善につながる事が示された。

これら活動により、効果的に実施された補習活動の実践により、学力が改善することが確認された。

(2) ステージ2： 学校で補習活動を実践できる体制作りの支援（2022年2月～8月）

学校で補習活動を効果的に実践するためには、地域住民の理解と協力、そして補習活動を行うための具体的な方法の習得が不可欠である。

まず、地域住民の理解と協力を得るためには、算数の学力現状を共有することが重要であった。この目的のために、COMPASS 対象校全校で「算数学力判定試験（ベースライン）」を2月から3月にかけて実施した。テストは基礎的な内容で構成され、正答率70%を最低限の学力を有するレベル（Minimum Proficiency Level：MPL）と

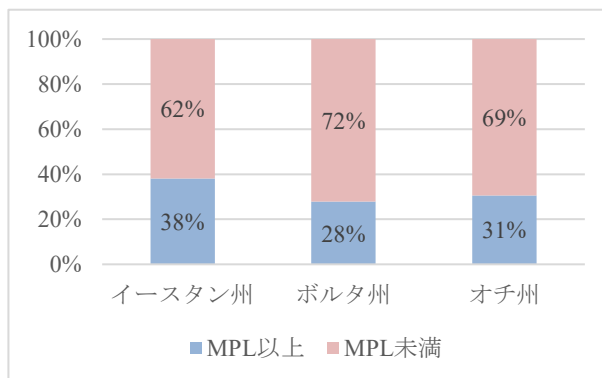
プロジェクトでは定め、それに到達している児童の割合を集計した。その結果、図3-2に示す通り、対象3州で6～7割の児童が未到達ということが明らかになり、基礎算数学力改善の必要性及び妥当性が確認された。

この結果は、5月から6月に結成されたばかりのSMC連合を通じて各SMCに伝えられた。SMC連合代表者は、6月から7月に開催された第1回教育フォーラムに参加し、このテスト結果から算数の学力が不十分であることを認識し、また、パイロット活動の成果を踏まえ、補習活動による改善の可能性を理解した。その上で、全校共通で以下の目標を設定することを承認し、宣誓した。

- 2022年11月までに60時間以上の補習活動（うち宿題20時間）を実施する
- コミュニティファシリテーター4名以上を動員する
- MPLを有する児童の割合を30ポイント改善する

目標とした補習活動時間は、他国で実施しているみんなの学校プロジェクトにおける実績等を参照したものである。マダガスカルやニジェールでは、異なる教授法を用いているものの、1年間に80時間の補習を実施することで、基礎学力が向上することが認められている。当プロジェクトでは、個人がワークブックを使用する自主学習スタイルであることから効率性が高い。そのため、より短い60時間という設定を行った。また、プロ研パイロット活動や、上述のAkatsi South郡とSuhum郡のパイロット活動の結果を踏まえ、コミュニティファシリテーターの目標人数を4名とした。教育フォーラムに参加したSMC連合代表者は、8月にSMC連合代表者が教育フォーラムの内容を各SMCに伝達し、その後、各SMCは住民総会を開催し、補習活動の実施について地域住民の合意を得た。

また5月から6月にかけては、補習活動を実施するための方法を習得するための研修（表34のNo.3, 4, 5）がカスケード形式で行われた。



出所：COMPASS プロジェクト

図 3-2 算数学力判定試験（ベースライン）テスト結果

これらの一連の活動により、各学校は補習活動を実践するための体制を整えることができた。この体制作りは、学校での補習活動の実施を可能にし、学力向上に寄与する重要なステップであった。

(3) ステージ3： 補習活動実施と成果確認（2022年7月～12月）

COMPASS プロジェクト対象校は7月から11月にかけて補習活動を実施し、11月には「算数学力判定試験（エンドライン）」を行った。補習活動の実施状況と「算数学力判定試験（エンドライン）」の結果を次表に示す。

表 3-5 2022年7月～11月の補習活動結果の各州平均

項目	目標	イースタン州	ボルタ州	オチ州
補習活動時間	60 時間実施	55 時間 (未達)	44 時間 (未達)	49 時間 (未達)
コミュニティファシリテーター人数	4 人以上確保	1.1 人 (未達)	1.9 人 (未達)	1.4 人 (未達)
ベースラインと比較した、MPL を達成した児童の割合	30 ポイント 以上改善	32% (達成)	38% (達成)	35% (達成)

出所： COMPASS プロジェクト

第1回教育フォーラムで設定された目標の中で、「期間中 60 時間以上の補習（授業 40 時間、宿題 20 時間）」と「コミュニティファシリテーター4 名以上を動員する」という目標は、各州平均で 3 州共に達成できなかった。しかし、MPL 以上の児童割合を 30 ポイント改善するという目標は、イースタン州で 32%、ボルタ州で 38%、オチ州で 35%という結果により、全州で 30%以上の改善が達成された。補習活動時間やコミュニティファシリテーターの人数は、学習改善が見込める目標を提示したものであり、どのような活動を Quo-SPIP に取り入れるかは各 SMC が判断している。目標 2 項目が未達となったのは、各校の環境や動員できるコミュニティの資源に応じ、実施可能な範囲の活動を行った結果と判断される。一方、確実な学習改善のために必要な能動的学習時間を確保する重要性は、引き続き伝えていく必要があると考えられる。

2022 年 12 月に開催された第2回教育フォーラムでは、SMC 連合代表者が参加し、補習活動の成果として上記の結果が公表された。また、郡や州レベルでの各学校のランキングや、州における各郡のランキングも示され、これらの情報はさらなる改善への意欲を喚起するために活用された。その後、各 SMC は住民総会を開催し、各校の成果を共有し、これを基に次年度の補習活動に関する議論が行われた。このように、教育フォーラムや住民総会を通じて、学校ごとの成果が共有され、今後の活動に向けた具体的な計画立案の基盤となった。

なお、2022 年 12 月に開催された第2回フォーラムでは、2023 年度に少なくとも 1 学期間は補習活動を実施継続することが参加者により合意された。この宣言を受け、2023 年 7

月時点で、イースタン州の 92%、ボルタ州の 85%、オチ州の 95%の COMPASS 対象小学校が補習活動を実施したと回答している。

(4) ステージ4：更なる改善を目指すための試行（2022 年 9 月～）

補習活動による成果を更にあげるために、幾つかの試行を行った。

SMC への地域住民の関心向上を目的とした中学校での補習活動

プロジェクトによって確認された地域住民による補習活動のサポート方法には、以下のようものが含まれていた。

- コミュニティファシリテーターによる補習活動の実施：地域住民や SMC が、補習活動を行うためのファシリテーターを提供することにより、児童が学習のサポートを受けることができる。
- 補習活動を行う教師への補助：金銭や農産物などを教師に提供することにより、教師のモチベーションや教育活動への献身が促進される。教員に宿舎を提供することで、早朝や夕方の補習活動が可能になる。
- 小学生算数ワークブックの印刷費用の補助：教材の提供が容易になり、生徒たちが必要な学習資源を手に入れることができる。

これらのサポート方法は、地域住民の教育への関与を促進し、教育活動の質の向上に寄与するものである。しかし一部の学校では、SMC の活動への地域住民の貢献が不十分であるという問題が、郡や学校レベルでのモニタリングによって確認された。この問題に対処する試行のために、中学校最終学年に受験する基礎教育認定試験（Basic Education Certificate Examination：BECE）の成績向上に取り組むことが選ばれた。選択の背景には複数の理由がある。第 1 に、BECE の成績は教育の質を示す重要な指標であり、その向上は保護者や地域住民の関心と参加を高めることに寄与すると考えられた。第 2 に、COMPASS プロジェクトは本来、初等教育を対象としているが、対象校の多くが初等教育と前期中等教育の両方を提供しており、SMC メンバーがこれらの教育段階で共通であるため、プロジェクトの活動範囲を前期中等教育レベルまで拡大することが容易であると考えられた。第 3 に、この拡大は将来のプロジェクトの持続性や発展、学校活動の継続性向上に寄与すると期待された。このように、BECE の成績向上への取り組みは、教育の質の向上と地域コミュニティの関与を促進するための重要な試行である。

COMPASS プロジェクトは、BECE 対策補習活動用の中学生数学ワークブックを 2022 年にドラフトし、2023 年 6 月に完成版を完成させた。中学生数学ワークブックは、正負の計算、代数式、一次方程式などの数学基礎の復習から、BECE 試験の過去問題をカバーする内容で構成されている。

パイロット活動はボルタ州 Akatsi North 郡の中等部併設の 23 校で、中学 3 年生約 450 人を対象に行われた。2022 年 10 月に実施されたベースラインテストの後、2 週間の補習活動が行われ、エンドラインテストでは正答率が 28%向上した。この成果は、2022 年 11 月か

ら12月にかけて開催された第2回教育フォーラムで紹介され、2023年に対象州3州全ての中学校（COMPASS対象校1892校、その他の公立中学校815校）で補習活動の実施が承認された。

補習活動の実施に先立ち、2023年5月から6月にかけて中学3年生を対象にベースラインテストが実施された。2か月間の補習活動を経た後、7月末にエンドラインテストが行われた。各校で採点し、データが期日までにプロジェクトに提出された45郡の平均で26%の生徒に改善が見られた。ベースライン時のテスト結果に基づき、上位、中位、下位の3つのグループに分類し、エンドライン時の平均点を比較したところ、全グループで改善が確認された。45郡では、21,085人の生徒が10%以上の改善を見せた一方で、改善が見られなかった生徒も全体の約25%にあたる7264名いた。改善が見られなかった生徒の中には、中学生レベルの内容以前の基礎学力が不足していることが要因と考えられる。このため、下位層の生徒に対しては、小学生算数ワークブックを併用することが今後の対策として検討されるべきである。

補習活動のため、COMPASSプロジェクトはCOMPASS対象校には中学生数学ワークブックを2部ずつ、GALOP対象校には1部ずつ提供した。中学生数学ワークブックの複製をするかどうかはSMCやSMC連合に委ねた。プロジェクトが実施した事後アンケート結果に回答したCOMPASS対象校1106校の結果をみると、65.9%の学校が生徒一人一人に配布するために中学生数学ワークブックをコピーして補習活動を行った。残りの学校では、板書を用いた補習活動が行われた。即ち、65.9%の学校で、複製にかかる費用を保護者からの寄付やSMC、SMC連合の活動資金を活用して賄った。一部のSMC連合では大量印刷を行うことで単価を抑え、各SMCの金銭的負担を軽減することにも成功した。このような取り組みにより、地域住民のSMCへの関与は大きく高まった。これは、教育活動への地域住民の参加促進する試行として大きな成功事例となった。

校内研修（Professional Learning Community：PLC）の活用

MPLを有す児童の割合は全州で30ポイント以上改善したものの、依然、指などを使用しなければ基礎的計算ができない児童が多いことが各校のモニタリングで明らかになった。その一因として、通常授業での指導方法と補習教材で示される計算方法に相違²があることなどが挙げられる。これに対処するため、ガーナの公立学校で以前から週1回実施されているPLCを活用し、指導方法の齟齬などを修正する試行を行った。2023年3月及び4月に、SMC連合に加盟する学校代表のカリキュラムリード教員を対象に、PLCを通した算数の教授法改善についての研修を実施した。この研修では、基礎演算の習熟に向けた系統性、指導者側の手立てや留意点、丸付けの仕方、学びあい、グループを活用した小学生算数ワークブック配布や出欠・進捗管理など、補習時間における学習時間を最大化する技術、通常授業と補習での指導法の統一の重要性などについて、PLC4回分に当たる内容を紹介した。この4回分のPLCには、補習活動を行うコミュニティファシリテーターを巻き込むことを

² ガーナでは2019年に新カリキュラムが発表され、その後教科書が開発されたものの、新教科書の学校現場への配布が遅れている。そのため新カリキュラムに準拠するワークブックと、学校教員による指導方法に乖離があると考えられている。

促した。その後、同年7月までに、コミュニティファシリテーターを交えた PLC を開催した COMPASS 対象校は、イースタン州の 84%、ボルタ州の 67%、オチ州の 67%に達した。

小学生算数ワークブックの経費削減試行版の試行

第4回合同調整委員会にて、COMPASS モデルの普及には小学生算数ワークブックの印刷経費削減が必要であるとの指摘が郡・学校レベルからあったと報告された。この課題に対応するため、小学生算数ワークブックのレベル4と5のページ数を削減した版を2023年9月に新たに開発した。このレベル選択の背景には、2桁、3桁の足し算・引き算における児童のつまずきがある。問題の難易度は、易しいレベル（2桁と3桁）に限定した。さらに印刷経費の削減のため、従来の各生徒への配布形式を変更し、ファシリテーターが板書する形式にした。この新形式は、2023年11月から12月にかけてイースタン州 Upper Manya Krobo 郡で試行された。対象は、SMC 連合に加盟しているが従来型の小学生算数ワークブックを利用したことがない、GALOP 対象校4校の3年生と4年生約360人とされた。同年11月にはファシリテーター研修とベースラインテストが実施され、各校で約1か月間の補習活動が行われた。COMPASS 対象校とは異なり、補習活動を行った経験がなくコミュニティファシリテーターの確保が困難であるため、このパイロット活動におけるファシリテーターは3年生と4年生の担当教員とされた。1か月間の補習活動前後で実施した「算数基礎学力判定試験（ベースライン）」、「算数基礎学力判定試験（エンドライン）」の結果、対象4校における対象生徒の2桁と3桁の桁の足し算・引き算の学力は、10点満点中平均2点の向上が確認された。特にベースライン時に点数の低い生徒がエンドライン時に高い伸びを示していることから、このワークブックは低下層の生徒の計算能力を高める効果があったと言える。約1か月間の補習実施合計時間は17～22時間であり、朝や放課後の時間が活用された。ワークブックで取り扱う問題数を精査し、ボリュームを抑えることで、印刷単価を下げることに成功した。既存のワークブックレベル4の印刷単価は約45円（大量印刷での単価であり、現在のインフレーションの影響を考慮する必要もある）であったが、経費削減版は約25円となった。また板書形式の授業であるため、教材の複製費用はファシリテーターの人数分を要するのみで、導入費用は従来のワークブックに比べて大幅に削減された。このことから、経費削減試行版ワークブックは、費用を抑えつつ成績の向上を達成するものであったと言える。しかし、プロジェクト実施期間において、より大きな規模での実証を行うことは困難であるため、モデルの正式な要素としての導入は見送り、活動資金の限られる SMC や GALOP 校が補習授業を継続していくためのツールとしての位置づけとする。

小学生算数ワークブック（レベル1～3）の授業内の活用

2022年度から利用が開始された書き込み式の小学生算数ワークブック（レベル1～3）は、2023年度には既に足りなくなり、使用済みワークブックを再利用する状況が確認された。書き込み式の小学生算数ワークブックは学習効果が高いとされるが、新年度ごとにプロジェクトや GES から配布することは困難である。そこでこの問題に対処するため、第3回教育フォーラムでは、2023/24年度に「レベル1～3相当の生徒を各学校20人以下にする」と

いう目標が設定された。2023 年度の開始時における各校のレベル 1~3 相当の生徒数は、数人~120 人程度と、学校の規模にもよるが、大きな差があった。これを、全ての対象校で 20 人以下にするというものである。この目標を達成するためには、小学校 1,2 年生の担任教師と協力し、プロジェクトから提供される小学生算数ワークブックのデータを授業内で活用することが誓約された。この取り組みにより、補習活動ではレベル 4 以上の内容に注力できるようになることが期待される。

3.3 成果 3 の活動

成果 3 の PDM 上の活動は以下の通りである。

- 活動 3-1：郡レベルの SMC モニタリングの枠組み（実施手順と研修マニュアル）を策定する。
- 活動 3-2：郡教育事務所を対象に、SMC モニタリング（モニタリングの仕組み、実施手順・ツール、技術助言の提供）に関する研修を実施する。
- 活動 3-3：SMC の連合構築にかかる枠組み（実施手順と研修マニュアル）を策定する。
- 活動 3-4：SMC の連合構築を担当する執行部を対象に、SMC の連合構築にかかる講師研修を実施する。
- 活動 3-5：SMC 代表者を対象に、SMC の連合を活用した定期会合にかかる研修を実施する。

本節では、これらの活動を種別毎に以下の 2 つの節に整理し、各活動の実績などを示す。

- モニタリングの枠組み・研修マニュアル等の開発（活動 3-1、活動 3-3）
- 研修の実施（活動 3-2、活動 3-4、活動 3-5）

3.3.1 モニタリングの枠組み・研修マニュアル等の開発

成果 3「郡と学校間の SMC モニタリングシステムが強化される」を達成するため、2 つの主要なモニタリングの枠組みが採用された。一つは、SISO が主に情報を収集する巡回型モニタリングであり、これは標準とされた。もう一つは SMC 連合の設立と活用による集会型モニタリングであり、これはオプションとする。これらのモニタリング手法は、それぞれの実施手順を明確に定めることで、効果的な監視と評価が可能になる。本節では、実施手順と研修マニュアル開発について述べる。

(1) 実施手順

巡回型モニタリング

巡回型モニタリングは、SISO が実行役として、州教育事務所、郡教育事務所などを巻き込み実施される。このモニタリングの目的は、SMC の活動進捗や課題の把握、解決策の検討などである。SISO の業務は以下の手順に従って行われる。

1. SISO は、SMC（と SMC 連合）の総会の開催準備状況を把握し、その開催を促進する。
2. SISO は、SMC（及び SMC 連合）の総会の訪問モニタリングを可能な限り実施する。
訪問時には、参加者数の確認や総会の進行に関する支援や助言を行う。
3. SISO は、補習活動モニタリングでは、参加児童数、実施方法、成果の発現状況などを確認する。
4. SISO（または SMC 連合）は、SMC（及び SMC 連合）から総会の議事録や Quo-SPIP などの資料を回収し、必要な助言を提供すると共に、これらの資料を郡教育事務所に提出する。
5. SISO は、州教育事務所がまとめる Data consolidation sheet に必要な情報を収集し、州教育事務所に提出する。
6. SISO は、郡教育事務所で開催される SISO 会議でモニタリング状況を報告する。

これらの手順により、SMC の活動が適切にモニタリングされ、教育の質向上に向けた具体的な改善策が検討される。SISO の役割は、SMC の活動を支援し、教育改善に向けた情報の収集と共有に重要な役割を果たす。

集会型モニタリング（SMC 連合）

各郡におけるモニタリングコストの削減を目的として、SMC 連合によるモニタリング活動をオプションとして組み込んだ。当初の計画では、対象3州の全学校の SMC を対象に、25～40 校ごとに1つの連合を設立する予定であった。しかし、対象校が Non-GALOP 対象校に限定されたことを受けて、実施方針を以下のように変更した。

- 対象校が15校以上存在する郡では、郡内に SMC 連合を設立する。
- 対象校が14校以下の郡では、郡内に SMC 連合を設立しない。代わりに、各 SMC の代表者を成果1で実施される地方教育フォーラムに招待し、そこで SMC 連合の機能を補完する。

この変更により、SMC 連合の設立と運営がより柔軟に対応可能となり、各郡の状況に応じた効率的なモニタリング体制が構築された。地方教育フォーラムへの代表者招待は、SMC 連合が設立されない郡においても、SMC の活動と成果を共有し、相互の学びと協力を促進する重要な手段となっている。

(2) モニタリングツール及びモニタリング研修マニュアルの開発

2.3 節の表 21 に示したように、成果3向けのマニュアルは、以下の2種類の研修マニュアルを2021年までに開発した。

- 「モニタリング」研修マニュアル
- 「SMC 連合の民主的設立」研修マニュアル

これらの研修マニュアルは、他国で実施した「みんなの学校」案件で開発されたマニュアルを基にしており、ガーナの特徴を捉えるように開発されたものである。

「モニタリング」研修マニュアルでは、モニタリングの実質的な実施者である SISO 及び郡教育事務所の役割に関する既存文書の分析を行い、彼らが日常的に実施する学校訪問型のモニタリングや、郡教育事務所内会議を活用した情報収集・交換の方法、収集すべき情報の種類などについて、詳細に記載している。

「SMC 連合の民主的設立」研修マニュアルでは、SMC 連合が日常的なモニタリングを補強するメカニズムとして機能し、25～40 校の学校でネットワーク体制を構築し、情報交換・共有を容易にする集会型モニタリングを実施するためのプラットフォームとしての役割が記されている。

成果 1 の 3 種の研修マニュアルと異なり、成果 3 の研修マニュアル 2 種は GALOP 用のものは作成されていない。

また、研修マニュアルとは別に、郡や学校での情報収集や、学校同士の相互モニタリングのために、複数のモニタリングツールが開発された。これらのデータは本報告書のデータとしても活用されている。

3.3.2 研修の実施

SMC モニタリング研修は、2.1.3 節で既に説明された成果 1 の研修と同時に実施され、2021 年 12 月までに CT 研修（表 21 の No.8）を含む一連の研修が行われ、実施体制が整備された。この研修シリーズにより、SMC 連合の構築までの研修が完了している。これに基づき、2022 年 5 月頃から SMC 連合が設立された。

その後、SMC は何度カリフレッシャー研修を実施しており、その実施実績は次の表に示されている。

表 3-6 SMC 連合設立後のリフレッシャー研修実績

No.	年・月	種別	内容	日数・回数	講師	受講者
1	2022.6-7	SMC 連合総会時に実施した	リフレッシャー（SMC 住民総会と SMC 連合総会の開催シミュレーション）	1 日間・3 回	NT・MT の計 21 人	SMC 連合の議長と書記の計 581 人
2	2022.11-12	研修同上	リフレッシャー（SMC 連合の役割、年次活動、活動計画作成）	1 日間・3 回	NT・MT の計 19 人	SMC 連合の議長と書記の計 216 人
3	2023.3-4	SMC 連合研修	リフレッシャー（SMC 連合の役割、年次活動、活動計画作成）	2 日間・3 回	NT・MT の計 20 人程度	DEO、SMC 連合の議長・書記・会計役、伝統的首長の計 632 人

出所：COMPASS プロジェクト

表 36 の No.1 と No.2 は、地方教育フォーラムのセッションをリフレッシュ研修の場として活用することで、研修に必要なリソースを節約した。第 1 回教育フォーラム（2022 年 6 月～7 月）後のモニタリングで、機能していない SMC 連合が存在することが明らかになったため、第 2 回教育フォーラム（2022 年 11 月～12 月）でもリフレッシュ研修（No.2）を実施した。この研修では、SMC 連合の役割や年間活動スケジュールの振り返りを中心に行った。

2023 年 3 月と 4 月に実施されたリフレッシュ研修（No.3）は、SMC 及び SMC 連合の機能化を目的としていた。この研修では、連合アクションプランの策定過程を確認し、SMC 連合内で近隣の SMC 同士がモニタリングを行う相互モニタリングを導入した。

さらに、SMC 連合の機能強化を目的として、実態調査や優良事例の選定のための現地調査を行い、その結果は第 3 回教育フォーラム（2023 年 8 月）を通じて各連合に共有された。

GALOP 対象校の連合への巻き込み

2023 年 4 月以降、GALOP 対象校を含めた SMC 連合の再編成が各地で行われた。COMPASS 対象校のみでは連合を形成するのに十分な学校数がなかった郡でも、GALOP 対象校を加えることで新たな連合が設立された。この結果、2023 年 12 月時点で対象 3 州の全 60 郡において SMC 連合の設置が完了した。また、GALOP 対象校が既存の連合に加わる、もしくは連合を新設し構成 SMC を再編成する過程では、各地で連合役員の再選挙が行われるなど、先に行われた研修やリフレッシュ研修の内容を活かした自主的な取り組みが各地で見られた。

新たに連合に加わった GALOP 対象校が連合の意義を十分に理解し、活動に参加できるように、SMC 連合マニュアルを GALOP 対象校向けに印刷し、2023 年 7 月に各郡事務所へ配布された。2023 年 11 月には、州・郡事務所のトレーナーを対象としたオンラインリフレッシュ研修が行われ、GALOP 対象校へのマニュアル配布と連合の役割についての説明が再確認された。

3.4 成果 4 の活動

成果 4 に係る PDM 上の活動は以下の 5 つである。

- 活動 4-1：第 1 対象州の経験・教訓を取りまとめる。
- 活動 4-2：第 1 対象州の経験共有及びプロジェクトのモデル改良を目的としたワークショップを実施する。
- 活動 4-3：活動 4-1 でまとめた教訓に基づき成果 1・2・3 の活動を実施する。
- 活動 4-4：参加型学校運営を通じた学習成果の改善モデルの普及可能性にかかる評価を実施する。
- 活動 4-5：コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルの承認にかかるワークショップを実施する。

本節では、これらの活動を種別毎に以下の 3 つの節に整理し、各活動の実績などを示す。

- 活動やモニタリング結果等を通じたモデルの改善（活動 4-1、活動 4-2）
- モデルの普及可能性の評価のための調査（活動 4-4）
- 教育省・GES によるモデルの承認の促進（活動 4-5）

なお、活動 4-3 は、成果 1 から成果 3 の活動を基に、活動経験や教訓からモデルを改善することを目的としている。その内容や方針については前節で既に説明されているため、本節ではそれについての記載は省略する。

3.4.1 活動やモニタリング結果等を通じたモデルの改善

プロジェクトはその期間を通じて、経験や知見を集約し、郡や学校に様々な機会を通じて共有してきた。その代表的な事例を以下に示す。なお、成果 1～3 に関連する節でも同様の内容が記載されている。

- 第2回教育フォーラム（2022年11月～12月）において、SMC 及び SMC 連合の優良事例集（添付資料 11-1）を参加者に共有。また、これらの事例を各郡教育事務所及び SMC 連合と構築していた WhatsApp グループでも共有した。
- 第3回教育フォーラム（2023年8月開催）にて、SMC 及び SMC 連合の優良事例集（添付番号 11-2）を共有。
- モニタリングなどを通じて収集したデータを集積し、モデルの実施サイクルが一巡した 2022 年 3 月に、COMPASS 2022 年モデルを構築。同モデルのコンポーネントとフロー及びツールを示すスライドおよび印刷物を第3回 JCC で共有した。
- 第3回、第4回、第5回 JCC において、活動実施及び成果達成にかかる課題と対策を提案し、2022 年から 2023 年にかけてその対策案を試行した。JCC で共有された具体的な課題と対策は以下の通り。これらの対策については現在も実施中のものも多いため、プロジェクト終了後の GES 主導のフォローアップ計画においても引き続き継続する。

表 3-7 プロジェクト活動の課題と対策

関連する成果	課題	試行した対策
成果 1	1) 各 SMC が SMC のサイクルに習熟する 2) 導入の際のコストを下げる 3) SMC が計画した活動を実施する予算を獲得する	1) SMC 連合を通じたリフレッシュ研修の実施 2) マニュアルの簡略化 3) 活動資金動員、の優良事例共有
成果 2	1) 補習授業実施のためコミュニティの動員を増やす 2) ワークブック導入のコストをさげる 3) 繰り上がり繰り下がりのある足し算引き算で躓く児童を減らす 4) 学校による補習授業の質にばらつきを均質化する	1) 優良事例の共有、住民総会での学習成果向上の共有の徹底 2)・3) レベル 4-5 の経費削減版ワークブックの作成と試行 4) 補習授業と通常授業における数的能力の教授・学習プロセス

	5) 高学年の学習成果をあげる	を改善するための PLC コンテンツの提案 5) レベル 9（小数）のワークブック開発
成果 3	1) 各 DEO が SMC 連合と連携してモニタリングと情報収集のシステムを内在化する 2) 学校レベルのデータ収集精度が低い 3) 各 SMC 連合が SMC 連合のサイクルに習熟する 4) SMC 連合に参加するモチベーションが低い SMC が多い 5) 各 SMC 連合が SMC 及び他のパートナーからのリソースの動員を増やす 6) SMC 連合から SMC に情報伝達の際の DEO からの支援提供	1)・2) 情報収集アイテムの最小限化、将来的な GES の既存モニタリングシステムへの統合の模索 3) SMC 連合へのリフレッシャー研修 4) 優良事例の共有 5) クラウドファンディング等活動資金動員の試行と事例の共有 6) DEO への連合総会のモニタリング及び報告の要請
成果 4	1) GES が持続的なフォローアップ/スケールアップ計画を策定する 2) 教育フォーラムの持続性を高める 3) SMC のニーズに対応するためのサブコンポーネントを増やす 4) 2022 モデルの成果を他ドナーに向けてアピールする	1) フォローアップ及びスケールアップ計画の策定 2) フォローアップ計画でのオンライン教育フォーラムの計画 3) 活動資金動員や JHS 補習活動の実施 4) アクションプラン作成後に GES 主導で実施予定

- 非対象州（アシャンティ州）における調査結果やこれまでの教訓を基に、2024 年 1 月に COMPASS モデルの最終化に向けたワークショップを開催。対象者は、対象 3 州の州教育事務所長、郡教育事務所行政官、プロジェクトマスタートレーナー、SISO、連合の代表である。活動が比較的順調な郡や、逆に課題が報告されている郡を選定し、参加人数を絞りつつも幅広い意見を集約できる人選を行った。当日は COMPASS 最終モデルの確認を行い、参加者により同モデルが承認された。グループディスカッションでは、今年行われる予定の SMC 選挙のリマインドや、Quo-SPIP と SPIP の統合、Regional Education Review と呼ばれる州レベルの教育レビュー会合の活用等の可能性等など、次期フェーズに向けた持続性を視野に入れた方策も話し合われた。

3.4.2 モデルの普及可能性の評価のための調査

モデルの普及可能性の評価のために、ベースライン調査（調査期間：2021 年 5～6 月）、エンドライン調査（調査期間：2022 年 10 月～11 月）、フォローアップ調査（調査期間：2023 年 10 月～11 月）の 3 種類の調査を、州教育事務所、郡教育事務所、調査対象校と協力して行った。また、将来の普及対象州候補を 1 州、調査した。

本節ではこれら調査について述べる。

ベースライン調査とエンドライン調査

ベースライン調査の結果を元にして成果1～3の指標が定められた。またエンドライン調査の結果を元にして、成果1～3の各活動の効果検証をし、各活動を修正すると共に、教育フォーラムなどで積極的に各州・郡・学校に情報共有を行った。

両調査では、プロジェクトが介入する対象3州のうち、イースタン州、ボルタ州（以下介入群）と、比較対象として介入のないセントラル州（以下統制群）を調査対象州とした。GALOP対象校選定時に使用された貧困指数を用いて、各州から3郡を選定し、調査対象郡とした。調査対象校は、介入群から102校、統制群から100校の合計202校を選定した。調査対象校選定には、GALOP介入属性（GALOP対象校・非対象校）、地域属性（農村部・都市部）の割合を基準にして選定した。

調査は、質問票（学校長、教員、SMC、SISO、郡教育事務所、州教育事務所）と算数学力テストを用いた。

算数学力テストの対象は、ベースライン調査では3・5年生（各学年開始から5か月程度経過）を対象とし、エンドライン調査ではベースライン調査時の生徒の追跡調査を目的として4・6年生（各学年開始から9か月程度経過）を対象とした。

算数学力テストの試験問題は、成果2の「算数学力判定試験」とは異なる。本調査の学力テストでは、学力を広範に調査するため、基礎的計算問題、比較的難易度の高い計算問題、及び文章問題を含む。そのため、基礎的計算問題に特化している成果2の「算数学力判定試験」よりも難易度が高い。MPLは、本調査では42点、成果2の「算数学力判定試験」では70点である。本調査の試験では試験問題数も多いため、試験時間も1時間取り、「成果2の学力に関する調査」の試験時間30分間の倍となっている。

効果検証方法はエンドライン調査報告書に記載する。本調査結果が、成果1-3の評価に活用された。

フォローアップ調査

プロジェクト終了前の2023年10月～11月に、各校の改善度合いを確認するためのフォローアップ調査を行った。エンドライン調査とフォローアップ調査の間に行われたプロジェクトの直接的な介入は、教育フォーラムが2回、SMCおよびSMC連合の機能化を目的としたリフレッシュ研修が1回、PLC研修が1回である。フォローアップ調査はベースライン・エンドライン調査と比較して簡易に行い、調査対象校は42校（介入群校27校、統制群15校）、算数学力テストの試験問題は試験時間が半分となる成果2の「算数学力判定試験」と同じものを使った。同調査結果は、指標4-2（対象地域における介入2年目（2023年）の成果1, 2, 3の関連指標が、介入1年目（2022年）に比べて改善される。）の評価に用いた。比較結果を本節では述べる。比較は有意水準0.05で検定した。有意差のないものは「維持」とし、それ以外は「改善」「後退」と標記した。

表 3-8 に、成果 1, 2, 3 の 2022 年と 2023 年の比較の要約を示す。成果 1 は維持、成果 2 が後退、成果 3 が改善を示した。

表 3-8 成果 1, 2, 3 の 2022 年と 2023 年の比較の要約

成果	差異
成果 1：参加型学校運営と学校・コミュニティ関係者間の情報共有メカニズムが改善される。	維持
成果 2：初等算数の子どもの学習成果が改善される。	後退
成果 3：郡と学校間の SMC モニタリングシステムが強化される。	改善

表 3-9 には、成果 1 の各指標（Objectively Verifiable Indicators：OVI）の 2022 年・2023 年の比較を示す。5 つの OVI のうち、1-1 は非適用である。残る 4 つの OVI では、2022 年から 2023 年の間に差異はなかった。ここから、成果 1「参加型学校運営と学校・コミュニティ関係者間の情報共有メカニズムが改善される。」の結果は 2022 年と 2023 年で維持されていたと考えられる。

表 3-9 成果 1 各指標の達成度の 2022 年・2023 年の比較

OVI	エンドライン調査	フォローアップ調査	差異
1-1: 90%以上の学校が民主選挙により SMC を再設立する。	SMC を再設立した学校割合が 98%（達成率 108%）。民主的に選出された SMC メンバー割合が 75%（達成率 83%）。	SMC は 3 年毎に選挙と規定されているため、フォローアップ調査では本項目は調査していない。	非適用
1-2: 75%以上の学校が住民総会において住民の参加の下に SPIP を作成する。	SPIP 作成に関与している SMC 割合は、98.5%（校長回答）と 96%（SMC メンバー回答）。達成率はそれぞれ 130%と 128%。	SPIP 作成に関与している SMC 割合は、95%（校長回答）と 90%（SMC メンバー回答）。達成率はそれぞれ 126%と 92%。	維持
	SPIP 承認への SMC 関与割合は 98%（達成率 130%）。	SPIP 承認への SMC 関与割合は 94%（達成率 125%）。	維持
1-3：75%以上の学校が SPIP に計画した学び重視関連活動のうち 75%の活動を実施する。	80%の学校が、学び重視関連活動の少なくとも 75%を進行中または準備中であった（達成率 107%）。	65%の学校が、学び重視関連活動の少なくとも 75%を完了・実施中であった（達成率 80%）。	維持
1-4: 75%以上の学校が学校交付金を	94%の校長と 91%の SMC メンバーが、学校が SMC と	85%の校長と 83%の SMC メンバーが、学校が SMC と	維持

含む学校資源に関する情報共有を SMC 住民総会を通じて実施する。	学校交付金を含む情報を共有していると回答した（達成率はそれぞれ 125 % と 121%）。	学校交付金を含む情報を共有していると回答した（達成率はそれぞれ 113 % と 111%）。	
1-5: 75%以上の学校が SPIP の年間報告を作成し、SMC 総会において合意を得る。	80.0%の校長と 86%の SMC メンバーが、年次レビューが SMC 総会で承認されたと回答（達成率はそれぞれ 106%と 115%）。	82%の校長と 81%の SMC メンバーが、年次レビューが SMC 総会で承認されたと回答（達成率はそれぞれ 109%と 108%）。	維持

出所：COMPASS プロジェクト

表 3-10 に、成果 2 の各 OVI の 2022 年・2023 年の比較を示す。成果 2 の 5 つの OVI のうち、3 つは 2022 年から 2023 年の間に差異はなかったが、2 つの OVI で後退した。OVI2-3 では学習時間が減少し、OVI2-5 では学力が後退した。ただし OVI2-5 の学力は、統制群（セントラル州）よりは有意に高かった。ここから、成果 2「初等算数の子どもの学習成果が改善される。」は総じて後退したと考えられる。

表 3-10 成果 2 各指標の達成度の 2022 年・2023 年の比較

OVI	エンドライン調査	フォローアップ調査	差異
2-1: 75%以上の学校が Numeracy に関する活動を含む学び重視関連活動を SPIP 内に計画する。	87.2%の学校が、Numeracy に関する補習活動を Quo-SPIP 内に計画した(達成率 116%)。	95.8%の学校が、Numeracy に関する補習活動を Quo-SPIP 内に計画した(達成率 128%)。	維持
2-2: 75%以上の学校が Numeracy に関する活動を含む SPIP 内に計画された学び重視関連活動を実施する。	97.9%の学校が、Numeracy に関する補習活動を実施した（達成率 131%）。	100%の学校が、Numeracy に関する補習活動を実施した（達成率 133%）。	維持
2-3: 75%以上の学校がプロジェクトモデルに基づいた Numeracy に関する補習活動を年間 30 時間以上実施する。	学年末まで 2 ヶ月以上残っているエンドライン調査時点で、68%の学校が 30 時間以上の数字補習を実施していたため（達成率 91%）。	33%の学校が 30 時間以上の算数補習を実施していた（達成率 44%）。	後退
2-4: 75%以上の学校において 80%以	84.8%の学校で、少なくとも 80%の児童が補習活動に	96.2%の学校で、少なくとも 80%の児童が補習活動に	維持

上の男児及び女児が補習活動に参加する。	参加していた（達成率113%）。	参加していた（達成率120%）。	
2-5: Numeracyに関する最低限の学力レベルに達する児童が20%増加する。	ベースライン調査との比較で、Numeracyに関する最低限の学力レベル（100点満点中42点）に達した児童割合は、小学校3年生で24.9%、5年生で16.1%増加した（達成率はそれぞれ125%、81%）。	成果2のエンドライン調査（2022年10月実施）との比較で、Numeracyに関する最低限の学力レベル（100点満点中70点）に達した児童割合は、小学校3年生終了時点で22%減少し、5年生終了時点で31%減少した。ただし統制群よりはそれぞれ22%、15%高い。	後退 （統制群よりは有意に成績は良い）

出所：COMPASS プロジェクト

OVI2-3にて学習時間が減じた原因は、学校年度の期間が短かったことが最大の要因と考えられる。新型コロナウイルス感染症の感染拡大の影響により、ガーナの学校年度は大きく影響を受けた。表311にガーナの初等教育の近年の学校年度を示す。ガーナの学校年度は本来9月開始で8月終了の12ヶ月間である。しかし2020年3月から12月に学校が閉鎖された。このため学校年度は3年間、1月開始となった。これを元の9月開始に戻すために、2022/23学校年度は学校年度の期間が9か月に減じている。このため、長期休業を利用した宿題の実施や補習活動を行うための総期間が減ったことが原因の一つと考えられる。学習時間が減ったことがOVI2-5の学力の後退にも影響したと考えられる。

表 3-11 ガーナの初等教育の近年の学校年度

学校年度	開始	終了	期間
2020/21 学校年度	2021 年 1 月	2021 年 12 月	12 ヶ月
2021/22 学校年度	2022 年 1 月	2022 年 12 月	12 ヶ月
2022/23 学校年度	2023 年 1 月	2023 年 9 月	9 ヶ月
2023/24 学校年度	2023 年 10 月	2024 年 7 月	10 ヶ月

出所：GES

表312には、成果3の各OVIの2022年・2023年の比較を示す。2つのOVIのうち、1つは2022年から2023年の間に差異はなかったが、1つのOVIが改善した。ここから、成果3「郡と学校間のSMCモニタリングシステムが強化される。」は総合的には改善の傾向があると考えられる。

表 3-12 成果3各指標の達成度の2022年・2023年の比較

OVI	エンドライン調査	フォローアップ調査	差異
3-1: 郡教育事務	COMPASS 対象6郡中5郡の	COMPASS 対象60郡中60郡	維持

所が州教育事務所およびガーナ教育サービス本部に対して年間1回以上の SMC 関連活動実施進捗報告を行う。	郡教育事務所が州教育事務所に対し、少なくとも1回以上の報告を行った（達成率 83%）。	の郡教育事務所が州教育事務所に対し1回以上の報告を行った（達成率 100%）。	
3-2: SMC ネットワーク（連合）が少なくとも年間3回の会議を行う。	100%の校長が、SMC 連合設立に係る研修が行われた2022年5から9までの4ヶ月間に少なくとも1回の会合を開いたと回答した（達成率 33%）。	56%の学校が、少なくとも年間3回の連合会議に出席している（達成率 56%）。 1回以上参加している学校は96%であった。	改善

出所：COMPASS プロジェクト

他州の調査

モデルの汎用性と普及可能性を調査するため、アシャンティ州を対象として、中央講師2名が SMC の状況と算数の基礎学力を2023年12月に調査した。詳細な調査報告書は、添付12を参照のこと。本文では要約を述べる。

アシャンティ州を対象とした理由は、グレーター・アクラ州に次いで人口の多い州であり（ガーナ統計サービス、2021年）、公立小学校数及び公立小学校就学児童数が最も多いこと（ガーナ教育省、2020/2021 Education Profiles）、6州と州境を共有し多様な民族・宗教が分布していること、が挙げられる。

アシャンティ州の43郡のうち、北部、中部、南部をカバーする6郡（ボソムトゥエ、エジュラセCHEDUMAセ、オフォリクロム、オブアシ、アソコレマンポング、セチェレアフランプレインズ）が調査対象として選ばれた。また、都市部（オフォリクロム、アソコレマンポング）と農村部（セチェレアフランプレインズ）、イスラム教人口が多い郡（エジュラセCHEDUMAセ、アソコレマンポング）も含まれるよう選定を行った。また、対象の学校は GALOP 校6校、非 GALOP 校6校の計12校で、都市部と農村部、GALOP/Non-GALOP の要素を網羅することで、2021年のベースライン調査の数値と比較が可能である学校選定を行った。今回の調査対象学校の規模、農村部/都心部、GALOP/non-GALOP などの情報は、添付12 アシャンティ州調査報告書を参照のこと。

調査ツールは以下のものを用いた。

- ベースライン調査質問票をベースとした簡易質問紙（SMC 幹部と校長対象）
- COMPASS 対象州で使用した算数学力テスト（小3と小5対象）

1) 調査結果：SMC の機能度

調査対象校全てに SMC は存在するものの、半数の学校において SMC 幹部は指名により選出されており、主に PTA 総会にて人選が行われていた。このことから、コミュニティの動員が十分に行われていないと言える。また、2023 年度は平均して、SMC 幹部の会議は 1.8 回、住民総会は 1.4 回開催された。いずれのミーティングも、GALOP 校の方が平均値が高くなっていることから、調査対象の非 GALOP 校と比較すると SMC の機能化が進んでいると言える。また、12 校中 2 校で SMC が SPIP の作成・承認のプロセスに関与していることがわかった。一方、校長へのインタビューで、4 校が SPIP そのものを作成していないことがわかっていて、1 学期が終わるタイミングでの調査であったことから、この時点で SPIP が存在しないことは、SMC による学校運営が機能していないと言える。財政状況の情報共有に関しては、6 校が学校交付金などの使用状況を SMC に公開したと答えたが、公開をしていないと答えた 5 校が非 GALOP 校、1 校が GALOP 校であった。また、SPIP が作成されたにも関わらず財政状況を公開していない学校は 1 校で、SMC 幹部にのみ財政状況の情報が伝えられたとの返答であった。

2) 調査結果：算数の基礎学力

小学 3 年生と 5 年生の合計 703 名が、算数の基礎学力をはかるテストを受けた。3 年生の平均点は 33.9%、5 年生は 33.4%であった。当プロジェクトの最低学力の定義は、100 点満点中 42 点以上を有することである。これを当てはめると、小学 3 年生の 29.6%、5 年生の 21.5%が最低学力を有しているという結果であった。両学年ともに、農村部よりも都市部の学校の方が、平均点が高い傾向であった。

また、2018/2019 年年度の内容を問うた、2020 年に COMPASS 対象州へ行ったベースライン調査の結果と比較すると、アシャンティ州の調査対象 6 郡は SMC の機能化、算数の基礎学力ともに、より大きな困難を抱えていることが分かる。詳細は表 3-13 を参照。

表 3-13 COMPASS 対象州とアシャンティ州の調査結果比較

調査項目	COMPASS 対象州のベースライン調査平均値	アシャンティ州調査の平均値
SMC 幹部を民主的選挙で選出した	29.5%	8.3% ³
SMC が SPIP の作成に関与した	83.1%	16.6% ⁴
学校の資金運用が SMC に公開された	66.4%	50.0% ⁵
小 3 算数テストの平均点	49.5%	33.9%
最低学力（算数）を有している小 3 の割合	60.2%	29.6%
小 5 算数テストの平均点	49.0%	33.4%
最低学力（算数）を有している小 5 の割合	61.3%	21.5%

出所：COMPASS プロジェクト

³ 8.3% = 1 校（GALOP 校）

⁴ 16.6% = 2 校（いずれも GALOP 校）

⁵ 50.0% = 6 校（5 校 GALOP 校、1 校 Non-GALOP 校）

3) 考察

アシャンティ州の対象6郡の調査結果によると、当該地域におけるSMCの機能度は低く、算数の基礎学力も低いことが分かった。これらより、コミュニティの動員によるSMCの機能化と、学力改善が必要であり、COMPASSモデルが有効である可能性が高いと言える。また、調査に対する州・郡教育事務所関係者、学校関係者の協力的な姿勢からも、COMPASSモデルが受け入れられる可能性が高いと言える。

3.4.3 教育省・GESによるモデルの承認の促進

モデルの承認に向けて、教育省及びGESに対する本プロジェクトの理解を深め、協力を得ることが必要であった。2021年5月上旬の経験共有セミナー、8月の3州全郡の郡教育事務所長へのプロジェクト説明会、12月の第1回JCCを通じて、関係者間の理解を深めた。また、日常的に活動内容に関する協議や研修日程の調整など、頻繁にコミュニケーションを取り、教育省及びGES関係者のプロジェクトに対する理解を深めた。

モデルの承認には、具体的なエビデンスを示し、その有効性を説明する必要があった。そこで、成果2の基礎的算数のテスト結果改善を主に示すことを目標に設定し、研修活動を通じて効果的な補習活動を導入。SMC連合と地方教育フォーラムを通じて補習活動の実施、モニタリング、技術指導などのフォローアップを重点的に行った。これらの成果が実を結び、第3回JCCでは、教育省やGES総裁をはじめとする高官に、プロジェクトのモデル、プロジェクトで開発したツールや導入にかかるコストを説明し、参加者全員から2022年に確立したモデルへの賛同を得られた。

2023年7月の第4回JCCにて、2023年8月から2025年3月までのGESフォローアップ計画が発表され、プロジェクト終了後においても承認モデルが維持継続される体制が整えられた。このGESフォローアップ計画は、8月の教育フォーラムにおいても参加者に共有された。

2024年1月には、州・郡教育事務所関係者、SMC連合、SMC、The Conference of Managers of Education Units (COMEU:宗教学校組合)の代表により、COMPASS最終モデルの確認を行い、同モデルを承認した。

2024年2月に実施された第6回JCCでは、COMPASS最終モデルが承認された。

3.5 全体に係る活動及びその他の活動

(1) ワークプランの作成・説明・協議と開発パートナー等との共有

2020年7月に作成されたワークプラン案では、プロジェクトの全体像、実施の基本方針・方法、実施体制案、業務工程計画等を示していた。しかし、日本人専門家の派遣中断、ガーナでの新型コロナウイルス感染症の感染拡大の影響による業務の停滞、世界銀行やGPEが出資するGALOPとの研修経費負担に関する調整の長期化などの事情により、ワークプランの修正が必要となった。この修正されたワークプランに基づき、2021年12月に

第1回 JCC を実施し、今後の活動方針および2022年の活動について合意が形成された。このワークプランに基づく年間活動計画は、それ以降の各 JCC で合意された。

(2) 合同調整委員会（JCC）の開催

プロジェクトの最高意思決定機関としての役割を持ち、プロジェクトの進捗や課題を教育省内外のプロジェクト関係者と共有し、課題を討議し、半年毎の活動を決定するための合同調整委員会（JCC）が設置された。JCC の開催履歴を次表に示す。プロジェクト期間中に、計6回が開催された。新型コロナウイルス感染症の感染拡大の影響により、第1回合同調整委員会の開催は、プロジェクトが開始した2020年3月から1年9ヶ月後の開催となった。

表 3-14 JCC の開催履歴

回数	日程	主な議題
第1回合同調整委員会	2021年12月	プロジェクトの実施体制・達成状況、2022年の活動方針・計画、PDM 変更（成果4と活動4-3）、PDM の指標確定
第2回合同調整委員会	2022年5月	プロジェクトの進捗報告、2022年-24年の活動方針・計画の報告、補習活動の方針・方法・実績等の報告
第3回合同調整委員会	2022年12月	プロジェクトの進捗報告、エンドライン調査の結果報告、COMPASS モデルの承認、2023年の活動予定の承認（PLC 活動及び JHS での活動含む）
第4回合同調整委員会	2023年7月	プロジェクトの進捗報告、運営指導調査の結果報告、第2フェーズまでの空白期間（GAP year）1年間の活動計画
第5回合同調整委員会	2023年12月	プロジェクトの進捗報告、PDM 指標の達成度確認、アクションプランの作成進捗報告、フォローアッププランの進捗報告
第6回合同調整委員会	2024年2月	最終 COMPASS モデルの承認、プロジェクトの進捗報告、アクションプランの承認

出所：COMPASS

3.6 その他活動

イースタン州 Okere 郡の SMC 連合 A は、SMC 連合活動資金を捻出するためにクラウドファンディングを行い、プロジェクトからの技術支援を受けた。この資金は、連合に属する15校の生徒用学習機の購入に充てられることになった。2023年2月、クラウドファンディング実施に先立ち、SMC 連合幹部と郡事務所トレーナーに対する研修が行われた。3月にはウェブサイトが開設され、国内外からの寄付を募集した。SMC 連合と郡事務所はコミュニティを巡り、活動への理解を深めるための働きかけを行い、学校関係者を中心にモバイルマネーや現金での寄付を集めた。ウェブサイトでは、特に海外からの支援を募った。

目標であった 1,500 米ドルには及ばなかったものの、約 4 ヶ月の活動を通じて、合計 722.98 米ドルの寄付が集まった。このパイロット活動は、2023 年 8 月開催の第 3 回教育フォーラムで全州に共有され、連合の活動資金捻出の好事例として紹介された。11 月に SMC 連合の銀行口座に入金された後、SMC 連合は迅速に学習機の調達を行い、12 月に配布のセレモニーを開催し、構成 SMC への譲渡を行った。

第4章 プロジェクト目標の達成度

3.4 節で述べられているように、本プロジェクトではベースライン調査、エンドライン調査、フォローアップ調査を学校や教育行政機関（州教育事務所と郡教育事務所）と協力して実施し、プロジェクトのプロジェクト・デザイン・マトリックス（Project Design Matrix：PDM）の成果達成状況を測定した。この章では、プロジェクトの目標と各成果に関して、主にエンドライン調査結果とフォローアップ調査の結果を用いて、PDM に沿った達成状況を報告する。成果 1～3 はエンドライン調査の結果を用い、成果 4 はフォローアップ調査の結果を用いる。これは、成果 1～3 の 3 年目までの成果をもとに、成果 4 を評価するという PDM の記述に則ったものである。次表に、プロジェクト目標と各成果の達成度一覧を示す。

表 4-1 プロジェクト目標と各成果の達成度一覧

プロジェクト要約	達成度
プロジェクト目標：コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルを普及展開する準備が整う。	高い
成果 1：参加型学校運営と学校・コミュニティ関係者間の情報共有メカニズムが改善される。	高い
成果 2：初等算数の子どもの学習成果が改善される。	高い
成果 3：郡と学校間の SMC モニタリングシステムが強化される。	比較的高い
成果 4：モデルの普及可能性向上のための改善サイクルが実施される。	中程度

出所： COMPASS プロジェクト

モデルの良し悪しを評価することとなる成果 1、成果 2、成果 3 については、成果 1 と成果 2 の達成度が高いと判断される一方、成果 3 は比較的高いと判断される。モデルの持続性を計る成果 4 は、中程度と評価された。他方、普及準備の出来を評価するプロジェクト目標は、高いと判断された。

次節以降では、上記表の根拠を説明する。

4.1 各成果の指標達成度

4.1.1 成果 1：参加型学校運営と学校・コミュニティ関係者間の情報共有メカニズムが改善される。

表 4-2 に、「成果 1：参加型学校運営と学校・コミュニティ関係者間の情報共有メカニズムが改善される」の 5 つの指標の達成度を示す。全て達成度は高い。なお、表内で用いられている「達成率（Achievement Rate：AR）」は、エンドライン調査での測定値÷指標（Objectively Verifiable Indicator：OVI）の目標値で表されている。以降の表も同じである。

表 4-2 成果1の各指標の達成度

OVI	達成度	根拠
1-1: 90%以上の学校が民主選挙により SMC を再設立する。	高い	97.6%の SMC が再設立され（達成率 108%）、SMC メンバーの 74.5%（達成率 83%）が民主的に選出された。
1-2: 75%以上の学校が住民総会において住民の参加の下に SPIP を作成する。	高い	SMC が SPIP 作成に関与していると、97.5%の校長と 96.3%の SMC メンバーが回答した（達成率は 130%と 128%）。また、97.5%の校長が、SMC が SPIP 承認に関与していると回答した（達成率 130%）。
1-3: 75%以上の学校が SPIP に計画した学び重視関連活動のうち 75%の活動を実施する。	高い	80%の学校が、学び重視関連活動の少なくとも 75%を進行中または準備中であった（達成率 107%）。
1-4: 75%以上の学校が学校交付金を含む学校資源に関する情報共有を SMC 住民総会を通じて実施する。	高い	93.8%の校長と 90.9%の SMC メンバーが、学校が SMC と学校交付金を含む情報を共有していると回答した（達成率はそれぞれ 125%と 121%）。
1-5: 75%以上の学校が SPIP の年間報告を作成し、SMC 総会において合意を得る。	高い	80.0%の校長と 86.2%の SMC メンバーが、年次レビューが SMC 総会で承認されたと回答した（達成率はそれぞれ 106%と 115%）。

出所：COMPASS プロジェクト

成果 1 は「参加型学校運営と学校・コミュニティ関係者間の情報共有メカニズムが改善される」を目指し、「基礎モデル」の導入がされた。

ベースライン調査により、対象州の学校の半数が学校改善計画（School Performance Improvement Plan：SPIP）を作成していないことが判明した。この状況は、学校交付金の不安定な交付や新型コロナウイルス感染症の感染拡大に対応した学校休校の影響に起因すると考えられる。つまり、ベースライン調査時点での学校運営は不安定な状況にあったと推測される。

そこで、「基礎モデル」の中核である民主的な選挙を通じて学校運営委員会（School Management Committee：SMC）の再設立が行われ、その機能強化に向けた活動が展開された。このプロセスには、研修マニュアルの開発と研修の実施が含まれている。プロジェクトでは、州教育事務所や郡教育事務所の研修からはじまるカスケード形式の研修を進め、学校レベルでの研修まで実施し、学校長と SMC の機能回復に向けた動きを促進した。特に、住民の興味関心を引くために工夫が凝らされた。例えば、住民総会での寸劇の導入や、無記名投票を容易にするための色付き紙の使用などが行われた。これらの取り組みは地域住民に好評であり、彼らの関心を引くことに成功した。その結果、民主選挙による SMC の

再設立を行う学校が増加し（指標 1-1: 97.6%の SMC が再設立され、SMC メンバーの 74.5% が民主的に選出された）、住民の参加のもとで SPIP を作成する学校も増えた（指標 1-2: SMC が SPIP 作成に関与していると、97.5%の校長と 96.3%の SMC メンバーが回答した）。さらに、Quo-SPIP の導入により、学習重視の活動を計画し実施する学校も増加した（指標 1-3: 80%の学校が、学び重視関連活動の少なくとも 75%を進行中または準備中であった）。また、SMC 住民総会での学校交付金を含む学校資源に関する情報共有が増えたこと（指標 1-4: 93.8%の校長と 90.9%の SMC メンバーが、学校が SMC と学校交付金を含む情報を共有していると回答した）、SPIP の年間報告を作成し SMC 総会で合意を得る学校が増えたこと（指標 1-5: 80.0%の校長と 86.2%の SMC メンバーが、年次レビューが SMC 総会で承認されたと回答した）も、この成果の一部として挙げられる。これらの進展は、住民の民主的な参加によって多くの活動が円滑に進行した結果であると言える。

4.1.2 成果 2：初等算数の子どもの学習成果が改善される。

表 4-3 に、「成果 2：初等算数の子どもの学習成果が改善される。」の 5 つの OVI の達成度を示す。OVI2-5 のみ「比較的高い」であるが、それ以外は全て「高い」と評価された。

表 4-3 成果 2 の各指標の達成度

OVI	達成度	根拠
2-1: 75%以上の学校が Numeracy に関する活動を含む学び重視関連活動を SPIP 内に計画する。	高い	87.2%の学校が、Numeracy に関する補習活動を Quo-SPIP 内に計画した（達成率 116%）。
2-2: 75%以上の学校が Numeracy に関する活動を含む SPIP 内に計画された学び重視関連活動を実施する。	高い	97.9%の学校が、Numeracy に関する補習活動を実施した（達成率 131%）。
2-3: 75%以上の学校がプロジェクトモデルに基づいた Numeracy に関する補習活動を年間 30 時間以上実施する。	高い	学年末まで 2 ヶ月以上残っているエンドライン調査時点で、68%の学校が 30 時間以上の数字補習を実施した（達成率 91%）。
2-4: 75%以上の学校において 80%以上の男児及び女児が補習活動に参加する。	高い	84.8%の学校で、少なくとも 80%の児童が補習活動に参加した（達成率 113%）。
2-5: Numeracy に関する最低限の学力レベルに達する児童が 20%増加する（最低限の学力レベルについてはベースラインテストに基づき 42 ポイントとする）。	比較的高い	ベースライン調査との比較をしたところ、Numeracy に関する最低限の学力レベル（100 点満点中 42 点）に達した児童割合は、小学校 3 年生で 24.9%、5 年生で 16.1%増加した（達成率はそれぞれ 125%、81%）。

出所：COMPASS プロジェクト

成果2では、「初等算数の子どもの学習成果が改善される。」を目指し、発展モデルとして学力改善に資するモデルが導入された。「算数学力判定試験（ベースライン）」の結果を各SMCの住民総会で発表したことで、地域住民の算数学力に対する関心が高まり、補習活動の導入への積極的な動きに繋がった。これにより、補習活動実施の計画率が高まり（指標2-1: 87.2%の学校が、Numeracyに関する補習活動をQuo-SPIP内に計画した）、また実施率も高まった（指標2-2: 97.9%の学校が、Numeracyに関する補習活動を実施した）。実施目標時間も計画時に決めていた学校が多いため、十分な実施をする学校の割合も高くなった（指標2-3: 68%の学校が30時間以上の数字補習を実施していた）。補習活動の実施方法は、各校の状況により柔軟に対応するよう指導した。そのため学校によっては通常授業開始前に行うなど、学校給食を準備できる学校は放課後に実施するなど柔軟な対応を取り、児童の参加率も高くなった（指標2-4: 84.8%の学校で、少なくとも80%の児童が補習活動に参加した）。子どもの学びの改善を規定する3要素のうち、能動的学習時間の確保と増加はこのように確保された。また、効果的教材と学習環境の確保に対しては、プロジェクトで開発した小学生算数ワークブックを配布した。3点目の要素である効果的な学習支援の実施に対しては、「補習活動」研修マニュアルによるファシリテーター強化を支援した。こうしたことが機能し、Numeracyに関する最低限の学力レベルに達する児童割合が増加した（指標2-5: Numeracyに関する最低限の学力レベル（100点満点中42点）に達した児童割合は、小学校3年生で24.9%、5年生で16.1%増加した）。

4.1.3 成果3：郡と学校間のSMCモニタリングシステムが強化される。

表4-4に、「成果3：郡と学校間のSMCモニタリングシステムが強化される。」の2つのOVIの達成度を示す。指標3-1は高いと評価され、指標3-2は中程度との評価となった。

表 4-4 成果3の各指標の達成度

OVI	達成度	根拠
3-1: 郡教育事務所が州教育事務所およびガーナ教育サービス本部に対して年間1回以上のSMC関連活動実施進捗報告を行う。	高い	エンドライン調査での以下の結果から： COMPASS対象6郡中5郡の郡教育事務所が州教育事務所に対し、少なくとも1回以上の報告を行った（達成率83%）。
3-2: SMCネットワーク（連合）が少なくとも年間3回の会議を行う。	中程度	エンドライン調査での以下の結果から： 100%の校長が、SMC連合設立に係る研修が行われた2022年5月から9月までの4ヶ月間に少なくとも1回の会合を開いたと回答した。1年間に換算すると3回開催されると期待できるが、達成率は33%である。

出所：COMPASSプロジェクト

成果3では、「郡と学校間の SMC モニタリングシステムが強化される。」を目指し、2つの主要なモニタリングの枠組みが採用された。一つは、指導主事（School Improvement Support Officer：SISO）が主に情報を収集する巡回型モニタリングであり、もう一つは SMC 連合の設立と活用による集会型モニタリングである。OVI 3-1 は前者の OVI であり、OVI 3-2 は後者の OVI となる。これらの達成のために、プロジェクトでは前者に対して「モニタリング」研修マニュアルを開発し、モニタリング研修を実施した。これにより、SISO によるモニタリングが機能した（指標 3-1: COMPASS 対象 6 郡中 5 郡の郡教育事務所が州教育事務所に対し、少なくとも 1 回以上の報告を行っていた）。また後者に対しては「SMC 連合の民主的設立」研修マニュアルを開発し、SMC 連合の実施を進めた。特に SMC 連合の機能化は他国でも難しいこともあり、教育フォーラムの機会を活用してリフレッシュ研修を行うなど何度も支援を行うことで、SMC 連合総会の開催増加に繋がった（指標 3-2: 100%の校長が、SMC 連合設立に係る研修が行われた 2022 年 5 月から 9 月までの 4 ヶ月間に少なくとも 1 回の会合を開いたと回答した）。

4.1.4 成果4：モデルの普及可能性向上のための改善サイクルが実施される。

表 4-5 に、「成果4：モデルの普及可能性向上のための改善サイクルが実施される。」の 3 つの指標の達成度を示す。OVI 4-1 と OVI 4-3 は高いと評価され、OVI 4-2 は中程度との評価となった。

表 4-5 成果4の各指標の達成度

OVI	達成度	根拠
4-1:モデル普及に係る教訓を文書化し教育省及びガーナ教育サービス内の重要ステークホルダーに共有する。	高い	これまでの優良事例及び教訓をまとめた文書を作成し、第 6 回 JCC にて配布・共有した。
4-2: 対象地域における介入 2 年目（2023 年）の成果 1, 2, 3 の関連指標が、介入 1 年目（2022 年）に比べて改善される。	中程度	2.4.2 節で示したように、2023 年 10 月に実施したフォローアップ調査にて、成果 1（維持）、成果 2（後退）、成果 3（改善）という結果が出た。
4-3: 対象地域の介入 2 年目（2023 年）の評価結果に基づき、教育省及びガーナ教育サービスが構築されたモデルの普及可能性を確認する。	高い	中央・州・郡・SMC 連合を含むプロジェクトの主要関係者が参加した COMPASS モデルレビューワークショップを 2024 年 1 月に開催し、最終モデルを確認した。同モデルが第 6 回 JCC にて承認された。

出所：COMPASS プロジェクト

成果 1 から成果 3 は、モデルの妥当性を示すものであり、これらは高い達成度を示している。一方、成果 4 はモデルの持続性に関連する。成果 1-3 は初年度の介入による成果で

あり、その持続可能性が OVI 4-2 で問われている。OVI 4-2 はフォローアップ調査により評価された。リフレッシュ研修やモニタリングなどの活動の結果、多くの OVI で前年度のレベルが維持された。しかし、学習時間の減少とそれに伴う学力の後退が確認された。これは新型コロナウイルス感染症の感染拡大の影響で変更された学校年度を元に戻す過程で、学校年度の期間が 9 ヶ月に短縮されたことが一因と考えられる。このため、後退と評価され、中程度の達成度と判断された（指標 4-2）。

また、中央政府のオーナーシップを高めるため、プロジェクト期間を通じて JCC をはじめとする様々な機会を利用してプロジェクトの理解促進に努め、優良事例及び教訓が文書で共有された（指標 4-1）。また、これらの機会を通じて課題解決のための対策が共有・議論され、その成果が JCC で確認された。これらの活動の結果、ガーナ側のプロジェクトモデル及び成果に関する理解が深まり、結果としてモデルが承認されるに至った（指標 4-3）。

4.2 プロジェクト目標の指標達成度

表 4-6 に、「プロジェクト目標：コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルを普及展開する準備が整う。」の 2 つの OVI の達成度を示す。2 つの OVI 全て、達成度は高い。

表 4-6 プロジェクト目標の指標達成度

OVI	達成度	根拠
1：学習成果を改善する改善モデルが教育省及びガーナ教育サービスにより承認される。	高い	2024 年 2 月に開催された第 6 回 JCC にて COMPASS 最終モデルが承認された。
2：普及に係る予算措置及び実施体制を含むガーナ教育サービスのアクションプランが作成される。	高い	2024 年 2 月に開催された第 6 回 JCC にて GES 作成のアクションプランが承認された。

出所：COMPASS プロジェクト

プロジェクトは、開始当初からモデルに関してワークプランで示した。また、JCC の場でもモデルを提示し、2022 年 12 月の第 3 回 JCC では、それまでに導入したモデルを 2022 年モデルと称して説明し、その承認を得た。これにより、モデルの仮承認が得られた。さらに、プロジェクトの進捗のみならず、小学生算数ワークブックや実施マニュアル等の経費削減などのモデルの改善を試みるパイロット活動の予定や成果を都度 JCC にて共有することで、プロジェクトへのより深い理解を促進することに繋がった。このようにして GES 上層部にモデルの認知度を高め、有用性を訴えた結果、最終的なモデルの承認が得られた（OVI 1）。

また、本プロジェクトは開始当初から普及を目指していた。PDM Ver.1.0 までは成果 4 にて、2022 年から他州への展開が計画されていた。前述のように遅延や資金の問題により、プロジェクト期間内での展開は実現しなかった。しかし、上述のような働きかけによりモデルが承認され、2023 年 7 月の第 4 回 JCC では GES 主導によるプロジェクト終了後のフ

フォローアッププランが発表されるなど、持続性に向けた動きがアクションプラン作成の基盤となった（OVI2）。

第5章 プロジェクトの評価と教訓

本章では、プロジェクトのモデル活動実施を含むプロジェクトが実施運営する上での課題と教訓を述べることで、今後のガーナでの技術教育プロジェクト運営の参考とする。

5.1 DAC 項目評価の観点からの考察

妥当性：高い

ガーナ政府は、「ガーナ中期国家開発政策（2018-2021）」において社会開発を重視し、特に産業化を支える人材育成を主要政策の一つとして位置付けている。この政策の一環として、2018年に改定された「教育戦略計画」（Education Strategic Plan：ESP 2018-2030）では、「教育マネジメントの改善」が政策目標の一つに掲げられている。この計画では、学校レベルでの教育マネジメント改善にコミュニティの積極的な参加が求められており、2008年の教育法に基づく地方分権化の推進がその背景にある。これにより、郡や学校レベルでの教育マネジメントの強化が必要とされている。

一方で、ガーナでは初等教育の純就学率が2017年には89.3%に達するなど、教育の量的拡大は着実に進んでいるが、子どもの学習成果の改善は依然として重要な課題として残っている。

本プロジェクトは、このような背景のもと、学校運営委員会（School Management Committee：SMC）を民主的選挙により再設立し、初等算数の子どもの学力改善に取り組むものである。地方分権化の下での学校運営委員会の強化と、それに伴う学力向上を目指す本プロジェクトは、ガーナの開発政策と現地のニーズに適合しており、その妥当性は高いと言える。

整合性：高い

日本は、2019年9月に策定された対ガーナ国別開発協力方針において、人材育成を重点分野として位置付けている。この方針の下、安定した経済成長に寄与する産業人材の育成を目指し、教育行政及び学校運営の改善、現職教員の能力強化を通じて、初等教育における理数科教育の質の向上を支援することを目標としている。また、2019年4月のガーナJICA国別分析ペーパーでは、「人材基盤強化」を重点分野とし、「質の高い教育」を目指す開発課題の下で、「理数科強化・学校運営改善プログラム」を推進している。このプログラムでは、住民参加による学校レベル・コミュニティレベルでの学習環境の改善を図り、児童の学力向上に焦点を当てた支援を行っている。

この方針に基づき、JICAは以下のような支援を行ってきた：

- 2010年から2019年：個別専門家「教育セクター地方分権化支援アドバイザー」をガーナ教育サービス（GES）に派遣し、中央から州、郡、学校レベルに至るまでの教育マネジメントの強化を支援。特に2015年以降は、仏語圏アフリカで展開されている「みんなの学校」プロジェクトのアプローチを英語圏のガーナで試行。

- 2019年から2020年：プロ研パイロット活動の実施。

他機関の代表的なプロジェクトは以下の通り：

- 世界銀行：「学習成果のためのアカウンタビリティ強化プロジェクト（Ghana Accountability for Learning Outcomes Project：GALOP）」を通じて、2020年から2024年まで基礎教育分野での子どもの学習成果及び学校環境の改善に取り組んでいる。特に、1万校の小学校のSMC強化に注力し、COMPASSのマニュアル提供などで連携を強化している。
- USAID：2014年から2023年にかけて、就学前から初等2年生までの読み書き・計算能力向上を目指す「Partnership for Learning」プロジェクトを実施。また、2014年から複数フェーズで行われている Learning Project では、SMC/PTA との関係強化に取り組んでいる。
- UNICEF：2019年まで、読み書き（英語）・計算能力の改善とアカウンタビリティの強化を目指した「Strengthening Teacher Accountability to Reach All Students (STARS) Project」を実施。GALOPとも連携している。

このように、日本を含む各機関との連携が十分に取れており、整合性は高いと評価される。

有効性：活動の結果が効果発現につながり、プロジェクト目標を概ね達成した。

本プロジェクトの目標「コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルを普及展開する準備が整う」に関して、設定された2つの指標は、3.2節でまとめられた通り、全て達成された。この達成は、成果1から成果4までの各成果の達成が基盤となっている。成果1から成果3は、モデルの妥当性を示すものであり、これらは高い達成度を示している。一方で、成果4はモデルの持続性に関わるものであり、一部に課題が存在することが明らかになっている。今後のモデル普及において、この点に留意する必要がある。これらの点を踏まえ、「活動の結果が効果発現につながり、プロジェクト目標を概ね達成した」と評価した。

効率性：事業のインプット（費用および期間）は、アウトプットに対しておおむね効率的である（目安：計画比100%超～125%以下）。

事業期間に関しては、当初の計画通り2020年3月から2024年3月までの48か月間で実施され、計画比としては100%を達成した。事業費については、計画概算6億円（事前評価表より）に対して実際には7億4400万円となり、計画比で124%となった。この増額の要因としては、GALOPとの協働によりコストが折半される予定であったところが、教育省と世界銀行の方針転換により、当該プロジェクトの支出に変更になったことが挙げられる。また、新型コロナウイルス感染症の感染拡大による学習の遅れに対応するためのキャッチアップ教材の作と印刷、中学校卒業試験 BECE 対策が活動に加わったことも要因である。

直接裨益校数は、計画時の3,397校（事前評価表）から1,875校へと減少し、計画比で55%となった。この減少は、GALOP対象校への介入が間接裨益となったためである。しかし、GALOP対象校もSMC連合に含めることで間接裨益校となった。したがって、当初予算比124%、当初計画期間比100%、裨益校数計画比55%であるものの、残る45%の学校も間接的に裨益していることから、上記の評価が妥当であると判断される。

インパクト：高い

ガーナ教育サービス（Ghana Education Service：GES）によって作成された、COMPASS対象となる3州のフォローアップ計画、普及に関わる必要経費および実施体制を含むアクションプランが完成したことは、上位目標の達成に向けた重要な進展である。このアクションプランにより、「他州において、コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルが普及される」という上位目標の実現可能性が高まっている。したがって、この目標の発現の見込みは高いと判断される。

持続性：中程度

この分析は、プロジェクトの持続性を評価するために、政策・制度、実施機関の組織・体制、技術、および財務の各側面を考慮している。

- **政策・制度の持続性：**2018年に改定された「教育戦略計画」（ESP 2018-2030）における「教育マネジメントの改善」という政策と本プロジェクトの成果が一致しているため、政策・制度の持続性は高いと評価した。
- **実施機関の組織・体制の持続性：**国家レベルでは「普及に係る必要経費及び実施体制を含むガーナ教育サービスのアクションプラン」が存在し、州・郡レベルでは既存の実施体制が機能していることが確認されている。また、学校レベルではSMCの存在と民主選挙による再設立の可能性が証明されているため、実施機関の組織・体制の持続性も高い。
- **実施機関の技術の持続性：**COMPASSプロジェクトで作成した実施マニュアルにより、各学校がQuo-SPIPを作成し、実施できる能力が確立されたため、技術の持続性も高いと評価される。
- **実施機関の財務の持続性：**一方で、学校交付金の支給が不安定であることが明らかになっており、これが持続性に影響を与える可能性がある。学校交付金は基礎給付金と生徒一人当たりの給付金の2種類に分類される。前者は一律の金額が学年の最初に、後者は学校ごとに異なる金額が毎学期に、各校に支給されることになっている。教育省の学校交付金支給の担当者に確認した直近のデータによると、2022年の2学期以降滞っていた学校交付金の支給が、2023年12月に行われた。これは、教育省からの1500万GHSの要求に対し、約27%の410万GHSが財務省より教育省へ支給され、基礎給付金の一部として各校に届けられたものである。この支給額は、前年度分の不足分を補う位置づけなのか、2023/24年度の基礎給付金として支払われたのかは、明らかでない。また、次にいつ財務省から教育省に資金が送られ

る見込みであるかも、不明である。SPIP を郡教育事務所に提出することが、各校が学校交付金を受領する条件となっている。そのため、交付金が支給されない、もしくは金額が十分でないことは、各 SMC の学校計画を策定するモチベーションを下げる要因のひとつにもなっている。SPIP や Quo-SPIP 策定を促し、各学校がそれに即した学校運営を行うためには、学校交付金の安定供給が必要である。また、郡教育事務所による各校への巡回モニタリングを定期的に行うために必要な、旅費の確保も課題である。サーキット内の学校を巡回する SISO が確実に学校をモニタリングできる体制を整えることが、導入されたモデルの維持継続に重要である。

これらの要素を総合的に考慮すると、プロジェクトの全体的な持続性は中程度と判断されている。特に財務面の不確実性が、他の側面での高い持続性を損なうリスク要因となっている。

5.2 リスク要因の変化とその軽減のための対応策・JICA とガーナ政府が行った対応策

本節では、プロジェクト期間を通してのリスク要因と、その軽減のために取った対応策などを項目別に記載する。

新型コロナウイルス感染症の感染拡大によるプロジェクト活動への影響

<リスク・課題>

新型コロナウイルス感染症の感染拡大の影響は多岐に甚大であった。2020 年 3 月に本プロジェクトが開始されたにも関わらず、日本人専門家は長期に渡り渡航できなかった。2021 年 2 月から渡航ができるようになったが、ガーナにおける新型コロナウイルス感染症の感染拡大の第二波の影響から不要不急の活動の中断措置が採られた。このような環境下で、以下のようなリスクが増大した。

- 感染拡大リスク
- プロジェクトのガーナ側の理解度が不足するリスク
- 活動の遅延リスク

<対応策・結果>

プロジェクト関係者は、上記リスクに対して以下のような対応策を取った。

- **感染拡大リスク：** JICA は 2021 年 2 月まで日本人専門家の渡航を停止し、ガーナ政府も 2020 年 3 月から 12 月まで学校を閉校し、2021 年 2 月から 6 月頃までは不要不急の研修実施中断措置を講じた。これらの対策により、感染拡大リスクは軽減されたが、学校年度がずれるという結果を招いた。このずれた学校年度を元の 9 月開始に戻すため、プロジェクト活動期間中に 1 学校年度を 9 ヶ月とする年が生じ、これがプロジェクトの成果発現及びその評価に影響を与えた。

- **プロジェクトのガーナ側の理解度が不足するリスク：** プロジェクトでは、1) プロジェクト活動に精通した人材の活用、2) オンラインでの研修実施という 2 つの主要な対策を採用した。第一の対策として、鳴門教育大学が実施した JICA 課題別研修「住民参加による教育開発」の 2019 年度帰国研修員と、個別専門家・プロ研パイロット活動の対象郡の郡教育事務所職員を中央講師として登用した。これらの人材をプロジェクトオペレーションチーム（Project Operation Team：POT）に任命することで、プロジェクトに対するオーナーシップが強化された。第二の対策として、これらの人材の登用を活かし、日本人専門家がオンラインでモニタリングする環境下での研修を実施した。
- **活動の遅延リスク：** 日本人専門家は、日本国内で研修マニュアルを開発し、オンラインでのモニタリングを行いながら、現地の中央講師による研修を実施することで、プロジェクトの遅延リスクを軽減した。また、活動資金に関しては、GALOP 資金の活用により、プロジェクト資金を引き出せずに活動が実施できないという、資金面でのリスクも低減された。しかし、これらの対策にもかかわらず、プロジェクトには大きな遅延が発生した。

GALOP の方針変更の影響

<リスク・課題>

2021 年前半に開催された GALOP 進捗確認会議で、世界銀行はイースタン州、ボルタ州、オチ州の 3 州における GALOP 対象校への COMPASS プロジェクトの介入に難色を示した。これにより、プロジェクトの対象校変更というリスクが生じた。

<対応策・結果>

プロジェクトチームと JICA ガーナ事務所は、対象 3 州の対象校を維持するために世界銀行及び教育省に働きかけを行った。しかし、最終的に教育大臣の決断により、世界銀行の意向が採用された。結果として、COMPASS プロジェクトの対象校は、対象 3 州内の GALOP 非対象校（COMPASS 対象校）に限定されることとなった。プロジェクトの PDM の成果 4 も、この変更に合わせて改訂された。一方で、GALOP 対象校も 2023 年から SMC 連合に参加し始めたため、これらの学校も COMPASS プロジェクトの間接的な裨益を受けることとなった。

学校レベルの資金不足

<リスク・課題>

ベースライン調査により、国からの学校交付金の支給が滞っている状況が明らかになった。このため、学校や SMC において、学校改善活動を策定するモチベーションが生じないリスクが存在した。さらに、2022 年以降、物価の高騰が顕著になり、ガーナの経済状況の悪化と合わせて、SMC や SMC 連合の活動に影響を及ぼすリスクが高まった。

<対応策・結果>

プロジェクトの基礎モデルは、学校交付金に依存せず、地域住民の力を活用するものである。このリスクを好機と捉え、モデルの展開を進めた結果、成果1では地域住民の参加が大いに促進された。また、物価高騰などに対応するため、年度途中でも価格の実態に即して学校改善計画（SPIP）の修正を柔軟に行うよう促した。

また、経済状況が悪化する中、SMCによる資金動員が活性化された。具体的には、SMCによるメイズ、落花生、キャッサバ等の畑づくり及びその収穫物による所得創出活動や、郡議会、教会、コミュニティへの働きかけによる寄付金や机等の学校に必要な物品の獲得等に成功した。

コスト削減モデルに対するモチベーション低下

<リスク・課題>

プロジェクトの持続性を高めるためのコスト削減の一環として、2023年にはオンライン会議や研修への移行が進められた。この変更により、関係者のモチベーション低下というリスクが生じた。

<対応策・結果>

これまでに構築されたコミュニティの基盤や、連合間の横の連携を重視し、地域レベルでの活動を強化することで、モチベーションの向上を図った。また、良い例を全体に共有することで、参加者の意欲を刺激した。このオンライン化は2023年11月頃から始まっており、現時点ではその成果はまだ確認されていない。しかし、今後は伝統的首長、州事務所、DEOC（District Education Oversight Committee）、メディアなど、教育フォーラムに参加する様々なステークホルダーが協力し、相互の活動を認め合う連携をさらに強化することが求められるだろう。

5.3 教訓

(1) モデル開発・実践・普及の課題と教訓

- **カスケード研修の質の均一化**：カスケード方式の研修において、研修講師の質のばらつきが問題となった。これに対応するため、複数の講師を育成し、補完し合いながら研修を実施する体制を整えた。郡講師の選定は能力に基づくものとし、研修手法にはシミュレーションやケーススタディを採用した。また、研修教材の提供やWhatsAppを用いた情報共有体制の構築、中央講師による直接研修の併用などを行った。2022年末までに郡事務所レベルの講師の質にばらつきがあることが明らかになり、2023年のリフレッシュ研修では、郡事務所関係者を含む連合幹部を対象に研修を実施し、質の均質化を図った。

- **伝統的首長と宗教学校組合の巻き込み**：伝統的首長のコミュニティへの影響力は、プロジェクト開始当初から重視されていたが、州レベルの代表者の参加が少ないという課題があった。これに対応し、2023 年のリフレッシュ研修では郡レベルの代表を招待し、意見交換を行った。その結果、教育フォーラムの情報が地域レベルまで十分に伝わっていないこと、教育行政機関との情報共有の不足が明らかになった。首長たちは、地域に戻ってからの情報共有方法についてシミュレーションを行い、研修後には住民動員を呼びかけるなど積極的に活動した。また、ガーナの公立学校の多くが宗教団体に所属していることから、宗教学校組合（The Conference of Managers of Education Units : COMEU）にプロジェクトの概要を紹介し、コミュニティ参加型の学校運営への理解と興味を得た。
- **POT リーダーの交代と中央講師の異動**：2023 年 4 月、POT のリーダーが交代し、プロジェクトと GES の連携が強化された。また、中央講師 2 名が中央に異動し、他州での研修活動を通じて COMPASS のアプローチを拡散する活動を行った。プロジェクト対象州での実践に限っては人事異動は損失であるが、他州への普及と考えると、重要な一歩となる。
- **GALOP との連携**：COMPASS 非対象 13 州のマスター講師研修に技術的支援を提供し、SMC の民主的再設立や活動計画の策定、財務管理手法を全国の小学校に導入した。これにより、全国の 50%以上の学校で SMC の民主的再設立が実現した。COMPASS 対象 3 州では、GALOP 対象校が連合を通じて補習活動を行うなど、間接的な連携が実現した。これらの教訓は、モデル開発・実践・普及の過程で得られた重要な知見であり、今後の取り組みにおいて参考となるであろう。
- **Quo-SPIP への算数補習活動の組み込みの徹底と補習時間の確保**：表 3-10 が示すように、2023 年のフォローアップ調査では調査対象校の全てが Numeracy に関する補習活動を実施したと答えている。一方、年間 30 時間以上の補習授業を実施した学校は 33%に留まるなど、学習時間の確保が課題と言える。補習時間の不足は、エンドライン調査と比較してフォローアップ調査時に基礎学力の向上が確認できなかった理由のひとつとも考えられる。改善策としては、Quo-SPIP に補習実施のために必要な数量的情報・目標（実施時間、期間、必要なファシリテーターの人数など）と具体的な行動を明記することを徹底するなどが考えられる。
- **コミュニティファシリテーターの動員**：補習実施の負担が教師のみに偏ると、持続性の担保が困難になる。そのような状況を防ぐためにも、コミュニティファシリテーターの動員が重要である。しかし、特に 2022 年から 2023 年にかけては、有償であると誤解をし、見返りを求めるコミュニティファシリテーターが散見された。これは住民総会の場で、補習活動はボランティアであることが明確に住民に伝わっていなかったことが原因として考えられる。また、2022 年度は 7 月から 11 月という短期間に集中して補習授業を行った。その期間にコミュニティファシリテーターを動員できた SMC も、補習授業を継続するにつれ、教師以外のファシリテーターを獲得することが困難となっていた。このような経験から、コミュニティファシリテーターの効果的な動員のために必要な要素は、下記 2 点であると考えられる。

- ① 住民総会を活用し、補習授業の趣旨と必要性を明確に住民に伝え、ボランティアでの協力を募ること
- ② 短期間に集中して補習を実施することで、ファシリテーターの拘束時間と負担を軽減すること
- **モニタリング活動の好事例：**SMC や SMC 連合の活動を維持継続、向上させるためには、モニタリングが重要となる。好事例を下記に述べる。
 - ・ボルタ州 Akatsi South 郡では、全ての SMC と SMC 連合が郡教育事務所に住民総会への招待状を送ることで、マスタートレーナー及び SISO がもれなくモニタリングに赴くことが可能となった。モニタリング後には、訪問者が郡事務所関係者に情報共有を行う仕組みも合わせて確立された。
 - ・SMC 連合内で、SMC 同士が学校訪問をし合う相互モニタリングが行われた。交通費の発生しない近隣の学校などに限られたが、補習の実施状況などを確認し、SMC 同士が刺激し合う機会として活用された。

(2) プロジェクト運営における課題と教訓

- **研修過多の影響：**2020 年度の新型コロナウイルス感染症の GALOP 対象校の取り扱いの変更による研修遅延などの影響により、2021 年から 2022 年にかけての活動が過多となった。これにより、SMC が自立する前に算数補習活動が導入され、本プロジェクトが算数補習活動プロジェクトであるという誤解が広く観察された。これに対し、教育フォーラムやリフレッシュ研修の場にてリマインドする対応を取った。
- **人事異動への対応：**郡事務所長や郡トレーナーなどの異動により、研修を受けていない後任が着任するケースがあり、これがプロジェクトの進行に影響を与える。校長レベルでも、COMPASS 対象外からの異動により、Quo-SPIP や住民総会への理解が不足している問題が確認された。指導主事（School Improvement Support Officer：SISO）が校長の交代前後のフォローアップを担当しているが、活動ガイドラインがないため、GES による新たな SISO ガイドラインの開発と、校長異動時の SMC フォローアップ項目の追加が求められる。

(3) その他の課題と教訓

- **SMC 連合を含む基礎モデルの機能性とフォーラムの関係性とその課題：**
SMC の機能性は SMC 事務局の民主選挙から生み出されるリーダーシップ、教育課題についての情報共有や運営の透明性によって生まれるローカルアクター（保護者、住民、教員）の参加と協働による活動との成果によって支えられている。そして、その機能性の持続は、ローカルアクターが生み出した活動の成果をモチベーションとすることにより担保される。SMC 連合の機能性も、SMC の代表の SMC 連合参加費や連合活動費を SMC が負担しているという意味で、ローカルアクターの支持から生まれている。

SMC レベルの活動はローカルアクターの近くで行われているので、活動の計画、実施、結果に触れることが容易であり、情報共有、運営の透明性に支えられた参加、協働の継続は可能である。しかし、SMC 連合の存在はローカルアクターの参加と協働をひきだすためには距離的にも心理的にも遠い存在であり、連合は設立以降、時間の経過とともに各 SMC の参加が減少し、連合の機能性が低下するということが、他の「みんなの学校」対象国で見られた一般的な傾向である。他国の場合、この連合の弱点は教育フォーラムが補強した。それは、教育フォーラムで決まった決議が、SMC 連合を通して、ローカルアクターに伝えられるプロセスとそのプロセスの最後の現場での具体的な成果を通し、ローカルアクターは、SMC 連合の役割価値と意義を認識し、SMC 連合の総会への参加へのモチベーションが上がる。このように、SMC、SMC 連合、教育フォーラムは、その機能性と持続性を相互補助しあう関係性にある。

本プロジェクトでは前述のように、この3つの組織や活動のスムーズな導入を阻む障害があった。まず、SMC の導入に関し、予定されていた研修が途中で中断、延期された。結果として、活動計画の実施、連合の設立、フォーラムの実施が十分に余裕のない日程で行われた。さらに SMC 連合については、GALOP との連携方針の変更により、対象校が対象地域の中で虫食い状態になり、地域の教育開発と SMC モニタリングを担う SMC 連合の機能性に影響を与えた。SMC 連合が機能していないということは、SMC の機能性にも悪影響を与える。

結果として、SMC 及び SMC 連合の機能度は一定のレベルには達したが、他国と比べ、ローカルアクターの参加度は高いとは言えず、今後低下する可能性もある。現対象3州では今後、SMC に対しては、ローカルアクターが最大限参加した事務局の再選挙と、GALOP 対象校を含めた教育フォーラムを開催し、ローカルアクターに対する活動計画のリフレッシュ研修を実施することが望まれる。SMC 連合に対しては、他国で実施されている郡 SMC ネットワーク会議を定期的で開催するなど、州レベルのフォーラムに代わる改善策を導入することも提言される。

これらの教訓は、プロジェクト運営の過程で得られた重要な知見であり、今後の取り組みにおいて参考となるであろう。

第6章 上位目標の達成に向けての提言

6.1 上位目標達成の見通し

上位目標は、プロジェクト終了3年後、即ち2027年頃の達成目標となる。本プロジェクトの上位目標「他州において、コミュニティと学校の協働を通じて初等レベルの子ども学習成果の改善に資するモデルが普及される。」に対する指標3つとその達成状況を、表61に示す。なお、「他州」は特定せず、現対象州以外の1州とすることで第5回JCCにて合意した。

表 6-1 位目標の指標の達成状況

OVI	達成度	根拠
1：州の75%以上の学校が住民総会において住民の参加の下に SPIP を作成する。	予算が確保できれば達成の見込みは高い。	この指標は、本プロジェクトの成果 1-2 の指標と同様であり、同指標は高い達成率で達成された。よって、アクションプランの作成と他ドナーへの働きかけ等により予算が確保できれば、達成の見込みは高い。
2：州の75%以上の学校が SPIP に計画した活動のうち75%を実施する。	予算が確保できれば達成の見込みは高い。	この指標は、本プロジェクトの成果 1-3 の指標と類似しており、同指標は高い達成率で達成された。よって、アクションプランの作成と他ドナーへの働きかけ等により予算が確保できれば、達成の見込みは高い。
3：州の75%以上の学校が SPIP に計画した学び重視関連活動を実施する。	予算が確保できれば達成の見込みは高い。	この指標は、上記同様本プロジェクトの成果 1-3 の指標と類似しており、同指標は高い達成率で達成された。よって、アクションプランの作成と他ドナーへの働きかけ等により予算が確保できれば、達成の見込みは高い。

出所：COMPASS プロジェクト

本プロジェクト終了時点では予算獲得ができていないことから、上位目標の達成見込みは不透明である。一方で、プロジェクト期間中に作成されたアクションプランを用いて、プロジェクト終了後、GES から他ドナーへの積極的な働きかけを行うことが見込まれる。これにより予算が獲得できれば、本プロジェクトで達成したこれらの指標を他1州で達成する見込みは高いと言える。

6.2 上位目標を達成するためのガーナ側の活動計画と実施体制

本プロジェクトの上位目標「他州において、コミュニティと学校の協働を通じて初等レベルの子どもの学習成果の改善に資するモデルが普及される。」を達成するための行動計画「アクションプラン」が GES により作成され（添付 13）、第 6 回 JCC において承認された。

本プランはプロジェクト終了後 2024 年～2027 年に、ガーナの全 16 州のうち COMPASS 対象以外の他州にモデルを展開するための、GES の行動計画である。この計画は GES 内のパートナーシップ連携部署により執行される。

(1) 実施方法

アクションプランを実行するための GES 内の予算の確保が望めないことから、プランの実施は類似の活動を行う他ドナーとの連携が前提となる。既存のプロジェクト他、新規の類似案件にも COMPASS の要素を関連付けた活動が行えるよう、ドナーへのアピールを行う見込みである。

アクションプランの実行においては、本プロジェクトの中央講師及びマスタートレーナーが講師を務めることで、プロジェクト中に育成された人材を通し、効率的な研修の実施と経験の共有が行われることが見込まれる。13 州全て同時に介入を行うには人材が不足することから、3 州ずつ 4 回に分けるなどの段階的な介入が現実的であると考えてられている。

(2) 活動内容

活動内容は 4 項目に分けられ、表 6-2 のように整理される。項目 1 では NGO や他ドナーへのロビー活動、メディアを通じた啓発、州・郡事務所関係者への情報共有などが含まれる。項目 2 では、既存の学校改善計画(SPIP) とプロジェクト独自の学校改善計画(Quo-SPIP)の統合を検討し、実行するためのルール整備、また算数の補習授業の継続的な実施を促す目的のイベントの主催などが計画されている。項目 3 には人的資源と資金の活用が含まれ、活動資金を獲得するために企業への提言を行うことや、トレーナーの研修が組み込まれている。項目 4 には郡事務所や連合による SMC の活動モニタリング、データの収集分析、教育フォーラムの実施が含まれる。

表 6-2 アクションプラン活動内容

分野と手法	要点
1. モデル普及に関する啓発	関係者との相談と連携
2. 普及と継続性のための運営面の整備	法令等の整理
3. 資金運用管理、研修	ドナー連携、企業への提言
4. 継続性を確保するモニタリングと評価	指標の設定、評価の方法

出所：COMPASS プロジェクト

(3) 課題と展望

アクションプランに予定された活動は、いつまでにどのような状態になることを目指すのか、明確な目標が示されていない。また、全ての項目が活動費を要する内容であるため、GES の予算確保が困難である状況を踏まえると、実現可能性が不透明である。そこで GES と MoE は第6回 JCC において、アクションプランを承認するとともに、本プランを元にさらなる緻密な計画を策定し、実行に移していくことに合意した。

6.3 ガーナ側への提言事項

既存の仕組みへの組み込み

持続性を上げるには、既存の仕組みに組み込み、コストや業務負荷の低減が必要である。今後の組み込みとしては以下のような方策が考えられる。

- Quo-SPIP の SPIP への統合
- 「モニタリング」研修マニュアルの SISO マニュアルへの統合
- モニタリング業務の一部を、School Census や School Report Card への統合
- 教育フォーラムを、過去に実施していた Education Sector Annual Review と統合しての実施

推進部署の指定

COMPASS プロジェクトのカウンターパート機関は、GES 内のパートナーシップ連携部署であった。しかし本部署は主にドナーの案件の窓口である。本プロジェクト終了後も実施が確保されるよう、GES 内の部署を責任部署として任命することが必要である。

6.4 プロジェクト終了後から事後評価までのモニタリング計画

プロジェクト期間中に育成した人材が主体的に活動を継続、発展させていくことができるよう、プロジェクト終了後から 2025 年 3 月までのフォローアッププランが作成され（添付 14）、2023 年 7 月の JCC で共有及び承認された。これに沿って、プロジェクトで導入した活動の定着・強化及びモニタリングを GES 主導で行い、その結果を教育省及び JICA ガーナ事務所に定期的に報告することとなっている。なお、同期間は主としてオンラインによるデータ収集やオンラインによるフォーラムの実施などを通じたモニタリングを行う。

また、他州への普及を視野に作成されたアクションプランにもモニタリングのシステムが盛り込まれている。よって、同アクションプランに沿って、上位目標の指標のモニタリングが実施される。

添付資料

添付 1 : 協議議事録 (RD)

RECORD OF DISCUSSIONS

FOR

**PROJECT FOR IMPROVING LEARNING OUTCOMES
THROUGH COMMUNITY PARTICIPATION FOR SUSTAINABLE
SCHOOL FOR ALL**

AGREED UPON BETWEEN

MINISTRY OF EDUCATION

OF

THE REPUBLIC OF GHANA

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

Dated November 14, 2019

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Based on the minutes of meetings on the Detailed Planning Survey for the "Project for Improving Learning Outcomes through Community Participation for Sustainable School for All" (hereinafter referred to as "the Project") signed on 5th April, 2019 between the Ministry of Education in Ghana and Ghana Education Service (hereinafter referred to as "the Ghanaian party") and the Japan International Cooperation Agency (hereinafter referred to as "JICA"), JICA held a series of discussions with the Ghanaian party and relevant organizations to develop a detailed plan of the Project.

The purpose of this record of discussions (hereinafter referred to as "the R/D") is to establish a mutual agreement for its implementation by both parties and to agree on the detailed plan of the Project as described in the followings and the Annexes, which will be implemented within the framework of the Note Verbales exchanged on June 3, 2019 between the Government of Japan and the Government of Ghana.

The Ghanaian party will be responsible for the implementation of the Project in cooperation with JICA, coordinate with other relevant organizations and ensure that the self-reliant operation of the Project is sustained during and after the implementation period in order to contribute toward social and economic development of Ghana.

Both parties also agreed that the Project will be implemented in accordance with the "Basic Principles for Technical Cooperation" published in 2016 (hereinafter referred to as "the BP"), unless other arrangements are agreed in the R/D.

The R/D is delivered at Accra as of the day and year first above written. The R/D may be amended by a minutes of meetings between both parties, except the plan of operation to be modified in monitoring sheets. The minutes of meetings will be signed by authorized persons of each side who may be different from the signers of the R/D.

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For

Japan International
Cooperation Agency



Mr. Hirofumi Hoshi
Chief Representative
JICA Ghana Office

For

Ministry of Education
The Republic of Ghana



Mrs. Wilhelmina Asamoah
Director, Administration

For

Ministry of Finance
The Republic of Ghana



for: Ms. Yvonne Quansah
Director, Resource Mobilization and
Economic Relations Division

For

Ghana Education Service
The Republic of Ghana



Dr. Kwabena Bempah Tandoh
Deputy Director General
(Quality and Access)

- Annex 1 Main Points Discussed
- Annex 2 Project Design Matrix (PDM)
- Annex 3 Plan of Operation (PO)
- Annex 4 Implementation Structure
- Annex 5 List of Joint Coordinating Committee members of the Project

MAIN POINTS DISCUSSED

1. Significance of the Project

The Ghanaian and Japanese parties have established that the Project is in line with the priority issues of Ghana's education sector, especially improvement in pupils' learning outcomes and school management through community engagement, as stipulated in Education Strategic Plan (ESP) 2018-2030.

2. Orientation of the Project

Both parties agreed the goal of the Project is to create a better learning environment, where every pupil can get quality education and no one is left behind. To this end, both parties agreed that the Project would aim to improve learning outcomes of pupils in primary schools through promotion of school-level learning activities organized by well-functioning school management committees.

Both parties shared views that the model of the Project would be rolled out to all schools within the first target regions (Volta and Oti regions) for the first year, proceeding to the second target region (Eastern region) to confirm the scalability in the following year. For the latter two years of the Project, both parties agreed to scale up the model to other regions, depending on the resource availability of the Ministry of Education (MoE) and/or Development Partners (DPs). Both parties made it clear that after the end of the Project, the approved model would be scaled up to the rest of the non-target regions along with an official plan prepared by MoE and GES. The Japanese party expressed its view that the Project would employ a more scalable and cost-effective intervention model to be developed through pilot activities conducted with a team of JICA-dispatched consultants since March 2019¹.

3. Scale up with collaboration under the GALOP within the Project period

Both parties agreed that all the development projects in Ghana should harmonize themselves to maximize the development outcomes. In particular, since MoE and GES will launch "Ghana Accountability for Learning Outcomes Project" (GALOP) financed by the World Bank and the Global Partnership for Education (GPE), it was discussed that the JICA Project would need to align with the GALOP, especially in Component 2 of strengthening SMCs and learning support through collaboration with communities. Hence, both parties confirmed that technical exchange would take place among the World Bank and relevant counterparts and that GALOP would extend the model developed by JICA-supported Project within the JICA Project period.

¹ These pilot activities have been ongoing since March 2019 through early months of 2020 under the JICA-conducted "Project Study in African Region on New Approach and Its Scaling Up for Improving Learning through Community Participation."

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4. Intervention of remedial activities within official class hours

The Japanese party explained the concept of the Project's remedial activities as learning activities for low-performing pupils to catch up with their peers. To this end, the remedial activities have the following three components to supplement school class: the learning time, quality learning materials and quality teaching. The Ghanaian party agreed on the above concept and showed interest in introducing the Project's remedial activities to 1.5-hour-remedial class within official class hours, which may be rolled out in the next curriculum starting from this September. In addition, both parties confirmed that the remedial activities in numeracy could be level-based instead of grade-based, although each school and their parents would have discretion on what kind of remedial activities to conduct.

5. Target beneficiaries

Both parties agreed that the Project would also benefit kindergartens, on the condition that the kindergartens are attached to primary schools and SMCs cover both sections. Confirming that operationalization of SMCs should be beneficial to all pupils regardless of their grade, as to provision of learning materials for remedial activities, the Project would pay special attention to lowest-performing pupils to reduce gap between higher and lower performers.

6. Scalability of the Project model

Both parties shared views that scalability of the model would encompass cost-effectiveness, affordability, as well as technical viability under extended geographical scope.

7. National approval of the model and procurement of fund and implementation body for future scale up

Both parties shared views that, after establishing its outcomes in pupils' learning and scalability of the model, MoE and GES would approve the model and develop an official Roll-Out Plan of the model, which includes actions, funding and implementation structure in order to scale up the model to other regions.

To this end, the Japanese party reaffirmed the Ghanaian party's intension to articulate the scale up of the Project model in the Ghanaian education sector plan, especially "Education Sector Mid-term Development Plan (2022-2025)."

8. Inputs from Ghanaian side

The Japanese party reaffirmed the intention of Ghanaian party to provide the travelling expenses and means of transport for officials at the district level for regular monitoring of the status of SMCs and their School Performance Improvement Plans (SPIPs), while JICA would cover the expenses of Project-related activities.

9. Establishment of Project Implementation Structure

For smooth and effective implementation of the Project, both parties shared the importance of assigning a sufficient number of qualified

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officers to form "Project Operation Team (POT)." The mission of the Team ranges from materialization of the implementation strategies and action plans to be determined at the Joint Coordinating Committee (JCC) meetings to daily operation of the Project including support and supervision at regional, district and school levels.

10. Environmental and Social Considerations

With regard to the Section 10.1 of the BP, the Project is likely to have minimal adverse impact on the environment and society under the 'JICA Guidelines for Environmental and Social Considerations (April 2010).

END

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Annex 2

Project Design Matrix

Project Title: Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS)

Implementing Agency: Ghana Education Service (GES)

Target Group: Community members, parents, teachers and pupils

Period of Project: March 2020 – March 2024

Project Site: Volta Region, Oti Region and Eastern Region, Ghana

Version 0
Dated 5 April, 2019

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Important Assumption
Overall Goal A model to improve learning outcomes at the primary level through collaboration with communities and schools is scaled up in other regions (To be specified in the official action plan by the end of the Project).		<ol style="list-style-type: none"> 1) More than X% of schools in targeted regions develop SPIPs in a participatory manner at General Assemblies of SMCs 2) More than X% of schools in targeted regions implement more than X% of activities planned in SPIPs 3) More than X% of schools in targeted regions implement learning-oriented activities planned in SPIPs. 	<ol style="list-style-type: none"> a) SPIPs in targeted regions/areas b) minutes and attendance sheet of General Assemblies for SPIP development 	
Project Purpose A model to improve learning outcomes at the primary level through collaboration with communities and schools is made available for scale-up.		<ol style="list-style-type: none"> 1) A refined model to improve learning outcomes is approved by MoE and GES. 2) An action plan by GES including funding and implementation structure for scale-up is developed. 	<ol style="list-style-type: none"> a) Approval document, minutes and attendance sheet at a workshop b) Ministerial ordinance for scale-up plan, including actions, funding and implementation structure 	
Outputs 1. Participatory school management and information sharing mechanism is improved.		<ol style="list-style-type: none"> 1) More than X% of schools establish School Management Committees (SMCs) by a democratic election. 2) More than X% of schools develop SPIPs in a participatory manner at General Assemblies of SMCs. 3) More than X% of schools implement activities planned in SPIPs. 4) More than X% of schools share information on school resources, including school grants, more than X times at General Assemblies of SMCs. 5) More than X% of schools develop annual reviews of SPIPs approved at General Assemblies of SMCs. 	<ol style="list-style-type: none"> a) minutes and attendance sheet of General Assemblies for SMC establishment b) SPIPs c) minutes and attendance sheet of General Assemblies for SPIP development d) annual review summary of SPIPs e) SPIP annual report at the district 	<ol style="list-style-type: none"> 1) The policy for decentralized education and school management is maintained. 2) Department in charge of SMC supervision is maintained. 3) Trained SMC members do not leave their positions before their terms of office expire 4) Social security is not worsen to the extent that obstructs the project activities
2. Pupils' learning outcomes in numeracy are improved.		<ol style="list-style-type: none"> 1) More than X% of schools plan learning-oriented activities in SPIPs, including in numeracy. 2) More than X% of schools implement learning-oriented activities in SPIPs, including in numeracy. 3) More than X% of schools implement remedial activities based on the project model with more than X hours in a year. 4) More than X% of boys and girls attend remedial activities at more than X% of schools. 5) The percentage of pupils who gain minimum proficiency level in math increase by X% in more than X% of schools. (The "minimum" level will be defined after the baseline survey of the Project.) 	<ol style="list-style-type: none"> a) Monitoring sheet b) results of baseline and endline surveys 	
3. SMC monitoring system at district and school levels is strengthened.		<ol style="list-style-type: none"> 1) District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Offices (REOs) and GES HQ three times in a year. 2) A network of SMCs implements meetings not less than three times in a year. 	<ol style="list-style-type: none"> a) Regular report from DEOs b) report, minutes and attendance sheet of monitoring and assistance meeting 	
4. A model is refined in terms of scalability in subsequent regions based on the lessons learned.		<ol style="list-style-type: none"> 1) Lessons learned in the first target regions are documented and shared with relevant stakeholders in MoE and GES. 2) Output 1, 2 and 3 are achieved in the second target region. 3) MoE and GES confirm scalability of the model based on evaluation in the second target region. 4) The improved model is further refined, when it has been scaled up to non-target region(s). 	<ol style="list-style-type: none"> a) report of lessons b) same as Output 1, 2 and 3 c) evaluation results 	

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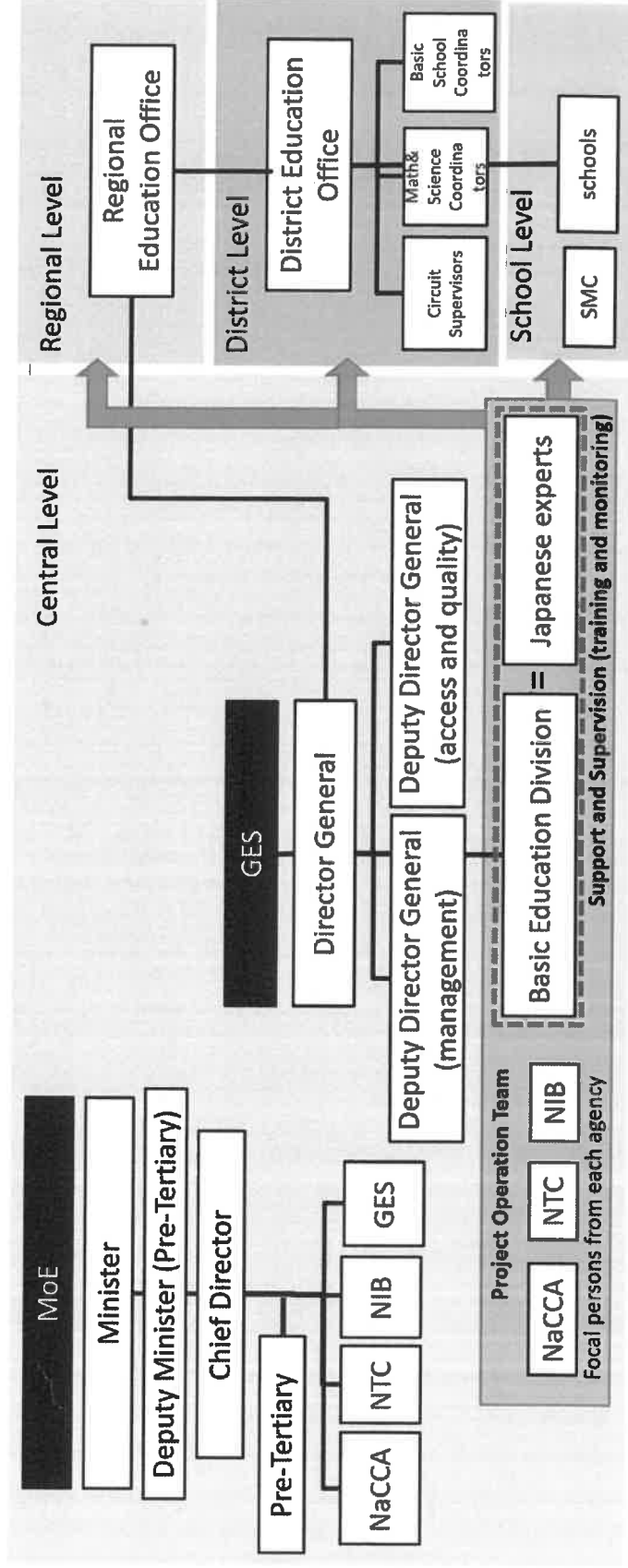
Activities	Inputs	Important Assumption
Output 1. (1-1) Organize an experience-sharing seminar for officials at MoE and GES on learning improvement activities based on participatory school management (1-2) Formulate an implementation framework (procedures and training manuals) for democratic establishment of SMC, SPIP development, school resource management and internal monitoring of SMC (1-3) Organize a trainers' workshop for officials at Regional and District Education Offices (REOs/DEOs) on democratic establishment of SMC (1-4) Organize a training for head teachers on democratic establishment of SMC (1-5) Organize a trainers' workshop for REO and DEO officials on learning-oriented SPIP, school resource management and internal monitoring of SMC (1-6) Organize a training for head teachers and SMC representatives on development of learning-oriented SPIP, school resource management and internal monitoring (1-7) Organize an education forum at the district level to improve access, quality and governance of education	[The Ghanaian Side] - Provision of dedicated Project Operation Team (POT) members - Dedicated offices located within MoE or GES for the Project - Financial and technical support for regional and district operations from MoE and GES [The Japanese Side] - Dispatch of experts (chief advisor / school management / education development / project coordinator and other fields where necessary), including all the expenditures related to their work and stay - Expenses of recruitment of other support staffs including secretary and driver - Expenses of project activities, including trainings and workshops - Procurement and maintenance of Project equipment (vehicles, computers, printers and other equipment) - Training in third countries and/or in Japan (if necessary)	
Output 2. (2-1) Formulate an implementation framework (procedures and training manuals) for SMC-supported learning-oriented activities in numeracy (2-2) Develop teaching and learning materials (TLMs) (2-3) Conduct baseline survey (2-4) Organize a trainers' workshop for REO and DEO officials on learning-oriented activities including remedial activities (2-5) Organize a training for head teachers and learner-supporters/facilitators on learning-oriented activities including remedial activities (2-6) Conduct endline survey and review the outcomes		Pre-Conditions The policy for decentralized education and school management exists.
Output 3. (3-1) Formulate an implementation framework (procedures and training manuals) for SMC monitoring at the district level (3-2) Organize a training for DEOs on SMC monitoring (monitoring mechanism, monitoring procedures and tools, and technical advice) (3-3) Formulate an implementation framework (procedures and training manuals) for establishment of a network of SMCs (3-4) Organize a trainers' workshop for executive members on establishment of a network of SMCs (3-5) Organize a training for SMC representatives on regular meetings of a network of SMCs		
Output 4. (4-1) Review lessons learned in the first target regions (4-2) Organize a workshop for experience-sharing and refinement of the Project model (4-3) Conduct activities for Output 1, 2 and 3 in the second target region (4-4) Evaluate scalability of the project model to improve learning outcomes based on participatory school management (4-5) Organize a validation meeting for approving the model to improve learning outcomes at the primary level through collaboration with communities and schools		

Annex 3

- * Schedule will be fixed after the Project starts

* Schedule will be fixed after the Project starts

Project Implementation Structure



*Please note that the implementation structure may change according to the new Education Bill.

SB

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KB-2

List of Joint Coordinating Committee members of the Project

- a. Chairperson : Chief Director of the Ministry of Education
- b. Permanent members :
- 【Members from the Ghanaian side】**
- The representatives of the Ministry of Education
 - Project Director: Chief Director
 - Director of Pre-Tertiary
 - Director of Statistics Research and Information Management
 - Development Partners Coordinator
 - The representatives of Ghana Education Service
 - Project Manager: Director General
 - Deputy Director General (Management)
 - Deputy Director General (Quality and Access)
 - Director of the Basic Education Division
 - Project Operation Team Leader
 - Financial Controller
 - Directors of Regional Education Office in Volta, Oti and Eastern Region
 - The representatives of agencies in charge of education
 - Executive of the National Council for Curriculum and Assessment (NaCCA)
 - Executive of the National Teaching Council (NTC)
 - Executive of the National Inspectorate Board (NIB)
 -
- 【The members from the Japanese side】**
- JICA experts of the Project
 - Chief Representative and representatives from JICA Ghana Office
 - Mission members from JICA Headquarters (if necessary)
- 【The members from Development Partners】**
- Representatives of Development Partners in education sector

*Please note that other persons that both sides might consider necessary may be included in this list.

KB 18

EB

WA

添付 2 : PDM (変遷 Ver1~3)

Version 1
30/09/2020

Project site: Volta Region, Oti Region and Eastern Region, Ghana

Overall Goals	Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions	Achievement/Plan	Remarks
Project Purpose	A model to improve learning outcomes at the primary level through collaboration with communities and schools is scaled up in other regions. (To be specified in the official action plan by the end of the Project)	(1) More than X % of schools in targeted regions develop SPPs in participatory manner at General Assembly of SMCs. (2) More than X % of schools in targeted regions implement more than X % of activities planned in SPPs. (3) More than X% of schools in targeted regions implement learning-oriented development	a) SPP in target regions/area b) minutes and attendance sheet of General Assembly for SPP development		Overall goal is expected to achieve after completion of the Project	
		(1) A refined model to improve learning outcomes is approved by MoE and GES. (2) An action plan by GES including funding and implementation structure for scale-up is developed.	a) Approval document, minutes and attendance sheet at a workshop b) Ministerial ordinance for scale-up plan, including actions, funding, and implementation structure		As described at 1.4. Achievement of the Project Purpose of the Monitoring sheet.	
Outputs	1: Participatory school management and information sharing mechanism is improved.	(1) More than X % of schools establish School Management Committee (SMCs) by a democratic election (2) More than X % of schools implement more than X % of activities planned in SPPs. (3) More than X% of schools implement learning-oriented activities planned in SPPs. (4) More than X% of schools share information on school resources, including school grants, more than x% times at General Assemblies of SMCs. (5) More than X% of schools develop annual review of SPPs approved at General Assembly of SMCs	a) Minutes and attendance sheet of establishment b) SPPs c) Minutes and attendance sheet of General Assembly for SPP development d) Annual review summary of SPP e) SPP annual report at district level	(1) The policy for decentralized education and school management maintained (2) Department in charge of SPPs and SMC supervision is maintained. (3) Trained SMC members do not leave their position before their term of office	Indicator 1: Since the training in the first target 3 regions is supposed to be implemented for SMCs and schools by the end of March 2021 using the GALOP fund. The achievement of Output 1 will be evaluated after then. Indicator 2: Since the training for SMCs and schools in the first target 3 regions is scheduled to complete by the end of March 2021 using the GALOP fund. The achievement of Output 1 will be evaluated after then. Indicator 3: Since the training in the first target 3 regions is supposed to begin for SMCs and schools from March through July 2021. The achievement of Output 1 will be evaluated after then. Indicator 4: Since the training in the first target 3 regions is supposed to complete by the end of March 2021 using the GALOP fund. The achievement of Output 1 will be evaluated after then. Indicator 5: Activities developed in Quo-SPPs are supposed to be implemented by the end of July 2021. The achievement of Output 1 will be evaluated based on the data collected after then.	
		(1) More than X% of schools plan learning-oriented activities planned in SPPs, including in numeracy (2) More than X% of schools implement learning-oriented activities in SPPs, including in numeracy. (3) More than X% of schools implement remedial activities based on the project model with more than X hour in a year. (4) More than X% of boys and girls attend remedial activities at more than X% (5) The percentage of pupils who gain minimum proficiency level in math increase by X% in more than X% schools (The minimum level will be defined after the baseline survey of the project)	a) Monitoring sheet b) Results of baseline and end line survey	(1) School Security is not worsened to the extent that obstructs the project activities.	Indicator 1: Learning-oriented activities are scheduled to be conducted during the 2nd year of project duration. The achievement of Output 2 will be evaluated after October 2021. Indicator 2: Learning-oriented activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 2 will be evaluated based on the indicators to be collected after July 2022. Indicator 3: Learning-oriented activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 2 will be evaluated based on the indicators to be collected after July 2022. Indicator 4: Learning-oriented activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 2 will be evaluated based on the indicators to be collected after July 2022. Indicator 5: Learning-oriented activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 2 will be evaluated based on the indicators to be collected after July 2022.	
3: SMC monitoring system at district and school levels is strengthened.		(1) District Education Office (DEOs) report implementation status of SMCs to Regional Education Office (REOs) and GES HQ three times a year. (2) A network of SMCs implements meeting not less than three times a year.	a) Regular report from DEOs b) Report, minutes and attendance sheet of monitoring and assistance meeting		Indicator 1: Monitoring activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 3 will be evaluated based on the indicators to be collected after July 2022. Indicator 2: Activities related to SMC Federation are scheduled to be conducted during the 2nd year of project duration. The progress of Output 3 will be evaluated based on the indicators to be collected after July 2022.	
		(1) Lesson learned in the first target of regions are documented and shared with target stakeholders in MoE and GES. (2) Outputs 1, 2 and 3 are achieved in the second target region. (3) MoE and GES confirm scalability of the model based on evaluation in the second target region. (4) The improved model is further refined, when it has been scaled up to non-target region(s).	a) Report of lessons learned b) Survey of Outputs 1, 2 and 3 c) Evaluation result		Indicator 1: Due to the spread of COVID-19 infection, all the activities have been delayed than scheduled. The training for master trainers was conducted in September, thereafter, activities at the district level were conducted from October to July 2022. The improved model was implemented as scheduled after July 2022. Indicator 2: The activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 4 will be evaluated based on the indicators to be collected after July 2022. Indicator 3: The activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 4 will be evaluated based on the indicators to be collected after July 2022. Indicator 4: The activities are scheduled to be conducted during the 2nd year of project duration. The progress of Output 4 will be evaluated based on the indicators to be collected after July 2022.	

Activities		Inputs
<p>[Ghanaian side]</p> <ul style="list-style-type: none">- Provision of dedicated Project Operation Team (POT) members- Dedicated offices located within MoE or GES for the Project- Financial and technical support for regional and district operations from MoE and GES <p>[Japanese side]</p> <ul style="list-style-type: none">- Dispatch of the experts (chief advisor / school management / education development / project coordinator and other field if necessary), including all necessary equipment and materials (including vehicles)- Expenses of the recruitment of other support staffs including the secretary and drivers- Expenses of the project activities, including trainings and workshops- Procurement and maintenance of project equipment (vehicles, computers, printers and other equipment)- Training in third countries and/or in Japan (if necessary)		<p>(1-1). Organize a experience sharing seminar for officials at MoE and GES on learning improvement activities based on participatory school management.</p> <p>(1-2) Formulate an implementation framework (procedure and training manuals) for democratic establishment of SMC, SPJP development, resource management and internal monitoring of SMC</p> <p>(1-3) Organize a trainers' workshop for officials at Regional and District Education Offices (REOs/ DEOs) on democratic establishment of SMC.</p> <p>(1-4) Organize a trainers' workshop for REOs and DEOs officials on democratic establishment of SMC.</p> <p>(1-5) Organize a trainers' training workshop for REOs and DEOs officials on learning-oriented SPJP, school resource management and internal monitoring of SMC</p> <p>(1-6) Organize a training for head teachers and SMC representatives on development of learning-oriented SPJP, school resource management and internal monitoring</p> <p>(1-7) Organize an education forum at the district level to improve access, quality and governance of education</p>
<p>(2-1) Formulate an implementation framework (procedures and training manuals) for SMC-supported learning-oriented activities in secondary.</p> <p>(2-2) Develop teaching and learning materials (TLMs).</p> <p>(2-3) Conduct baseline survey</p> <p>(2-4) Organize a trainers' workshop for REOs and DEOs officials on learning-oriented activities including remedial activities.</p> <p>(2-5) Organize a training for head teachers and learner-supporters/facilitators on learning-oriented activities including remedial activities.</p> <p>(2-6) Conduct end line survey and review the outcomes</p>		
<p>(3-1) Formulate an implementation framework (procedures and training manuals) for SMC monitoring at the district level</p> <p>(3-2) Organize a trainers' workshop for DEOs on SMC monitoring (monitoring mechanism, monitoring procedure, tools, and technical advice)</p> <p>(3-3) Formulate an implementation framework (procedures and training manuals) for establishment of a network of SMCs.</p> <p>(3-4) Organize a trainers' workshop for executive members on establishment of a network of SMCs.</p> <p>(3-5) Organize a training for SMC representatives on regular meetings of a network of SMCs</p>		
<p>(4-1) Review lessons learnt at the first target regions.</p> <p>(4-2) Organize a workshop for experience-sharing and refreshment of the project model.</p> <p>(4-3) Conduct activities for output 1, 2 and 3 in the second region (specified in each model).</p> <p>(4-4) Evaluate scalability of project model to improve learning outcomes based on participatory school management.</p> <p>(4-5) Organize a validation meeting for approving the model to improve learning outcomes at the primary level through collaboration with communities and schools.</p>		
		<p>(1-1) The initial plan was to hold an experience sharing seminar based on the results of the pilot project immediately after the start of the Project, but due to the spread of COVID-19, it was postponed after the resumption of dispatch of Japanese experts. The Project has already prepared presentation materials for this purpose, including inputs made such as training and the number of participants in General Assemblies, outputs produced by the activities, and mid-term progress on improvement of learning outcomes.</p> <p>(1-2) The formation of the POT team is delayed due to the influence of COVID-19. Therefore, meetings were set up with Director Mr. Frederick Brikorang, who is in charge of SMC component of COVID-19 response, and the POT team was formed on September 15, 2020. The POT team is currently working on the establishment of SMC, SPJP development, resource management and internal monitoring of SMC.</p> <p>(1-3) After consensus building with Director Mr. Frederick, new versions of manuals on SMC establishment, SPJP development, and financial resource management and self-monitoring/evaluation were developed based on the manuals created so far.</p> <p>(1-4) In order to deliver the training to the school level, the Project decided to adopt the cascade style training, referring to the past successful dissemination model in other countries. This style of training enables mobilizing existing human resources of the ministry, and is also a common training style in Ghana. The implementation schedule is based on the proposal of GALOP, and the District Trainer training will be conducted by December 2020, after which the democratic SMC establishment training will be finished by January 2021 and all training will be completed by March 2021. Since one trainer is appointed among the master trainers in each region, the Project will conduct the training and challenges of the training will be leader training. The leader training will be conducted by December 2020/2021.</p> <p>(1-5) The Project will conduct the training and challenges of the training will be leader training. The leader training will be conducted by December 2020/2021.</p> <p>(1-6) The Project will conduct the training and challenges of the training will be leader training. The leader training will be conducted by December 2020/2021.</p> <p>(1-7) The Project will conduct the training and challenges of the training will be leader training. The leader training will be conducted by December 2020/2021.</p>
		<p>(2-1) The Project analyzed outcomes of preceding Projects and the Project Study. Investigated pupils' academic performance in Ghana and influence of suspension of learning due to the COVID-19, and considered measures intended for pupils to catch up with the content in the previous grades and to strengthen basic academic skills for what they have learned based on the curriculum.</p> <p>(2-2) The Project analyzed sequence of the new curriculum in mathematics introduced in September 2019, and results of the baseline tests of the pilot project in the preceding Project Study. Based on this analysis, the baseline test questions were revised to enhance scalability by adapting to sequence of mathematics in Ghana and pupils' academic performance, and by considering cost reduction for tests. In order to improve learning loss due to the COVID-19 pandemic, the Project considered the structure of a math workbook for catching up with contents in previous grades, and decided it for the primary 2 to 6 based on the curriculum.</p> <p>(2-3) Since this activity is planned to be implemented after September 2021 in the second year of the project, there are no reports for this term.</p> <p>(2-4) and (2-5) Since this activity is planned to be implemented after September 2021 in the second year of the Project, there are no reports for this term.</p>
		<p>(3-1) and (3-3) As previously mentioned, the project activities have been conducted in partnership with the component 2.3 of the GALOP, but there is no component related to strengthening of SMC monitoring system within the partners. Under the circumstances during this term, the Project obtained official documents on job descriptions and composition of circuit supervisors (CS) and officers in DEOs, who are supposed to conduct monitoring, and analyzed the current monitoring procedures. Then monitoring procedures for the project activities have been considered.</p> <p>(3-2) Since this activity is planned to be implemented after September 2021 in the second year of the project, there are no reports for this term.</p> <p>(3-4) and (3-5) Since this activity is planned to be implemented after September 2021 in the second year of the project, there are no reports for this term.</p>
		<p>(4-1), (4-2) and (4-3) This activity will start with collection of information mainly from GALOP beneficiary schools after November 2020, when district trainers' training will be organized.</p> <p>(4-4) The objectives of the baseline survey are to evaluate effectiveness and scalability of the project model to improve learning outcomes, and to gain external funds for rolling out to other regions in and after the first year of the project, based on the evaluation. It is difficult, however, to conduct the baseline survey before intervention of the SMC component by GALOP project in the second year of the project. Therefore, the Project will conduct the baseline survey after the intervention of the SMC component by GALOP project in the second year of the project.</p> <p>(4-5) The Project will conduct the baseline survey after the intervention of the SMC component by GALOP project in the second year of the project. The Project will compare the baseline data with end line data that will be collected at the end of academic year in 2021/2022. Hence, the Project will conduct the baseline survey shortly after the dispatch of Japanese experts resumes.</p> <p>Referring to Education Management Information System (EMIS), the project started to develop questionnaires for the baseline survey based on the tools used in "School for All" projects in other countries. In development of the baseline tests for checking learning outcomes, the suspension of learning due to the COVID-19 pandemic will be taken into account.</p> <p>(4-5) As dispatch of Japanese experts was suspended before the launch of the project, the contact has limited to meetings with the director of the Basic Education Division and the director of Attention and Partnership Division of GES. 1</p>
		<p>Pre-conditions</p> <p>The policy for decentralized education and school management costs</p>

Project Monitoring Sheet I PDM

Project Design Matrix (PDM)

Version 2
21/12/2021

Title of the Project: Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS)

Implementing agencies: Ghana Education Service (GES)

Target group: Community members, parents, teachers and pupils

Period of Project: From March 2020 to March 2024 (4 years)

Project site: Volta Region, Oti Region and Eastern Region, Ghana

17/3/2023

Narrative Summary		Objectively Verifiable Indicators		Means of Verification	Important Assumptions	Achievement/Plan	Remarks
Overall Goals	(1) A model to improve learning outcomes at the primary level through collaboration with communities and schools is scaled up in other regions. (To be specified in the official action plan by the end of the Project)	(1) More than X % of schools in targeted regions develop SPIPs in participatory manner at General Assembly of SMCs. (2) More than X % of schools in targeted regions implement more than X % of activities planned in SPIPs. (3) More than X% of schools in targeted regions implement learning-oriented activities planned in SPIPs.		a) SPIP in target regions/area b) minutes and attendance sheet of General Assembly for SPIP development		Yet to be confirmed.	
Project Purpose	A model to improve learning outcomes at the primary level through collaboration with communities and schools is made available for scale-up.	1) A refined model to improve learning outcomes is approved by MoE and GES. 2) An action plan by GES including funding and implementation structure for scale-up is developed.		a) Approval document, minutes and attendance sheet at a workshop b) Ministerial ordinance for scale-up plan, including actions, funding, and implementation structure		1) MoE and GES officials agreed to approve the 2022 model for the Project. 2) The process of developing a sustainable post-project follow-up plan was discussed in the third JCC meeting held in December 2022 and all participants agreed to the timeline proposed by the Project.	
Outputs	1: Participatory school management and information sharing mechanism is improved.	1) More than 90 % of schools establish School Management Committee (SMCs) by a democratic election 2) More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC 3) More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs. 4) More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs. 5) More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs		a) Minutes and attendance sheet of General Assembly for SMC establishment b) SPIPs c) Minutes and attendance sheet of General Assembly for SPIP development d) Annual review summary of SPIP e) SPIP annual report at district level	(1) The policy for decentralized education and school management maintained (2) Department in charge of SMC supervision is maintained. (3) Trained SMC members do not leave their position before their term of office expire. (4) School Security is not worsen to the extent that obstructs the project activities.	1) 95.5% of headteachers held the General Assembly for Democratic Election. 97.6% of SMC members indicated that the SMC was re-established after May 2021. 74.5% of SMC members were democratically elected at the General Assembly for democratic elections. 2) 97.5% of headteachers indicated that SMC members are involved in SPIP development . 96.3% of SMC members indicated that SMC is involved in SPIP development. 97.5% of headteachers indicated that the SMC was involved in the approval. 3) 80% of schools have at least 75% of their learning-oriented activities in progress or preparation. 4) 93.8% of headteachers and 90.9% of SMC members indicated that their schools shared information with the SMC. 5) 80.0% of headteachers and 86.2% of SMC members indicated that their annual review was approved by the SMC General Assembly in 2021.	
2: Pupils' learning outcomes in numeracy are improved.		1) More than 75% of schools plan learning-oriented activities in numeracy in SPIPs 2) More than 75% of schools implement remedial activities for numeracy planned in SPIPs. 3) More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year. 4) More than 80% of boys and girls attend remedial activities at more than 75% of schools. 5) The percentage of pupils who achieve the minimum proficiency level in numeracy increase by 20%. (The minimum level is 42 points (out of 100 points) for both P3 and P5 (12 correct answers for P3, 14 correct answers for P5)		a) Monitoring sheet b) Results of baseline and end line survey		1) 87.2% of schools included numeracy learning-oriented activities (remedial activities) in the Quo-SPIP. 2) 97.9% of schools implemented numeracy learning-oriented activities (remedial activities). 3) The percentage of schools that have conducted at least 30 hours of remedial numeracy activities is 68% as of September 2022. 4) 84.8% of schools had at least 80% of their pupils attending remedial activities. 5) The percentage of P3 exceeding the minimum proficiency level (42 out of 100) in numeracy increased by 24.9% and the percentage of P5 increased by 16.1%.	
3: SMC monitoring system at district and school levels is strengthened.		1) District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Office (REOs) and GES HQ at least once a year. 2) All the SMC Federations hold at least three meetings a year.		a) Regular report from DEOs b) Report, minutes and attendance sheet of monitoring and assistance meeting		1) All but one of the six districts in the COMPASS target regions had at least one report from DEO to REO on the status of SMC implementation in 2022. 2) 100% of the headteachers indicated that the SMC Federation held at least one meeting during the four months from May to September 2022.	
4: A model is refined for scalability based on the lessons learned.		1) Lessons learned in the first targeted regions are documented and shared with relevant stakeholders in MoE and GES. 2) The indicators of Output 1, 2 and 3 at the end of the second year of intervention in the target schools are improved in comparison with those of the first year of intervention. 3) MoE and GES confirm the scalability of the model based on the evaluation conducted at the end of the second year of intervention in the target schools.		a) Report of lessons b) Same as Outputs 1, 2 and 3 c) Evaluation result		1) The lessons learned will be documented based on the minutes and monitoring report of General Assemblies for Annual review by the end of March 2023. 2) Data on the indicators for the first year of intervention in the target schools was obtained in October and November 2022 3) The scalability of the model will be confirmed after the completion of the second year of the intervention in the target schools.	

Activities	Inputs	Important Assumptions	Achievement/Plan
<p>(1-1) Organize a experience sharing seminar for officials at MoE and GES on learning improvement activities based on participatory school management.</p> <p>(1-2) Formulate an implementation framework (procedure and training manuals) for democratic establishment of SMC, SPIP development, resource management and internal monitoring of SMC</p> <p>(1-3) Organize a trainer's workshop for officials at Regional and District Education Offices (REOs/ DEOs) on democratic establishment of SMC.</p> <p>(1-4) Organize a training for head teachers on democratic establishment of SMC.</p> <p>(1-5) Organize a trainers' training a trainers' workshop for REOs and DEOs officials on learning-oriented SPIP, school resource management and internal monitoring of SMC</p> <p>(1-6) Organize a training for head teachers and SMC representatives on development of learning-oriented SPIP, school resource management and internal monitoring</p> <p>(1-7) Organize an education forum at the district level to improve access, quality and governance of education</p> <p>(2-1) Formulate an implementation framework (procedures and training manuals) for SMC-supported learning-oriented activities in numeracy.</p> <p>(2-2) Develop teaching and learning materials (TLMs).</p> <p>(2-3) Conduct baseline survey</p> <p>(2-4) Organize a trainers' workshop for REOs and DEOs officials on learning-oriented activities including remedial activities.</p> <p>(2-5) Organize a training for head teachers and learner-supporters/facilitators on learning-oriented activities including remedial activities.</p> <p>(2-6) Conduct end line survey and review the outcomes</p> <p>(3-1) Formulate an implementation framework (procedures and training manuals) for SMC monitoring at the district level</p> <p>(3-2) Organize a trainers' workshop for DEO</p> <p>(3-3) Formulate an implementation framework (procedures and training manuals) for establishment of a network of SMCs.</p> <p>(3-4) Organize a trainers' workshop for executives members on establishment of a network of SMCs.</p> <p>(3-5) Organize a training for SMC representatives on regular meetings of a network of SMCs</p> <p>(4-1) Review lessons learnt at the first target regions.</p> <p>(4-2) Organize a workshop for experience-sharing and refreshment of the project model.</p> <p>(4-3) Conduct activities for Output 1, 2 and 3 based on the lessons learned compiled in 4-1.</p> <p>(4-4) Evaluate scalability of project model to improve learning outcomes based on participatory school management.</p> <p>(4-5) Organize a validation meeting for approving the model to improve learning outcomes at the primary level through collaboration with communities and schools.</p>	<p>【Ghanaian side】</p> <ul style="list-style-type: none"> - Provision of dedicated Project Operation Team (POT) members - Dedicated offices located within MoE or GES for the Project - Financial and technical support for regional and district operations from MoE and GES <p>【Japanese side】</p> <ul style="list-style-type: none"> - Dispatch of the experts (chief advisor / school management / education development / project coordinator and other field if necessary), including all the expenditure related for their work and stay. - Expenses of the recruitment of other support staffs including the secretary and drivers - Expenses of the project activities, including trainings and workshops - Procurement and maintenance of project equipment (vehicles, computers, printers and other equipment) - Training in third countries and/or in Japan (if necessary) 		<p>(1-1) The experience-sharing seminar was held in December 2022.</p> <p>(1-2) This activity was completed in 2021.</p> <p>(1-3)(1-4)This training was completed in September 2021 and the SMC was democratically established in November 2021 in the COMPASS schools.</p> <p>(1-5)(1-6)This training was completed in December 2021 and these activities are being implemented from January 2022 in the COMPASS schools.</p> <p>(1-7) Education Forums were held in the three target regions in November and December 2022.</p> <p>(2-1) Remedial lessons were implemented from July to November 2022. As an attempt to establish a model for improving pupils' mathematic skills further, remedial lessons for BECE preparation were conducted as a pilot activity in Akatsi North District in October 2022.</p> <p>(2-2) The Project is developing a level 10 workbook of arithmetic word problems.</p> <p>(2-3) Baseline test was conducted in February and March 2022, and the results were shared at the SMC General Assemblies and Education Forums.</p> <p>(2-4) (2-5) Training for district trainers was conducted in May 2022. In the following month, district trainers organized training for headteachers, curriculum leads and SISOs.</p> <p>(2-6) An endline test was conducted in October and November 2022.</p> <p>(3-1) This activity was completed in 2021.</p> <p>(3-2) This activity was completed in 2021.</p> <p>(3-3) This activity was completed in 2021.</p> <p>(3-4) (3-5) The first training was completed in 2021, and SMC Federations (a network of SMCs) had been established by May 2022. A refresher training was conducted during the Second Education Forum and representatives of the SMC federation reviewed the role of SMC federations and annual activity flow.</p> <p>(4-1) (4-2) The lessons learned will be documented based on the minutes and monitoring report of General Assemblies for Annual review by the end of March 2023.</p> <p>(4-3) See the activities related to Output 1, 2 and 3.</p> <p>(4-4) End-line survey was conducted in October and November 2022</p> <p>(4-5) The 2022 model for the Project was introduced in the third JCC meeting held in December 2022 and MoE and GES officials agreed to approve the 2022 model for the Project.</p>
<p>Pre-conditions</p> <p>The policy for decentralized education and school management exists</p>			

Project Monitoring Sheet 1 PDM

Project Design Matrix (PDM)

Version 3
5/12/2023

Title of the Project: Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS)

Implementing agencies: Ghana Education Service (GES)

Target group: Community members, parents, teachers and pupils

Period of Project: From March 2020 to March 2024 (4 years)

Project site: Volta Region, Oti Region and Eastern Region, Ghana

29/2/2024

Narrative Summary		Objectively Verifiable Indicators		Means of Verification	Important Assumptions	Achievement/Plan	Remarks
Overall Goals A model to improve learning outcomes at the primary level through collaboration with communities and schools is scaled up in other region(s).		The COMPASS Model is adopted in another region, and (1) More than 75 % of schools in the targeted region develop SPIPs in participatory manner at General Assembly of SMCs. (2) More than 75 % of schools in the targeted region implement more than 75 % of activities planned in SPIPs. (3) More than 75% of schools in the targeted region implement learning-oriented activities planned in SPIPs.		a) SPIP in target regions/area b) minutes and attendance sheet of General Assembly for SPIP development		Overall goal is expected to be achieved in three to five years after completion of the Project. The Activity Plan developed by GES will work as a guide to scale up the COMPASS model to other regions.	
Project Purpose A model to improve learning outcomes at the primary level through collaboration with communities and schools is made available for scale-up.		1) A refined model to improve learning outcomes is approved by MoE and GES. 2) An action plan by GES including funding and implementation structure for scale-up is developed.		a) Approval document, minutes and attendance sheet at a workshop b) Ministerial ordinance for scale-up plan, including actions, funding, and implementation structure		1) MoE and GES officials approved final COMPASS model. 2) The post project follow-up plan developed by GES was approved at JCC meeting in July 2023, and the Action Plan for scale up was approved at JCC in February 2024 by the stakeholders including Chief Director of MoE, Deputy Director General of GES, and representatives of three Regional Education Offices.	
Outputs 1: Participatory school management and information sharing mechanism is improved.		1) More than 90 % of schools establish School Management Committee (SMCs) by a democratic election 2) More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC 3) More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs. 4) More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs. 5) More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs		a) Minutes and attendance sheet of General Assembly for SMC establishment b) SPIPs c) Minutes and attendance sheet of General Assembly for SPIP development d) Annual review summary of SPIP e) SPIP annual report at district level	(1) The policy for decentralized education and school management maintained (2) Department in charge of SMC supervision is maintained. (3) Trained SMC members do not leave their position before their term of office expire. (4) School Security is not worsen to the extent that obstructs the project activities.	1)95.5% of headteachers held the General Assembly for Democratic Election. 97.6% of SMC members indicated that the SMC was re-established after May 2021. 74.5% of SMC members were democratically elected at the General Assembly for democratic elections. 2) 97.5% of headteachers indicated that SMC members are involved in SPIP development. 96.3% of SMC members indicated that SMC is involved in SPIP development. 97.5% of headteachers indicated that the SMC was involved in the approval. 3) 80% of schools have at least 75% of their learning-oriented activities in progress or preparation. 4) 93.8% of headteachers and 90.9% of SMC members indicated that their schools shared information with the SMC. 5) 80.0% of headteachers and 86.2% of SMC members indicated that their annual review was approved by the SMC General Assembly in 2024.	
2: Pupils' learning outcomes in numeracy are improved.		1) More than 75% of schools plan learning-oriented activities in numeracy in SPIPs 2) More than 75% of schools implement remedial activities for numeracy planned in SPIPs. 3) More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year. 4) More than 80% of boys and girls attend remedial activities at more than 75% of schools. 5) The percentage of pupils who achieve the minimum proficiency level in numeracy increase by 20%. (The minimum level is 42 points (out of 100 points) for both P3 and P5 (12 correct answers for P3, 14 correct answers for P5)		a) Monitoring sheet b) Results of baseline and end line survey		1) 87.2% of schools included numeracy learning-oriented activities (remedial activities) in the Quo-SPIP. 2) 97.9% of schools implemented numeracy learning-oriented activities (remedial activities). 3) The percentage of schools that have conducted at least 30 hours of remedial numeracy activities is 68% as of September 2022. 4) 84.8% of schools had at least 80% of their pupils attending remedial activities. 5) The percentage of P3 exceeding the minimum proficiency level (42 out of 100) in numeracy increased by 24.9% and the percentage of P5 increased by 16.1%.	
3: SMC monitoring system at district and school levels is strengthened.		1) District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Office (REOs) and GES HQ at least once a year. 2) All the SMC Federations hold at least three meetings a year.		a) Regular report from DEOs b) Report, minutes and attendance sheet of monitoring and assistance meeting		1) All but one of the six districts in the COMPASS target regions had at least one report from DEO to REO on the status of SMC implementation in 2022. 2) 100% of the headteachers indicated that the SMC Federation held at least one meeting during the four months from May to September 2022.	
4: A model is refined for scalability based on the lessons learned.		1) Lessons learned in the first targeted regions are documented and shared with relevant stakeholders in MoE and GES. 2) The indicators of Output 1, 2 and 3 at the end of the second year of intervention in the target schools are improved in comparison with those of the first year of intervention. 3) MoE and GES confirm the scalability of the model based on the evaluation conducted at the end of the second year of intervention in the target schools.		a) Report of lessons b) Same as Outputs 1, 2 and 3 c) Evaluation result		1) The good practices and lessons learned were compiled into a report, and it was shared with the stakeholders at JCC meeting in February 2024. 2) The follow-up survey conducted in October 2023 showed results of: Output 1 (retained), Output 2 (regressed), Output 3 (improved). 3) Based on the workshop in January 2024, the final COMPASS model was approved by MoE and GES at JCC meeting in February 2024.	

Activities	Inputs	Important Assumptions	Achievement/Plan
(1-1). Organize a experience sharing seminar for officials at MoE and GES on learning improvement activities based on participatory school management. (1-2) Formulate an implementation framework (procedure and training manuals) for democratic establishment of SMC, SPIP development, resource management and internal monitoring of SMC (1-3) Organize a trainer's workshop for officials at Regional and District Education Offices (REOs/ DEOs) on democratic establishment of SMC. (1-4) Organize a training for head teachers on democratic establishment of SMC. (1-5) Organize a trainers' training a trainers' workshop for REOs and DEOs officials on learning-oriented SPIP, school resource management and internal monitoring of SMC (1-6) Organize a training for head teachers and SMC representatives on development of learning-oriented SPIP, school resource management and internal monitoring (1-7) Organize an education forum at the district level to improve access, quality and governance of education (2-1) Formulate an implementation framework (procedures and training manuals) for SMC-supported learning-oriented activities in numeracy. (2-2) Develop teaching and learning materials (TLMs). (2-3) Conduct baseline survey (2-4) Organize a trainers' workshop for REOs and DEOs officials on learning-oriented activities including remedial activities. (2-5) Organize a training for head teachers and learner-supporters/facilitators on learning-oriented activities including remedial activities. (2-6) Conduct end line survey and review the outcomes (3-1) Formulate an implementation framework (procedures and training manuals) for SMC monitoring at the district level (3-2) Organize a trainers' workshop for DEO (3-3) Formulate an implementation framework (procedures and training manuals) for establishment of a network of SMCs. (3-4) Organize a trainers' workshop for executives members on establishment of a network of SMCs. (3-5) Organize a training for SMC representatives on regular meetings of a network of SMCs (4-1) Review lessons learnt at the first target regions. (4-2) Organize a workshop for experience-sharing and refreshment of the project model. (4-3) Conduct activities for Output 1, 2 and 3 based on the lessons learned compiled in 4-1. (4-4) Evaluate scalability of project model to improve learning outcomes based on participatory school management. (4-5) Organize a validation meeting for approving the model to improve learning outcomes at the primary level through collaboration with communities and schools.	【Ghanaian side】 - Provision of dedicated Project Operation Team (POT) members - Dedicated offices located within MoE or GES for the Project - Financial and technical support for regional and district operations from MoE and GES 【Japanese side】 - Dispatch of the experts (chief advisor / school management / education development / project coordinator and other field if necessary), including all the expenditure related for their work and stay. - Expenses of the recruitment of other support staffs including the secretary and drivers - Expenses of the project activities, including trainings and workshops - Procurement and maintenance of project equipment (vehicles, computers, printers and other equipment) - Training in third countries and/or in Japan (if necessary)		(1-1) The good practices and lesson learnt through activities implemented at SMC or federation levels, were shared in the second and third Education Forums in the form of presentation and soft copy data. (1-2) This activity was completed in 2021. (1-3)(1-4)This training was completed in September 2021 and the SMC was democratically established at COMPASS schools in November 2021. (1-5)(1-6)This training was completed in December 2021 and these activities are being implemented from January 2022 in the COMPASS schools. The refresher training on Quo-SPIP formulation, fund management, and general assemblies was held in each region in March and April 2023. (1-7) Education Forums were held three times in the three target regions throughout the project period. (2-1) Primary remedial lessons were implemented in July 2022, and 85% of schools in Oti, 85% in Volta, and 92% in Eastern Region continued this activity in the academic year of 2023, from January to September. (2-2) Workbook Level1~10, Catch up Materials P2~P6, JHS Workbook 1~2, Facilitator's manual Level4~5, and assessment test for primary and JHS were developed. (2-3) Baseline test was conducted in February and March 2022, and the results were shared at the SMC General Assemblies and Education Forums. (2-4) (2-5) Training for district trainers was conducted in May 2022. In the following month, district trainers organized training for headteachers, curriculum leads and SISOs. The project formulated a training framework of PLC (Professional Learning Community) for both teachers and community facilitators. This training was introduced to curriculum leaders in March and April 2023. (2-6) An endline test was conducted in October and November 2022. (3-1) This activity was completed in 2021. SMC Federation Manuals for GALOP schools have been printed out and delivered to all the District Education Offices. (3-2) This activity was completed in 2021. (3-3) This activity was completed in 2021. (3-4) (3-5) The first training was implemented in 2021, and the first Refresher Training was included in the second Education Forum in May 2022. The second Refresher Training was carried out in March and April 2023. (4-1) (4-2) The progress and challenges of the activities were shared with the stakeholders at Education Forums. The good practices and lessons learned were compiled into a report, and it was shared with the stakeholders at JCC meeting in February 2024. (4-3) See the activities related to Output 1, 2 and 3. (4-4) The results of baseline survey in 2021, endline in 2022, and follow-up survey in 2023 were taken into account to evaluate the project model. (4-5) The final COMPASS model was approved at JCC meeting in February 2024.
		Pre-conditions	
		The policy for decentralized education and school management exists	

添付 3 : 業務フローチャート

添付 4：専門家派遣実績（最新版）

添付 4

調達管理番号:

様式 1-3
19a007290201

業務従事者の従事計画／実績表（実費精算契約）

契約件名：ガーナ国みんなの学校：コミュニティ参加型学習改善支援プロジェクト

監督職員確認印 【監督職員氏名】 印
※精算時のみ押印。月報添付段階では押印不要

担当業務	格付	計画/実績	人月合計		渡航回数実績（注2～注4）			
			全期間	当該月	全期間	2021年度	2022年度	2023年度
（業務主任者/教育開発①/コミュニティ参加型学校運営①）	2	当初計画	5.00		3	0	1	2
		最新計画（注1）	5.00		2	0	1	1
		実績	5.00	0.00	2	0	1	1
（副業務主任者/教育開発②）	3	当初計画	11.00		5	0	3	2
		最新計画（注1）	11.00		6	0	3	3
		実績	11.00	0.00	5	0	3	2
（コミュニティ参加型学校運営②）	3	当初計画	8.00		5	0	3	2
		最新計画（注1）	8.00		5	0	3	2
		実績	8.00	0.77	5	0	3	2
（教材・マニュアル開発）	4	当初計画	1.00		1	0	0	1
		最新計画（注1）	0.00		0	0	0	0
		実績	0.00	0.00	0	0	0	0
（教材・マニュアル開発）	5	当初計画	0.00		0	0	0	0
		最新計画（注1）	1.20		1	0	0	1
		実績	1.20	0.00	1	0	0	1
（モニタリング強化①）	4	当初計画	5.60		4	0	2	2
		最新計画（注1）	1.43		1	0	1	0
		実績	1.43	0.00	1	0	1	0
（モニタリング強化①）	4	当初計画	0.00		0	0	0	0
		最新計画（注1）	4.20		3	0	1	2
		実績	4.20	0.00	3	0	2	1
（モニタリング強化②）	3	当初計画	3.40		3	0	2	1
		最新計画（注1）	3.40		3	0	1	2
		実績	3.40	0.00	3	0	1	2
（研修運営① 業務調整/モニタリング強化④）	5	当初計画	12.00		6	1	3	2
		最新計画（注1）	2.90		1.5	0.5	1	0
		実績	2.90	0.00	1.5	0.5	1	0
（研修運営④ 業務調整②/モニタリング強化⑥）	5	当初計画	0.00		0	0	0	0
		最新計画（注1）	6.17		3	0	3	0
		実績	6.17	0.00	3	0	3	0
（研修運営④ 業務調整②/モニタリング強化⑥）	5	当初計画	0.00		0	0	0	0
		最新計画（注1）	5.40		6	0	1	5
		実績	5.40	0.00	4	0	1	3
（研修運営③ モニタリング強化⑤）	5	当初計画	0.00		0	0	0	0
		最新計画（注1）	0.90		1	0	1	0
		実績	0.90	0.00	1	0	1	0
（研修運営② モニタリング強化②）	4	当初計画	2.00		2	0	2	0
		最新計画（注1）	0.00		0	0	0	0
		実績	0.00	0.00	0	0	0	0
当初計画（合計）			48.00		29	1	16	12
最新計画（合計）（注1）			49.60		32.5	0.5	16	16
実績（合計）			49.60	0.77	29.5	0.5	17	12

- （注1）最新計画は作成時点までの実績を含みます。
（注2）JICA事業全体での集計に要するため渡航回数を記載してください。
（注3）通訳についても記載してください。
（注4）渡航回数のカウントの仕方は、年度をまたぐ案件の場合は、渡航開始時の年度にカウントしてください。（以下、ご参考）
①A案件の渡航中に、別の国で実施中のB案件の現地業務従事者で、第三国に中抜けする場合は、A案件1、B案件1とカウントする。
②A案件の渡航中に、同じ国で実施中のB案件の現地業務従事者する場合は、A案件1、B案件1とカウントする。
③自社負担による渡航は除外する。

添付 5：供与機材・携行機材実績

貸与物品リスト
List of Property Lending

業務名称 (Name of Project) : ガーナ国みんなの学校 : コミュニティ参加型学習改善支援プロジェクト (第2期)
Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS)

対象国 (Country) : ガーナ国 Ghana
事業担当部課 (Division in Charge) : 人間開発部基礎教育グループ基礎教育第二チーム (2024年3月現在)
(As of March, 2024)

物品名称 (Name of Property)	規格・品番 (Standard, Part Number)	個数 (Quantity)	取得価格 (Purchase Price)			検査合格日 (Date of Inspection Passed)	配置場所 (Location)	現況 (Current State)	備考 (Remarks)	事業終了後の 取扱い (After Completion of Project: Handover/Return)
			取得価格 (Purchase Price)	通貨 (Currency)	日本円換算 取得価格 (In Japanese Yen)					
Laptop Computer	DELL Inspiron15 3000, Core i3 4GB RAM	1	2,900	GHS	52,032	2021/2/15	ガーナ教育サービス	稼働中		GES 譲与 Handed over to GES
Projector	Epson EB-E10, S/N X8DH0Y0282L	1	3,300	GHS	61,031	2021/3/31	ガーナ教育サービス	稼働中		GES 譲与 Handed over to GES
Digital Camera	Canon, Power Shot G7X Mark II S/N 10660002 (AA) 202001	1	3,800	GHS	70,278	2021/4/7	ガーナ教育サービス	稼働中		GES 譲与 Handed over to GES
Laptop Computer	HP Pavilion X360 Core i5, 8GB S/L No. 8CG10617Ka1	1	5,300	GHS	100,257	2021/5/24	ガーナ教育サービス	稼働中		GES 譲与 Handed over to GES
Laptop Computer	HP Probook 450GB, Core i5, 8GB RAM S/L N. 5CD112L8QT	1	4,500	GHS	82,137	2021/9/8	ガーナ教育サービス	稼働中		GES 譲与 Handed over to GES
【以下、JICAから貸与されている物品 (Property Lent by JICA)】										
レーザープリンター	HP Color Laser Jet Pro MFP M476dn	1				2015/3/31	ガーナ教育サービス	故障中	紙詰まり。修理費見積もりが約2.6万円となり、修理を保留しJICAガーナ事務所で保管中	廃棄 Disposed by JICA Office
金庫	Leeco SD-S	1				2015/3/31	ガーナ教育サービス	稼働中		GES 譲与 Handed over to GES
ラップトップコンピュータ	TOSHIBA C50 B1333	1				2016/3/24	ガーナ教育サービス	故障中		GES 譲与 Handed over to GES

プロジェクター	INFOCUS IN116X 3200	1			¥67,993	2016/3/24	ガーナ教育サービス	稼働中	GES 譲与 Handed over to GES
複合コピー機	Canon image RUNNER C5540i	1			¥984,740	2020/3/4	ガーナ教育サービス	稼働中	GES 譲与 Handed over to GES
車両	MITSUBISHI PAJERO 3.0cc GLS PETROL	1			¥4,256,264	2020/3/18	ガーナ教育サービス	稼働中	GES 譲与 Handed over to GES
車両	Nissan Patrol Y62 V8 LE 5.6 Petrol Automatic	1			¥7,708,581	2021/3/26	ガーナ教育サービス	稼働中	JICA事務所返却 Returned to JICA office

注1) 本「貸与物品リスト」には、契約書附属書Ⅰ「共通仕様書」第22条の規定に基づき、発注者から貸与を受けている物品・機材を記載してください。具体的には、契約金額内訳に経費を計上し、受注者自らが調達を行って事業に使用している物品・機材と発注者が受注者に無償で貸与している物品・機材が含まれます。ただし、消耗品に分類される物品・機材及び供与機材は除外します。

注2) 受注者自らが調達を行った物品については、その取得価格及び**検査合格日**を記載してください。日本円換算に必要な為替レートは検査合格月のJICA統制レートを使用してください。

注3) 「現況」欄は、「稼働中」、「故障：修理中」、「故障：修理中」、「亡失」、「その他」の選択肢で記載し、「稼働中」以外の場合は、備考にその状況を説明してください。契約書附属書Ⅰ「共通仕様書」第22条の規定に基づき、自己の故意または過失により貸与された物品を滅失又はき損している場合であって、**既に先行する契約履行期間において受注者が調達した物品でも、譲与／返還が未了の場合には本リストに引き続き記載してください**。先行する契約履行期間にて購入経費を精算している場合は、その旨「備考」に記載してください。

注4) 契約を複数の契約履行期間に分割して契約書を締結している場合であって、**既に先行する契約履行期間において受注者が調達した物品でも、譲与／返還が未了の場合には本リストに引き続き記載してください**。先行する契約履行期間にて購入経費を精算している場合は、その旨「備考」に記載してください。

注5) 「事業終了後の取扱い」欄は、「実施機関に譲与」／「事務所・支所に返還」の選択肢で事業終了後の取扱いを記載するとともに、譲与／返還手続きの完了日付を記載してください。これらの取扱いが、事業終了時点で発生するため、それまでは「事業終了後の取扱いに係る想定」として、「実施機関に譲与予定」／「事務所・支所に返還予定」／「未定」の選択肢で記載しておいてください。

注6) なお、事業終了後に実施機関に譲与した場合は、実施機関の長又はそれに準ずる者が署名した受領書を徴取し、その原本をJICA在外事務所へ提出し、その写しを経費精算報告書に添付してください。事務所へ返還した場合は、事務所から受領書を取得し、経費精算報告書に添付してください。

注7) **本リストに在外事務所からの確認サインを得て、領収書とともに精算報告書に添付してください**。

注8) JICAから貸与されている物品については、JICAが貸与するに際して、「物品名称」、「規格・品番」、「日本円換算取得価格」、「**検査完了日**」をお伝えするので、その情報を記載してください。

注9) 本リストを「コンサルタント業務従事月報」に添付して提出する際には、当該物品が配置場所が存在していることを確認（現品対査）してください。

注10) 本リストの項目は日英併記していますが、内容は日本語での記載でも構いません。また、以下注書きの英訳は本リスト提出時に印刷範囲に含める必要はありません。

**添付 6-1：第 2 回合同調整委員会
議事録 (JCC2 Minutes)**

**Minutes of Meeting
2nd Joint Coordination Committee (JCC)**

**Project for Improving Learning Outcomes through Community
Participation for Sustainable School for All (COMPASS)**

**Ministry of Education (MOE) and Ghana Education Service (GES)
Government of Ghana
And
Japan International Cooperation Agency (JICA)**

The second Joint Coordination Committee (JCC) meeting of the Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS) was held on 27th May 2022 at Capital View Hotel in Koforidua, Eastern Region.

Prior to the JCC meeting, a visit was made to one of the pilot schools where remedial lessons have been conducted.

During the meeting Ministry of Education (MOE), Ghana Education Service (GES) and Japan International Cooperation Agency (JICA) had a discussion on the following issues;

1. Overview and the progress of the Project
2. Overview of the workplan 2022 - 2024
3. Discussion about School visit on remedial lessons
4. Confirmation of the discussion point in the second JCC meeting

Both parties acknowledged the contents of the minutes of the meeting attached hereto.

Koforidua, 27 May 2022



Mr. Divine Ayidzoe
Acting Chief Director/Chairperson of JCC
Ministry of Education
Republic of Ghana



Mr. Yasuaki Momita
Senior Representative
Japan International Cooperation Agency
Ghana Office

Part I OBSERVATION OF REMEDIAL ACTIVITIES AT OKROASE MA EXPERIMENTAL BASIC SCHOOL, SUHUM MUNICIPAL, EASTERN REGION

The early part of the meeting was an observation of the remedial activities at Okroase MA Experimental School, one of the pilot schools, which took place from 7:00am to 8:30am in the Suhum Municipality of the Eastern Region. The objective of the observation was to deepen the understanding of the COMPASS Project among members of the JCC.

The observations were made by officials of GES and Representatives from JICA Ghana Office, who went around the classrooms to see the actual remedial lessons being organized. Some Chiefs of the Suhum Municipality were also present to grace the occasion.

A brief meeting was held after the observation of the classroom activities and the attendance were same officials from GES, MoE, representatives from JICA, the Chiefs of the community, the District Director of Education for Suhum Municipality, members of COMPASS and the staff of Okroase MA Experimental School and its SMC members. The meeting chaired by the Deputy Director General in charge of Management Service for GES, Lawyer Anthony Boateng began with the introduction of members present.

In his opening address, Lawyer Boateng expressed the gratitude of GES to JICA for the COMPASS intervention, having seen the performance of pupils in the intervention School and express the same gratification to the facilitators for their excellent work.

The Deputy Chief Advisor of COMPASS, Mr. Kohei Nakayama came in with his remarks. He thanked the headteacher of the school, Mrs. Rose Addae for the warm reception given to the members of the JCC meeting and thanked the staff and the community facilitators for the great work.

Miss Florence Asiamah, a teacher in the school gave the vote of thanks and the closing prayer was said by Mr. Frederick Birikorang, Director of Partnership and Affiliation of GES.

The members left for Capital View Hotel in Koforidua for the JCC meeting.

PART II THE JCC MEETING AT CAPITAL VIEW HOTEL IN KOFORIDUA

The meeting whose objective was to gain confirmation for further activities of the COMPASS PROJECT commenced at 9.45am with an opening prayer by Mr. Divine Ayidzoe, Acting Chief Director of the MOE.

Mr. Ayidzoe continued with his opening remarks by apologizing for his inability to join the on-site visit to observe the remedial activities. He also thanked the COMPASS team for the support brought to the Ghanaian child and hoped that the objectives of the COMPASS Project would be achieved.

The Deputy Director General in charge of Management Services of GES continued with his opening remarks, and he said he had been thrilled to see children now juggle with figures. He extended his appreciation to JICA and other development partners for the wonderful show of support and concern. He assured the COMPASS team and JICA Representatives that the GES would be available to cooperate and work with JICA to make sure that the objectives of the COMPASS Project would be achieved.

Still in his remarks, he stated that one of the key factors identified in the education service delivery was the role of the community. Lawyer Boateng said, involvement of the community will yield much more results, which can help to achieve the goal of the Project to be able to scale up.

The Senior Representative of the JICA Ghana Office, Mr. Yasuaki Momita also gave his remarks. He brought to light the achievements of one of the goals of COMPASS, that is the reconstitution of SMCs and congratulated all for the success. He further stated that JICA would remain committed to supporting the efforts of the Government and mentioned the invaluable contribution of other development partners in championing a positive transformation in the education sector. In conclusion, he urged that all parties involved work together as a team for better education for the Ghanaian children.

Overview and the progress of the COMPASS Project was taken by Ms. Chie Tsubone, in charge of Community-based school management. (Annex 1)

Mr. Kohei Nakayama took over with the workplan for 2022 – 2024.

MAIN COMMENTS, SUGGESTIONS AND RESPONSES.

1. Lawyer Boateng, suggested that COMPASS team should introduce peer-learning to avoid pupils waiting for a facilitator to be guided. He said, pupils that finished a higher level should be made to assist other pupils having challenges in the lower levels.

He also suggested that teachers should be involved in the activities to supervise and give some support for children. On the same video the Regional Director of Oti Region, Mrs. Nana Bakateyi II also suggested that the facilitation should be a mixture of both community volunteers and teachers in the schools.

In his response to the comments and suggestions above, the Director of Partnership and Affiliation, Mr. Frederick Birikorang explained, the Project is more of what the community can do to support the schools to ensure that the learning outcomes of the pupils are improved. He continued, they require the assistance of teachers to facilitate, but they also want to avoid situations where teachers can make claims of being asked extra tasks without any form of motivation.

Lawyer Boateng responded to this and again suggested that teachers need some form of sensitization about the tasks so that when they accept, they do so voluntarily and do not come back and ask for motivation.

2. Lawyer Boateng and Director of Schools and Instructions, Mrs. Patty Efua Assan raised concerns on the availability of workbooks provided to the pupils, which seem insufficient in quantity including the provision of the workbooks after the Project ends. Having observed some pupils sharing a workbook, Lawyer Boateng strongly recommended that every pupil has a workbook.

Mr. Nakayama responded that the Project would make photocopies of the workbooks as much as possible to meet the pupils' demand where there are relatively large number of pupils such as Okroase Experimental C. In other schools where the remedial activity is yet to come, the DEO is supposed to adjust the number of workbooks among the schools and the Project will distribute copied materials in case of shortage as much as possible. He brought attention to the fact that the workbooks above level 4 were made sturdy of its binding aiming at being used a few years. No decision had been made yet, Mr. Nakayama added, in terms of the provision of the workbooks after the Project ends.

3. Mr. Sylvester Bayowo, Programme Officer from JICA Ghana Office asked the possibility of extending the SMC Federation system to GALOP schools. Since the system is functional, he continues, and approved by both MoE and GES it will be beneficial if all the schools in the regions are included in the intervention.

In response, the Director for Partnership and Affiliation said, COMPASS initially was bringing the intervention to all the schools in the targeted regions, however, GALOP had also received funds from the World Bank to carry out similar tasks as COMPASS. In order to avoid overlapping GALOP takes care of the GALOP selected schools whereas COMPASS deals strictly with the NON GALOP schools.

To add, Lawyer Boateng suggested that it would be preferable to focus on the target and see the result first. If the result turns out well, it can be adopted to other areas including GALOP schools.

4. The Regional Director of Oti Region and Lawyer Boateng showed the concerns over the density of the classrooms which might affect the quality of learning, having observed the pilot school prior to the JCC meeting. Lawyer Boateng in addition asked how one would graduate from one level to another.

Mr. Nakayama explained that the Project recommended 20 pupils per facilitator, which was not always respected. In order to minimize the waiting time of the pupils for the marking, he recommended that the pupils complete two pages at once instead of one page.

For graduating from one level, Mr. Nakayama explained, one pupil needs to complete the workbook with all the correct answers to go to the next level, which means that he/she will keep redoing the same question until he/she answers correctly and gets marked by the facilitator.

5. Mr. Ayidzoe made one question on who monitors the facilitators.

Mr. Nakayama answered that the headteachers and SMC chairpersons were responsible for monitoring the facilitators. In case it is not enough, he continued, they can look for somebody, through the Federation, who is capable in teaching math and assisting the activities, and the SMC can in return assist the transportation of this external assistant. Lawyer Boateng suggested involving headteachers and teachers who are professional in teaching to assure the quality of teaching.

After all the exchanges were made, Mr. Ayidzoe invited Mr. Birikorang, for the wrapping up. Mr. Birikorang recalled that the Project would update JCC members with the progress of the Project in a meeting every six months and seek for the green light from the JCC members to carry on the coming activities.

Mr. Ayidzoe answered in the affirmative and said that the intervention brought to the children was a good one, and he would ensure that all necessary support would be given to the team to achieve their goals. They concluded that all the planned activities should be carried out and the result would be assessed.

Ms. Saki Okamoto gave the closing prayers at 11:45 am and members proceeded to have their lunch.

Annex 1 Presentation

Annex 2 Attendant List

2nd Joint Coordination Committee (JCC) Meeting

Project for Improving Learning Outcomes through Community
Participation for Sustainable Schools for All (COMPASS)
Koforidua, Eastern Region, 27th May 2022

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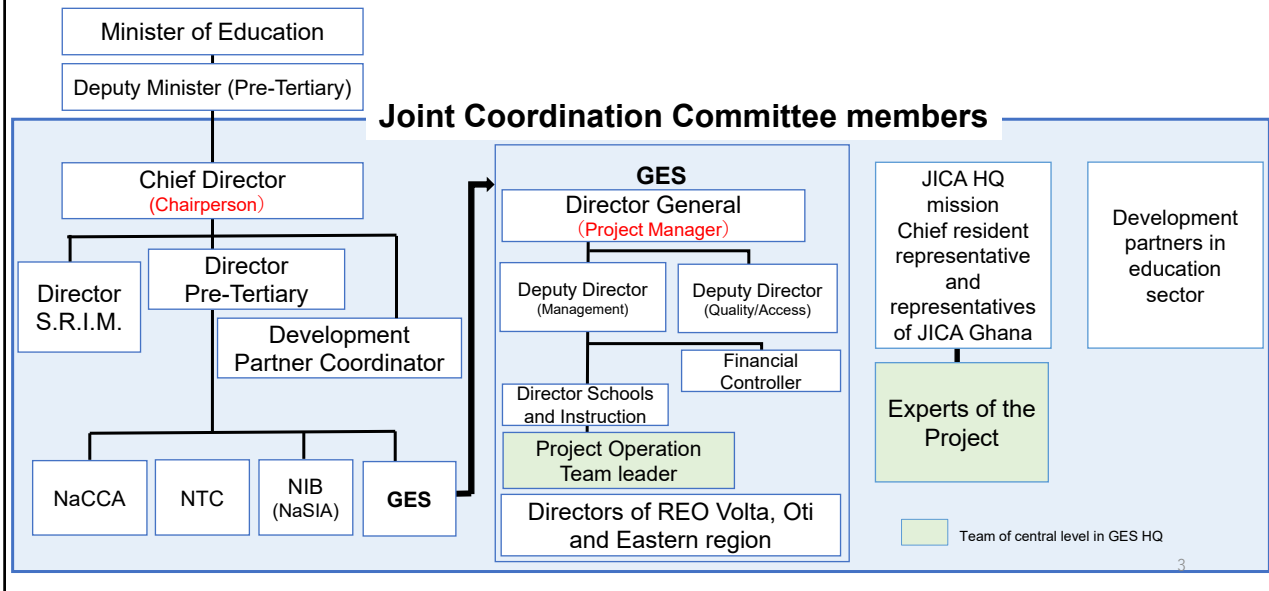
Agenda of the 2nd JCC Meeting

Time	Activity
10:00 – 10:15	Opening Remarks Chief Director of Ministry of Education and Deputy Director General (M&S, Q&A) Senior Representative of JICA Ghana Office
10:15 – 10:45	Overview and Progress of the Project COMPASS Project member
10:45 – 11:00	Discussion
11:00 – 11:20	Overview of the Workplan 2022 – 2024 COMPASS Project member
11:20 – 11:30	Discussion
11:30 – 11:50	Discussion about School Visit on remedial lessons All
11:50 – 11:55	Confirmation of the Discussion Points in the 2 nd JCC Meeting Director of Partnership and affiliation
11:55 – 12:00	Closing Remarks Chief Director of Ministry of Education
12:00	Lunch

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Joint Coordination Committee (JCC) Organization



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Outline

1. Overview of the Project and Progress of Activities as of 27th May 2022
2. Overview of Workplan 2022 onwards and Upcoming Activities 2022
3. Overview of the remedial lesson and Discussion about School Visit

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1. Overview of the Project and Progress of Activities as of 27th May 2022

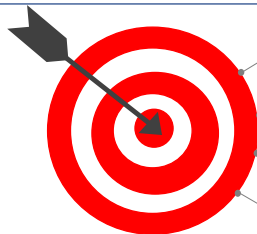
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Outline of COMPASS Project (Mar. 2020-Apr. 2024)

Project Purpose

A model to improve learning outcomes at the primary level through collaboration with the communities and schools is made available for scale-up.



Output 1

Participatory school management and information sharing mechanism is improved.

Output 2

Pupils' learning outcomes in numeracy are improved.

Output 3

SMC monitoring system at district and schools' level is strengthened.

Output 4

A model is refined for scalability based on lessons learned.

Target: All the Non-GALOP public primary schools (1,860 public primary schools) in Eastern, Volta, and Oti Regions

Project Director: Chief Director, MOE

Project Manager: DG of GES

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Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS)

Target regions: Oti, Volta and Eastern **Target Districts:** 59 (all the districts of the three target regions)







Target schools: 1,860 schools (Non-GALOP Schools)

Beneficiary: REO, DEO, SMC, Teaching staff and pupils of Basic 1 to 6

Purpose of the Project: A model for improving learning outcomes on numeracy through community participation is established.

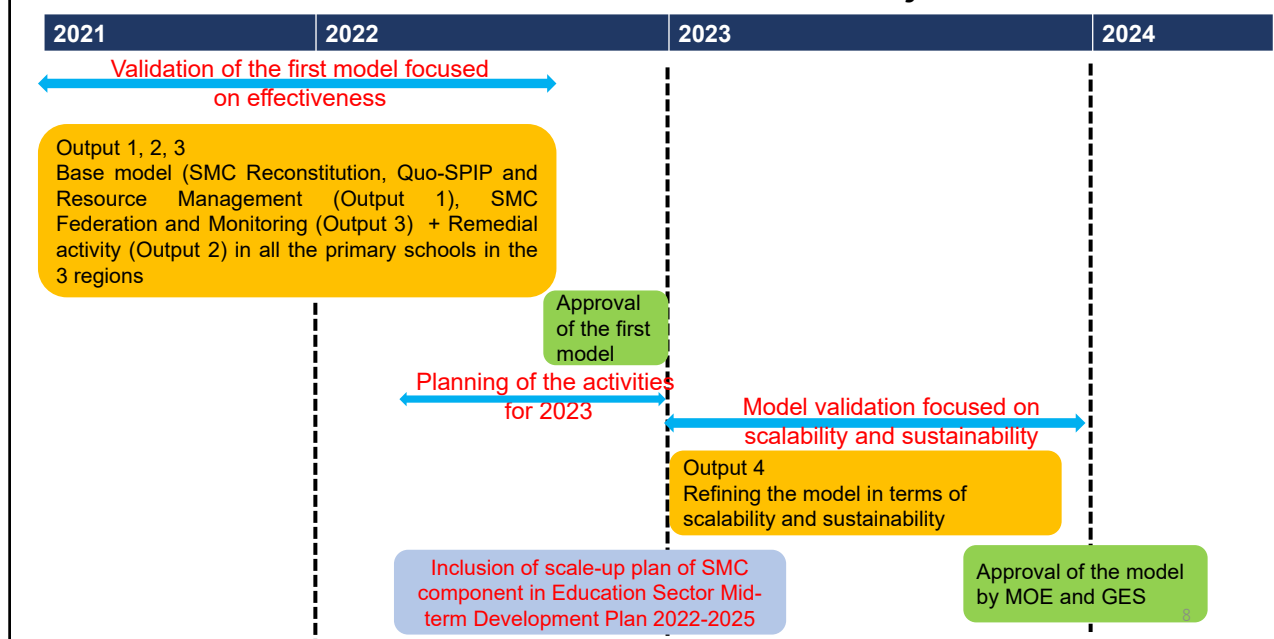


Main interventions by the Project:

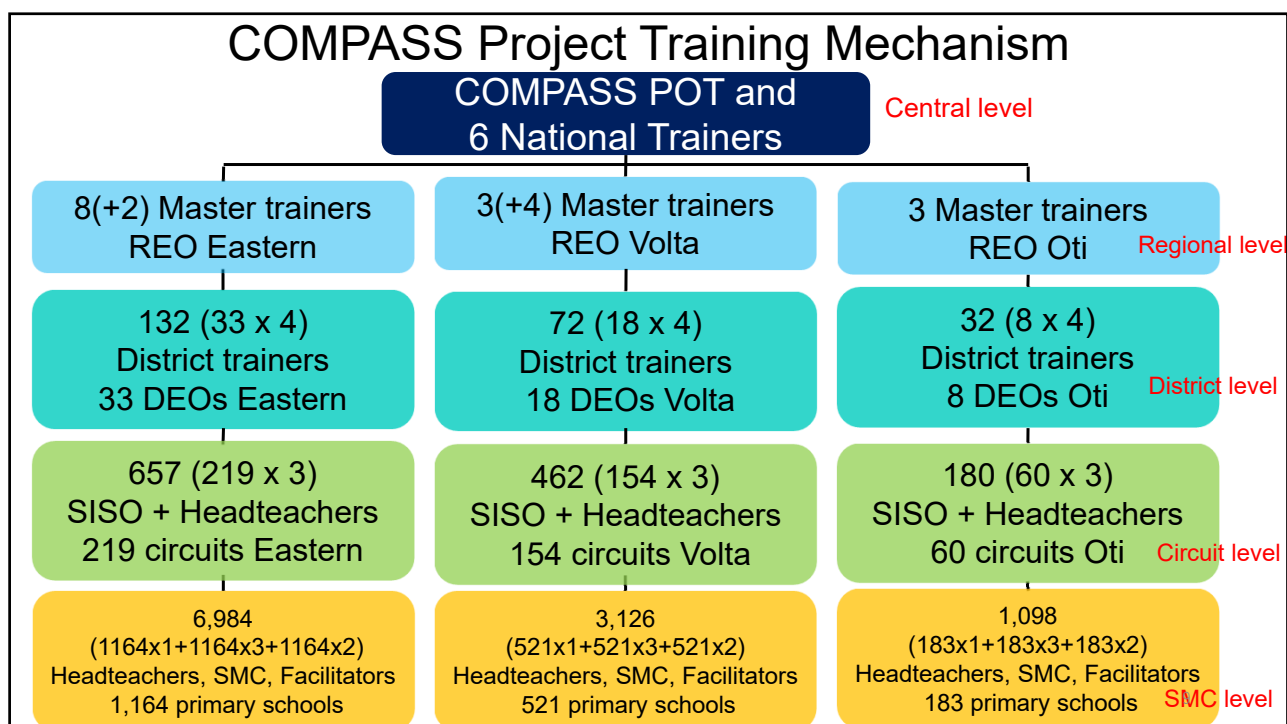
1. Introduction of SMC democratic election	2. Training on formulation of action plan and resource management through community participation	3. Establishing a peer monitoring system (network of SMCs)	4. Remedial lessons through community participation and use of math workbooks in accordance with achievement level of each pupil
			
Democratic election to elect SMC chairperson and secretary	General Assembly with all the stakeholders to discuss challenges	The board members of SMC Federation are selected by election	Remedial lessons are supported by community facilitators.
	General Assembly to validate the action plan		
			Each pupil uses a workbook of his/her level and works on it at his/her own pace.

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Timeline of COMPASS Project



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Agreement in the First JCC Meeting

1. Achievement of the Project as of December 2021
2. Policy of the Activities from 2022 Onwards
3. Plan of Operation of the Year 2022
4. Revision of Project Design Matrix (PDM)
5. Establishment of Indicators

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Achievement of the Project (1) as of May 2022

Baseline Assessment	1) Baseline assessment has been conducted and the results have been shared by SMC at General Assembly for Identification of Problems in all the target schools. (Output 1 & 2)
Quo-SPIP	2) Quality-Oriented SPIP (Quo-SPIP) has been formulated by more than 86% of SMC and validated at General Assembly in more than 40% of target schools. (Output 1)
The Materials for remedial lessons	3) Math Workbook Level 1 to 8, catch up material for P2 to P6, and facilitators' manual have been developed and distributed to all the target schools. (Output 2)

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Achievement of the Project (2) as of May 2022

Training on remedial lessons	4) The training on remedial lessons for national trainers, master trainers, district trainers have been conducted. (Output 2)
Pilot Project	5) Pilot project to establish a model to improve learning outcomes is being implemented in four selected schools. (Output 2)
SMC Federation	6) SMC Federations (a network of SMCs) have been established in all the districts. (Output 3)

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2. Overview of Workplan 2022 onwards and Upcoming Activities 2022

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Policy of the Activities for the 2022 onwards

Scope of 2022

1) The scope is to improve learning outcomes in numeracy for all the COMPASS target schools in the three target regions. The results will be shared and used to formulate the Plan of Operation (PO) for the year 2023.

Scope of 2023

2) The scope is to address the special needs identified through implementation of activities by SMCs in 2022. The results will be shared and used to formulate the PO of 2024. The target schools will be the same as 2022 basically but the Project explores the possibilities of inclusion of GALOP schools of the 3 regions in the activities of SMC Federation. The contents to be addressed in 2023 will be discussed and decided in JCC before the end of October 2022.

Scope of AY 2023/2024

3) The scope is to be decided before the end of the previous academic year by holding a JCC meeting.

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Progress and Plan of the Project

Objectives	Progress (March 2020 – March 2022)	Plan (April 2022 – March 2024)
Output 1: Participatory school management and information sharing mechanism is improved.	<ul style="list-style-type: none"> • Training on SMC reconstitution, Quo-SPIP, and resource management was conducted and their manuals were developed. • Target SMCs have been formulated Quo-SPIPs, which are at the stage of validation or implementation 	<ul style="list-style-type: none"> • Implementation of Quo-SPIP by SMCs • Feedback to SMCs through SMC Federation and by Project • Education Forum
Output 2: Pupils' learning outcomes in numeracy are improved.	<ul style="list-style-type: none"> • An implementation framework and a manual of the remedial lesson were developed. • Training on remedial lesson for Master Trainers was conducted. • Baseline assessment was conducted by SMCs • Pilot project is being implemented by 4 pilot schools to establish a model to be shared with other schools 	<ul style="list-style-type: none"> • To complete the training on remedial lesson • Implementation of remedial lesson by SMC • Endline assessment
Output 3: SMC monitoring system at district and school levels is strengthened.	<ul style="list-style-type: none"> • An Implementation framework and a manual for monitoring were developed. • Training on Monitoring and SMC Federation was conducted. • SMC Federations are being established by DEO. 	<ul style="list-style-type: none"> • Activation of the function of SMC Federation through Education Forum, including GALOP schools of the 3 regions • Collection of information through the monitoring system
Output 4: A model is refined for scalability based on the lessons learned.	<ul style="list-style-type: none"> • A baseline survey was conducted. 	<ul style="list-style-type: none"> • Endline survey • Survey on scalability in Northern Region • Experience sharing seminar • Information sharing with GES and MOE for approval of the Project model.¹⁵

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COMPASS Activities 2022

Month	Activities at Regional/District level	Activities by each SMC
May	<ul style="list-style-type: none"> ☐ Training on remedial lesson (Regional) ☐ 2nd JCC meeting 	<ul style="list-style-type: none"> ☐ Validation of Quo-SPIP at General Assembly by each SMC (by the end of May)
Jun	<ul style="list-style-type: none"> ☐ Training on remedial lesson (District) ☐ 1st Education Forum (Regional) 	<ul style="list-style-type: none"> ☐ Participation in Education Forum/ SMC Federation ☐ Participation in the training on remedial lesson
July	<ul style="list-style-type: none"> ☐ Follow up of SMC Federation ☐ Follow up of remedial lesson 	<ul style="list-style-type: none"> ☐ General Assembly for mid-term review (Addition of remedial lesson to Quo-SPIP) ☐ Training on remedial lesson for facilitators
August		<ul style="list-style-type: none"> ☐ Launching of remedial lesson ☐ Homework for vacation
September		<ul style="list-style-type: none"> ☐ Homework for vacation ☐ Restart of remedial lesson
October	<ul style="list-style-type: none"> ☐ Endline Survey 	<ul style="list-style-type: none"> ☐ Implementation of remedial lesson
November	<ul style="list-style-type: none"> ☐ 2nd Education Forum 	<ul style="list-style-type: none"> ☐ Endline assessment ☐ Participation in Education Forum/SMC Federation
December	<ul style="list-style-type: none"> ☐ 3rd JCC meeting ☐ Experience sharing seminar 	<ul style="list-style-type: none"> ☐ General Assembly for annual review ☐ Draft of Quo-SPIP for 2023

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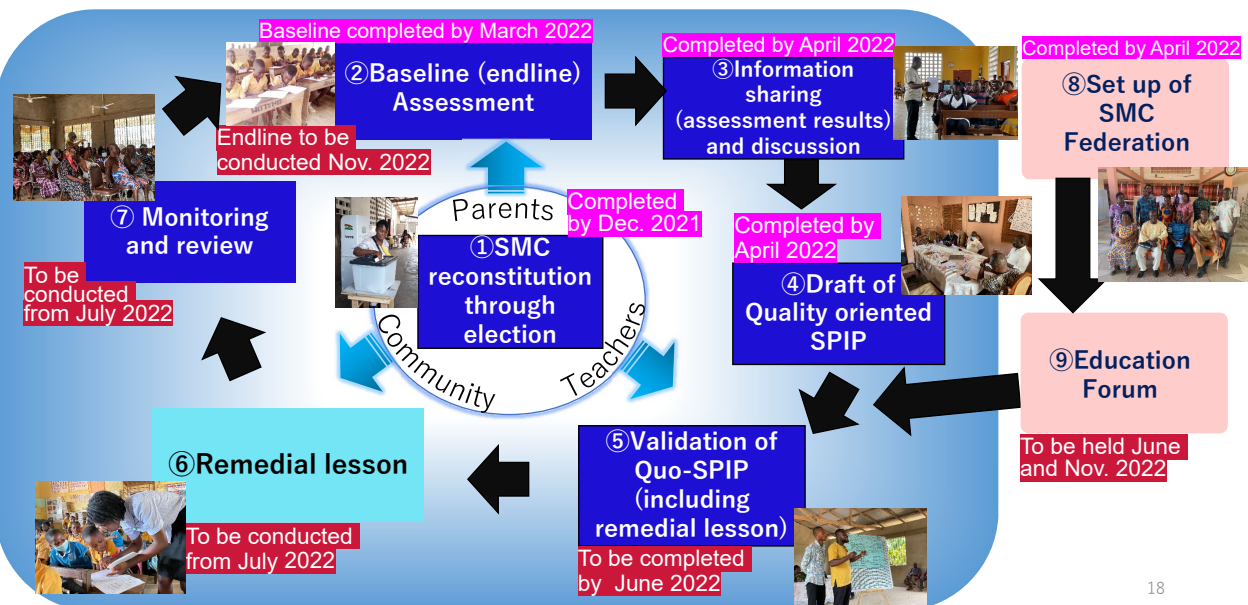
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3. Overview of the Remedial Lesson and Discussion about School Visit

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Mechanism for establishing the participation and collaboration between school and community to improve learning outcomes and our progress

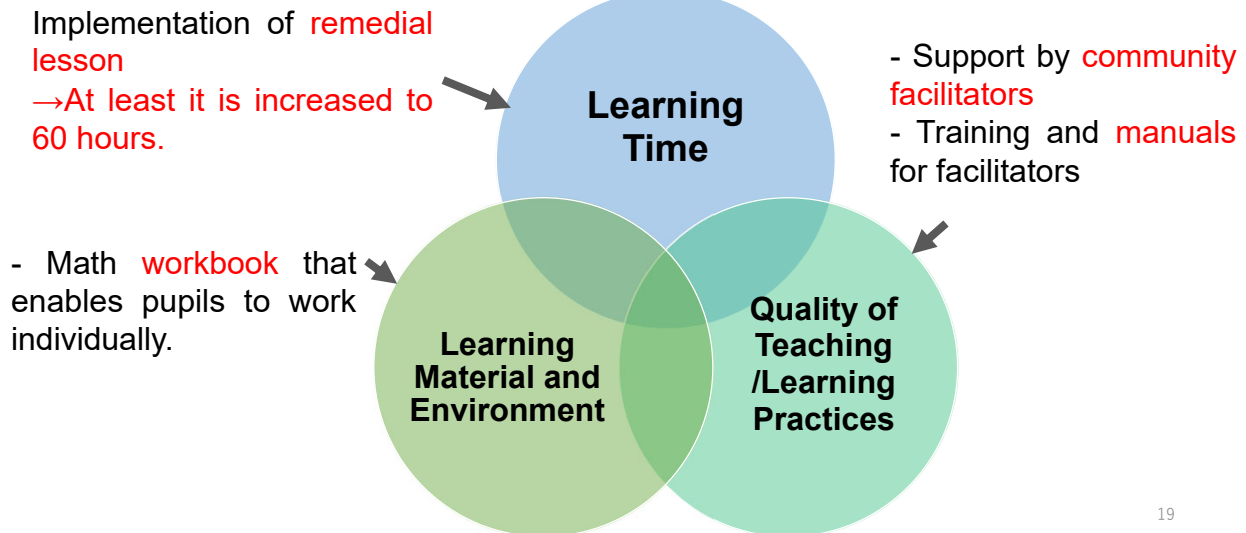


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Concept of the remedial lesson

Three Key Factors to Improve Learning Outcomes



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Overview of the Remedial Lesson for 2022

Period: From July 2022 to December 2022

Time: **Depend on the availability of each school** (early morning, after school, co-curriculum time, etc.)

Facilitators: **Volunteer facilitators** (from community and teaching staff)

Subject: Math (numeracy, basic operation skills with positive numbers)

Material for pupils: **math workbook** (Level 1 to 8), exercise book for level 4 to 8

Material for facilitators: Manual, red color pen

How to organize: Classify to an appropriate level **according to the achievement level of** the baseline assessment

How to evaluate: Comparing the result of endline assessment with that of baseline assessment

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Goal of the remedial lesson

Outcomes:

- Improve the correct response rate of endline assessment by **30%** compared to that of the baseline assessment.
- The percentage of pupils who obtain 70% or more in the correct response rate at endline assessment reaches **90%**.

Outputs:

- (1) The remedial lessons of more than **60 hours** in total are conducted.
- (2) **95%** of pupils participate in the remedial lessons.
- (3) **90%** of pupils attend the remedial lessons.
- (4) At least **4** community facilitators are involved in the remedial lessons.

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Overview of the Pilot Project in 4 Schools

	Schools from urban area		Schools from rural area	
	Suhum MA C	Okroase MA	Sremanu DA	Awata RC
Time	14 : 00~15 : 00 (Co curriculum)	7 : 00~8 : 00 (before 1st class)	14 : 00~15 : 00 (Co curriculum)	14 : 00~15 : 00 (Co curriculum)
Frequency of remedial lesson	4 days/week	5 days/week	5 days/week	4 days/week
Frequency of the homework	1 day/week	Nil	Nil	Nil
No. of community facilitators	17	16	4	6
Motivation to community facilitators	Yes	Yes	No	Yes
Teachers facilitators	Yes	Support	Yes	Yes
Homework for week-end	No	No	No	No
Homework for vacation (15 th April to 8 th May)	Yes (Catch Up material)	Yes (Catch Up material)	No	No
Duration	March – mid June	March – mid June	March – mid June	March – mid June
Levels to be classified at the beginning	Level 1~ Level 8	Level 1~ Level 6	Level 1~ Level 6	Level 1~ Level 6

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Timeline of Interventions in Okroase MA Experimental Basic School

- October 2021: Training on SMC reconstitution for the headteacher of the school
- November 2021: Democratic election to reconstitute the SMC by headteacher and SMC
- December 2021: Training on Quo-SPIP, SMC Federation and Resource Management for SMC Chairperson, Secretary (Headteacher) and Financial Secretary
- December 2021: Selection of pilot schools
- January 2022: Training on remedial lesson for Headteacher, SMC Chairperson and Curriculum Lead
- January 2022: Baseline assessment
- February 2022: General Assembly for identification of problems
- February 2022: Draft of Quo-SPIP by SMC
- February 2022: General Assembly for validation of Quo-SPIP
- March 2022: Launching of remedial lesson

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Video of remedial lesson,

Video 1: Level 6 pupils are working at his/her own pace at Okroase MA, Suhum Municipal, Eastern

Video 2: Pupils who had been classified to level 3 finished the workbook and started the level 4 workbook, at Awata RC, Akatsi South Municipal, Volta, rural school

Video 3: A facilitator records the progress of each pupil daily.

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Video 1: Level 6 pupils are working at their own pace at Okroase MA, Suhum Municipal, Eastern

- Video 1

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Video 2: Pupils who had been classified to level 3 finished the workbook and started the level 4 workbook, at Awata RC, Akatsi South Municipal, Volta, rural school

Video 2

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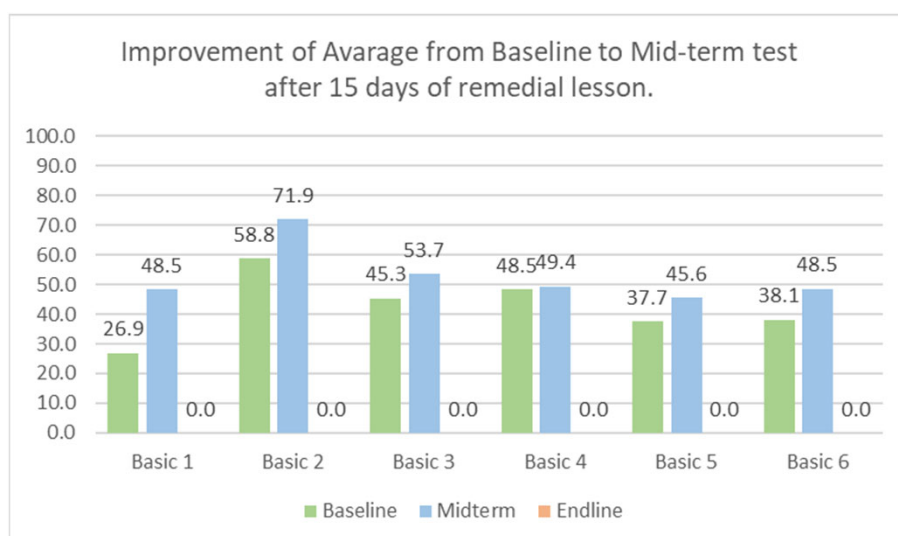
Video 3: A facilitator records the progress of each pupil daily.

Video 3

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Assessment results after 15 days remedial lessons in rural area



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Q&A about remedial lessons

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Confirmation of the Discussion Points of the 2nd JCC Meeting

1. Achievement of the Project as of May 2022 has been confirmed.
2. The workplan and upcoming activity 2022 onwards has been confirmed.
3. The implementation of the remedial lesson has been observed and discussed.

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Thank you for your attention

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[Annex 2]**Attendant list, 2nd JCC, 27th May 2022**

No.	Name	Position	Organisation
1		Chief Director	MoE
2		Deputy Director General (M)	GES HQ
3		Director of Schools and Instructions	GES HQ
4		Director of Partnerships & Affiliations	GES HQ
5		Coordinator, Development Partners	MoE
6		Regional Director	REO Eastern
7		Regional Director	REO Volta
8		Regional Director	REO Oti
9		Senior Representative	JICA Ghana Office
10		Representative	JICA Ghana Office
11		Project Formulation Advisor	JICA Ghana Office
12		Program Officer	JICA Ghana Office
13		Program Officer	JICA Ghana Office
14		Deputy chief advisor	COMPASS
15		Community-based school management	COMPASS
16		Coordinator	COMPASS
17		Secretary	COMPASS
18		Assistant	COMPASS

**添付 6-2：第 3 回合同調整委員会
議事録 (JCC3 Minutes)**

Minutes of Meeting

Joint Coordination Committee (JCC)

**Project for Improving Learning Outcomes through Community Participation for Sustainable
School for All (COMPASS)**

Ministry of Education (MOE) and Ghana Education Service (GES)

Government of Ghana

And

Japan International Cooperation Agency (JICA)



The third Joint Coordination Committee meeting of the Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS) was held on 19th December 2022 at the conference room of the Ministry of Education.

During the meeting MOE, GES and JICA had a discussion on the following issues.

1. Progress of activities
 - Overview and progress of activities
 - Experience sharing of the Education Forums
2. Results of endline survey and achievement level of Outputs of the Project
3. Overview and approval of the model to improve learning outcomes through community participation by COMPASS
4. Confirmation of activity for 2023 by COMPASS

Both parties acknowledged the contents of minutes of meeting attached hereto.

Accra, 19th December 2022

 Mr. Divine Ayidzoe Acting Chief Director/Chairperson of JCC Ministry of Education Republic of Ghana	 Mr. Yasuaki Momita Senior representative Japan International Cooperation Agency Ghana Office
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Main Points Discussed

The meeting whose objective was to gain approval for Four (4) Agenda items of the COMPASS PROJECT commenced at 10.15 am with a welcome address by the Chief Director of the Ministry of Education, Mr. Divine Ayidzoe, followed by the self-introductions of the participants.

Mr. Ayidzoe in his opening remarks urged the Ghana Education Service, (GES) to move from the perception of being an employment institution to a learning institution and to also provide quality and inclusive education to all by the year 2030.

He continued by recognizing and appreciating the contribution of COMPASS to help achieve quality education in Ghana.

The Senior Representative of the JICA Ghana Office, Mr. Yasuaki Momita also gave an opening remark where he appreciated the leadership of the Ghana Education Service (GES) and the Ministry of Education (MoE) on the Project so far. He touched on substantial activities such as the reconstitution of SMCs by democratic elections, the remedial lessons activities, and the SMC Federations which he hoped will help enhance the learning outcomes of the pupils in the targeted regions.

He further expressed his pleasure for the great outcomes achieved by the Project and extended a word of appreciation to the dedicated SMC members, teachers, facilitators as well as the community.

As a form of encouragement to the Ghanaian counterparts, he made mention of a similar Project carried out in Madagascar which was approved by RTI International, a research organization in the United States of America (USA) to be among the best numeracy interventions and hoped that the COMPASS PROJECT will at the end also be proven as one of the best interventions.

1. Progress of activities

The Project lead shared with the participants an overview and progress of activities. Then the results of the Education Forums conducted in the three target regions, which are Eastern, Volta and Oti, were shared by the COMPASS team. The contents were as follows.

Progress as of December 2022

1) Activities planned in Quo-SPIP

Schools have conducted activities planned in the Quo-SPIP such as monitoring of pupils' attendance, repair of school furniture, renovation of washrooms and remedial lessons.

(Output 1)

2) Education Forum

The first and second Education Forums were held in the three regions and regional resolutions and commitments were pledged by each stakeholder including the Regional Minister, Regional Director, DEOC, District Directors and SMC Federations. (Output 1)

3) General Assembly with community

Most schools conducted General Assemblies with the community to share the progress of activities in Quo-SPIP and the balance sheet of school funds. The implementation of remedial lessons was included in Quo-SPIP at the GA after the first Education Forum (Output 1)

4) Training on remedial lessons

Training on remedial lessons was conducted for headteachers, curriculum leads and community facilitators. (Output 2)

5) Remedial lessons on maths

COMPASS schools conducted remedial lessons for maths using the maths workbooks with the support of community facilitators including JHS/SHS students. All the schools conducted endline assessments and submitted results. (Output 2)

6) Pilot activities

A pilot for improving BECE results in maths was conducted in Akatsi North district, which improved by 2.8 points out of 10 at the endline assessment after just two weeks of intervention.

7) SMC Federation

The information of the first Education Forum reached all the schools through SMC Federations. SMC Federations conducted monitoring on the remedial lessons for their member SMCs. (Output 3)

8) Endline survey

The endline survey was conducted in the same schools as the baseline survey in Eastern (Kwahu South, Ayensuano and Upper West Akim), Volta (Central Tongu, North Tongu and South Tongu) and Central (Agona East, Awutu Senya and Ekumfi) Regions. (Output 4)

Results of the Education Forums

Despite some challenges, all the three regions achieved the regional resolution pledged in the first Education Forum, which is to increase the percentage of pupils who obtain a correct response rate of 70% or more at the endline assessment by 30 percentage points or more against the baseline.

1) Eastern Region

The percentage of pupils who obtained a correct response rate of 70% or more increased by 31.9 percent points from 38.1% to 70.0%.

2) Volta Region

The percentage of pupils who obtained a correct response rate of 70% or more increased by 38.6 percent points from 27.8% to 66.4%.

3) Oti Region

The percentage of pupils who obtained a correct response rate of 70% or more increased by 34.8 percent points from 30.5% to 65.3%.

2. Results of endline survey and achievement level of Outputs of the Project

The Project shared with the participants the outline of the endline survey and results, and proposed recommendations based on the findings. The Project also explained the status of Output indicators and confirmed the achievement level.

1) Endline survey results

Output	Indicator	Status
Output 1 Participatory school management and information sharing mechanism is improved.	1-1. More than 90 % of schools establish School Management Committee (SMCs) by a democratic election	95.5% of headteachers held the General Assembly for Democratic Election. 97.6% of SMC members indicated that the SMC was re-established after May 2021.
	1-2. More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC	97.5% of headteachers indicated that SMC members are involved in SPIP development. 96.3% of SMC members indicated that SMC is involved in SPIP development. 97.5% of headteachers indicated that the SMC was involved in the approval.
	1-3. More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs.	80% of schools have at least 75% of their learning-oriented activities in progress or preparation.
	1-4. More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs.	93.8% of headteachers and 90.9% of SMC members indicated that their schools shared information with the SMC.
	1-5. More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs	In progress
	2-1. More than 75% of schools plan	87.2% of schools included learning-

Output 2: Pupils' learning outcomes in numeracy are improved.	learning-oriented activities in numeracy in SPIPs.	oriented numeracy activities (remedial activities) in the Quo-SPIP.
	2-2. More than 75% of schools implement remedial activities for numeracy planned in SPIPs.	97.9% of schools implemented learning-oriented numeracy activities (remedial activities).
	2-3. More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year.	The percentage of schools that have conducted at least 30 hours of remedial activities for numeracy is 68% at the endline survey and 90% as of the end of November 2022.
	2-4. More than 80% of boys and girls attend remedial activities at more than 75% of schools.	84.8% of schools had at least 80% of their pupils attending remedial activities.
	2-5. The percentage of pupils who achieve the minimum proficiency level in numeracy increase by 20%. (The minimum level is 42 points (out of 100 points) for both P3 and P5 (12 correct answers for P3, 14 correct answers for P5))"	The percentage of P3 exceeding the minimum proficiency level (42 out of 100) in numeracy increased by 24.9 percent points and the percentage of P5 increased by 16.1 percent points.
Output 3: SMC monitoring system at district and school levels is strengthened.	3-1. District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Office (REOs) and GES HQ at least once a year.	All but one of the six DEOs in the COMPASS target regions had reported to REO at least once on the status of SMC implementation in 2022.
	3-2. All the SMC Federations hold at least three meetings a year.	100% of the headteachers indicated that the SMC Federation held at least one meeting during the four months from May to September 2022. Therefore, it is likely that three meetings will be conducted during the year.
Output 4: A model is refined for scalability based on the lessons learned.	4-1. Lessons learned in the targeted regions are documented and shared with relevant stakeholders in MoE and GES.	In progress
	4-2. The indicators of Output 1, 2 and 3 at the end of the second year of intervention in the target schools are improved in comparison with those of the first year of intervention.	
	4-3. MoE and GES confirm the scalability of the model based on the evaluation conducted at the end of the second year of intervention in the target schools.	

2) Findings and recommendations

- The training delivered by COMPASS produced tangible results. First, operational improvements, such as the democratic reconstitution of SMCs and the information sharing from schools to SMCs, are well underway. The importance of learning-oriented activities has also been recognized and activities have been incorporated into the Quo-SPIP.
- The implementation of remedial activities faces several challenges. First, there is little participation from the community as facilitators. More than half of the Non-GALOP schools of the three target regions (COMPASS schools of the three target regions, hereafter called Category 2¹ schools) had zero community facilitators. It is suggested to finalize the model by conducting additional research on ways to increase community participation in schools and incorporating the results into the current model.
- Second, current remedial math activities may pose challenges in improving arithmetic word problems: both P3 and P5 in Category 2 showed lower improvement in arithmetic word problems than in the other categories. Non-GALOP schools of another region (Category 4) has neither COMPASS assistance nor GALOP assistance, but the percentage of improvement on arithmetic word problems is higher than Category 2 schools. It is suggested to conduct a small-scale survey to identify the root cause of this situation, and then consider interventions to address the cause, which may include conducting remedial English lessons or developing a workbook for arithmetic word problems.

Then the Project reminded the participants of the need to set indicators for the Overall Goal, and proposed following indicators. Afterwards, the Project confirmed the need to define the target regions and schools of the indicators in the next JCC meeting and then asked for the participants' opinions on them.

Current	Proposal
(1) More than X % of schools in targeted regions develop SPIPs in participatory manner at General Assembly of SMCs.	(1) More than <u>75%</u> of schools in targeted regions develop SPIPs in participatory manner at General Assembly of SMCs.
(2) More than X % of schools in targeted regions implement more than X % of activities planned in SPIPs.	(2) More than <u>75%</u> of schools in targeted regions implement more than <u>75%</u> of activities planned in SPIPs.

¹ Category 1: GALOP schools of the three target regions, Category 2: Non-GALOP (COMPASS) schools of the three target regions, Category 3: GALOP schools of another region (Central Region) and Category 4: Non-GALOP schools of another region (Central Region).

(3) More than X% of schools in targeted regions implement learning-oriented activities planned in SPIPs.	(3) More than 75% of schools in targeted regions implement learning-oriented activities planned in SPIPs.
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Q and A Session

After the above presentation, a Q and A session was held on the contents of the presentations up to that point, that is, the progress of activities and the results of the endline survey. The contents of the questions and answers were as follows.

Qtn: Chief Director asked how Democratic elections of SMCs were carried out.

Ans: Mr. Kohei Nakayama explained that elections are conducted with community member candidates selected from the groups which are supposed to send an appointed member of the SMC.

Qtn: Chief Director again asked if the COMPASS Project holds joint meetings among the targeted 3 regions, be it quarterly or annually.

Ans: Director of Partnership and Affiliations responded and said that there have been two (2) main meetings held in the form of the regional forum which took place in each region. The regional training officer of Volta Region Mr. Francis Vidzro also said that in comparing and contrasting, masters / national trainers were moved to other regions to give assistance in the education forums of other regions.

Qtn: Mr. Alex Agbemabiese enquired about how to rectify the issue of some schools that do not report on the status of the implementation of activities.

Ans: Mr. Kohei Nakayama responded to this by informing participants that, there are WhatsApp platforms created for all the targeted regions for monitoring, so the Project contacts the stakeholders through the platform and encourages them to send a report.

Qtn: Mr. Sylvester asked to know the reason why the low participation of community facilitators is recorded since the remedial activities are meant to be organized by the community.

Ans: Mr. Kohei responded and said there are two key points to consider in communities with larger community facilitators, thus;

1. Involvement of traditional leaders and the PTA
2. During school vacation (Pupils of Junior High Schools can assist in facilitation)

Mr. Frederick Birikorang gave a scenario as a form of suggestion based on experiences on another project, Complimentary Basic Education (CBE). He stated that in order to get the involvement of the community facilitators they introduced what they call "SOAP MONEY", which is an amount of money given to the facilitators as a form of motivation and also an encouragement to them.

Suggestions

Director, General Administration, MoE, Mad. Catherin Appiah Pinkrah suggested that coordination is imperative hence there is a need for a coordination unit to relay information from the various targeted regional directors to the Director General of Ghana Education Service. Joining in this comment from the Director in charge of Administration, the Chief Director requested for a consolidated and coordinated report from the GALOP secretariat as well as since some of the activities are linked to GALOP. This the GALOP representative responded in the affirmative.

In response to the above suggestion, the director for Partnership and Affiliation informed the house about the project operation team which includes two national trainers who have been transferred to the headquarters to help strengthen the collaboration between GES and COMPASS.

In addition, Mr. Sylvester Bayowo also recommended that, going forward, project team members from the Ministry of Education (MoE) and the Ghana Education Service (GES) can also disseminate information about COMPASS to the top hierarchy on a regular basis.

3. Overview and approval of the 2022 model to improve learning outcomes through community participation by COMPASS

The Project gave an overview of the model of the Project, introducing tools developed by the Project and the cost needed to introduce the model. The cycle of the Project was explained as follows.

- 1) SMC reconstitution through election
- 2) Baseline (endline) assessment
- 3) Information sharing (assessment results) and discussion
- 4) Draft of Quality-oriented SPIP
- 5) Validation of Quo-SPIP (including remedial lessons)
- 6) Implementation of remedial lessons

- 7) Monitoring and review
- 8) Set-up of SMC Federation
- 9) Education Forum

Then the Project explained the cost to introduce the model as follows.

Items	Cost per School (GHS)
Base model (SMC Reconstitution, Quality Oriented SPIP, Resource Management through Community Participation)	2,114.00
SMC Federation	652.00
Remedial activities for maths	4,186.00
Total cost per school	6,952.00

The Project clarified that the cost per pupil of remedial activities for maths is GHS 32, the cost per school to introduce SMC Federation to GALOP schools is GHS 652, and the cost per region to organize an Education Forum is approximately GHS 216,667.

Following the presentation, a Q and A session was held about the model.

Q and A

Qtn: The Chief Director asked about the Composition of the SMC.

Ans: Mr. Kohei spelt out the detailed composition of the SMC as below.

- i. District Director of Education or representative as an ex-officio member.
- ii. Headteacher
- iii. Assembly member or his/her representative
- iv. Representative of the unit committee (of the community or communities)
- v. Traditional rulers' representative
- vi. Representative of the educational unit (if the school is a unit school.)
- vii. Two staff representatives by level (Primary and JHS – one of whom should be a female.)
- viii. Past pupils' representative (if any, preferably a female)
- ix. PTA representative
- x. Co-opted members to perform specific functions

Qtn: Director, General Administration asked about the effectiveness of the COMPASS Project. She asked this because GALOP schools are basically doing almost the same activities as GALOP and wanted to know if the GALOP schools are being used as control schools.

Ans: Director of Partnership and Affiliations in responding stated that, the World Bank asked that GALOP schools are solely taken care of by GALOP, and COMPASS also focuses on the non GALOP schools. The differences between these two projects are as follows.

1. The introduction of the remedial activities (provision of mathematics workbook)
2. The formation of the SMC Federation

Based on the above results of the discussion, all participants agreed to approve the 2022 model of the Project.

4. Confirmation of activity for 2023 by COMPASS

The Project shared with participants the activities to be implemented in the year 2023. The proposed activities of the Project were as follows.

	Activities at Regional/District Level	Activities by each SMC
January	<ul style="list-style-type: none"> • Planning for reorganization of SMC Federation • Follow up of the 2nd Education Forum • Compiling lessons learnt from intervention 2022 • Development of materials for Professional Learning Community (PLC) • Development of materials for JHS remedial lesson 	<ul style="list-style-type: none"> • Transmission of the information of the 2nd Education Forum through SMC Federation • Formulation of Quo-SPIP 2023 by each SMC
February	<ul style="list-style-type: none"> • Planning of pilot activities on fundraising • Planning of pilot activities on remedial lessons for reading • Support for reorganization of SMC Federation • Preparation for a pilot activity using maths application with a tablet 	<ul style="list-style-type: none"> • Validation of Quo-SPIP 2023 at the General Assembly • Starting the implementation of activities planned in Quo-SPIP 2023 • Reorganization/launch of SMC Federation
March	<ul style="list-style-type: none"> • Planning for introduction of remedial lessons on maths for JHS 3 	<ul style="list-style-type: none"> • SMC Federation General Assembly 1
April		
May	<ul style="list-style-type: none"> • Introduction of pilot activities: Pilot activity on maths application 	<ul style="list-style-type: none"> • Starting remedial lessons
June	<ul style="list-style-type: none"> • 4th JCC meeting 	

July	<ul style="list-style-type: none"> Follow up of SMC Federation Follow up of remedial lessons and pilot activities 	<ul style="list-style-type: none"> General Assembly for mid-term review in each SMC
August	<ul style="list-style-type: none"> Compiling the results of pilot activity on maths application 	<ul style="list-style-type: none"> SMC Federation General Assembly 2
September	<ul style="list-style-type: none"> Survey on the implementation status of SMC component in Northern Region 	<ul style="list-style-type: none"> Endline assessment for remedial lessons on maths for JHS 3
October	<ul style="list-style-type: none"> Follow-up survey of the endline survey Compiling results of pilot activities Compiling lessons learnt 	<ul style="list-style-type: none"> Endline assessment for remedial lessons on maths for primary
November	<ul style="list-style-type: none"> 3rd Education Forum Workshop for sharing the refined model of COMPASS Formulation of follow-up plan for the sustainability of COMPASS Project 	<ul style="list-style-type: none"> Participation in the 3rd Education Forum
December	<ul style="list-style-type: none"> 5th JCC meeting for approval of refined model 2023 Follow-up plan for the sustainability of COMPASS Project 	<ul style="list-style-type: none"> General Assembly for annual review SMC Federation General Assembly 3 Draft of Quo-SPIP for 2023

The Project emphasized the importance of frequent discussions and collaboration among Project, GES, REO and MoE in the process of developing a sustainable post-project follow-up plan during 2023, including the definition of funding sources and target regions/schools.

After that, the Project confirmed with the participants that the steps towards the approval of the model. The Project then proposed a timeline for that, and all participants agreed to it.

To close the session, the Project explained challenges of SMC/school, SMC Federation, DEO/REO, national level and the 2022 model that should be overcome during the implementation of the activities of 2023. The challenges were as follows.

SMC/School	<p>1.1 To make the base model cycle of SMCs (develop, validate and monitor Quo-SPIP through community participation) their own.</p> <p>1.2 To increase the mobilization of community and community facilitators in remedial lessons</p>
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	<p>Conduct the remedial lesson only one term.</p> <p>Choose the period of remedial lesson and get more facilitator from Junior High school</p>
SMC Federation	<p>2.1 To make the activities of SMC Federations their own, which include the development of an action plan, monitoring and feedback to SMCs, support for SMCs, and collecting and sharing information with DEO/REO.</p> <p>2.2 To improve mobilization of SMC contributions and funds from other partners for the implementation of SMC Federation's activities.</p>
DEO/REO	<p>3.1 To institutionalize monitoring and information collection in collaboration with SMC Federations.</p>
National level	<p>4.1 To develop a sustainable follow-up/scale-up plan of the model including the budget, in collaboration with the Project and other development partners.</p>
2022 model	<p>5.1 To improve scalability, efficiency, and affordability of the model for scaling up.</p> <p>5.2 To improve the sustainability of the Education Forum</p> <p>5.3 To create more sub-components such as fundraising and JHS remedial activities to address the needs of SMCs.</p> <p>5.4 To appeal the results of 2022 model to other partners to seek collaborations with them.</p>

All participants together with the Chief Director gave an applause as a confirmation of the approval.

The meeting come to a close at 12:05pm.

End

Annex 1: Participants list

Annex 2 : Presentation material (PPT)

[Annex 1]**Attendant Sheet
3rd Joint Coordination Committee, COMPASS**

Date: 19/ 12/2022

No.	Name	Position	Organisation
1		Chief Director	MoE
2		Director pre-tertiary, or Development Partner Coordinator	MoE
3		Director General	GES HQ
4		Deputy Director General (M/S)	GES HQ
5		Deputy Director General (Q/A)	GES HQ
6		Director of Basic Education Division	GES HQ
7		Director of Affiliate and Partnership division	GES HQ
8		Leader of Project Operation Team	GES HQ
9		Director General	NACCA
10		The Registrar	NTC
11		Chief Inspector of Schools	NASIA
12		Coordinator, Development Partners	MoE
13		Special Advisor for HM	MoE
14		Head of Planning	MoE
15		District Director (Representative of Regional Education Director)	DEO Abuakwa North
16		Training officer (Representative of Regional Education Director)	REO Volta
17		Regional Director (Representative of Regional Education Director)	DEO Biakoye
18		Chief Representative	JICA
19		Senior Representative	JICA
20		Representative	JICA
21		Project Formulation Advisor	JICA
22		Program Officer	JICA
23		Chief advisor	COMPASS
24		Deputy chief advisor	COMPASS
25		Community-based school management	COMPASS
26		Coordinator	COMPASS
27		Secretary	COMPASS

Third Joint Coordination Committee (JCC) Meeting

Project for Improving Learning Outcomes
through Community Participation for Sustainable
Schools for All (COMPASS)

Accra, Greater Accra Region, 19th December
2022



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Objectives and Agenda of the Third JCC Meeting

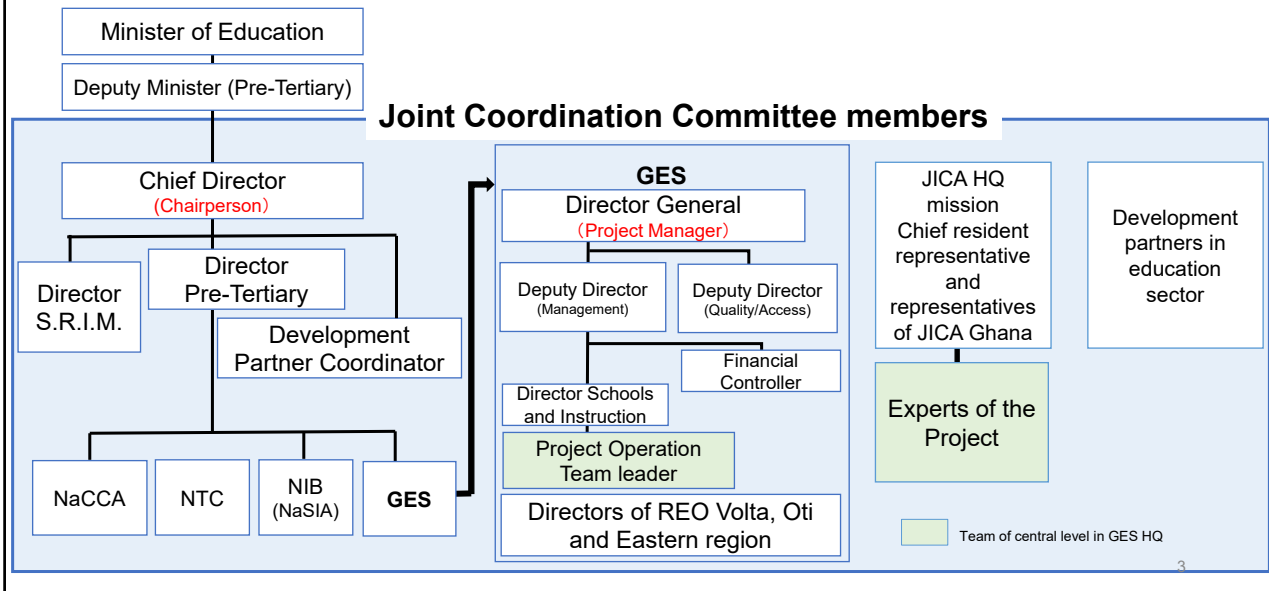
Objectives:

1. Progress of activities including the Education Forums is confirmed.
2. Achievement level of outputs of the Project is confirmed.
3. The model to improve learning outcomes through community participation is approved.
4. Activities for 2023 are discussed and approved.

Time	Activity
10:00 – 10:10	Opening prayer and opening remarks - Chief Director of Ministry of Education and Deputy Director General (M&S, Q&A) - Senior Representative of JICA Ghana Office
10:10 – 10:20	1.1. Overviews and progress of activities (by COMPASS)
10:20 – 10:40	1.2. Experience sharing of the Education Forums (by REO and National trainers)
10:40 – 11:00	2. Results of endline survey and achievement level of outputs of the project (by COMPASS)
11:00 – 11:10	Q&A
11:10 – 11:20	3. Overview and confirmation of the model to improve learning outcomes through community participation (by COMPASS)
11:20 – 11:30	Q&A and approval of the model
11:30 – 11:40	4. Confirmation of activity for 2023 (by COMPASS)
11:40 – 11:50	Q&A and approval of activity 2023
11:50 – 12:00	Closing remarks and Closing prayer

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Joint Coordination Committee (JCC) Organization



Outline

1. Progress of activities
 - 1.1 Overview and progress of activity
 - 1.2 Results of the second Education Forum
2. Results of endline survey and achievement level of outputs of the Project
3. Overview and approval of the 2022 model to improve learning outcomes through community participation by COMPASS
4. Confirmation of activity for 2023 by COMPASS

1. Progress of activities

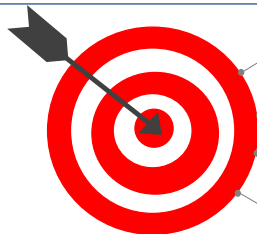
1.1 Overview and progress of activity



Outline of COMPASS Project (Mar. 2020-Apr. 2024)

Project Purpose

A model to improve learning outcomes at the primary level through collaboration with the communities and schools is made available for scale-up.



Output 1

Participatory school management and information sharing mechanism is improved.

Output 2

Pupils' learning outcomes in numeracy are improved.

Output 3

SMC monitoring system at district and schools' level is strengthened.

Output 4

A model is refined for scalability based on lessons learned.

Target: All the Non-GALOP public primary schools (1,860 public primary schools) in Eastern, Volta, and Oti Regions

Project Director: Chief Director, MOE

Project Manager: DG of GES

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Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS)

Target regions: Oti, Volta and Eastern **Target Districts:** 59 (all the districts of the three target regions)







Target schools: 1,860 schools (Non-GALOP Schools)

Beneficiary: REO, DEO, SMC, Teaching staff and pupils of Basic 1 to 6

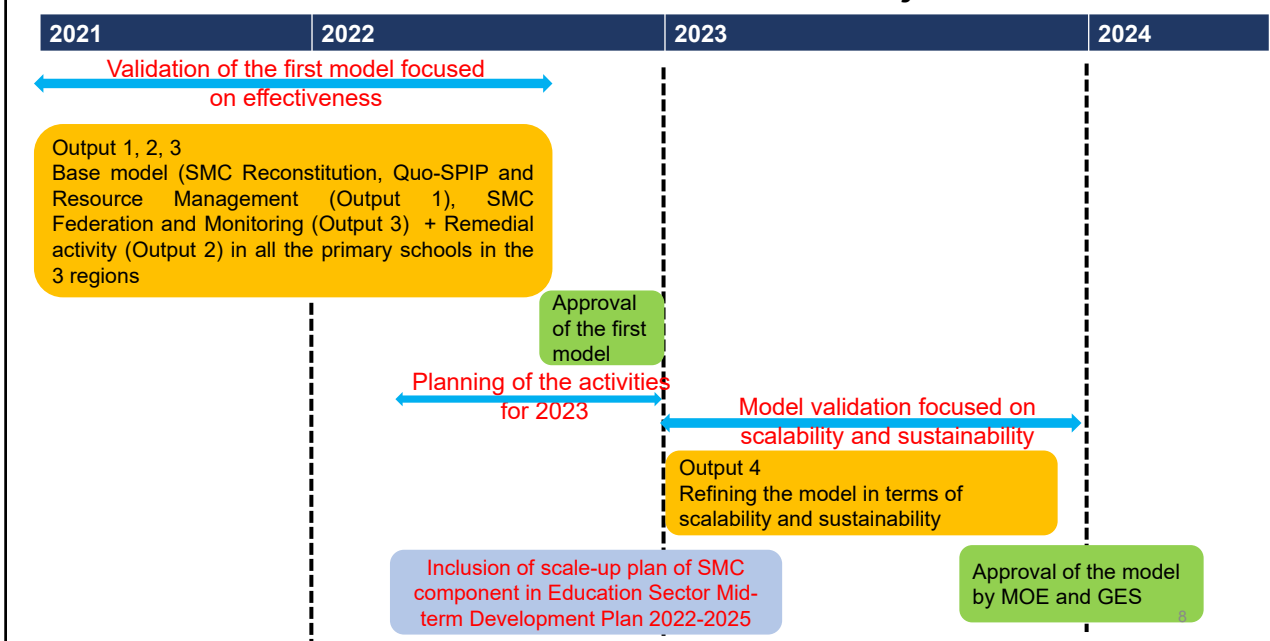
Purpose of the Project: A model for improving learning outcomes on numeracy through community participation is established.



Main interventions by the Project:

1. Introduction of SMC democratic election	2. Training on formulation of action plan and resource management through community participation	3. Establishing a peer monitoring system (network of SMCs)	4. Remedial lessons through community participation and use of math workbooks in accordance with the achievement level of each pupil
			
Democratic election to elect SMC chairperson and secretary	General Assembly to validate the action plan	The board members of SMC Federation are selected by election	Remedial lessons are supported by community facilitators.
			
			Each pupil uses a workbook of his/her level and works on it at his/her own pace.

Timeline of COMPASS Project



Agreement at the First JCC Meeting (21st December 2021)

1. Achievement of the Project as of December 2021
2. Policy of activities from 2022 onwards
3. Plan of Operation of the year 2022
4. Revision of Project Design Matrix (PDM)
5. Establishment of indicators

Agreement at the Second JCC Meeting (27th May 2022)

1. Approval of workplan and activities for 2022
2. School visit and discussion about remedial lessons

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Achievement of the Project (1) as of December 2022

Activities planned in Quo-SPIP	1) Schools have conducted activities planned in the Quo-SPIP such as monitoring of pupils' attendance, repair of school furniture, renovation of washroom, and remedial lessons. (Output 1)
Education Forum	2) The first and second Education Forums were held in the three regions and regional resolutions and commitments were pledged by each stakeholder including the Regional Minister, Regional Director, DEOC, District Directors and SMC Federations. (Output 1)
General Assembly with Community	3) Most* ¹ schools conducted General Assemblies with community to share the progress of activities in Quo-SPIP and balance sheet of school funds. The implementation of remedial lessons was included in Quo-SPIP at the GA after the first Education Forum (Output 1)

*1 : Some schools didn't report status of the implementation of activity.

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Achievement of the Project (2) as of December 2022

Training on remedial lessons

4) Training on remedial lessons was conducted for headteachers, curriculum leads and community facilitators . (Output 2)

Remedial lessons on maths

5) COMPASS schools conducted remedial lessons for maths using the maths workbooks with the support of community facilitators including JHS/SHS students. All the schools conducted endline assessments and submitted results. (Output 2)

Pilot Activities

6) Pilot for improving BECE results in maths was conducted in Akatsi North district, which improved by 2.8 points out of 10 at the endline assessment after just two weeks of intervention.

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Achievement of the Project (3) as of December 2022

SMC Federation

7) The information of the first Education Forum reached all the schools through SMC Federations. SMC Federations conducted monitoring on the remedial lessons for their member SMCs. (Output 3)

Endline survey

8) The endline survey was conducted in the same schools of the baseline survey in Eastern (Kwahu South, Ayensuano and Upper West Akim), Volta (Central Tongu, North Tongu and South Tongu) and Central (Agona East, Awutu Senya and Ekumfi) Regions. (Output 4)

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Summary of the Progress and Plan of the Project

Objectives	Activities discussed and planned in the second JCC for this period	Progress
Output 1: Participatory school management and information sharing mechanism is improved.	<ul style="list-style-type: none"> • Implementation of Quo-SPIP by SMCs • Feedback to SMCs through SMC Federation and by the Project • First and second Education Forums 	All the activities planned for this period were implemented. Due to the need to activate some SMC Federations, the second Education Forum included a refresher content on well-functioning SMC Federation.
Output 2: Pupils' learning outcomes in numeracy are improved.	<ul style="list-style-type: none"> • Training on remedial lesson • Implementation of remedial lessons by SMC • Endline assessment 	All the activities planned for this period were implemented, but the start of remedial lessons was delayed due to the teachers' strike.
Output 3: SMC monitoring system at district and school levels is strengthened.	<ul style="list-style-type: none"> • Activation of SMC Federation through Education Forums including GALOP schools of the 3 regions • Collection of information through the monitoring system 	All the activities planned for this period were implemented. Around 100 representatives from GALOP schools participated in the 2 nd Education Forum.
Output 4: A model is refined for scalability based on the lessons learned.	<ul style="list-style-type: none"> • Endline survey 	An endline survey was implemented and the report is currently being compiled.

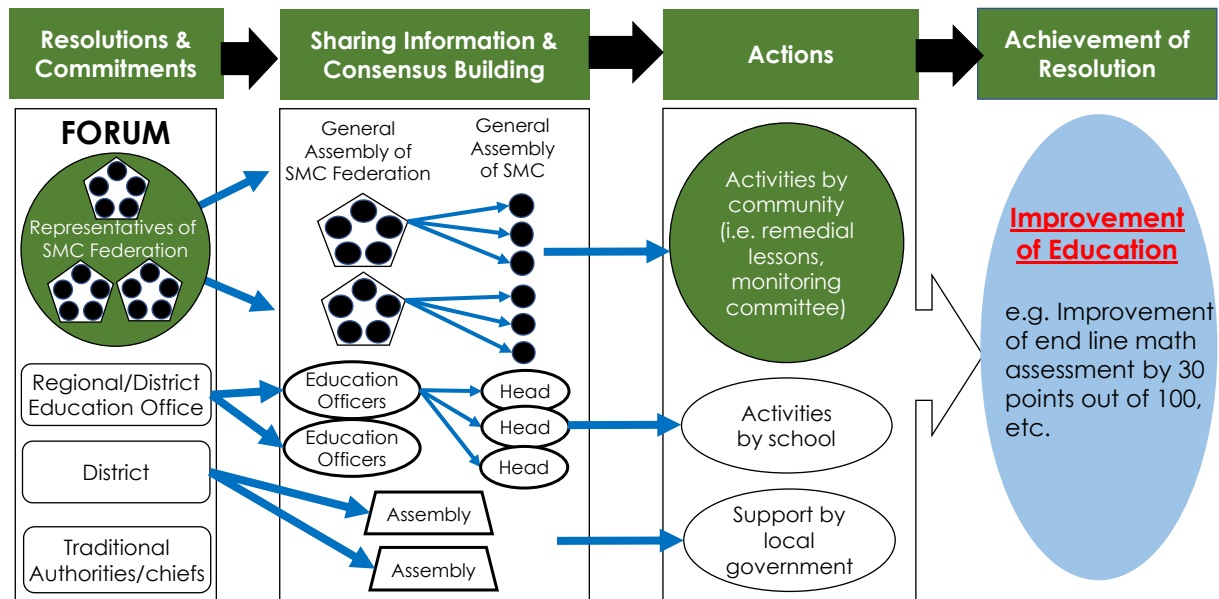
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Progress of activities
1.2 Results of Education Forums

Mechanism of Regional Education Forum



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Overview of the Education Forums

- All the education stakeholders gathered to analyze the state of education in the region and pledge a resolution, goals and their own commitments. After implementing the commitments, they came together again to analyze the achievement level of the resolution.
- The first Education Forum was held in June and July. The resolution and goals in the three regions were as follows:

Resolution

The percentage of pupils who obtain a correct response rate of 70% or more at the endline assessment improves by 30 percentage points or more against a baseline.

Goals

- The remedial activities for more than 60 hours in total are conducted. (40 hours of remedial lessons + 20 days of homework)
 - 95% of pupils participate in remedial lessons.
 - 90% of pupils attend remedial lessons.
 - At least 4 community facilitators are involved in remedial lessons.
- The second Education Forum was held in November and December with the same participants to confirm the achievement level of the regional resolution and goals. Representatives of GALOP schools were newly invited to the second Forum.

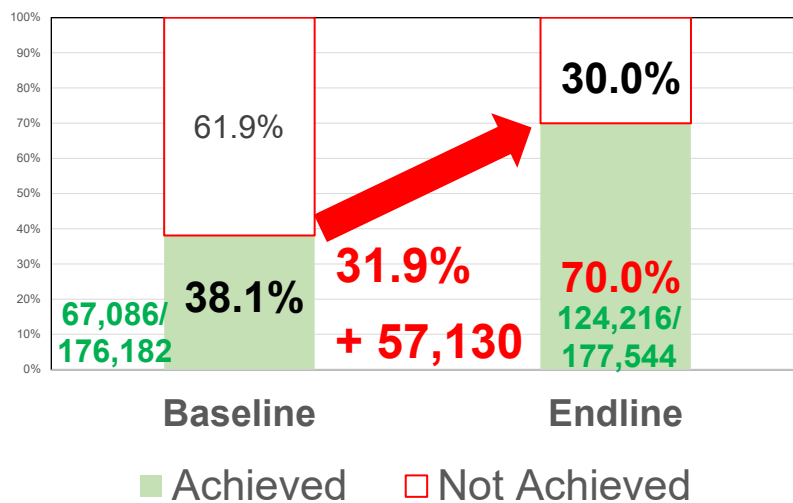
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Results of Eastern Region



Results of Eastern Region

Results of Assessment: Percentage of pupils who obtained 70 or more, baseline and endline



Resolution

The percentage of pupils who obtain a correct response rate of 70% or more at the endline assessment improves by 30 percentage points or more against a baseline.

Achieved

Results of Eastern Region

Achievement level of goals agreed at the first Education Forum

Goal

1. The remedial activities for more than 60 hours in total are conducted. (40 hours of remedial lessons + 20 days of homework) → **Not Achieved**
2. 95% of pupils participate in remedial lessons. → **Achieved**
3. 90% of pupils attend remedial lessons. → **Achieved**
4. At least 4 community facilitators are involved in remedial lessons. → **Not Achieved**

	Regional Average	Max. District	Min. District
1.1 Hours of remedial activity	55.2 hours	70.9 hours	29.5 hours
1.2 Remedial lesson during vacation	27%	100%	0%
1.3 Homework during vacation	88%	100%	26%
2&3 Absent more than 6 times	6%	0%	19%
4.1 Number of community facilitators	1.1	3.3	0.0
4.2 Number of JHS student facilitators	1.0	3.7	0.0

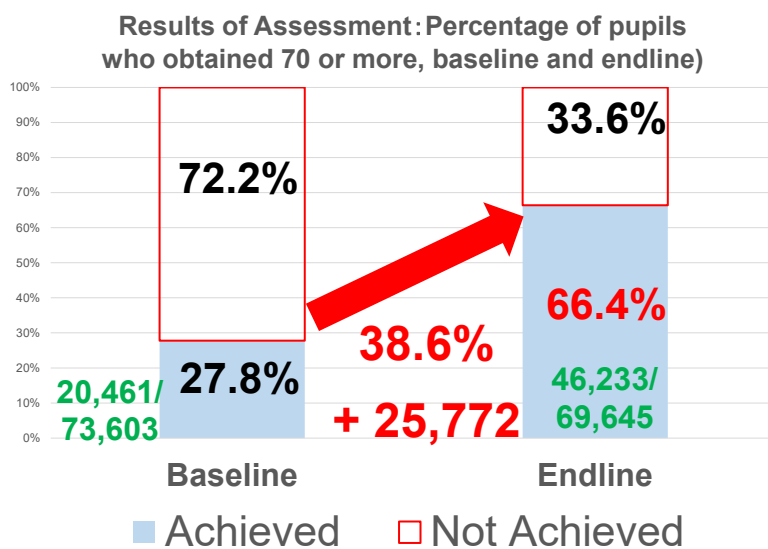
Activities of Eastern Region for 2023

No.	Activity to be included in Quo-SPIP 2023	Remarks
1	Continuation of the remedial lesson on math (for one term)	<ul style="list-style-type: none"> - Remedial lessons will be conducted with the same workbooks as 2022. - Homework during a vacation needs to be considered. - Securing facilitators through various channels needs to be considered (ex. recruiting SHS students during vacation).
2	Remedial lesson on math for JHS students for preparation for BECE	<ul style="list-style-type: none"> - COMPASS provides 2 copies of JHS Form 3 workbook per school. - The budget to print needs be included in Quo-SPIP.
3	Reducing dropout and improving attendance	<ul style="list-style-type: none"> - Activities needs be decided according to local conditions and needs.
4	Increasing fund-raising activities organized by SMCs	<ul style="list-style-type: none"> - SMC Federation will lead this activity. (ex. activities in collaboration with local authority, crowdfunding, etc.)
5	Involvement of GALOP schools in the SMC Federation	<ul style="list-style-type: none"> - SMC Federation will lead this activity. - Each SMC needs to include Federation participation fee in Quo-SPIP.
6	Organization of the INSET training (PLC) for community facilitators	<ul style="list-style-type: none"> - CL and Headteacher organize PLC for facilitators with SMC. - The Project provides PPT slides.

Results of Volta Region



Results of Volta Region



Resolution

The percentage of pupils who obtain a correct response rate of 70% or more at the endline assessment improves by 30 percentage points or more against a baseline.

Achieved

Results of Volta Region

Achievement level of goals agreed at the first Education Forum

Goal

1. The remedial activities for more than 60 hours in total are conducted. (40 hours of remedial lessons + 20 days of homework) → **Not Achieved**
2. 95% of pupils participate in remedial lessons. → **Barely Achieved**
3. 90% of pupils attend remedial lessons. → **Barely Achieved**
4. At least 4 community facilitators are involved in remedial lessons. → **Not Achieved**

	Regional Average	Max. District	Min. District
1.1 Hours of remedial activity	43.9 hours	57.8 hours	29.1 hours
1.2 Remedial lesson during vacation	32.9%	70%	0%
1.3 Homework during vacation	71.8%	100%	28.6%
2&3 Absent more than 6 times	9.3%	2.4%	11.6%
4.1 Number of Community facilitator	1.9	5.2 (Hohoe)	0.6
4.2 Number of JHS students facilitator	1.4	4.1 (S. Dayi)	0.0

Activities of Volta Region for 2023

No.	Activity to be included in Quo-SPIP 2023	Remarks
1	Continuation of the remedial lesson on math (for one term) supported by monitoring of REO	<ul style="list-style-type: none"> - Remedial lessons will be conducted with the same workbooks as 2022. - Homework during a vacation needs to be considered. - Securing facilitators through various channels needs to be considered (ex. recruiting SHS students during vacation).
2	Remedial lesson on math for JHS students for preparation for BECE supported by monitoring of REO	<ul style="list-style-type: none"> - COMPASS provides 2 copies of JHS Form 3 workbook per school. - The budget to print needs be included in Quo-SPIP.
3	Refresher training on SMC for SMC members involving GALOP schools in the SMC Federation	<ul style="list-style-type: none"> - SMC Federation will lead this activity. - Each SMC should include Federation participation fee in Quo-SPIP.
4	Organization of PLC on mathematics involving community facilitators through strengthening the capacity of Curriculum Lead	<ul style="list-style-type: none"> - CL and Headteacher organize PLC for facilitators with SMC. - The Project provides PPT slides.
5	Additional activities based on school, community, or federation needs.	<ul style="list-style-type: none"> - Consider not only remedial lessons, but also the need for renovation, minor repairs, and purchases.

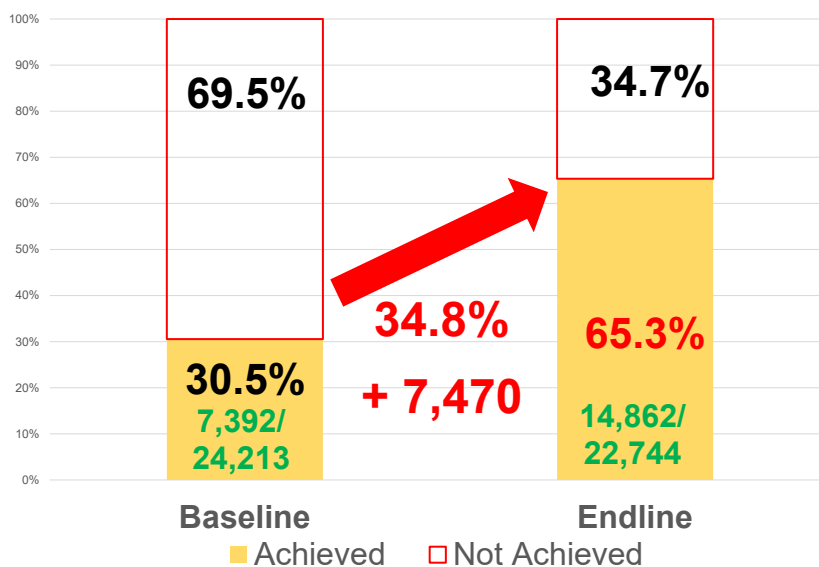
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Results of Oti Region



Results of Oti Region

Results of Assessment: Percentage of pupils who obtained 70 or more, baseline and endline)



Resolution

The percentage of pupils who obtain a correct response rate of 70% or more at the endline assessment improves by 30 percentage points or more against a baseline.

Achieved

Results of Oti Region

Achievement level of goals agreed at the first Education Forum

Goal

1. The remedial activities for more than 60 hours in total are conducted. (40 hours of remedial lessons + 20 days of homework) → **Not Achieved**
2. 95% of pupils participate in remedial lessons. → **Barely Achieved**
3. 90% of pupils attend remedial lessons. → **Barely Achieved**
4. At least 4 community facilitators are involved in remedial lessons. → **Not Achieved**

	Regional Average	Max. District	Min. District
1.1 Hours of remedial activity	48.9 hours	60.8 hours	22.9 hours
1.2 Remedial lesson during vacation	26.8%	60%	17.6%
1.3 Homework during vacation	77.7%	100%	42.3%
2&3 Absent more than 6 times	5.9%	0.0%	8.0%
4.1 Number of Community facilitator	1.4	2.9 (K. Nchu.)	0.7
4.2 Number of JHS students facilitator	1.3	4.5 (K. East)	0.7

Activities of Oti Region for 2023

No.	Activity for Quo-SPIP 2023	Remarks
1	Continuation of the remedial lesson on math	<ul style="list-style-type: none"> - Remedial lessons will be conducted with the same workbooks as 2022. - Homework during a vacation needs to be considered. - Securing facilitators through various channels needs to be considered. (ex. recruiting SHS students during vacation, retired educationists, teacher trainees etc.)
2	Remedial lesson on math for JHS students for preparation for BECE	<ul style="list-style-type: none"> - COMPASS provides 2 copies of JHS Form 3 workbook per school. - The budget to print needs to be included in Quo-SPIP of all the SMCs. - It is important to mobilize support from all the stakeholders.
3	Improving attendance and reducing absenteeism	<ul style="list-style-type: none"> - It is necessary to improve monitoring and supervision. - The engagement of SMC for discussion on challenges and solutions is key.
4	Increasing fund-raising activities organized by SMCs	<ul style="list-style-type: none"> - Planning with Federations, SMCs and local authorities to raise funds to support activities in Quo-SPIP is needed.
5	Involvement of GALOP schools in the SMC Federation	<ul style="list-style-type: none"> - SMC Federation will lead this activity. - Each SMC should include the Federation participation fee in Quo-SPIP.
6	Organization of the INSET training (PLC) for community facilitators	<ul style="list-style-type: none"> - It is necessary to draw a timetable for PLC for teachers and facilitators with Municipal/District Directorates and SMCs. - Contact JICA for Technical Assistance if possible.



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2. Results of endline survey and the achievement level of outputs of the project

Outline of Baseline and Endline Survey

Objectives

- 1 To grasp the situation regarding SMCs at baseline and endline
- 2 To collect baseline and endline data for benchmarking to monitor the progress of the project (PDM indicator)

Survey Period

Baseline: May 2021
Endline: October 2022

Target Groups

- 1 Headteachers, teachers, SMCs and pupils (P3(4), P5(6)) at primary schools
- 2 Education officers of GES Headquarters (HQ), Regional Education Offices (REO) and District Education Offices (DEO)



Intervention Group: Volta Region (3 districts, 58 schools) Eastern Region (3 districts, 44 schools)

Control Group: Central Region (3 districts, 100 schools)

Category	Schools type
1	GALOP schools of three target region
2	Non-GALOP (COMPASS) schools of three target region
3	GALOP schools of Central Region
4	Non-GALOP schools of Central Region

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Outline of Baseline and Endline Surveys

Sample Size - Schools -

Selection Criteria

- Three districts with low, medium, and high Poverty Head Count (PHC) values were selected from each region.
- The number of sample schools was determined according to the total number of schools in each district.
- GALOP target schools and Non-GALOP schools were selected based on the ratio of the number of schools in each category.
- School location (urban / rural) was also considered.

COMPASS intervention	Region	District	Total Schools	Classification by GALOP	
				GALOP	Non-GALOP
Non-COMPASS	Central	Agona East	35	22	13
		Awutu Senya West	35	11	24
		Ekumfi	30	16	14
COMPASS	Eastern	Ayensuano	15	5	10
		Kwahu South	14	4	10
		Upper West Akim	15	7	8
COMPASS	Volta	Central Tongu	19	7	12
		North Tongu	18	13	5
		South Tongu	21	14	7
Total			202	99	103

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Achievement level of indicators of outputs of the Project

Output	Indicator	Status	Achievement level
Output 1 Participatory school management and information sharing mechanism is improved	1-1: More than 90 % of schools establish School Management Committee (SMCs) by a democratic election	95.5% of headteachers held the General Assembly for Democratic Election. 97.6% of SMC members indicated that the SMC was re-established after May 2021.	High
	1-2: More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC	97.5% of headteachers indicated that SMC members are involved in SPIP development. 96.3% of SMC members indicated that SMC is involved in SPIP development. 97.5% of headteachers indicated that the SMC was involved in the approval.	High
	1-3: More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs.	80% of schools have at least 75% of their learning-oriented activities in progress or preparation.	High
	1-4: More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs.	93.8% of headteachers and 90.9% of SMC members indicated that their schools shared information with the SMC.	High
	1-5: More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs	In progress	Expected to be High

Achievement level of indicators of outputs of the Project

Output	Indicator	Status	Achievement level
Output 2: Pupils' learning outcomes in numeracy are improved.	2-1: More than 75% of schools plan learning-oriented activities in numeracy in SPIPs.	87.2% of schools included numeracy learning-oriented activities (remedial activities) in the Quo-SPIP.	High
	2-2: More than 75% of schools implement remedial activities for numeracy planned in SPIPs.	97.9% of schools implemented numeracy learning-oriented activities (remedial activities).	High
	2-3: More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year.	The percentage of schools that have conducted at least 30 hours of remedial numeracy activities is 68% at endline survey and 90% as of the end of November 2022.	High
	2-4: More than 80% of boys and girls attend remedial activities at more than 75% of schools.	84.8% of schools had at least 80% of their pupils attending remedial activities.	High
	2-5 The percentage of pupils who achieve the minimum proficiency level in numeracy increase by 20%. (The minimum level is 42 points (out of 100 points) for both P3 and P5 (12 correct answers for P3, 14 correct answers for P5))"	The percentage of P3 exceeding the minimum proficiency level (42 out of 100) in numeracy increased by 24.9% and the percentage of P5 increased by 16.1%.	Moderately High

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Achievement level of indicators of outputs of the Project

Output	Indicator	Status	Achievement level
Output 3: SMC monitoring system at district and school levels is strengthened.	3-1: District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Office (REOs) and GES HQ at least once a year.	All but one of the six DEOs in the COMPASS target regions had reported to REO at least once on the status of SMC implementation in 2022; five of the six districts had done.	Moderately high
	3-2: All the SMC Federations hold at least three meetings a year.	100% of the headteachers indicated that the SMC Federation held at least one meeting during the four months from May to September 2022. Therefore, we assume that three meetings are conducted during the year.	Expected to be High
Output 4: A model is refined for scalability based on the lessons learned.	4-1: Lessons learned in the targeted regions are documented and shared with relevant stakeholders in MoE and GES.	In progress, expected to be achieved in December 2023	It will be assessed in 2023.
	4-2: The indicators of Output 1, 2 and 3 at the end of the second year of intervention in the target schools are improved in comparison with those of the first year of intervention.		
	4-3: MoE and GES confirm the scalability of the model based on the evaluation conducted at the end of the second year of intervention in the target schools.		

Recommendations based on the endline survey

With the future expansion to other regions in mind, suggestions are offered as below.

- The training delivered by COMPASS produced tangible results. First, operational improvements, such as the democratic reconstitution of SMCs and the information sharing from schools to SMCs, are well underway. The importance of learning-oriented activities has also been recognized and activities have been incorporated into the Quo-SPIP.
- The implementation of remedial activities faces several challenges. First, there is little participation from the community as facilitators. More than half of Non-GALOP schools of the three target regions (COMPASS schools of the three target regions, hereafter called Category 2 schools) had zero community facilitators. It is suggested to finalize the model by conducting additional research on ways to increase community participation in schools and incorporating the results into the current model.
- Second, current remedial math activities may pose challenges in improving arithmetic word problems: both P3 and P5 in Category 2 showed lower improvement in arithmetic word problems than in the other categories. Non-GALOP schools of another region (Category 4) has neither COMPASS assistance nor GALOP assistance, but the percentage of improvement on arithmetic word problems is higher than COMPASS target schools. It is suggested to conduct a small-scale survey to identify the cause of this situation, and then consider interventions to address it, which may include conducting remedial English lessons or developing a workbook for arithmetic word problems.

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Proposal of the indicators for Overall goal

- (1) A model to improve learning outcomes at the primary level through collaboration with communities and schools is scaled up in other regions. (To be specified in the official action plan by the end of the Project)

Indicators:

Current	Proposal
(1) More than X % of schools in targeted regions develop SPIPs in participatory manner at General Assembly of SMCs.	(1) More than 75% of schools in targeted regions develop SPIPs in participatory manner at General Assembly of SMCs.
(2) More than X % of schools in targeted regions implement more than X % of activities planned in SPIPs.	(2) More than 75% of schools in targeted regions implement more than 75% of activities planned in SPIPs.
(3) More than X% of schools in targeted regions implement learning-oriented activities planned in SPIPs.	(3) More than 75% of schools in targeted regions implement learning-oriented activities planned in SPIPs.

It is necessary to define the target regions and schools of the indicators in the next JCC meeting.

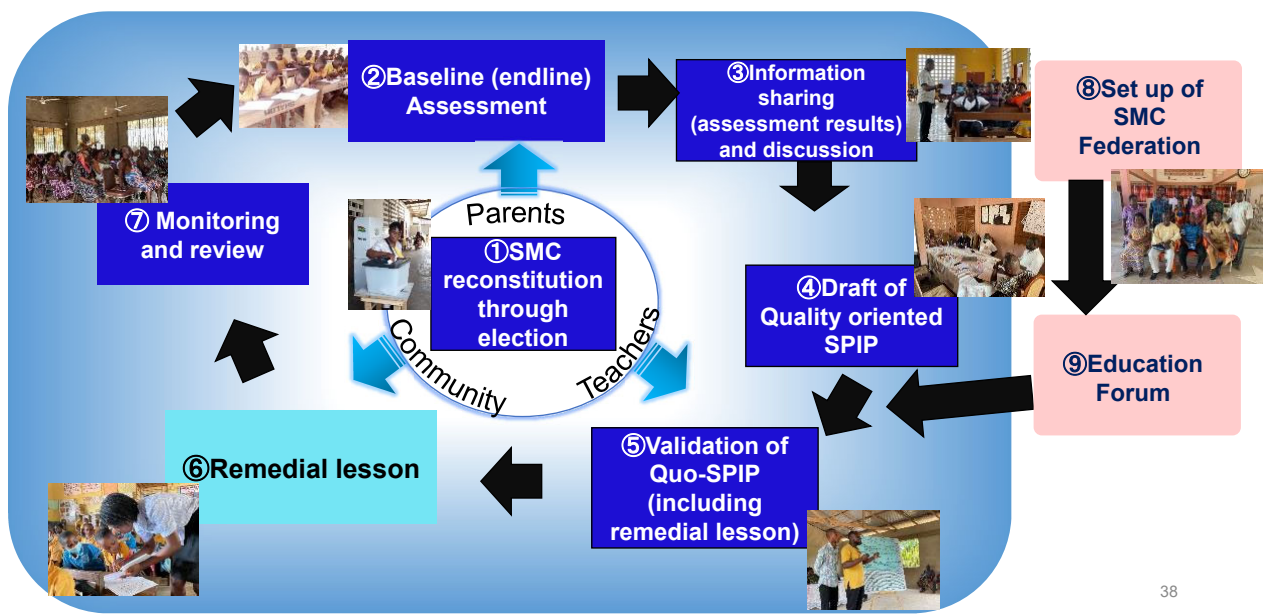
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3. Overview and approval of the 2022 model to improve learning outcomes through community participation by COMPASS

The 2022 model for establishing the participation and collaboration between school and community to improve learning outcomes.



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Developed Tools to be used for the model 2022

Activities	Tools
① SMC reconstitution through election	- Training manual on reconstitution of SMC - Presentation Material for training
② Baseline (endline) Assessment	- Baseline and Endline assessment sheet
③ Information sharing (assessment results) and discussion ④ Draft of Quality oriented SPIP ⑤ Validation of Quo-SPIP (including remedial lesson) ⑥ Remedial lesson	- Training manual on Quality Oriented SPIP - Training manual on resource management through community participation - Presentation Material for training - Facilitators' manual - Presentation Material for training - Workbook Level 1 to 9 - Catch Up Material for P2 to P6 - Workbook for JHS form 3 focused on linear equations, inequality and change of subject
⑦ Monitoring and review	- Training manual on monitoring - Presentation Material for training
⑧ Set up of SMC Federation	- Training Manual on SMC Federation - Presentation Material for training
⑨ Education Forum	- Presentation materials - School ranking based on the assessment

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Cost to introduce the 2022 model

1. Cost to introduce a basic model
(Reconstitution of SMC, Quality Oriented SPIP and Resource Management)

Items	Cost per school (GHS)	Status of GALOP schools
Training and implementation manuals	18.00	Distributed
Training of Trainers	991.00	Completed
Training of SMC members	1,105.00	Completed
Sub total	2,114.00	

3. Cost to introduce remedial activities for maths

Items	Cost per school (GHS)	Status of GALOP schools
Workbooks and manuals	3,380.00	Not introduced
Training of Trainers	182.00	Not introduced
Training of facilitators	624.00	Not introduced
Sub total	4,186.00	

Cost per pupil for remedial activities for maths is GHS 32.00

2. Cost to introduce a SMC Federation

Items	Cost per school (GHS)	Status of GALOP schools
Training and implementation manual	6.00	Not introduced
Training of Trainers	330.00	Not introduced
Training of SMC members	316.00	Not introduced
Sub total	652.00	

4. Cost to organize 1 day Education Forum

Items	Cost per Region (GHS)	Status of GALOP schools
Education Forum	216,667	Invited a representative

Total cost per school without Education forum is:

GHS 6952.00

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Q&A and Approval

Q&A

Approval of the 2022 model to improve the learning outcomes on maths.

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4. Confirmation
and approval of
activity
for 2023

Policy of the Activities for 2022 onwards Agreed upon in the Second JCC

Scope of 2022	1) The scope is to improve learning outcomes in numeracy for all the COMPASS target schools in the three target regions. The results will be shared and used to formulate the Plan of Operation (PO) for the year 2023.
Scope of 2023	2) The scope is to address the special needs identified through the implementation of activities by SMCs in 2022. The results will be shared and used to formulate the PO of 2024. The target schools will be the same as 2022 basically but the Project explores the possibilities of inclusion of GALOP schools of the 3 regions in the activities of SMC Federation. The contents to be addressed in 2023 will be discussed and decided in JCC before the end of October 2022.
Scope of AY 2023/2024	3) The scope is to be decided before the end of the previous academic year by holding a JCC meeting.

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COMPASS Activities 2023 January to June

Month	Activities by COMPASS, REO or DEO	Activities by SMC Federation or each SMC
January	<ul style="list-style-type: none"> □ Planning for reorganization of SMC Federation □ Follow up of the 2nd Education Forum □ Compiling lessons learnt from intervention 2022 □ Development of materials for Professional Learning Community (PLC) □ Development of materials for JHS remedial lesson 	<ul style="list-style-type: none"> □ Transmission of the information of the 2nd Education Forum through SMC Federation □ Formulation of Quo-SPIP 2023 by each SMC
February	<ul style="list-style-type: none"> □ Planning of pilot activities on fundraising □ Planning of pilot activities on remedial lessons for reading □ Support for reorganization of SMC Federation □ Preparation for a pilot activity using maths application with a tablet 	<ul style="list-style-type: none"> □ Validation of Quo-SPIP 2023 at the General Assembly □ Starting the implementation of activities planned in Quo-SPIP 2023 □ Reorganization/launch of SMC Federation
March	<ul style="list-style-type: none"> □ Planning for introduction of remedial lessons on maths for JHS 3 	<ul style="list-style-type: none"> □ SMC Federation General Assembly 1
April		
May	<ul style="list-style-type: none"> □ Introduction of pilot activities □ Pilot activity on maths application 	<ul style="list-style-type: none"> □ Starting remedial lessons
June	<ul style="list-style-type: none"> □ 4th JCC meeting 	

COMPASS Activities 2023 July to December

Month	Activities by COMPASS, REO or DEO	Activities by SMC Federation or each SMC
July	<ul style="list-style-type: none"> ❑ Follow up of SMC Federation ❑ Follow up of remedial lessons and pilot activities 	<ul style="list-style-type: none"> ❑ General Assembly for mid-term review in each SMC
August	<ul style="list-style-type: none"> ❑ Compiling the results of pilot activity on maths application 	<ul style="list-style-type: none"> ❑ SMC Federation General Assembly 2
September	<ul style="list-style-type: none"> ❑ Survey on implementation status of SMC component in Northern Region 	<ul style="list-style-type: none"> ❑ Endline assessment for remedial lessons on maths for JHS 3
October	<ul style="list-style-type: none"> ❑ Follow-up survey of Endline Survey ❑ Compiling results of pilot activities ❑ Compiling lessons learnt 	<ul style="list-style-type: none"> ❑ Endline assessment for remedial lessons on maths for Primary
November	<ul style="list-style-type: none"> ❑ 3rd Education Forum ❑ Workshop for sharing the refined model of COMPASS ❑ Formulation of follow-up plan for the sustainability of COMPASS Project 	<ul style="list-style-type: none"> ❑ Participation in the 3rd Education Forum
December	<ul style="list-style-type: none"> ❑ 5th JCC meeting for approval of refined model 2023 and follow-up plan for the sustainability of COMPASS project 	<ul style="list-style-type: none"> ❑ General Assembly for annual review ❑ SMC Federation General Assembly 3 ❑ Draft of Quo-SPIP for 2023

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Procedure to approve 2023 model (final model) of COMPASS

No.	Items	Schedule	Responsible
1	Approval of 2022 model of COMPASS	Dec. 2022	JCC members
2	Improvement of the model based on lessons learnt of 2022 model and comments of JCC members, and development of new subcomponents through pilot activities such as activation of SMC Federation for fundraising, remedial lessons for JHS, etc.	Jan. to May. 2023	Project GES REO
3	Joint monitoring of the progress of the refined model and decision on the target regions for the Overall Goal of the Project.	May. 2023	JCC Members
4	Improvement of the model based on comments of JCC members, monitoring of activities of the three regions, and continuation of the pilot activities.	May to Oct. 2023	Project, GES, REO
5	Compiling of the results of pilot activities, follow-up survey and lessons learnt of regional activities.	Oct. 2023	Project, GES, REO
6	Third Education Forum	Nov. 2023	Project, GES, REO MoE (invited)
7	Compiling the results of the third Education Forum and finalization of the refined model.	Nov. 2023	Project, GES, REO
8	Workshop for sharing the refined model with stakeholders	Nov. 2023	GES and MoE
9	Approval of 2023 model and follow-up plan for sustainable school for all	Dec. 2023	JCC Members

Challenges to overcome in the implementation of activities 2023

No.	Level	Challenges
1	SMC/School	1.1 To make the base model cycle of SMCs (develop, validate and monitor Quo-SPIP through community participation) their own. 1.2 To increase the mobilization of community and community facilitators in remedial lessons
2	SMC Federation	2.1 To make the activities of SMC Federations their own, which include the development of an action plan, monitoring and feedback to SMCs, support for SMCs, and collecting and sharing information with DEO/REO. 2.2 To improve mobilization of SMC contributions and funds from other partners for the implementation of SMC Federation's activities.
3	DEO/REO	3.1 To institutionalize monitoring and information collection in collaboration with SMC Federations.
4	National level	4.1 To develop a sustainable follow-up/scale-up plan of the model including the budget, in collaboration with the Project and other development partners.
5	2022 model	5.1 To improve scalability, efficiency, and affordability of the model for scaling up. 5.2 To improve the sustainability of the Education Forum 5.3 To create more sub-components such as fundraising and JHS remedial activities to address the needs of SMCs. 5.4 To appeal the results of 2022 model to other partners to seek collaborations with them.

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Q&A and Approval

Q&A

Approval of the activities 2023

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Thank you for your attention



**添付 6-3：第 4 回合同調整委員会
議事録 (JCC4 Minutes)**

**Minutes of Meeting
4th Joint Coordination Committee (JCC)**

**Project for Improving Learning Outcomes through Community
Participation for Sustainable School for All (COMPASS)**

**Ministry of Education (MOE) and Ghana Education Service (GES)
Government of Ghana
And
Japan International Cooperation Agency (JICA)**

The fourth Joint Coordination Committee (JCC) meeting of the Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS) was held on 5th July 2023 at the Chief Director's conference room of the Ministry of Education.

During the meeting, Ministry of Education (MOE), Ghana Education Service (GES) and Japan International Cooperation Agency (JICA) had a discussion on the following issues;

1. Overview and the progress of the Project
2. Results of JICA Consultant Survey Team
3. Follow-up plan in the gap year and the scope of the second phase
4. Approval of 2023 COMPASS model
5. Confirmation of the points discussed in the fourth JCC meeting

Both parties acknowledged the contents of the minutes of the meeting attached hereto.

Accra, 5 July 2023

Mrs. Mamle Andrews
Chief Director/Chairperson of JCC
Ministry of Education
Republic of Ghana

Ms. Momoko Suzuki
Chief Representative
Japan International Cooperation Agency
Ghana Office

INTRODUCTION:

The GES-JICA COMPASS project is a 4-year learning improvement intervention project aimed at improving learning at the basic school level through an improved community participation. In addition to achieving high community participation in education through functional or effective School Management Committees (SMCs), the project is also focused on improving learning outcomes in numeracy (mathematics) especially at the Primary school level, with an extended support to improve examination (BECE) pass rate in Mathematics at the JHS level.

Since its inception in March 2020, the project has had three successful JCC meetings where major decisions are taken, confirmed, and approved. The 4th JCC meeting was held at the Ministry of Education (Chief Director's Conference Room) on Wednesday 05th July 2023.

The meeting was attended by most of the JCC members and the representatives of JICA Ghana Office in addition to the JICA Mission (JICA Headquarters -Tokyo, Japan) who were on a visit to Ghana to conduct monitoring and consultation survey of the project. The list of attendees is attached as an appendix to the minutes of the meeting.

OPENING AND WELCOME:

The fourth and final JCC meeting, which was chaired by Mrs. Mamle Andrews, Chief Director of the Ministry of Education started with an opening prayer from Mr. Shirazu Inusah, Development Partners Coordinator for the Ministry of Education.

After self-introduction by participants, the chairperson delivered a welcome address in which she expressed the MoE's appreciation to members for giving the needed prominence to the GES-JICA COMPASS Project and for availing themselves for the final JCC meeting.

The Chief Representative of JICA Ghana Office, Ms. Momoko Suzuki in her address, also thanked the members and the MoE for making it possible for the final JCC meeting to be held. She acknowledged the presence of the survey team currently in the country (Ghana) who have visited the targeted regions for the project to evaluate the COMPASS PROJECT. Ms. Suzuki expressed hope that through the findings of the survey team the meeting will share ideas to enrich the outcomes of the project.

She also commented on the sustainability of the project after completion of its first phase and encouraged the MoE and GES to be able to hold forth the mantle being handed over to them by the project team to sustain the project outcomes. She noted that the intervention of the project has brought improvement to the functions of SMCs, however there are some pupils who still face learning challenges and hope that the SMCs will play a key role in addressing such challenges.

In conclusion, Ms. Momoko Suzuki assured that JICA remains committed to complementing the efforts of the GES and MoE for the positive transformation in the education sector. She called for teamwork from all stakeholders to provide better education for the children.

PRESENTATION OF UPDATES ON THE PROJECT:

Mr. Kohei Nakayama started the presentations on the key achievements and challenges of the project and the role of JCC throughout the project implementation period. In his presentation he spoke about the progress of the project from December 2022 to June 2023.

Below are some of the achievements that the project recorded for the said period (Dec 2022 to June 2023)

- General Assemblies for annual review were held to review Quo-SPIP 2022.
- SMCs formulated and validated Quo-SPIP for 2023 democratically.
- Some schools have conducted activities planned in the Quo-SPIP such as monitoring of pupils' attendance, repair of school furniture, renovation of washroom, and remedial lessons.
- Understanding of the concepts, methods and techniques by curriculum leads and facilitators which resulted in the effectiveness of the remedial lessons in some SMCs.
- Junior high school math remedial lessons, which aims to improve the outcomes of math in BECE (Basic Education Certificate Examination), were followed by a baseline survey.
- Junior high school math workbook1 and 2 were completed and distributed to each school (including GALOPs) to be used in the remedial lessons as stated above.
- Refresher training was conducted for all the targeted regions.
- Information on the second education forum and refresher training reached all the schools through SMC federations.
- Joint meeting with MoE, GES, UNICEF, USAID, UNESCO, and Plan International to discuss the scalability of the project.

Mr. Nakayama also highlighted some of the challenges that were encountered during the implementation of the project. Among the challenges are:

- Insufficient understanding of the role of SMC in some SMCs.
- Printing cost of workbook is high considering the affordability.
- Monitoring of Federation and SMC general assemblies at the district level is not taken as their own task yet.
- Some SMC federations were not active.

Mr. Nakayama also hinted that, in addition to the existing challenges which the project team and the GES are seriously working to address, the Project Operation Team Lead had made a follow-up plan prior to JCC which was to be considered and approved later in the session. The follow-up plan will be focusing on activities within the period from the end of the 1st phase and the beginning of the 2nd phase of the project.

PRESENTATION BY MR. KUNIEDA:

Mr. Nobuhiro Kunieda, the lead of the survey team from the JICA HQs in Japan presented the findings of the consultation survey conducted by the JICA Missions. In summary, he spoke about the effectiveness of revitalizing SMCs, learning improvement in Mathematics, monitoring, and evaluation. He shared some long-term as well as short-term recommendations with participants.

LONG-TERM RECOMMENDATIONS

SHORT TERM RECOMMENDATIONS

- To provide refresher training opportunities to strengthen the functionality of SMC Federations
- To compile and share best practices on sustainable remedial activities using mathematics workbooks.
- To define the role of education offices at each level in the monitoring on SMCs
- To implement the work plan for the “GAP YEAR”, which is from April 2024 to April 2025, proposed by GES to ensure continuity and sustainability of COMPASS.
- To improve learning outcomes of children on mathematics through integrated curricular and extra-curricular activities.
- To allow flexibility logistical arrangements for large-scale activities when required to follow DP specific regulations.
- To consider formulating the application for a COMPASS project scale-up

GES PRESENTATION ON THE FOLLOW UP PLAN AND GAP YEAR FOR THE REST OF THE PROJECT PERIOD AND GAP YEAR BY MR. BRIGHT DEY, THE PROJECT OPERATION TEAM LEAD:

Mr. Dey spoke about the follow up plan for the rest of Project period and “Gap Year” by the Ghana Education Service. He explained that since there is likely to be a long break (about a year) between the end of the phase one and the beginning of the phase two of the project, the GES is proposing some activities that will ensure that the achievements of the project are consolidated and sustained before a possible scale-up during the implementation of the second phase.

Mr. Dey said that the follow up plan contemplates two different period. The first period is for the rest of the Project period in which GES will implement activities in collaboration with JICA Project team to ensure the implementation of the plan and the second period that is the same as Gap year (after the end of the Project until the phase 2 of the Project starts). In addition, he explained that the follow up plan consisted of two main components:

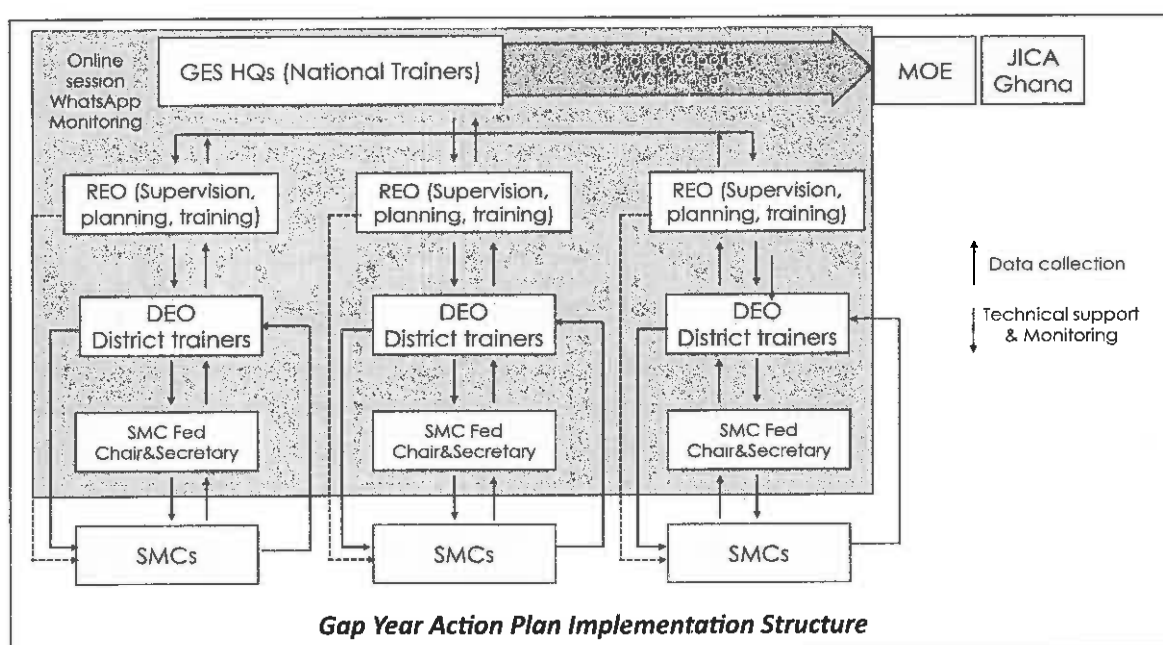
1. Sustainability of activities supported by community collaboration.

2. Sustainability of learning outcome improvement.

Among the key activities included in the follow up plan was:

1. Online monitoring on progress of information sharing through SMC Federations
2. Refresher training on annual plan of SMC and SMC Federations
3. Submission and collation of reports on SMC and SMC Federations by Districts and Regions

An operational diagram was also presented as part of the gap year implementation plan. The pictorial view of the implementation structure is presented below:



In conclusion, he called on the JCC to scrutinize, review or consider the follow up plan, to improve and sustain the model of COMPASS project.

GES DEPUTY DIRECTOR GENERAL'S (M&S) REMARKS

In the latter part of the meeting, the Deputy Director General in charge of Management services (M&S) of the GES Mr. Stephen Owusu joined and shared a few remarks. He intimated that the learning improvement intervention being implemented in collaboration with JICA is indeed yielding some positive results. He explained that the project and all the efforts put into it were not taken for granted by the management of the Ghana Education Service, stressing the commitment that the GES has demonstrated to the project. "Looking at the impact this project has achieved so far, the Director General and the entire management of the GES will continue to support it to ensure the records and success stories can be shared to benefit the entire country", he said.

CHIEF DIRECTOR'S CLOSING REMARKS:

The Chief Director Mrs. Mamle Andrews before her closing remarks allowed members to ask questions or make further inputs to the decisions to be approved by the JCC for the 2023 to 2025 duration of the project.

JCC members did not only ask questions but made some recommendations for the project team to consider and undertake. Some of the key recommendations included:

- Success stories from well-functioning SMCs should be shared with all the others to emulate.
- Provisions should be made for sustainability of the project during and after the "GAP YEAR"

After the questions and answers sessions, she moved for the acceptance of the proposed module, gap year plan and the schedules for the 2023 to 2025 activities of the project. She asked members in favour of approving the proposals to show it by raising their hands. All members voted in favour by raising their hands to indicate JCC's approval of the schedules / plans for the project.

In her closing remarks, the Chief Director highlighted the scalability of the project. Though it was not too clear yet as to how the scale-up was going to be done, she was optimistic that the scalability of the project is feasible as there has been a lot of discussions, suggestions, and exchange of ideas from the Ministry of Education (MoE) and the Ghana Education Service (GES) as well as JICA and other potential partners concerning the matter.

She further stated that the "GAP" year will serve as an opportunity to demonstrate the feasibility of scaling-up the project.

CLOSING REMARKS FROM JICA

Mr. Kunieda, senior advisor for Basic Education at the JICA HQs in Japan made some final remarks on behalf of JICA and the Ghana Country Director for JICA. He expressed his appreciation to MoE and GES for their support to the project from the stage of commencement through to its current stage. He stated that JICA's experiences with education development with community participation has been with francophone countries and Ghana was the pioneer anglophone country for such a project. He stood for the motion "community-based approach" can work anywhere since teachers, parents and community members believe children are their assets for the future and for the country's development.

Mr. Kunieda indicated that during their survey, they confirmed their assumptions that the project was on the right path with the feedback they received from the field, and attributed these successes to the stakeholders of the project. He further encouraged that though the first phase of the project is at its final stage, support is still essential as the SMC Federations as well as SMCs are newly born or reconstituted. Without support from the stakeholders especially in the "GAP year", the gains made would go down the drain. He encouraged all to continue to work effectively to achieve greater success not only for the project but for quality education in Ghana.

CLOSING:

The Chief director thanked the members for their active participation in the meeting and for adding their voices to approve the activities for the next few months of the project's lifespan.

The meeting ended with a closing prayer from Saki Okamoto of the JICA Ghana Office. The JCC was dispersed at about 12.45pm.

**添付 6-4：第 5 回合同調整委員会
議事録 (JCC5 Minutes)**

**Minutes of Meeting
5th Joint Coordinating Committee (JCC)**

**Project for Improving Learning Outcomes through Community Participation for
Sustainable School for All (COMPASS)**

**Ministry of Education (MOE) and Ghana Education Service (GES)
Government of Ghana**

And

Japan International Cooperation Agency (JICA)

The 5th Joint Coordination Committee (JCC) meeting of the Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS) was held on 5th December 2023 at the Chief Director's conference room at the Ministry of Education, Accra.

The JCC members drawn from the Ministry of Education (MOE), Ghana Education Service (GES) and Japan International Cooperation Agency (JICA) discussed the key pertinent issues including:

1. Progress of the Project
2. Achievement level of PDM indicators
3. Indicators of the overall goal of the Project
4. Schedule until the end of the Project
5. Progress of Development of Action Plan
6. Progress of Follow-up Plan

Both parties (the Ghanaian and the Japanese sides) acknowledged the contents of the minutes of the meeting attached hereto.

Accra, 5th December 2023



Mrs. Mamle Andrews
Chief Director/Chairperson of JCC
Ministry of Education
Republic of Ghana



Mr. Ryotaro Oda
Senior Representative
Japan International Cooperation Agency
Ghana Office

OPENING AND WELCOME:

The meeting started at about 14.20pm with an opening prayer by Mr. Godfred Dzeke, a member of the COMPASS Project team. The Chief Director of the Ministry of Education, Mrs. Mamle Andrews, who chaired the meeting, welcomed the members, and requested that all members in attendance should introduce themselves.

In her opening remarks, Mrs. Andrews expressed her appreciation to JICA for the technical as well as the financial support provided to the MoE and GES. She also thanked all the members for the hard work and commitment that they put into the Project and ensuring that objectives are achieved towards the attainment of the overall goal. The Chairperson indicated that the meeting would create an opportunity to assess the impacts made so far compared to the updates given in the previous (4th) JCC meeting. She encouraged members to carefully interrogate the progress and achievements as well as challenges to set realistic targets for the future.

In his remarks, Mr. Ryotaro Oda, Senior Representative of JICA Ghana Office, hinted that the Project is gradually inching towards its conclusion and in the past few months, most project activities would be geared towards wrapping up and finalizing the objectives we set as of March 2020 when the Project began. He took the opportunity to thank all partners and stakeholders for the efforts and unwavering support given to the Project. He further stated that JICA remains committed to complementing the efforts of the government of Ghana, as he acknowledged the invaluable contributions of other development partners in championing positive transformation in the education sector. Mr. Oda expressed high anticipation for a sustained and even stronger partnership between JICA and Ghana's Education Sector, so that together, a better and quality education will be provided to children in Ghana in a sustainable manner.

PRESENTATIONS ON THE CONTENT OF THE MEETING

1. Progress of the Project (July – December 2023)

The first presentation (the progress of the Project from July to December 2023) was led by Mr. Bright Dey (the Project Operations Team Lead). Mr. Dey highlighted key activities undertaken from July 2023 to December 2023.

To refresh the memories of the JCC members, Mr. Dey took some time to give a quick run-down of key agreements made at each of the JCC meetings of the Project (from the 1st JCC meeting held in December 2021 through to the 4th JCC meeting held in June 2023). Mr. Dey informed the JCC members that the Project team is looking forward to agreeing on some pertinent issues including sustainability strategies and confirming the date of the final JCC meeting to be held in February 2024.

He then proceeded to share some of the key achievements / activities implemented after the 4th JCC meeting, thus from July to December 2023. Key highlights of the progress presented included:

- ***3rd Regional Education forums***

Mr. Dey reported that the 3rd Regional Education forums were held in all the three targeted regions, (Eastern, Oti and Volta) between the 16th of August and the 30th of August 2023. The progress of activities implemented in 2023 were confirmed, and past commitments were also evaluated with an agreement reached on the activities to implement in the 2023/2024 school year.

- ***Online Refresher Training sessions***

The project team successfully organized online Refresher Training sessions for Directors of Education, Training Officers, and other Regional and District project team members. The training was held on the 15th and the 16th of November 2023. The national project team used the opportunity to share findings and observations along with some recommendations from the SMC / Federation General Assemblies (GA) monitored across the three regions after the 3rd Regional Education Forums.

- ***Annual Review 2023 & Formulation / Validation of Quo-SPIP***

The presentation highlighted that 91% of the target schools had responded to the online monitoring on the status of implementation of the GAs for Annual Review 2023 and Quo-SPIP formulation as of 2nd December. Among them, 72% implemented the Annual Review GA, and 55% implemented the Quo-SPIP validation GA. It was clear that the organization of GA for Quo-SPIP validation was not gaining much attention as compared to the Annual Review GA.

- ***Manuals***

The English manual on SMC was simplified and a Twi manual was developed based on the simplified English version to be shared with District Offices and SMC Federations.

- ***Endline Mathematics Test for JHS***

JHS Math remedial lessons for the JHS final year students were held from June until the end of July, thus before the 2023 BECE (Basic Education Certificate Examination). The endline survey results of 45 districts showed an improvement of 2.6 points on a 10-point scale, and an improvement in test results for all the levels (Low, middle, and high performers). However, 25% of the JHS students did not improve after two months of remedial activities. (The additional information of this 25% students will be provided by Ms. Tsubone at the next JCC meeting.)

- ***Trial of Cost-Saving Version of Workbook Level 4-5***

Training for facilitators (teachers) was conducted on 2nd November 2023 for 4 GALOP beneficiary schools (2 urban, 2 rural) in Upper Manya Krobo District, and pilot remedial lessons are being implemented using a revised level 4 and 5 workbooks. The aim is to confirm whether the cost-saving version of the workbooks will yield similar progressive results for the learners. An endline survey will be conducted on 11th December. (Output 2)

- **Follow up Survey**

A follow-up survey was conducted targeting 42 schools (head teachers, B4 and B6 teachers, SMCs and Regional Education Offices, District Education Offices, and SISOs) using the same questionnaires as the endline survey.

To end the first presentation, Mr. Dey showed some pictures of the activities implemented. He also informed the JCC members about some challenges encountered and the mitigating measures being employed to address them.

2. Achievement level of the PDM

Mr. Nagumo Tatsuya, a member of the COMPASS Project team continued with the presentation on the achievement level of the Project Design Matrix (PDM). He highlighted the 4 outputs that make up the PDM of the Project. According to him, the first 3 outputs (1,2, and 3) are focused on the functionality of the model whereas the 4th output aims at sustainability of the model. He described the achievement levels of the PDM as shown in the table below:

Output	Narrative Summary	Achievement Rate
Output 1	Participatory school management and information sharing mechanisms among school and community stakeholders are improved	High
Output 2	Pupils' learning outcomes in numeracy are improved	High
Output 3	SMC monitoring system at district and school levels is strengthened	Relatively High
Output 4	A model is refined for scalability based on the lessons learned	Moderate

Mr. Nagumo explained further that the achievement rate was calculated by using JICA's evaluation criteria which is ***the Achievement Rate (AR) = endline survey data ÷ the target value in OVI (Objectively Verifiable Indicator)***. He cited, for Example, that: ***If the target value is 75% and 100% is achieved, the AR is calculated as follows: 100%÷75% X 100 =133%***. He explained that the AR is considered High when it is 80% or above.

Ms. Chie Tsubone, a project team member and Acting Deputy Chief Advisor to the Project led the next presentation on the achievement level of the Project purpose which is to confirm a ***model to improve learning outcomes at the primary school level through collaboration with communities and schools is scaled up***.

Ms. Tsubone identified two (2) indicators to assess the level of the achievement of the project purpose. The first indicator is a refined model to improve learning outcomes which is to be approved by MOE and GES.

The second indicator is an Action Plan (for scale-up and sustainability) which is also to be developed by GES and should include funding and implementation structure for scale-up. Ms. Tsubone expressed high anticipation and optimism that these two critical indicators will be achieved by the end of the Project period as they are already underway.

On the same note, she reminded the JCC members that it's high time that they decided the overall goal of the Project which also appeared in the agenda at the 3rd JCC meeting. She explained that the overall goal should be something attainable in three to five years term after the completion of the Project, regardless of the implementation of the second phase. The suggested overall goal and the indicators, which was concurred on by the JCC members, are as below;

Overall goal	A model to improve learning outcomes at the primary level through collaboration with communities and schools is scaled up in other region(s)
<p>The COMPASS Model is adopted in another region, and</p> <p>Indicator 1: More than <u>75%</u> of schools in the region develop SPIPs in a participatory manner at GA of SMCs</p> <p>Indicator 2: More than <u>75%</u> of schools in the region implement more than <u>75 %</u> of activities planned in SPIPs.</p> <p>Indicator 3: More than <u>75%</u> of schools in the region implement learning-oriented activities planned in SPIPs.</p>	

Ms. Tsubone added that the region to be selected for the scale-up is still being discussed.

3. Schedule until the end of the Project

The Project Operations Team lead, Mr. Dey, took over and spoke about the way forward towards the end of the Project and beyond. He mentioned and explained some of the activities already carried out and the ones yet to be carried out by various stakeholders.

Mr. Dey hinted that the project team is hoping to compile a critical documentation of lessons learned on the Project to guide the possible scale-up across the whole country.

A situational survey will also be carried out in the Ashanti region. This survey will be an assessment to ascertain the feasibility of the project in the Ashanti Region and examine how the SMCs are operating in the schools and how it is contributing to learning outcome. This, he said, will be done by the end of the year 2023. Mr. Dey also mentioned that there will be a model validation workshop in January

2024, where selected key stakeholders will be invited to have a discussion on the project model and its nationwide scalability.

4. Highlights of Action Plan and Progress of Follow-Up plan

Mr. Dey said the project team will present an Action Plan at the next JCC meeting as mentioned by Ms. Tsubone, and the plan will broadly focus on advocacy and dissemination of the concept, as well as integration of good practices and innovations into school and community collaborations for learning improvement by GES. The plan will also consider cost issues and what implementation strategies and resource mobilization that can be put in place.

In conclusion, Mr. Dey presented progress of the follow-up plan implementation by GES. He explained that the follow-up plan covers the period between the end of the Project and the beginning of the next project (Phase 2). Mr. Dey was delighted to report that some of the activities on the follow-up plan such as Education Forums, online training, and monitoring had already been carried out per the schedule. That is to say, the follow-up plan implementation is on schedule.

At the end of his presentation Mr. Dey informed the JCC members about the sudden ill-health of the Deputy Chief Advisor of the COMPASS Project (Mr. Kohei Nakayama) who was absent due to being hospitalized in Japan. He requested that Mr. Nakayama should be remembered in prayers.

5. Discussions, Questions and Answers

After all the presentations, the chairperson Mrs. Andrews invited the members to ask questions or make further contributions.

Mr. Aminu from the Monitoring and Evaluation unit of MoE, asked for further explanations on the rating of the achievement levels. According to him, an indicator concerning the expectation of all SMCs was not achieved hence should not be rated high. In response to this question Mr. Dey explained that the indicator was rated high because it was almost achieved and had attained an AR of 80% or above, based on the criteria explanations given by Mr. Nagumo earlier.

Mr. Inusah also from the MoE asked for the criteria used for the selection of Ashanti Region for the upcoming situational survey.

Mr. Dey, in responding to the above question, stated that the project wishes to move gradually towards the northern part of the country since the implementation so far has been based in the southern part. Ashanti Region was chosen because it has some relative resemblance to the North while also having many Districts and big towns / cities that are highly cosmopolitan in nature. He added that the expectation is that if Ashanti could show good feasibility for the success of the Project,

then it may be easy to replicate it across the country especially as the project will be extended to the northern part of the country in future.

Mr. Aminu and Mr. Inusah again took turns to stress on the importance of conducting an impact analysis if GES plans to scale up the COMPASS model nationwide since it can be helpful to select the next target regions scientifically. Mr. Dey responded that the Project had Central Region as a control group from the beginning, which has given a clear comparison with the target regions in terms of the achievements of the Project.

They also asked if the mathematics remedial lessons in COMPASS schools had any impact on the results of the NST (National Standardized Test). Mr. Dey responded that the COMPASS remedial lessons are reflected in the NST results as he cited Volta region as moving from a mean score of 27% in P4 mathematics in 2021 to 42.62% in the 2022 NST results. While Mr. Inusah suggested that such comparison cannot be automatically inferred unless confirmed by an impact evaluation analysis, Mr. Dey assured that since one representative from NaCCA (National Council for Curriculum & Assessment) was present, GES and NaCCA would work together to obtain necessary information to compare and evaluate the impact of the COMPASS project on the NST results.

The Chairperson Mrs. Andrews asked about the minimum amount of time and hours necessary to see the improvement in the students' outputs. Mr. Dey responded that the Project made 60 hours of intervention, which is 40 hours of remedial lesson and 20 hours of homework assessment, to see the improvement of minimum proficiency level of mathematics in primary schools.

Ms. Tsubone also added that the Project team would provide additional information regarding the minimum hours of intervention to see an academic improvement in other countries which have already introduced School for All model.

Mr. Kingsley Boachie from the MoE mentioned that even though the Project has hit the target number of 75% achievement rate of SPIP formulation in a participatory manner, the rest of the SMCs which failed to do so should be taken care of. Mr. Dey specified an intensive monitoring and support as an effective measure to tackle this issue.

Nana Kugbeadzor II, the regional director for Oti Region, commented on the commitment level from parents as far as the COMPASS project was concerned. She suggested that during the follow-up period, it will be appropriate to encourage and leverage on parents' associations in getting into school farming to support the schools to implement Quo-SPIPs. She said it is very important to promote income generation through farming activities or other means to support education or learning improvement.

6. Conclusion and Closing

After the highly interactive question and answer sessions, the chairperson gave a closing remark. She extended her appreciation to all participants, especially to the regional directors for overseeing the interventions in their various regions. Mrs. Andrews was full of praise for the project team and upon the consent of the members, she announced the next (6th) JCC meeting to be held on Tuesday 13th February 2024.

Mr. Oda also thanked the JCC members for their active participation and fruitful discussions in the meeting. He expressed his appreciation to GES / MoE for the support given to the Project and hoped that the same support will be given to the second phase of the Project when the time is due.

The chairperson declared the meeting closed and Mr. Godfred Dzeke gave the closing prayers at about 3:20pm.

Annex 1: Presentation slides

Annex 2: Attendance record

Annex 3: PDM Ver.3.0

**添付 6-5：第 6 回合同調整委員会
議事録 (JCC6 Minutes)**

**Minutes of Meeting
6th Joint Coordinating Committee (JCC)**

**Project for Improving Learning Outcomes through Community Participation for
Sustainable School for All (COMPASS)**

**Ministry of Education (MOE) and Ghana Education Service (GES)
Government of Ghana**

**And
Japan International Cooperation Agency (JICA)**

The 6th Joint Coordination Committee (JCC) meeting of the Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS) was held on 13th February 2024 at the Chief Director's conference room at the Ministry of Education, Accra.

The JCC members drawn from the Ministry of Education (MOE), Ghana Education Service (GES) and Japan International Cooperation Agency (JICA) discussed the pertinent issues on the progress and closing-out of the ongoing phase of the project. Among the host discussed include:

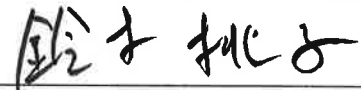
1. Progress of the Project from December 2023 to February 2024
2. Results of Pilot of Cost-Saving Version of Workbook Level 4-5
3. Results of Situational Survey in Ashanti Region
4. Results of Model Review Workshop
5. Presentation and Approval of the Action Plan
6. Achievement Level of the Project Purpose

Both parties (the Ghanaian and the Japanese sides) acknowledged the contents of the minutes of the meeting attached hereto.

Accra, 13th February 2024



Nana Baffour Awuah
Director/Ag. Chairperson of JCC
Pre-Tertiary, Ministry of Education
Republic of Ghana



Ms. Momoko Suzuki
Chief Representative
Japan International Cooperation Agency
Ghana Office

Opening and welcome:

The Chief Director of the Ministry of Education (MoE), Mrs. Mamle Andrews, designated the Director for Pre-Tertiary, Nana Baffoe Awuah, to act in her stead to chair the JCC meeting due to other engagements beyond her control. An opening prayer was given by a member of the COMPASS Project Operation Team, Mr. Godfred Dzeke, followed by an introduction by all the participants.

The chair, Nana Baffoe Awuah welcomed all participants and delivered his opening remarks. On behalf of the Minister of Education and the Chief Director, he extended a special welcome to the officials from JICA HQs in Tokyo who joined the meeting online. He stated that the meeting was not only critical and important but also special as it was happening at the time when the COMPASS Project is wrapping up, leaving the Ministry of Education (MoE) and the Ghana Education Service (GES), to work hard and ensure that the Project results are sustained. According to Nana Baffoe, the closing-out of the COMPASS Project brings a huge responsibility considering the public concerns of declining proficiency in numeracy in most basic schools. He further explained that previous JCC meetings showed progressive results that the Project had achieved. "SMCs in beneficiary regions, thus, Eastern, Volta and Oti, have all been revived and supported to lead operations in the schools and communities to improve learning outcomes in numeracy", he said.

Nana Awuah also acknowledged and expressed sincere appreciation to JICA for the donation of about 7,000 additional workbooks and manuals distributed not only to the COMPASS schools but other flood affected public schools in Central, North and South Tongu Districts which were hit by the Akosombo Dam spillage floods in September 2023. In his conclusion, he expressed his sincere appreciate on behalf of the Minister and the Chief Director for the support GES and MoE had received and continue to receive from JICA.

Ms. Suzuki, Chief Representative of JICA Ghana office, followed to give her opening remarks. She celebrated the collective achievements throughout the implementation of the Project, after going through a rough start with COVID-19 pandemic in March 2020. She recounted how the implementation started with master trainers' training, community sensitization, democratic elections of SMCs, and remedial interventions through community participation. She stressed the importance of promoting inclusive community engagement in delivering education, and of empowering community members in critical skills and knowledge to enable them to participate adequately in the process. She referenced the survey data conducted by the Project which revealed a high level of participation and information sharing among COMPASS schools and their community stakeholders. She also expressed satisfaction that the workbooks provided by the Project have witnessed improved learning achievements in mathematics. In conclusion, she thanked all partners and stakeholders from the MOE, GES, and COMPASS Team for their efforts, support and sacrifices given to the Project during its implementation to achieve the improved outputs. Ms. Suzuki assured that, though the current phase of the Project is ending, JICA still remains committed to complementing the efforts of the government of Ghana and other development partners in championing positive transformations in the education sector. She

hoped that the partnership will be sustained in order to provide better and quality education to children in Ghana.

Presentation of the contents

The first presentation was taken by Ms. Chie Tsubone, the Acting Deputy Chief Advisor of the COMPASS Project. She provided updated information on the progress of the Project from December 2023 to February 2024. Ms. Tsubone stated that a simplified SMC manual, which has been developed based on the earlier training manuals distributed to all COMPASS beneficiary schools. She said the aim is to ensure a better understanding of SMC-led activity implementation at a school level.

Ms. Tsubone explained a pilot activity to try out cost saving version of workbook level 4 and 5. She said, in order to cut printing costs, the number of exercises (pages) have been reduced compared to the conventional workbooks, and the composition was reviewed so that each page starts with an example question which is to be explained and guided by a facilitator. This, according to Ms. Tsubone, was to help learners to understand two-three-digit addition and subtraction, which many learners still had difficulties with, hence not getting a sense of achievement to move to the next level easily. This set of cost saving workbooks were piloted for about a month in Upper Manya Krobo District, Eastern Region, in November to December 2023. The baseline and endline assessments of the pilot revealed that after about 20 hours of remedial lessons, level 4 learners improved by 2.1 points on average out of 10, and 1.2 points was achieved by level 5 learners. She said that even though the achievement was notable, there is room for improvement in mastering the workbook composition and facilitator's administration in class. Hence, this component would be regarded as an option of the current standard COMPASS model.

The next activity undertaken was the provision of extra workbooks to all the COMPASS schools, and all flood affected schools (including GALOP schools) in three districts in Volta Region, thus Central Tongu, South Tongu, and North Tongu. Ms. Tsubone said this kind of learning support was uncommon after a natural disaster; hence it was welcomed by the community members.

The explanation of the results of online monitoring and school visit followed after that. Ms. Tsubone explained that even though some schools still struggle to holding General Assemblies and Remedial Lessons, the percentage of SMC Federations that held General Assembly three times in academic year 2023 reached 74.4% compared to that of 62% in the previous year.

She then shared an update information on the crowdfunding activity in Okere District, Eastern Region. The SMC Federation procured 20 desks and chairs through with the funds raised. She also acknowledged that this initiative stimulated the Okere District Assembly to procure additional 500 desks and chairs and distributed district-wide. It was a notable spillover effect.

Then, Ms. Tsubone encouraged the participants to have a look at the distributed booklet “Good practices and Lessons Learnt of the Project” which would be referred to when local stakeholders face challenges.

Mr. Bright Dey, the Project Operations Team Lead (POTL) continued with the presentation by reporting on other progress of the Project. He started with the result of the situational survey conducted in Ashanti Region. The situational survey was conducted in December 2023 as part of the envisioned efforts of the Project team to establish how feasible it would be to expand the COMPASS project model to other regions. After careful considerations, 6 districts from Ashanti Region were selected and 12 schools (including both GALOP and Non GALOP) were visited across the selected districts. Mr. Dey mentioned that a mathematics test was conducted for Primary 3 and Primary 5 learners, while SMC members, headteachers, and teachers were also interviewed using a guided questionnaire.

He informed the JCC meeting that based on the results of the survey, most SMCs were not well functioning especially in terms of the preparation and development of SPIP (School Performance Improvement Plan). He also presented the results of the mathematics assessment test taken by 703 children from both grades 3 and 5. He explained the data by presenting the comparison of performance by gender, and GALOP/Non-GALOP as well as rural and urban location differences. In addition to that, he presented a table that compared the baseline results of the three COMPASS project regions before the Project intervention and the situational survey results of Ashanti region. He particularly highlighted the low performance in Ashanti Region both in terms of functionality of SMCs and mathematics proficiency level. He concluded that, clearly the results indicated the need for improvement, hence it will be feasible to roll out the COMPASS model in the region.

Mr. Dey continued his presentation on the results of Model Validation Workshop held on 31st of January 2024. He said the COMPASS Model was reviewed and validated by the representatives of the Project beneficiary regions. In the workshop, the participants worked in groups and discussed each component of the COMPASS Model, and they came up with recommendations. According to him, the COMPASS final model was validated by the participants to be potentially good for scale-up.

Mr. Dey then introduced an Action Plan which covers the period between 2024 to 2027 to roll out or disseminate the COMPASS Model nationwide. The approach to be taken to achieve that was to leverage on existing and/or future interventions by other development partners which have relative or similar activities as the COMPASS Project. The Action Plan, a roadmap towards scalability and dissemination of the Model, consists of four major sections with proposed sets of activities for each section. Mr. Dey told the participants to have a look at the Plan distributed to each member of the JCC meeting and walked them through with a brief summary. Some sections explained include advocacy, resource mobilization, monitoring, and evaluation. He stressed the importance of involving other partners to conduct/support the planned activities, by leveraging ongoing programs such as GALOP, SAGES, and CEP, so that some of their project components can be integrated or aligned with the COMPASS Model.

Mr. Dey reminded the attendees that the Project purpose which is "A model to improve learning outcomes at the primary level through collaboration with schools and communities is made available for scale-up" has two (2) indicators which are;

1. A refined model to improve learning outcomes is approved by MoE and GES
2. An action plan by GES including funding and implementation structure for scale-up is developed.

Mr. Dey gave a brief summary of what consists the COMPASS final Model by showing the cycle of the Model. He summarized some key elements of the Model such as democratic election of SMC executives, information sharing with community members, empowerment of the community through the process of Quo-SPIP formulation, implementation of community led activities (e.g. remedial lessons), and annual review at the end of each academic year. Mr. Dey continued to explain the cost to introduce the Model. He summarized the initial outlay of the Model per school per academic year as 6,952.00 GHS without Education Forums. He informed the JCC members that this figure includes the first printing cost of the Workbooks and the training of officers and SMC members.

He also mentioned that the soft copies of all the manuals and workbooks will be handed to each district on flash drives to ensure sustainability. After the Regional Directors of Volta and Oti showing an acknowledgement to the Model, the whole JCC meeting unanimously agreed to approve the final validated COMPASS Model. Then Mr. Dey confirmed the achievement of the two indicators of the Project purpose to end his presentation.

The chairperson Nana Baffoe thanked the presenters and opened the floor for discussions.

Discussions

The first question was from Mr. Sylvester Bayowo, the Program Officer in charge of education at the JICA Ghana Office. Before his question he expressed his excitement about the collective achievement by MOE, GES and JICA. Mr. Bayowo said he had observed some misalignment in the preparation of Quo-SPIPs. He cited the confusion on the name of SPIP depending on which intervention a school is benefiting from, and he also commented that the COMPASS initiative is the only one to encourage SMCs to develop SPIP including activities targeting learning outcomes. He asked what measures the GES was to take to curtail this misalignment in the preparation of SPIP.

In response to Mr. Bayowo's question, Mr. Dey said the idea the GES currently had is to merge SPIP and Quo-SPIP. He said they would engage some sections such as the budget unit in GES and the MoE to agree on a common template to be used by all schools. Also, in activity 2.2 in the Action Plan presented, GES intends to draw a linkage between SPIP prepared by the schools and the performance contract that is signed by the schools.

The Director for Partnerships and Affiliations, Mr. Frederick Birikorang, also added that lessons learnt from the Project would be incorporated to develop a more sustainable system of SPIP with his team.

The Deputy Director-General of GES in charge of Management Services, Mr. Stephen Owusu, also agreed to the discussion and tasked the regional directors to scale up the best practices learnt from the Project with District Directors and SISOs. He advised the RDEs not to always wait for management of GES HQs to initiate the actions to improve the system using lessons learnt.

Mr. Bayowo asked a second question in relation to the composition of SMCs. He stated that the intervention of the COMPASS Project introduced the democratic election of SMC members which is not yet aligned to the existing policies of the MoE/GES on SMC composition. He asked if the GES is putting measures in place to align this component with their policies.

In response, Mr. Birikorang said the SMC handbook was developed in 2001 and it's expected to be reviewed based on some best practices, evidences and research, adding that the GES is hoping to get the revision done before next phase of the project.

Mr. Dey continued by adding that with reference to activity 2.3 in the Action Plan presented, the GES would have some consultations with the MoE to organize policy review forums to discuss proposed changes to be made in the Pre-Tertiary Education Act.

Another question was asked by the Deputy Director of Planning, Budgeting, Monitoring and Evaluation (PBME) unit of the MoE, Mr. Inusah Shirazu, on the survey conducted in Ashanti Region. Mr. Inusah stated that the data presented was in adverse to the latest National Standardize Test (NST 2022). Mr. Inusah contends that the results of the NST were better as compared to the data from the situational survey presented by the Project, and requested more clarification on the comparison of the two.

In a response, Mr. Dey said the test questions that the learners took were all standardized based on the National Council for Curriculum and Assessment (NaCCA) requirements and the current curriculum. He hinted that the performance difference could be attributed to the test administration procedure, specifically how teachers supported learners in answering questions during the assessments. Based on that assumption, he further explained that there is a need for some sensitization for teachers during the NST administration to make teachers aware that the NST is not meant to rank the schools or teachers but to get the actual performances of learners to inform the design of relevant interventions.

On the same topic of differences in the NST and the situational survey results, DDG, Mr. Owusu, suggested that in order to get the facts cleared, there should be a proper comparison by getting the data of the NST for the same schools. The director of PBME, Madam Mavis Asare-Donkor, also suggested that there should be an engagement with NaCCA to provide the school-by-school data for the proposed data analysis/comparison.

Mr. Kingsley Boakye, a research officer at MoE also suggested that there can be a research component be added in the Action Plan activity 5.4 which is monitoring, evaluation and accessibility so that there can be some evidences to back some of the potential claims.

Mr. Inusah made a comment on the relationships of SPIPs and the Annual District Education Operational Plan (ADEOP) saying that as much as SPIPs are sought to be improved it should also be integrated and elevated in the district level for some understanding from the perspective of the school level.

In response to Mr Inusah's comment, Mr. Birikorang stated that the GES advises the districts to prepared their ADEOPs based on evidence and to reflect the SPIPs from schools. One of the recommendations of the GES is for the ADEOP to reflect the implementation of the medium-term plan at the district level.

Approval of the Action Plan

Ms. Sakon Fumiko commented on the Action Plan. She stated that in order to solicit support from Development Partners (DP), it would be better to prioritize the activities, include expected outputs for each activity, and state target regions with timelines where possible. She said, it would become easier for DPs to have clearer image of what kind of support GES requires.

Ms. Tsubone also mentioned that JICA HQs had already given the Project team some comments on the Action Plan. She suggested that the JCC members work on the Action Plan to update it to reflect the discussions of the day. Mr. Dey asked for further support from JCC members to elaborate more on the Action Plan to make it more feasible and comprehensive to DPs. The JCC members concurred on the significance of the elaboration on the Action Plan and agreed to do so.

Comment from Chief Advisor of the Project

Mr. Masahiro Hara, the Chief Advisor of the COMPASS Project, who joined the JCC meeting online delivered a message from Mr. Kohei Nakayama, the Deputy Chief Advisor of the Project who had taken ill and receiving treatment. In the message, Mr. Nakayama expressed his gratitude to all Ghanaians and Japanese who have worked together with him on the Project, and mentioned how fortunate it was for him to be able to achieve such great results together. He continued that even though there were some obstacles in the implementation of the Project, the team collectively overcame the obstacles one after the other. Mr. Nakayama said he hoped to overcome his illness in the same way, and wished for further educational development in Ghana.

Closing remarks

After the discussion session and approval of the action plan, the chairperson Nana Baffoe Awuah, gave his closing remarks. He said he was convinced that the meeting had achieved its expected results. On behalf of the Minister of Education and the Chief Director, he thanked everyone for their rich contributions. He reminded the JCC meeting that even though the COMPASS Project is closing-out soon,

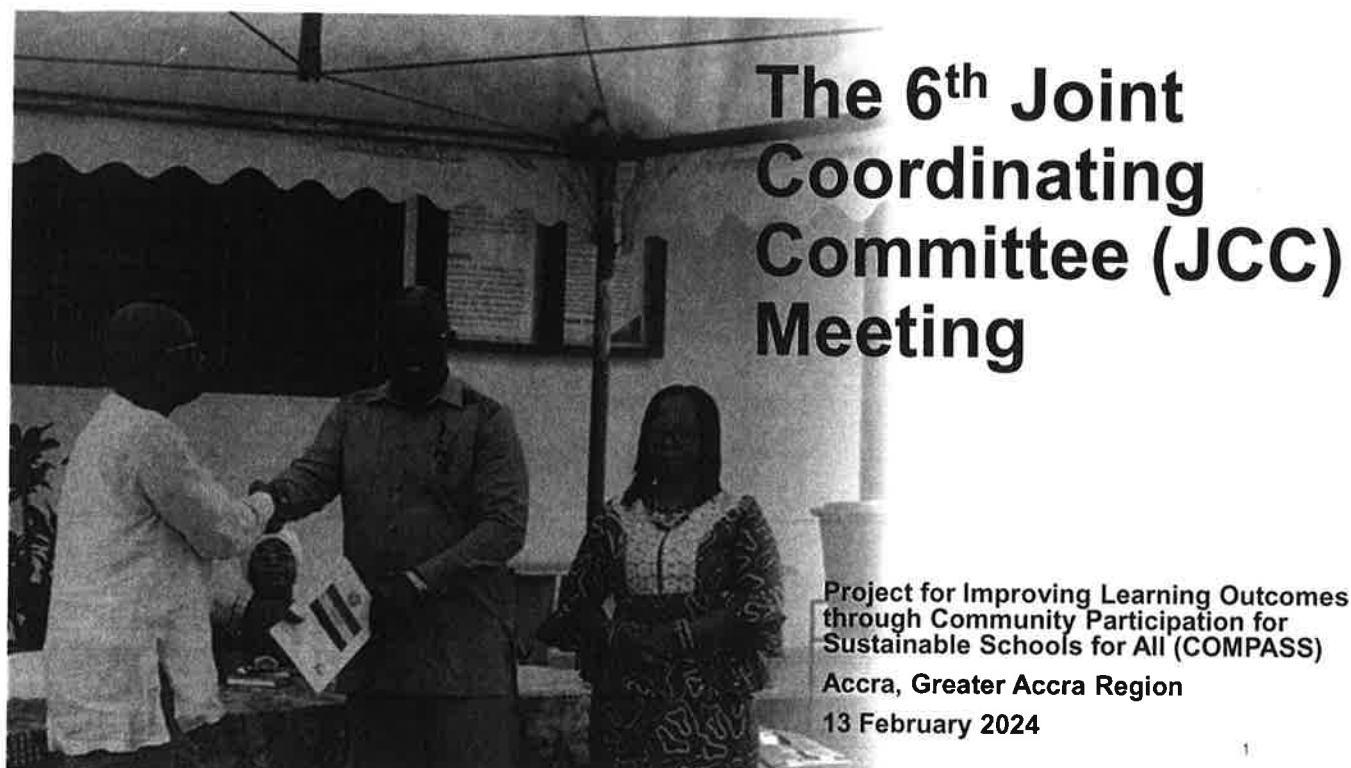
there are still a lot to be done, and that high commitments are needed from everyone to make the interventions more meaningful and sustainable.

Mr. Matsuzaki, the director of Basic Education Group in Human Development Department of JICA HQs, also gave closing remarks online. Mr. Matsuzaki expressed his appreciation to all for their effort in attaining the objective of the COMPASS Project. He mentioned that JICA and the government of Ghana had worked together for the capacity development of teachers for a while. There were, however, still challenges in children's learning outcomes due partly to education management. Mr. Matsuzaki stated that the Project aimed at improving learning outcomes through community participation, and the project team should be proud of the achievements it had made. Mr. Matsuzaki also said that during the gap year, it is crucial to implement SMC's activities for community members to sustain the functions of SMCs, and that the GES should provide adequate support in the process. He said he was convinced that further successes would be attained in improving education quality supported by community members when all stakeholders make efforts towards sustainable improvement of SMCs and secure learning opportunities for children in Ghana.

After the closing remarks Mr. Kingsley Boakye said the closing prayers and the meeting was brought to an end.

Annex 1: Presentation slides

Annex 2: Attendance record



Contents

1. Progress of the Project from December 2023 to February 2024
2. Results of Pilot of Cost-Saving Version of Workbook Level 4-5
3. Results of Survey in Ashanti Region
4. Results of Model Review Workshop
5. Presentation and Approval of the Action Plan
6. Achievement Level of the Project Purpose
7. Discussion

1. Progress of the Project from December 2023 to February 2024



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Agreement at 5th JCC

5th JCC (5th December 2023)

1. Progress of the Project from July to December 2023
2. Achievement Level of PDM Indicators
3. Schedule until the end of the Project
4. Progress of the development of action plan for scaling up
5. Progress of the follow-up plan

4

1. Progress of the Project from December 2023 to February 2024

Provision of Simplified English Implementation Manual	A simplified SMC implementation manual was printed and distributed to all the COMPASS schools. Two copies will be delivered to each school (one copy to the school and one copy to the SMC representative). (Output 1)
Trial of Cost-Saving Version of Workbook Level 4-5	The results of the trial of the cost-saving version of workbook 4 and 5 in Upper Manya Krobo were compiled. The details will be explained later in this presentation (Output 2).
Provision of Workbooks to Flood Affected Area	Additional workbooks were printed and distributed to COMPASS schools. Flood-affected schools received more workbooks: in Central Tongu (2,002 workbooks), North Tongu (3,276 workbooks) and South Tongu (2,268 workbooks). (Output 2)

1. Progress of the Project from December 2023 to February 2024

Monitoring	The project paid monitoring visits to some schools. Online monitoring found that 62% of SMC Federations had 3 GAs in 2022 and 74.4 % in 2023. (Output 3)
Crowd Funding	20 desks were procured by the fund raised through crowdfunding and given to the SMC Federation. The handover ceremony took place on 8 December. This stimulated the local district assembly to procure an additional 500 sets of chairs and desks districtwide (Output 3).
Survey in Ashanti Region	A survey on the status of SMC and numeracy skills was conducted in Ashanti Region from 13 to 20 December. The details will be explained later in this presentation. (Output 4)

1. Progress of the Project from December 2023 to February 2024

Model Review and Validation Workshop

A COMPASS model review and validation workshop was held in Volta Region on 31 January with 59 participants from the target regions, selected districts, SMC Federations and COMEU. The final COMPASS model was validated at the workshop. The details will be explained later in this presentation (Output 4).

Lessons Learnt

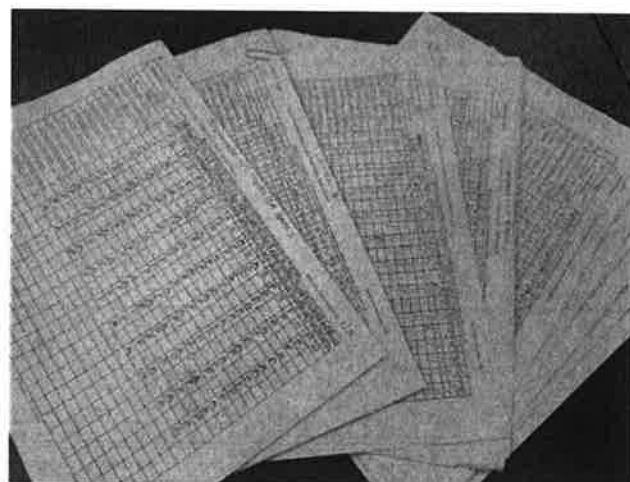
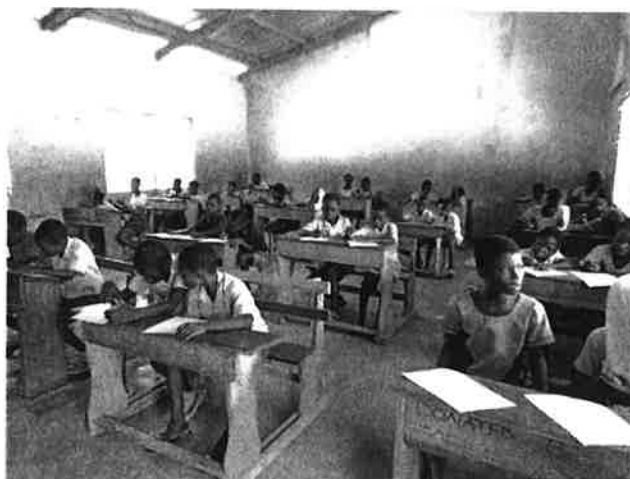
A record of good practices and lessons learnt was compiled (Output 4).

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Activity Photos



2. Results of Pilot of Cost-Saving Version of Workbook Level 4-5



9

2. Results of Pilot of Cost-Saving Version of Workbook Level 4-5

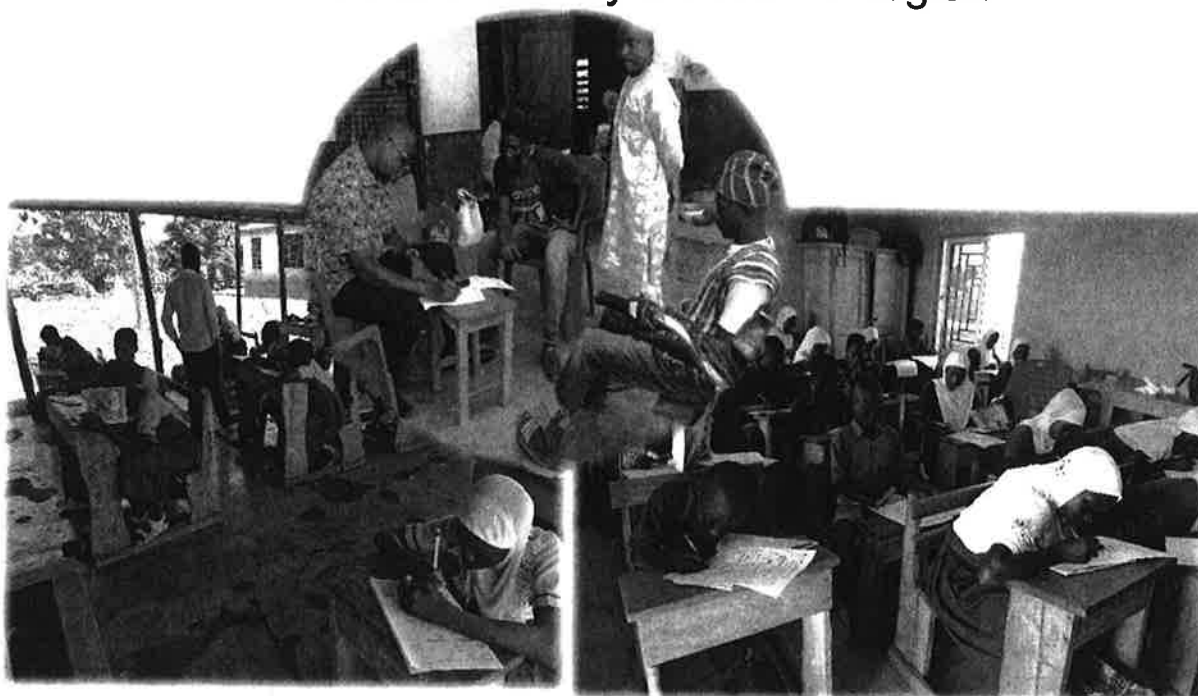
Target: Basic 3 and Basic 4 students
Baseline: 2 November 2023
Endline: 11 December 2023

Level 4= Addition with 2- and 3-digit numbers
Level 5=Subtraction with 2- and 3-digit numbers

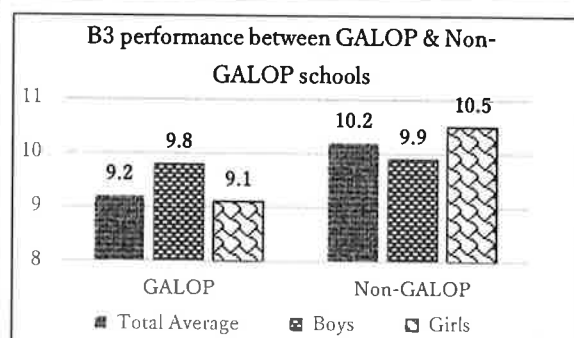
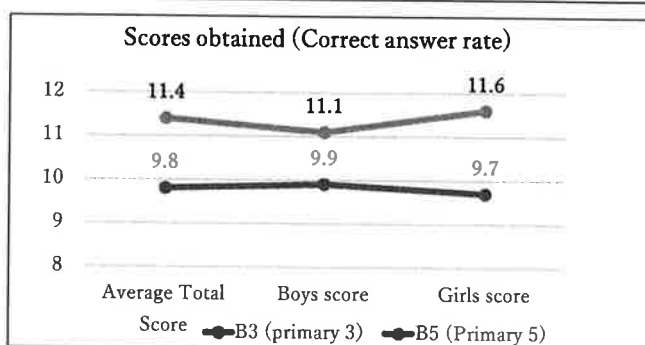
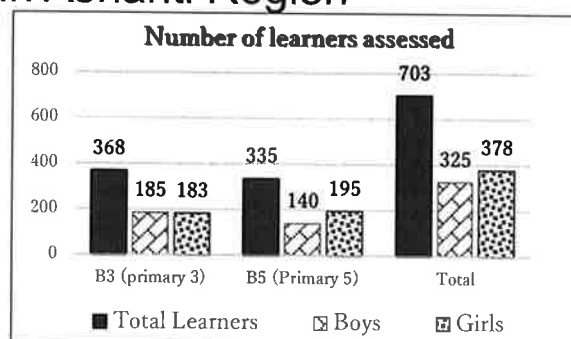
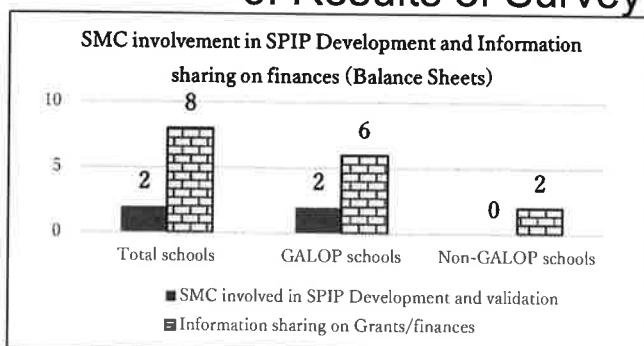
School Name	Type	Total Hours	Level 4 number of students	Level 4 increase	Level 5 number of students	Level 5 increase
Asesewa R.C.	Urban	17hours	58 (69)	+1.9	34 (34)	+1.2
Akateng D/A	Urban	18hours	42 (121)	+2.9	25 (28)	+1.2
Sisiamang Presby	Rural	21hours	7 (16)	+0.4	1 (1)	-3.0
Dawatrim R.C.	Rural	22hours	11 (25)	+1.5	1 (1)	+5.0
			118	+2.1 (average)	61	+1.2 (average)

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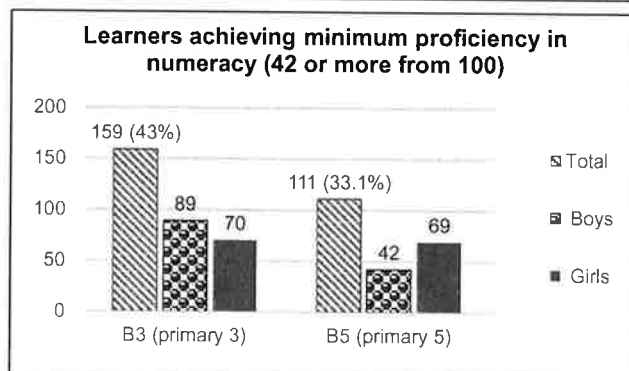
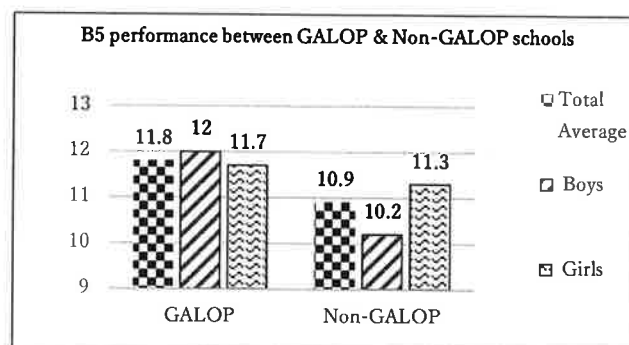
3. Results of Survey in Ashanti Region



3. Results of Survey in Ashanti Region



COMPASS project Baseline Data components compared with Ashanti region Situational Survey data			
S n	Survey Component	Average Baseline results (ER/VR/OR)	Average Situational Survey results
1	Selection of SMC executives by democratic election	23.0%	8.3%
2	SMC involved in SPIP development	26%	16.6%
3	Information Sharing to SMC/GA on school resources including grants	59.2%	66.6%
4	Average math test score B3	49.5%	37.7%
5	% of B3 learners achieving minimum proficiency (42 or more on 100 points)	60.2%	43%
6	Average math test score B5	49.0%	38%
7	% of B5 learners achieving minimum proficiency (42 or more on 100 points)	61.3%	33.1%



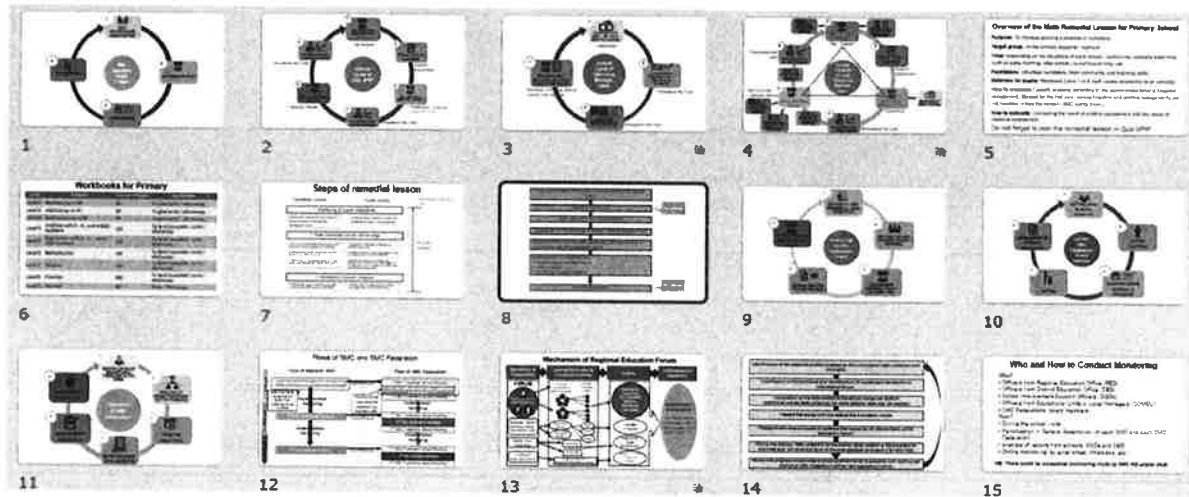
4. Results of Model Review and Validation Workshop



4. Results of Model Review and Validation Workshop

The model was reviewed component by component : (1) SMC Election, (2) Quo-SPIP, (3) Resource Management, (4) Annual GA Cycle, (5) Remedial Lesson, (6) SMC Federation, (7) Education Forum, (8) Monitoring, and (9) Follow-up and Action Plan, and **validated**.

Below are excerpts of the slides that explained the model in the workshop.



4. Results of Model Review and Validation Workshop

After reviewing the model, group discussions were held for each component.

Major Comments/Recommendations Made during Group Work

(1) SMC Election (For the preparation of the election this year)

- Intense sensitization is needed before the election this year.
- Involvement of DEOC/MEOC is necessary.
- Make sure a way to vote for illiterate voters.
- Resolve conflicts before the election.

(2) Quo-SPIP (For sustainability)

- Integrate SPIP and Quo-SPIP.
- Align SPIP/Quo-SPIP with Performance Contract.
- Carry out community involvement drive.

4. Results of Model Review and Validation Workshop

Major Comments/Recommendations Made during Group Work

(3) Resource Management (What worked best)

Mobilization: School farm, foodstuff to support teachers on remedial lesson, On-the-spot collection of funds at GAs, Community Durbars to raise fund for SMC Federation, etc.

Utilization: Periodization of activities in the Quo-SPIP

Accountability: Declaration of source of funds, proper documentation of income and expenditure, rendering accounts at GA

(4) Annual GA Cycle (For sustainability)

- Commitment from DEO should be key.
- DEO needs to organize refresher training for heads, especially new heads on GA.
- Reward and recognition schemes need to be put in place by the DEO in consultation with federation executives for schools showing commitment in organizing GAs.
- The SMC executive members should frequently give accounts of how resources are utilized.
- Time, date and venue for the next GA should be decided at the GA.

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4. Results of Model Review and Validation Workshop

Major Comments/Recommendations Made during Group Work

(5) Remedial Lesson (For sustainability)

- Conduct reorientation of stakeholders on the importance of remedial activities.
- Identify volunteers during GA.
- Headteachers need to play lead role in the sustainability by training for facilitators in PLC, incorporation of the activity in Quo-SPIP, etc.
- Motivation of facilitators needs to be considered.
- Acknowledging and celebrating facilitators during public functions, presentation of certificates, citations, etc. will help keep the motivation of the facilitators.
- Consider leveraging time for co-curricular activities on the school timetable.
- Use vacations and weekends.
- Follow the steps and stages in placing learners at their right levels of learning.
- Intensify monitoring and supervision of remedial activities at all levels using checklists.
- Encourage peer learning.

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4. Results of Model Review and Validation Workshop

Major Comments/Recommendations Made during Group Work

(6) SMC Federation (For sustainability)

- Continuous training/sensitization and monitoring/support of SMC Federation by DEO is needed.
- Proximity of member schools/SMCs is important.
- Encourage more women to hold leadership position in the federation.
- Make sure the Federation Action Plan is shared with DEO.
- Conduct orientation for new members of Federation.
- Mobilization of resources is key for functional SMC Federation.

(7) Education Forum (For sustainability)

- Timely and accurate data collection, analysis and reporting tools and techniques must be in place.
- Alternative source of funding for implementation of educational forum pledges is needed.
- Constant sensitization / reminders of stakeholders on the need for regular education forum is needed.

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4. Results of Model Review and Validation Workshop

Major Comments/Recommendations Made during Group Work

(8) Monitoring (For correct and timely information collection)

- Officers must visit the schools to seek for information from the headteacher (not only online monitoring).
- Officers must attend GAs.
- Make sure the submission of all plans and reports to the DEO.
- Give feedback to school after monitoring.
- Identify common challenges among the schools in the Federation and provide support.
- Share good practices among schools in the Federation.

(9) Follow-up Plan and Monitoring Plan (Issues to be considered in implementing the plan)

- Those who do not have smartphones or internet connection cannot attend online sessions.
- The opportunity of Annual Regional Education Review can be used for sharing the results and progress of the plans.
- Numeracy quiz competition will help activate remedial lessons.
- District Directors should be made part of all engagements with SMC Federations and other officers.

5. Action Plan



ACTION PLAN FOR SCALE-UP AND DISSEMINATION OF COMPASS MODEL									
REGION / DISTRICT	FOCUS AREA / SCALE-UP STRATEGY	NO. OF TARGETED ACTIVITIES	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6	ACTIVITY 7
Region 1	1. Promoting Access to Education	Six activities	1.1. Promoting Access to Education	1.2. Promoting Access to Education	1.3. Promoting Access to Education	1.4. Promoting Access to Education	1.5. Promoting Access to Education	1.6. Promoting Access to Education	1.7. Promoting Access to Education
	2. Monitoring Progress		2.1. Monitoring Progress	2.2. Monitoring Progress	2.3. Monitoring Progress	2.4. Monitoring Progress	2.5. Monitoring Progress	2.6. Monitoring Progress	2.7. Monitoring Progress
	3. Promoting Access to Education		3.1. Promoting Access to Education	3.2. Promoting Access to Education	3.3. Promoting Access to Education	3.4. Promoting Access to Education	3.5. Promoting Access to Education	3.6. Promoting Access to Education	3.7. Promoting Access to Education
	4. Promoting Access to Education		4.1. Promoting Access to Education	4.2. Promoting Access to Education	4.3. Promoting Access to Education	4.4. Promoting Access to Education	4.5. Promoting Access to Education	4.6. Promoting Access to Education	4.7. Promoting Access to Education
Region 2	1. Promoting Access to Education	Six activities	1.1. Promoting Access to Education	1.2. Promoting Access to Education	1.3. Promoting Access to Education	1.4. Promoting Access to Education	1.5. Promoting Access to Education	1.6. Promoting Access to Education	1.7. Promoting Access to Education
	2. Monitoring Progress		2.1. Monitoring Progress	2.2. Monitoring Progress	2.3. Monitoring Progress	2.4. Monitoring Progress	2.5. Monitoring Progress	2.6. Monitoring Progress	2.7. Monitoring Progress
	3. Promoting Access to Education		3.1. Promoting Access to Education	3.2. Promoting Access to Education	3.3. Promoting Access to Education	3.4. Promoting Access to Education	3.5. Promoting Access to Education	3.6. Promoting Access to Education	3.7. Promoting Access to Education
	4. Promoting Access to Education		4.1. Promoting Access to Education	4.2. Promoting Access to Education	4.3. Promoting Access to Education	4.4. Promoting Access to Education	4.5. Promoting Access to Education	4.6. Promoting Access to Education	4.7. Promoting Access to Education
Region 3	1. Promoting Access to Education	Six activities	1.1. Promoting Access to Education	1.2. Promoting Access to Education	1.3. Promoting Access to Education	1.4. Promoting Access to Education	1.5. Promoting Access to Education	1.6. Promoting Access to Education	1.7. Promoting Access to Education
	2. Monitoring Progress		2.1. Monitoring Progress	2.2. Monitoring Progress	2.3. Monitoring Progress	2.4. Monitoring Progress	2.5. Monitoring Progress	2.6. Monitoring Progress	2.7. Monitoring Progress
	3. Promoting Access to Education		3.1. Promoting Access to Education	3.2. Promoting Access to Education	3.3. Promoting Access to Education	3.4. Promoting Access to Education	3.5. Promoting Access to Education	3.6. Promoting Access to Education	3.7. Promoting Access to Education
	4. Promoting Access to Education		4.1. Promoting Access to Education	4.2. Promoting Access to Education	4.3. Promoting Access to Education	4.4. Promoting Access to Education	4.5. Promoting Access to Education	4.6. Promoting Access to Education	4.7. Promoting Access to Education

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ACTION PLAN FOR SCALE-UP AND DISSEMINATION OF COMPASS MODEL	
FOCUS AREA / SCALE-UP STRATEGY	NO. OF TARGETED ACTIVITIES
Activities for Dissemination and Advocacy for Scale-up	Six activities
Activities for Organizational Processes, innovation and Sustainability	Five activities
Activities for Resource Mobilization and Management	Three activities
Activities for Monitoring, Evaluation and Sustainability	Four activities



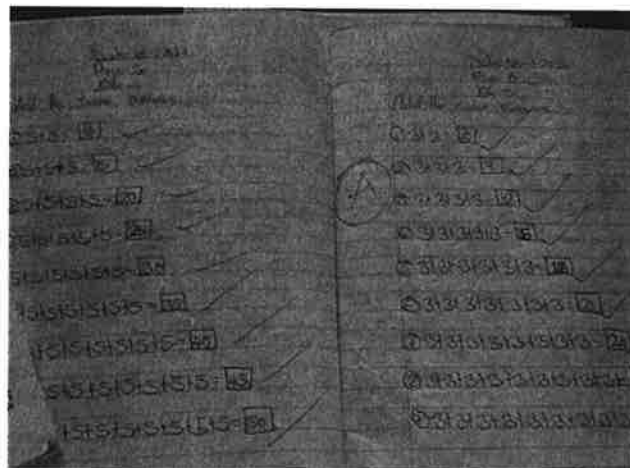
Plan Duration: 2024 to 2027

Targeted Scope of Plan: Nationwide (All regions, Districts and Schools)

Implementation Approach: leveraging on existing or ongoing learning improvement intervention programs that have similar components that fit into the COMPASS model.

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6. Achievement Level of Project Purpose



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6. Achievement Level of Project Purpose

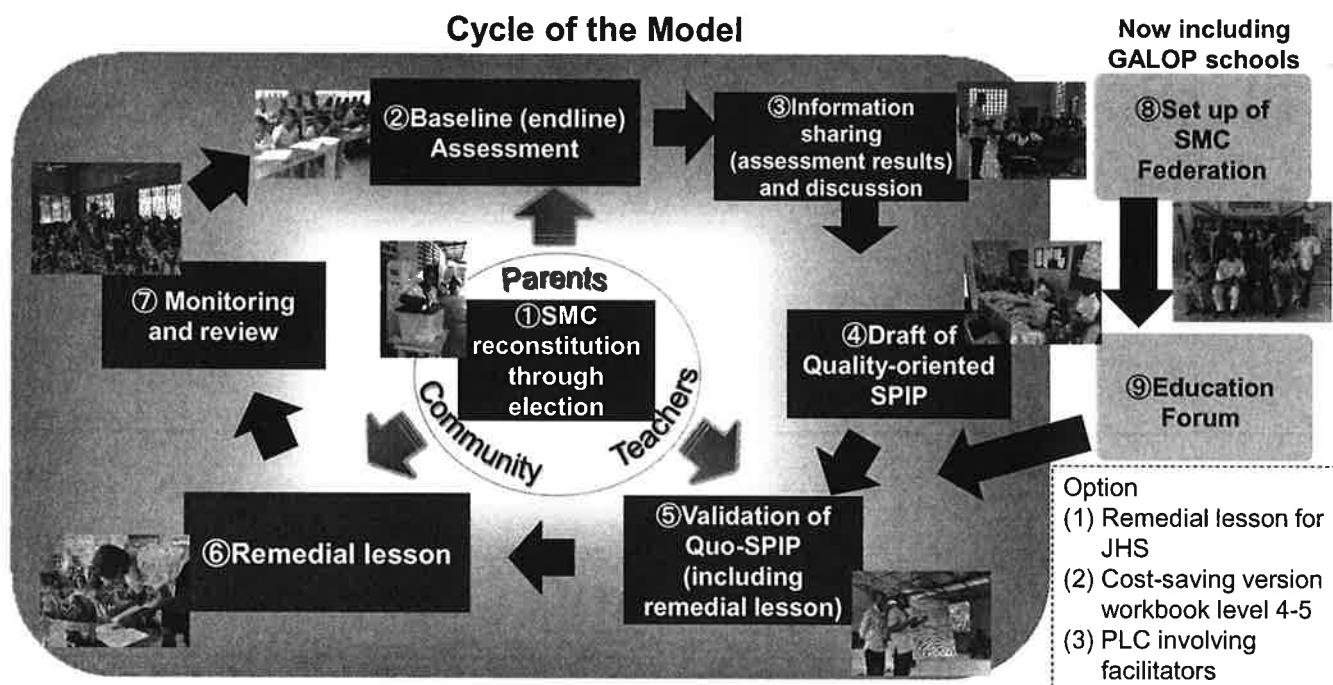
Project Purpose :A model to improve learning outcomes at the primary level through collaboration with communities and schools is made available for scale-up”

Indicator

1. A refined model to improve learning outcomes is approved by MoE and GES.
2. An action plan by GES including funding and implementation structure for scale-up is developed.

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Indicator 1: A refined model to improve learning outcomes is approved by MoE and GES



Indicator 1: A refined model to improve learning outcomes is approved by MoE and GES

Cost of the Model

1. Cost to introduce a basic model
 (Reconstitution of SMC, Quality Oriented SPIP
 and Resource Management)

Items	Cost per school (GHS)	Status of GALOP schools
Training and implementation manuals	18.00	Distributed
Training of Trainers	991.00	Completed
Training of SMC members	1,105.00	Completed
Sub total	2,114.00	

3. Cost to introduce remedial activities for maths

Items	Cost per school (GHS)	Status of GALOP schools
Workbooks and manuals	3,380.00	Not introduced
Training of Trainers	182.00	Not introduced
Training of facilitators	624.00	Not introduced
Sub total	4,186.00	

Cost per pupil for remedial activities for maths is GHS 32.00

2. Cost to introduce a SMC Federation

Items	Cost per school (GHS)	Status of GALOP schools
Training and implementation manual	6.00	Not introduced
Training of Trainers	330.00	Not introduced
Training of SMC members	316.00	Not introduced
Sub total	652.00	

4. Cost to organize 1 day Education Forum

Items	Cost per Region (GHS)	Status of GALOP schools
Education Forum	216,667	Invited a representative

Total cost per school without Education forum is:

Average GHS 6952.00

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Indicator 1: A refined model to improve learning outcomes is approved by MoE and GES

Developed Manuals

	Title	Page	Target
1	Training Manual on Reconstitution of SMC through Democratic Manner	37	NT, MT, DT, CT, HT
2	Training Manual on Planning, Implementation, Monitoring and Evaluation Process on Quality Oriented School Performance Improvement Plan(Quo-SPIP)	37	NT, MT, DT, CT, HT, SMC
3	Training Manual on Resource Management through Community Participation for Improving Transparency and Accountability	35	NT, MT, DT, CT, HT, SMC
4	Training Manual on Democratic Establishment of Well-functioning School Management Committees (SMC Federation)	38	NT, MT, DT, CT,
5	Training Manual on Monitoring and Support to SMC	30	NT, MT, DT, CT,
6	Training Manual on Remedial Activity	171	NT, MT, DT, CT, HT, FT
7	SMC Implementation Manual for Schools	31	HT, SMC

Indicator 1: A refined model to improve learning outcomes is approved by MoE and GES

Developed Workbook

Level	Contents	Page	Specification
Level 1	Numbers up to 20	64	To give/print / photocopy
Level 2	Addition up to 20	64	To give/print / photocopy
Level 3	Subtraction up to 20	64	To give/print / photocopy
Level 4	Addition with 2-, 3-, and 4-digit numbers	112	To lend (reusable) /print / photocopy
Level 5	Subtraction with 2-, 3-, and 4- digit numbers	112	To lend (reusable) /print / photocopy
Level 6	Multiplication	144	To lend (reusable) /print / photocopy
Level 7	Division	144	To lend (reusable) /print / photocopy
Level 8	Fraction	160	To lend (reusable) /print / photocopy
Level 9	Decimal	64	Print / Photocopy

Indicator 1: A refined model to improve learning outcomes is approved by MoE and GES

Other Materials (Option)

Level	JHS Math Workbook	Page	Specification
1	Linear Equations and Inequalities, Change of subjects	23	Printed and distributed (COMPASS schools: 2 sets, GALOP schools: 1 set)
2	Sets and Angles	20	

Level	Cost-Saving Version Workbook	Page	Specification
4	Addition with 2- and 3- digit numbers	25	Facilitator writes problems on blackboard and students solve in their exercise books.
5	Subtraction with 2- and 3- digit numbers	24	

PLC Material	Page	Specification
No. 1: What are the objectives of math and why we should think abstractly?	12	PowerPoint Slide
No.2: What is numeracy and why we should memorize the basic addition, subtraction, and multiplication?	11	
No.3: What is the sequence of each operation?	11	
No. 4. Helpful techniques for facilitators and those who support marking	14	

Indicator 2. An action plan by GES including funding and implementation structure for scale-up is developed.

Ghana Education
Service (GES)

**ACTION PLAN
FOR DISSEMINATION
AND
SCALE-UP OF THE
COMMUNITY PARTICIPATION
FOR
SUSTAINABLE SCHOOLS
(COMPASS) MODEL**

Version 1.0

Approved by the Director-General of Education

2023

1. Introduction

The need to transform education into a more holistic, learner-centered, and community-based system is a global challenge. This plan outlines the strategy for disseminating and scaling up the COMPASS model, which emphasizes community participation in school management and decision-making.

The primary objective of this action plan is to ensure the effective dissemination and scale-up of the COMPASS model across all levels of the education system. Key objectives include:

- Enhancing the capacity of school management teams and community members.
- Establishing a robust monitoring and evaluation framework.
- Securing adequate funding and resources for implementation.

The following activities are planned to achieve the objectives of the action plan:

- Conducting workshops and training sessions for school management teams and community members.
- Developing and distributing informational materials (brochures, posters, etc.).
- Establishing a network of focal points in each region to coordinate implementation.

The progress of the action plan will be monitored and evaluated using the following indicators:

- Number of schools and community members trained.
- Number of schools implementing the COMPASS model.
- Level of community participation in school management.

2. Objectives of the Action Plan

The primary objective of this action plan is to ensure the effective dissemination and scale-up of the COMPASS model across all levels of the education system. Key objectives include:

- Enhancing the capacity of school management teams and community members.
- Establishing a robust monitoring and evaluation framework.
- Securing adequate funding and resources for implementation.

Activity	Duration	Responsible Party
Workshop and Training	12 months	Director-General of Education
Informational Materials	6 months	Director-General of Education
Monitoring and Evaluation	12 months	Director-General of Education

3. Activities to Disseminate and Scale-up

The following activities are planned to achieve the objectives of the action plan:

- Conducting workshops and training sessions for school management teams and community members.
- Developing and distributing informational materials (brochures, posters, etc.).
- Establishing a network of focal points in each region to coordinate implementation.

4. Monitoring and Evaluation

The progress of the action plan will be monitored and evaluated using the following indicators:

- Number of schools and community members trained.
- Number of schools implementing the COMPASS model.
- Level of community participation in school management.

5. Budget

The estimated budget for the implementation of the action plan is as follows:

Activity	Estimated Cost (GHS)
Workshop and Training	1,200,000
Informational Materials	300,000
Monitoring and Evaluation	500,000
Total	2,000,000

Activity	Duration	Responsible Party
Workshop and Training	12 months	Director-General of Education
Informational Materials	6 months	Director-General of Education
Monitoring and Evaluation	12 months	Director-General of Education

Activity	Duration	Responsible Party
Workshop and Training	12 months	Director-General of Education
Informational Materials	6 months	Director-General of Education
Monitoring and Evaluation	12 months	Director-General of Education

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Workshop and Training	12 months	Director-General of Education
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Activity	Duration	Responsible Party
Workshop and Training	12 months	Director-General of Education
Informational Materials	6 months	Director-General of Education
Monitoring and Evaluation	12 months	Director-General of Education

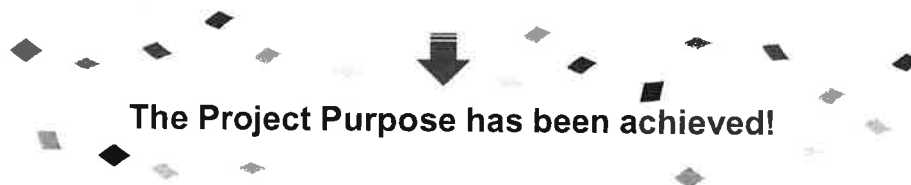
Activity	Duration	Responsible Party
Workshop and Training	12 months	Director-General of Education
Informational Materials	6 months	Director-General of Education
Monitoring and Evaluation	12 months	Director-General of Education

Activity	Duration	Responsible Party
Workshop and Training	12 months	Director-General of Education
Informational Materials	6 months	Director-General of Education
Monitoring and Evaluation	12 months	Director-General of Education

6. Achievement Level of Project Purpose

Project Purpose :A model to improve learning outcomes at the primary level through collaboration with communities and schools is made available for scale-up”

Indicator	Achievement
1. A refined model to improve learning outcomes is approved by MoE and GES.	The model refined through the 2023 activities was reviewed and validated through the workshop held in January 2024. Final agreement was obtained in this JCC.
2. An action plan by GES including funding and implementation structure for scale-up is developed.	An action plan was developed.



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7. Discussion

(At the end of the discussion, Chief Advisor of the Project, Mr. Hara will make a short speech.)

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添付 7 : 会議・研修実績

Name of meeting	Regional Education Forum in Oti
Date	23 rd and 24 th June, 2022
Place	Formation center
Participants	<ul style="list-style-type: none"> - Regional Education Office (Director, Planning and Training Officer) (10) - District Education Office (Planning Officer, Training Officer, District Director of Education) (29) - Master Trainer of COMPASS Project (4) - Regional Office (Regional Minister, Regional Chief Director) (2) - Regional Traditional Leader (6) - Chairperson of Social Services (8) - Chairperson of District Education Oversight Committee (8) - SMC chairperson ad secretary, Representatives of standalone schools (58) - Media (7) <p style="text-align: right;">Total 132</p>
Presenter	National/ Master trainers of COMPASS Project Project Operation Team Leader
Purpose	To share the current status of education in the Region and encourage all stakeholders to work for improving learning outcomes
Theme	<ul style="list-style-type: none"> - Overview of the current status of education in the Region - Sharing the baseline assessment results and achievement of pilot school - Identification of problems, proposal of local solutions, and determining regional resolutions. - Commitments of the different actors to the regional resolution and pledge for improving learning outcomes through remedial lesson

Name of meeting	Regional Education Forum in Volta
Date	29 th and 30 th June, 2022
Place	Sky Plus Hotel
Participants	<ul style="list-style-type: none"> - Regional Education Office (Director, Planning and Training Officer) (5) - District Education Office/Municipal Education Office Directors, Planning and Training officers (63) - Master Trainer of COMPASS Project (7)

Meeting / Training Record

	<ul style="list-style-type: none"> - Regional Office (Regional Minister, Regional Chief Director) (2) - Regional Traditional Leader (2) - Chairperson of Social Services (18) - Chairperson of District Education Oversight Committee (17) - SMC chairperson ad secretary, Representatives of standalone schools (109) - Media (5) <p style="text-align: right;">Total 228</p>
Presenter	National/ Master trainers of COMPASS Project Project Operation Team Leader
Purpose	To share the current status of education in the Region and encourage all stakeholders to work for improving learning outcomes
Theme	<ul style="list-style-type: none"> - Overview of the current status of education in the Region - Sharing the baseline assessment results and achievement of pilot school - Identification of problems, proposal of local solutions, and determining regional resolutions. - Commitments of the different actors to the regional resolution and pledge for improving learning outcomes through remedial lesson

Name of meeting	Regional Education Forum in Eastern
Date	5 th and 6 th July, 2022
Place	Capital View Hotel
Participants	<ul style="list-style-type: none"> - Regional Education Office (Director, Planning and Training Officer) (5) - District Education Office/Municipal Education Office Directors, Planning and Training officers (102) - Master Trainer of COMPASS Project (10) - Regional Office (Regional Minister, Regional Chief Director) (2) - Regional Traditional Leader (2) - Chairperson of District Education Oversight Committee (32) - Chairperson of Municipal Education Oversight Committee (1) - SMC chairperson ad secretary, Representatives of standalone schools (178) - Media (8) <p style="text-align: right;">Total 340</p>
Presenter	National/ Master trainers of COMPASS Project Project Operation Team Leader
Purpose	To share the current status of education in the Region and encourage all stakeholders to work for improving learning outcomes

Meeting / Training Record

Theme	<ul style="list-style-type: none"> - Overview of the current status of education in the Region - Sharing the baseline assessment results and achievement of pilot school - Identification of problems, proposal of local solutions, and determining regional resolutions. - Commitments of the different actors to the regional resolution and pledge for improving learning outcomes through remedial lesson
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Name of meeting	Refresher training for Master Trainers at Eastern, Volta and Oti Region
Date	23 rd of May 2022
Place	Nasca Hotel (Eastern), Kekeli Hotel (Volta) and Joliz Hotel (Oti)
Trainers	National Trainers (3)
Trainees	Master Trainers (18)
Theme	How to conduct Remedial activity.

Name of meeting	Training of District Trainers at Eastern, Volta and Oti Region
Date	24 th and 25 th of May 2022
Place	Nasca Hotel (Eastern), Kekeli Hotel (Volta) and Joliz Hotel (Oti)
Trainers	Master Trainers (21)
Trainees	District Trainers (Eastern 132, Volta 72, Oti 32)
Theme	How to conduct Remedial activity.

Name of meeting	Training of Headteachers, curriculum lead and SISO at Eastern, Volta and Oti Region
Date	2 days, 9 th - 30 th June 2022
Trainers	District Trainers (Eastern 132, Volta 72, Oti 32)
Trainees	Headteachers, curriculum lead and SISO (Eastern 2,523, Volta 1,184, Oti 428)
Theme	How to conduct Remedial activity.

Meeting / Training Record

Eastern

District	Date of training	No. of schools	No. of Trainees
Abuakwa North	14 th - 15 th June. 2022	20	45
Abuakwa South	14 th - 17 th June. 2022	38	83
Achiase	21 st – 22 nd June. 2022	26	57
Akwapim North	27 th - 28 th , 29 th - 30 th June. 2022	35	77
Akwapim South	20 th – 21 st June. 2022	27	59
Akyemansa	23 rd – 24 th , 27 th -28 th June. 2022	35	78
Asene Manso Akroso	27 th - 28 th June. 2022	38	82
Asuogyaman	21 st – 22 nd June. 2022	10	27
Atiwa East	21 st – 22 nd , 23 rd -24 th June. 2022	24	51
Atiwa West	20 th – 21 st , 22 nd -23 rd June. 2022	19	42
Ayensuano	21 st – 22 nd , 23 rd -24 th June. 2022	44	97
Birim Central	14 th - 15 th June. 2022	12	28
Birim North	21 st – 22 nd , 23 rd -24 th June. 2022	55	117
Birim South	15 th - 16 th June. 2022	17	38
Denkyembour	13 th - 16 th June. 2022	44	93
Fanteakwa North	20 th - 21 th June. 2022	19	47
Fanteakwa South	23 rd - 24 th June. 2022	10	25
Kwaebibirem	21 st – 22 nd , 23 rd -24 th June. 2022	34	75
Kwahu Afram Plains North	14 th - 17 th June. 2022	39	85
Kwahu Afram Plains South	15 th - 16 th June. 2022	10	26
Kwahu East	14 th - 17 th June. 2022	43	93
Kwahu South	15 th - 16 th June. 2022	35	77
Kwahu west	15 th - 16 th , 21 st -22 nd June. 2022	74	156
Lower Manya Krobo	14 th - 17 th June. 2022	31	70
New Juaben North	22 nd -23 rd June. 2022	26	57
New Juabeng South	21 st – 22 nd , 23 rd – 24 th & 28 th – 29 th June. 2022	49	105
Nsawam Adoagyiri	20 th – 21 st , 23 rd -24 th June. 2022	53	113
Okere	20 th – 21 st , 22 nd -23 rd June. 2022	32	69
Suhum	20 th – 21 st , 22 nd -23 rd June. 2022	66	125

Meeting / Training Record

Upper Manya Krobo	20 th – 21 st , 22 nd -23 rd June. 2022	73	154
Upper West Akim	21 st – 22 nd , 23 rd -24 th June. 2022	36	79
West Akim	21 st – 22 nd , 23 rd -24 th June. 2022	49	104
Yilo Krobo	21 st – 22 nd , 23 rd -24 th June. 2022	41	89
total		1167	2,523

Volta

District	Date of training	No. of schools	No. of Trainees
Adaklu	22 nd – 23 rd Jun. 2022	21	50
Afadzato South	14 th - 17 th June. 2022	40	89
Agotime Ziope	13 th - 14 th June. 2022	20	45
Akatsi North	15 th - 16 th June. 2022	23	52
Akatsi South	14 th - 15 th , 16 th -17 th , 21 st -22 nd June. 2022	56	119
Anloga	22 nd – 23 rd Jun. 2022	42	90
Central Tongu	20 th – 21 st , 23 rd -24 th June. 2022	44	96
Ho Municipal	13 th - 14 th June. 2022	23	57
Ho West	20 th – 21 st , 22 nd -23 rd June. 2022	28	69
Hohoe	14 th - 15 th June. 2022	13	36
Keta Municipal	15 th - 16 th June. 2022	33	72
Ketu North	21 st – 22 nd , 23 rd -24 th June. 2022	55	118
Ketu South Municipal	22 nd – 23 rd Jun. 2022	29	66
Kpando	14 th - 15 th June. 2022	10	25
North Dayi	13 th - 14 th June. 2022	14	34
North Tongu	14 th - 15 th June. 2022	21	52
South Dayi	15 th - 16 th June. 2022	16	38
South Tongu	16 th - 17 th June. 2022	33	76
total		521	1,184

Meeting / Training Record

Oti

District	Date of training	No. of schools	No. of Trainees
Krachi Nchumuru	13 th - 14 th June. 2022	8	22
Krachi East	15 th - 16 th June. 2022	28	65
Jasikan	15 th - 16 th June. 2022	17	41
Kadjebi	15 th - 16 th June. 2022	19	46
Krachi West	13 th - 14 th June. 2022	10	27
Nkwanta North	15 th - 16 th June. 2022	19	46
Biakoye	9 th - 10 th June. 2022	26	61
Nkwanta South	14 th - 17 th June. 2022	56	120
total		183	428

Meeting / Training Record

Name of meeting	Refresher Training for SMC Federation and Information Sharing on COMPASS Project
Date	24 th June (Oti), 30 th June (Volta), 6 th July (Eastern), 2022
Place	Formation center (Oti), Sky Plus Hotel (Volta), Capital View Hotel (Eastern)
Trainers	National/ Master trainers of COMPASS Project (21)
Trainees	Chairperson and Secretary of SMC Federation (Oti 101, Volta 186, Eastern 294)
Theme	Simulation of the General Assemblies of SMC Federation and SMC

Name of meeting	Regional Education Forum in Eastern
Date	24th November, 2022
Place	Nasco Hotel
Participants	<ul style="list-style-type: none"> - Regional Education Office (Director, Planning and Training Officer, Public Relation Officer, Chief inspector of school) (5) - District Education Office, Planning and Training officers (98) - Master Trainer of COMPASS Project (9) - Regional Office (Regional Minister, Regional Chief Director) (2) - Chairperson of District Education Oversight Committee (19) - Chairperson of Municipal Education Oversight Committee (1) - SMC chairperson and secretary, Representatives of standalone schools (170) - Media (8) - GALOP schools (32) - Total 344
Presenter	National/ Master trainers of COMPASS Project
Purpose	To share the endline test result in the Region and discuss regional objectives and activities for 2023
Theme	<ul style="list-style-type: none"> - Sharing the endline assessment results and discussion on the results - Review of the achievement level of the commitments ledged by each stakeholder at the first Education Forum and discussion about commitments for the next year - Discussion about the activities for 2023

Meeting / Training Record

Name of meeting	Regional Education Forum in Volta
Date	30th November, 2022
Place	Sky Plus Hotel
Participants	<ul style="list-style-type: none"> - Regional Education Office (Director, Planning and Training Officer, Chief Inspector of School, Public Relation Officer, Accountant) (6) - District Education Office/Municipal Education Office Directors, Planning and Training officers (54) - Master Trainer of COMPASS Project (8) - Regional Office (Regional Minister, Regional Chief Director) (1) - Regional Traditional Leader (1) - Chairperson of Social Services (15) Chairperson of District Education Oversight Committee (14) - SMC chairperson and secretary, Representatives of standalone schools (100) - GALOP schools (36) - Total 235
Presenter	National/ Master trainers of COMPASS Project
Purpose	To share the endline test result in the Region and discuss regional objectives and activities for 2023
Theme	<ul style="list-style-type: none"> - Sharing the endline assessment results and discussion on the results - Review of the achievement level of the commitments ledged by each stakeholder at the first Education Forum and discussion about commitments for the next year - Discussion about the activities for 2023

Meeting / Training Record

Name of meeting	Regional Education Forum in Oti
- Date	- 7th December, 2022
- Place	- Formation center
- Participants	<ul style="list-style-type: none"> - Regional Education Office (Director, Chief Inspector of Schools, Planning and Training Officer, Public Relation Officer, Administration and Finance, Accountant, Human Resource) (10) - District Education Office (Planning Officer, Training Officer, District Director of Education) (24) - Master Trainer of COMPASS Project (5) - Regional Traditional Leader (6) - Chairperson of Social Services (8) - Chairperson of District Education Oversight Committee (7) - SMC chairperson and secretary, Representatives of standalone schools (66) - Media (6) - GALOP schools (8) - Total 140
- Presenter	- National/ Master trainers of COMPASS Project
- Purpose	- To share the endline test result in the Region and discuss regional objectives and activities for 2023
- Theme	<ul style="list-style-type: none"> - Sharing the endline assessment results and discussion on the results - Review of the achievement level of the commitments ledged by each stakeholder at the first Education Forum and discussion about commitments for the next year - Discussion about the activities for 2023

Name of meeting	Refresher Training for the activation of SMC Federation
- Date	- 24th November (Eastern), 30th November (Volta), 7th December (Eastern), 2022
- Place	- Nasco Hotel (Eastern), Sky Plus Hotel (Volta), Formation center (Oti)
- Trainers	- National/ Master trainers of COMPASS Project (19)
- Trainees	- Chairperson and Secretary of SMC Federation (Eastern 136, Volta 58 Oti 22)

Meeting / Training Record

- Theme	<ul style="list-style-type: none"> - Review of the role of SMC Federation - Review of annual activities of SMC Federations - Review of the process to develop SMC Federation action plan
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Name of meeting	Refresher Training of SMC Federation in Oti
Dates	29th and 30th March, 2023
Venue	Joliz Hotel, Jasikan
Participants	<ul style="list-style-type: none"> -District Education Office (Training officer, public relations officer, SISO, chief inspector of schools, budget, unit head) (17) -SMC Federations (chairperson, secretary, financial secretary) (33) -Standalone schools (chairperson, secretary) (18) -Traditional chiefs (13)
Presenters	<ul style="list-style-type: none"> -National trainers (2) -Master trainers (10)
Purpose	<ul style="list-style-type: none"> -To understand SMC mission and current challenges -To understand the annual flows of SMC and take its way in root -To understand the functions of SMC Federations and prepare for implementing efficient monitoring of SMC -(SMC Federation Members) To prepare for the implementation of SMC Refresher Training at each SMC Federation -(Traditional Chiefs) To understand the current situation of SMC and prepare for information sharing among traditional chiefs in the area -(DEOs) To prepare for information sharing to SISOs

Meeting / Training Record

Name of meeting	PLC Guidance in Oti
Date	30th March, 2023
Venue	Joliz Hotel, Jasikan
Participants	-District Education Office (Training officer, public relations officer, SISO, chief inspector of schools, budget, unit head) (17) - SMC Federations (chairperson, secretary) (22) -Standalone schools (chairperson, secretary) (18) -Curriculum lead (Primary, Junior High School) (40)
Presenters	-National trainers (2) -Master trainers (10)
Purpose	-To review remedial lesson activities -To introduce JHS remedial lesson activities -To provide 4 topics to be covered in PLC with community facilitators (the importance of mathematics abstract thinking, memorization of basic arithmetic operations, organized sequency of exercises, helpful techniques in lessons)

Meeting / Training Record

Name of meeting	Refresher Training of SMC Federation in Volta Cohort1
Dates	3rd and 4th April, 2023
Venue	Hotel Stevens, Ho Municipal
Participants	-District Education Office (Training officer, public relations officer, SISO, chief inspector of schools) (17) -SMC Federations (chairperson, secretary, financial secretary) (30) -Standalone schools (chairperson, secretary) (21) -Traditional chiefs (12)
Presenters	-National trainers (2) -Master trainers (6)
Purpose	-To understand SMC mission and current challenges -To understand the annual flows of SMC and take its way in root -To understand the functions of SMC Federations and prepare for implementing efficient monitoring of SMC -(SMC Federation Members) To prepare for the implementation of SMC Refresher Training at each SMC Federation -(Traditional Chiefs) To understand the current situation of SMC and prepare for information sharing among traditional chiefs in the area -(DEOs) To prepare for information sharing to SISOs

Name of meeting	PLC Guidance in Volta Cohort1
Date	4th April, 2023
Venue	Hotel Stevens, Ho Municipal
Participants	-District Education Office (Training officer, public relations officer, SISO, chief inspector of schools, budget, unit head) (17) - SMC Federations (chairperson, secretary) (20) -Standalone schools (chairperson, secretary) (21) -Curriculum lead (Primary, Junior High School) (37)
Presenters	-National trainers (2) -Master trainers (6)

Meeting / Training Record

Purpose	<ul style="list-style-type: none">-To review remedial lesson activities-To introduce JHS remedial lesson activities-To provide 4 topics to be covered in PLC with community facilitators (the importance of mathematics abstract thinking, memorization of basic arithmetic operations, organized sequency of exercises, helpful techniques in lessons)
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Meeting / Training Record

Name of meeting	Refresher Training of SMC Federation in Volta Cohort2
Dates	5th and 6th April, 2023
Venue	Shekina Glory Hotel, Sogakope
Participants	-District Education Office (Training officer, public relations officer, SISO, chief inspector of schools) (18) -SMC Federations (chairperson, secretary, financial secretary) (57) -Traditional chiefs (18)
Presenters	-National trainers (2) -Master trainers (6)
Purpose	-To understand SMC mission and current challenges -To understand the annual flows of SMC and take its way in root -To understand the functions of SMC Federations and prepare for implementing efficient monitoring of SMC -(SMC Federation Members) To prepare for the implementation of SMC Refresher Training at each SMC Federation -(Traditional Chiefs) To understand the current situation of SMC and prepare for information sharing among traditional chiefs in the area -(DEOs) To prepare for information sharing to SISOs

Name of meeting	PLC Guidance in Volta Cohort2
Date	6th April, 2023
Venue	Shekina Glory Hotel, Sogakope
Participants	-District Education Office (Training officer, public relations officer,

Meeting / Training Record

	<p>SISO, chief inspector of schools, budget, unit head) (18)</p> <p>- SMC Federations (chairperson, secretary) (38)</p> <p>-Curriculum lead (Primary, Junior High School) (38)</p>
Presenters	<p>-National trainers (2)</p> <p>-Master trainers (6)</p>
Purpose	<p>-To review remedial lesson activities</p> <p>-To introduce JHS remedial lesson activities</p> <p>-To provide 4 topics to be covered in PLC with community facilitators (the importance of mathematics abstract thinking, memorization of basic arithmetic operations, organized sequency of exercises, helpful techniques in lessons)</p>

Name of meeting	Refresher Training of SMC Federation in Eastern Cohort1
Dates	13th and 14th April, 2023
Venue	Nasco Hotel, Koforidua
Participants	<p>-District Education Office (Training officer, public relations officer, SISO, chief inspector of schools) (25)</p> <p>-SMC Federations (chairperson, secretary, financial secretary) (88)</p> <p>-Standalone schools (chairperson, secretary) (14)</p> <p>-Traditional chiefs (31)</p>
Presenters	<p>-National trainers (2)</p> <p>-Master trainers (8)</p>

Meeting / Training Record

Purpose	<ul style="list-style-type: none"> -To understand SMC mission and current challenges -To understand the annual flows of SMC and take its way in root -To understand the functions of SMC Federations and prepare for implementing efficient monitoring of SMC -(SMC Federation Members) To prepare for the implementation of SMC Refresher Training at each SMC Federation -(Traditional Chiefs) To understand the current situation of SMC and prepare for information sharing among traditional chiefs in the area -(DEOs) To prepare for information sharing to SISOs
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Name of meeting	PLC Guidance in Eastern Cohort1
Date	14th April, 2023
Venue	Nasco Hotel, Koforidua
Participants	<ul style="list-style-type: none"> -District Education Office (Training officer, public relations officer, SISO, chief inspector of schools, budget, unit head) (25) - SMC Federations (chairperson, secretary) (58) -Standalone schools (chairperson, secretary) (14) -Curriculum lead (Primary, Junior High School) (74)
Presenters	<ul style="list-style-type: none"> -National trainers (2) -Master trainers (8)
Purpose	<ul style="list-style-type: none"> -To review remedial lesson activities -To introduce JHS remedial lesson activities -To provide 4 topics to be covered in PLC with community facilitators (the importance of mathematics abstract thinking, memorization of basic arithmetic operations, organized sequency of exercises, helpful techniques in lessons)

Meeting / Training Record

Name of meeting	Refresher Training of SMC Federation in Eastern Cohort2
Dates	17th and 18th April, 2023
Venue	Wags Hotel, Kwahu West
Participants	<ul style="list-style-type: none"> -District Education Office (Training officer, public relations officer, SISO, chief inspector of schools) (19) -SMC Federations (chairperson, secretary, financial secretary) (57) -Standalone schools (chairperson, secretary) (19) -Traditional chiefs (21)
Presenters	<ul style="list-style-type: none"> -National trainers (1) -Master trainers (5)
Purpose	<ul style="list-style-type: none"> -To understand SMC mission and current challenges -To understand the annual flows of SMC and take its way in root -To understand the functions of SMC Federations and prepare for implementing efficient monitoring of SMC -(SMC Federation Members) To prepare for the implementation of SMC Refresher Training at each SMC Federation -(Traditional Chiefs) To understand the current situation of SMC and prepare for information sharing among traditional chiefs in the area -(DEOs) To prepare for information sharing to SISOs

Meeting / Training Record

Name of meeting	PLC Guidance in Eastern Cohort2
Date	18th April, 2023
Venue	Wags Hotel, Kwahu West
Participants	-District Education Office (Training officer, public relations officer, SISO, chief inspector of schools, budget, unit head) (19) - SMC Federations (chairperson, secretary) (38) -Standalone schools (chairperson, secretary) (19) -Curriculum lead (Primary, Junior High School) (56)
Presenters	-National trainers (1) -Master trainers (5)
Purpose	-To review remedial lesson activities -To introduce JHS remedial lesson activities -To provide 4 topics to be covered in PLC with community facilitators (the importance of mathematics abstract thinking, memorization of basic arithmetic operations, organized sequency of exercises, helpful techniques in lessons)

Name of meeting	Refresher Training of SMC Federation in Eastern Cohort3
Dates	18th and 19th April, 2023
Venue	Bright Sky Hotel. Birim Central
Participants	-District Education Office (Training officer, public relations officer, SISO, chief inspector of schools) (20) -SMC Federations (chairperson, secretary, financial secretary) (63) -Traditional chiefs (21)
Presenters	-National trainers (1)

Meeting / Training Record

	-Master trainers (4)
Purpose	<ul style="list-style-type: none"> -To understand SMC mission and current challenges -To understand the annual flows of SMC and take its way in root -To understand the functions of SMC Federations and prepare for implementing efficient monitoring of SMC -(SMC Federation Members) To prepare for the implementation of SMC Refresher Training at each SMC Federation -(Traditional Chiefs) To understand the current situation of SMC and prepare for information sharing among traditional chiefs in the area -(DEOs) To prepare for information sharing to SISOs

Name of meeting	PLC Guidance in Eastern Cohort3
Date	19th April, 2023
Venue	Bright Sky Hotel. Birim Central
Participants	<ul style="list-style-type: none"> -District Education Office (Training officer, public relations officer, SISO, chief inspector of schools, budget, unit head) (20) - SMC Federations (chairperson, secretary) (42) -Curriculum lead (Primary, Junior High School) (42)
Presenters	<ul style="list-style-type: none"> -National trainers (1) -Master trainers (4)
Purpose	<ul style="list-style-type: none"> -To review remedial lesson activities -To introduce JHS remedial lesson activities -To provide 4 topics to be covered in PLC with community facilitators (the importance of mathematics abstract thinking, memorization of basic arithmetic operations, organized sequency of exercises, helpful techniques in lessons)

Meeting / Training Record

Name of meeting	The Third Regional Education Forum in Eastern
Dates	16th and 17th August, 2023
Venue	Nasco Hotel, Koforidua
Participants	<ul style="list-style-type: none"> -Regional Coordinating Council (Regional minister(rep), Regional Chief Director) (2) -GES HQs (Deputy Director General) (1) -Regional Education Office (Regional Director, accountant) (3) -District Education Office (Director, training officer, planning) (99) -District Education Oversight Committee (chairperson) (23) -SMC Federations (chairperson, secretary) (157) -Standalone schools (chairperson, secretary) (10) -Traditional chiefs (4) -Media (4)
Presenters	<ul style="list-style-type: none"> -National trainers (2) -Master trainers, Regional Education Officers (Regional training officer, chief inspector of schools, PRO) (11)
Purpose	<ul style="list-style-type: none"> -To review SMC and Federation activities in 2023 academic year -To review the achievement level of the commitments from the last education forum -To set up new commitments for 2023/2024 academic year -To discuss activities to be included in Qup-SPIP next academic year -To inform the result of JHS baseline and endline assessment -To share good practice done by SMCs and Federations

Meeting / Training Record

Name of meeting	The Third Regional Education Forum in Volta
Date	24th August, 2023
Venue	Hotel Stevens, Ho
Participants	<ul style="list-style-type: none"> -Regional Coordinating Council (Regional Chief Director) (1) -Regional Education Office (Regional Director, accountant) (3) -Former Regional Directors (2) -University professor (1) -Social Services (chairperson) (18) -Unit school representatives (Islamic and Christian school) (8) -PTA representative (1) -University attached schools (Board representative) (2) -District Education Office (Director, training officer, panning) (54) -District Education Oversight Committee (chairperson) (18) -SMC Federations (chairperson, secretary) (98) -Traditional chiefs (2) -Media (4)
Presenters	<ul style="list-style-type: none"> -National trainers (2) -Master trainers, Regional Education Officers (Regional training officer, chief inspector of schools, PRO, Girls education) (10)
Purpose	<ul style="list-style-type: none"> -To review SMC and Federation activities in 2023 academic year -To review the achievement level of the commitments from the last education forum -To set up new commitments for 2023/2024 academic year -To discuss activities to be included in Qup-SPIP next academic

Meeting / Training Record

	<p>year</p> <ul style="list-style-type: none">-To inform the result of JHS baseline and endline assessment-To share good practice done by SMCs and Federations
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Meeting / Training Record

Name of meeting	The Third Regional Education Forum in Oti
Date	30th August, 2023
Venue	Joliz Hotel, Jasikan
Participants	<ul style="list-style-type: none"> -Regional Coordinating Council (Regional minister(rep)) (1) -Regional Education Office (Regional Director, accountant) (3) -Social Services (chairperson) (9) -District Education Office (Director, training officer, planning) (26) -District Education Oversight Committee (chairperson) (9) -SMC Federations (chairperson, secretary) (60) -Traditional chiefs (2) -Media (4)
Presenters	<ul style="list-style-type: none"> -National trainers (2) -Master trainers, Regional Education Officers (Regional training officer, chief inspector of schools, PRO, human resource) (8)
Purpose	<ul style="list-style-type: none"> -To review SMC and Federation activities in 2023 academic year -To review the achievement level of the commitments from the last education forum -To set up new commitments for 2023/2024 academic year -To discuss activities to be included in Qup-SPIP next academic year -To inform the result of JHS baseline and endline assessment -To share good practice done by SMCs and Federations

Meeting / Training Record

Name of meeting	The Model Validation Workshop
Date	31 st , January, 2024
Venue	Hotel Stevens, Ho
Participants	<ul style="list-style-type: none"> -Regional Directors (2) -Regional Staff (6) -District Directors (9) -District Training Officers (9) -SMC Federation executives (6) -SISOs (3) -COMEU (2)
Presenters	-National / Master trainers (21)
Purpose	<ul style="list-style-type: none"> -To review the current model and discuss its issues -To agree on a final model -To agree on adjustments to be made for national roll-out

添付 8 : エンドライン調査報告書

The Republic of Ghana

**Project for Improving Learning Outcomes
through Community Participation for
Sustainable School for All
(COMPASS Project)**

Endline Survey Report

December 2022

Japan International Cooperation Agency (JICA)

COMPASS Project Team

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Abbreviations and Acronyms

AR	Achievement Rate
BECE	Basic Education Certificate Examination
COMPASS	Improving Learning Outcomes through Community Participation for Sustainable School for All
COVID-19	Coronavirus Disease 2019
DA	District or Municipal Assembly
DEO	District Education Officer
DP	Development Partner
GA	General Assembly
GALOP	Ghana Accountability for Learning Outcomes Project
GES	Ghana Education Service
HQ	Headquarter
INSET	In-Service Training
JICA	Japan International Cooperation Agency
PDM	Project Design Matrix
PHC	Poverty Head Count
PTA	Parent–Teacher Association
Quo-SPIP	Quality-Oriented School Performance Improvement Plan
REO	Regional Education Officer
SISO	School Improvement Support Officer
SMC	School Management Committee
SPIP	School Performance Improvement Plan
SSCE	Senior School Certificate Examination
WASSCE	West African Senior School Certificate Examination

1. INTRODUCTION

1.1 Background of the Baseline Survey

Ghana has significantly improved the net enrollment rate in primary education. However, pupil achievement in math and literacy remains low, and gender and geographic disparities persist, as several evaluation studies have shown. The Education Strategic Plan (ESP) 2018-2030 states that education management from the national to the school level needs to be improved and that community participation in school management will play an important role in improving school environments and learning outcomes. Japan International Cooperation Agency (JICA) dispatched “Education Sector Decentralization Support Advisors” to the Ghana Education Service (GES) from 2010 to 2019 to contribute to the decentralization of education management; since 2015, the “School for All” approach has been piloted in two districts in two regions, and functional School Management Committee (SMC) restructuring to strengthen school management and improved math achievement through SMC-supported remedial activities. Based on these results, the Government of Ghana recognized the effectiveness of the “School for All” approach and requested further support from the Government of Japan to roll it out as a model to a wider range of regions and schools. In response, JICA agreed to launch the Project for Improving Learning Outcomes through Community Participation for Sustainable School for All (COMPASS Project) from 2020 to 2024.

The COMPASS project targeted three regions: Volta, Oti, and Eastern. The COMPASS project introduced three of the School for All approaches: 1) the basic model (reconstitution of democratic SMC, development of Quality-Oriented School Performance Improvement Plan (Quo-SPIP) and resource management), 2) the Learning Outcome Improvement Model, and the 3) SMC federation. This is referred to in this report as the “**MODEL**” in Ghana.

The COMPASS project planned to conduct a baseline survey and an endline survey to identify the effectiveness and challenges of the above MODEL. The baseline survey was conducted around May 2021, before the project’s full-scale intervention began. The endline survey was designed to be conducted 18 months later, in September-October 2022. By conducting the endline survey in 2022, in the middle of the project period, the COMPASS project aims to verify the effectiveness of the MODEL mentioned above and to achieve early approval by the MOE and GES, and early dissemination of the MODEL. The COMPASS project also aims to identify issues with the MODEL at an early stage, which will lead to improvements in the MODEL and its manuals. By taking these early actions, the COMPASS project aims to improve the functioning of SMCs in Ghana and realize high-quality primary education.

The COMPASS project is designed to collaborate with the World Bank-led project “Ghana Accountability for Learning Outcomes Project (GALOP)” especially in their Component 2 “Strengthen school support, management, and resourcing”. Specifically, GALOP target schools are provided with a manual on the basic model of the COMPASS project and one online training. Therefore, this survey will also focus on the effectiveness of the GALOP project.

1.2 Objectives of the Survey

The COMPASS project was designed to conduct two surveys: a baseline survey in May 2021, before the MODEL was implemented at the school level, and an endline survey after each school had implemented the MODEL for about one school year.

The two objectives of the baseline survey were 1) to determine the current status of the SMC and 2) to collect benchmark data and propose indicators and target values for monitoring the progress of the project. Based on the results of the baseline survey, the Project Design Matrix (PDM)

indicators and their target values were determined.

The endline survey was conducted to assess the achievement of the PDM indicators with comparisons to the baseline to 1) confirm the progress of model implementation, 2) measure the effectiveness of the model, and 3) extract lessons learned for improvement.

2. METHODOLOGY

2.1 Target Groups

The improvement of school management through the promotion of SMC involves stakeholders at various levels, including school, district, and regional levels. Pupils are also important stakeholders because good school management through SMC is expected to improve pupil learning outcomes. Therefore, the scope of the survey was broadened from the regional level to the school level. The target groups for the study were: 1) primary school headteachers, teachers, SMCs, and pupils (P3 and P5); and 2) education officers from the Regional Education Offices (REOs) and the District Education Offices (DEOs) of Ghana Education Service (GES).

(1) Selection of Region

The COMPASS project targeted three regions: Volta, Oti, and Eastern. Therefore, the original survey plan was to include these three regions as the intervention group and one other region as the control group, for a total of four regions. However, due to the pandemic of Coronavirus disease 2019 (COVID-19), the JICA Ghana office restricted travel to Oti for Japanese members of the project. Therefore, the COMPASS project removed Oti from the survey area and selected Volta and Eastern region as the intervention group for the survey and the Central region as the control group.

As of September 2022, this travel restriction was removed, but to maintain consistency with the baseline study, the COMPASS project maintained the Volta and Eastern regions as the intervention group and the Central region as the control group in the endline survey.

(2) Selection of District

The original plan for the baseline survey was not to select districts but to determine the number of schools to be surveyed based on the number of schools in each region. However, due to the spread of COVID-19, the JICA Ghana office restricted the travel of Japanese experts, making it impossible to conduct the survey in areas that would require time from Accra. Therefore, it was necessary to select districts with good transportation access from Accra.

The baseline survey districts were selected from each of the three regions with low, medium, and high Poverty Head Count (PHC) values from the Ghana Poverty Mapping report (2015). Within the intervention group (Volta, Eastern), three districts were selected from each region based on the above criteria with good transportation access from Accra, followed by the same criteria from the control group (Central). The selected districts are listed in Table 2-1 below.

Table 2-1 Target Districts

Region	PHC Poor Group		PHC Medium Group		PHC Good Group	
	District	PHC ¹	District	PHC	District	PHC
Central	Agona East	25.4	Awutu Senya West	33.6	Ekumfi	48.4
Eastern	Upper West Akyem	25.6	Ayensuano	30.9	Kwahu South	48
Volta	South Tongu	25.4	Central Tongu	33.4	North Tongu	51.7

Source: COMPASS Project

As of September 2022, this travel restriction was removed, but to maintain consistency with the baseline study, the COMPASS project maintained the above target districts in the endline survey.

(3) Selection of Schools

At the time the baseline survey was conducted, the number of schools surveyed was set at 202 due to the time frame of the survey and human resource constraints. The number of schools surveyed in each district was allocated according to the number of schools in each district. The selection of schools in each district was based on 1) GALOP and Non-GALOP schools, and 2) location category (urban/rural). The number of schools included in the study was determined based on the ratio of the number of schools in each classification. Table 2-2 shows the number of schools surveyed in each district and each category. Based on the number decided, schools were randomly sampled.

The same schools were retained in the endline survey. However, five of the 202 schools were changed from Non-GALOP schools to GALOP schools in mid-2021. These five schools were analyzed as GALOP schools because the telephone survey revealed that they were not supported by the COMPASS project. The five schools were also analyzed as GALOP schools when comparing the results of the baseline and endline surveys. The final number of schools is shown in Table 2-2.

Table 2-2 Number of Sampled Schools by Four Categories

Region	District	All	Classification by GALOP		Classification by Location	
			GALOP	Non-GALOP	Urban	Rural
Central	Agona East	35	22	13	13	22
	Awutu Senya West	35	11	24	14	21
	Ekumfi	30	16	14	0	30
Eastern	Ayensuano	15	5	10	4	11
	Kwahu South	14	4	10	6	8
	Upper West Akim	15	7	8	3	12
Volta	Central Tongu	19	7	12	6	13
	North Tongu	18	13	5	4	14
	South Tongu	21	14	7	3	18
Total		202	99	103	53	149

Source: COMPASS Project

Appendix A shows the list of schools selected for the survey.

¹ PHC Source: Poverty head count are extracted from Ghana Poverty Mapping report (2015).

(4) Grade and Subject

In order to target pupils in P4 (who will be able to perform the four arithmetic operations of positive integers) and P6 (who will complete their primary education) in the 2022 endline survey, the baseline survey conducted a year and a half earlier targeted pupils in P3 and P5. Twenty pupils were randomly selected per grade in each school. In the endline survey, pupils tested in the baseline survey were followed up. Most grades were therefore P4 and P6. Some pupils were retained. (Fourteen P3 pupils and eight P5 pupils were retained.)

Math was selected as the exam question in the baseline survey because the COMPASS project planned to offer after-school remedial math classes. The same questions were used in the endline survey.

Although the survey targets at the time of the endline survey were P4 and P6, the exam questions were designed for P3 and P5, respectively, so pupils are referred to as P3 and P5 in this report.

(5) Respondent

School level

- Headteacher: One headteacher from each school was targeted.
- Teachers: All teachers who teach from P1 to P6 were targeted, but only those who have worked at the school since 2018 or before because the questionnaire included questions asking about their teaching activities in 2018/19.
- SMC Members: The chairperson and one member from SMCs were targeted.

Regional and District Level

- GES Regional Education Officers (REOs): The REOs in Volta, Eastern, and Central regions who served as either national or master trainers in the GALOP training on SMC in September 2020 were the target.
- GES District Education Officers (DEOs): The Heads of Supervision, the Communication Participation Coordinator, and the Training Officer were the target as officers who are related to the COMPASS Project scope, such as school monitoring, community participation, and training.
- School Improvement Support Officers (SISOs): All the SISOs in the target districts were targeted regardless of whether there are sampled schools in their circuit or not.

2.2 Survey Design and Data Collection

2.2.1 Survey Methodology

Table 2-3 shows the different survey tools used for the different target groups: questionnaires were used for REOs, DEOs, SISOs, headteachers, teachers, and SMC members. For pupils, a math test was administered.

These tools were developed based on baseline survey tools used in JICA projects in other countries, incorporating the specific context of Ghana. The tools developed are attached as Appendix B.

Table 2-3 Survey Tools

Level	Survey target	Survey tools	Main survey items
School	Headteachers, teachers, SMC members	Questionnaire	<ul style="list-style-type: none"> • Status of the establishment of SMCs • Number and content of general assemblies • Status of the SPIP and capitation grants
	P3 and P5 pupils (P4 and P6 pupils at the time of the endline survey)	Math Test	<ul style="list-style-type: none"> • Basic questions (fifteen questions) • Curriculum-based questions (five to ten questions) • Five arithmetic word problems • Total of 25-30 questions per grade. Fifteen of the questions are common for P3 and P5.
Region/ District	REOs, DEOs, and SISOs	Questionnaire	<ul style="list-style-type: none"> • Availability of motorcycles/vehicles and ICT • Meetings between REO/DEO to support the SPIP

Source: COMPASS Project

Math test

Regarding the math tests, each grade has 25-30 short-answer questions. Its composition is:

- 16 basic questions that cover up to the previous grade
- 5-10 curriculum-based questions covered at P3 or P5
- 5 arithmetic word problems that can be answered through mathematics study

The basic or curriculum-based questions are simple computational problems focusing on the four arithmetic operations of positive integers, while the arithmetic word problems are mainly word problems. The arithmetic word problems are related to the development of problem-solving skills and the ability to consider events logically and objectively, as defined in the Ghanaian mathematics curriculum. In addition, 15 other questions were employed in both grades: 12 basic questions and 3 arithmetic word problems.

2.2.2 Survey Design

The survey was designed based on the theory of change model shown in Figure 2-1. The theory of change consists of the following five steps

- Step 1: Resources/inputs
- Step 2: Activities
- Step 3: Outputs
- Step 4: Outcomes
- Step 5: Impact

The “impact” to be achieved (Step 5) is that the SMC model, in which schools collaborate with communities to improve learning outcomes in primary education, becomes available in more areas (scale-up). “Resources/Inputs” (Step 1) refers to existing available resources or interventions by the COMPASS project. The “Activities”(Step 2) refer to the two main activities that will leverage the resources/inputs: conducting training on SMC and establishing a monitoring mechanism. These activities lead to “Outputs” (Step 3), such as the democratic election of SMC members and improvement activities in schools. Outputs in Step 3 lead to “Outcomes” (Step 4),

such as active stakeholder participation and improved learner performance. These Outcomes ultimately contribute to Impact.

The questionnaire questions were developed in relation to these steps in the theory of change model.

The main intervention of the COMPASS project, a remedial math class, is aimed at strengthening pupils' basic math skills, but they are likely to have a positive impact on skills for curriculum-based and arithmetic word problems. The project employs "targeted instruction" to be implemented in the classroom as a proficiency-based instructional method. It is assumed that this will also contribute to improving pupils' skills on curriculum-based questions. Therefore, the endline survey will measure the effectiveness of this intervention.

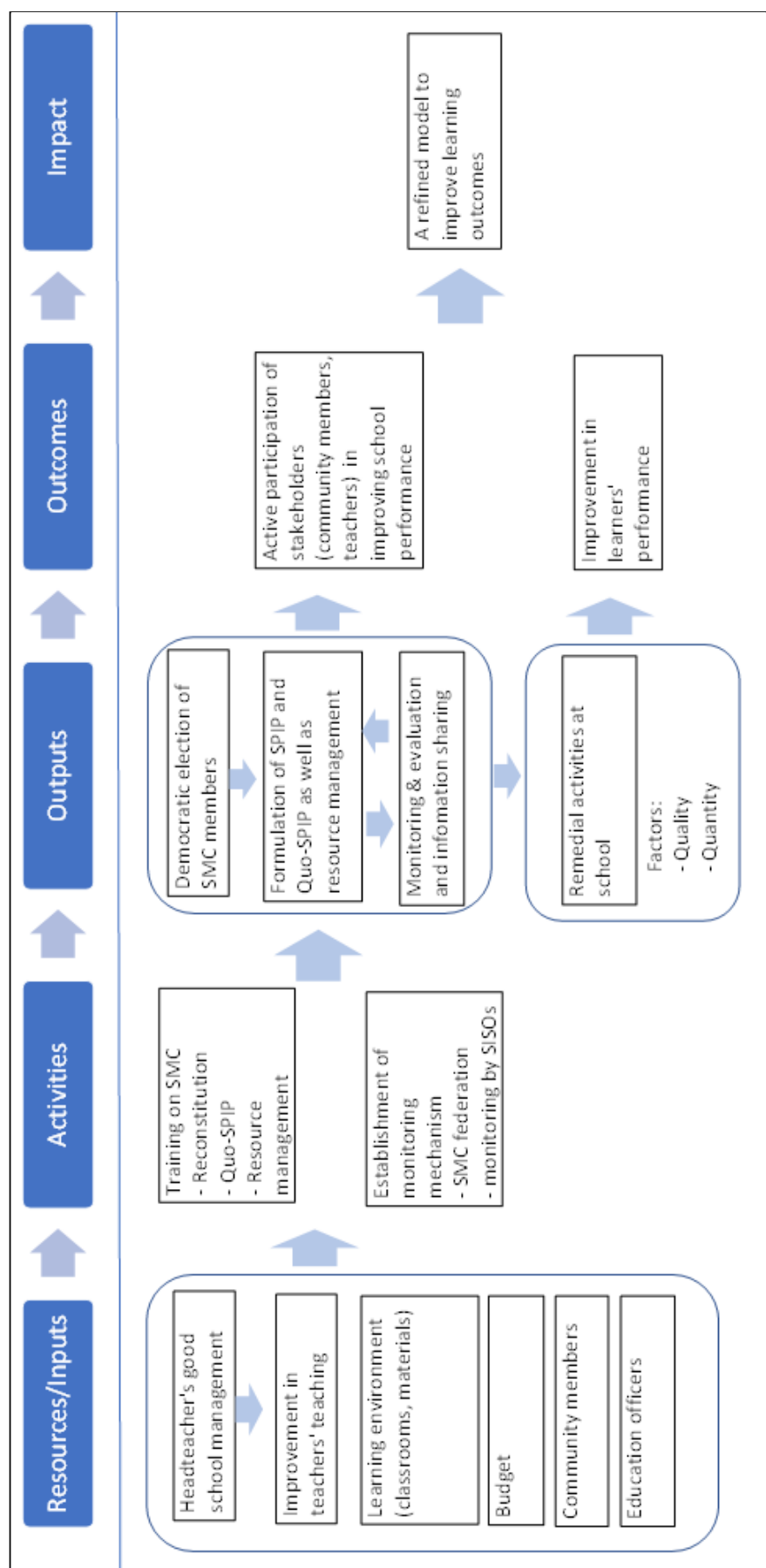


Figure 2-1 Theory of Change Model for COMPASS Project

2.2.3 Data Collection

The COMPASS project survey team provided orientation to the nine district education offices on how to conduct the survey, requested that the survey be conducted in schools within their districts, and requested that the DEO and SISO respond to the questionnaire.

For the REOs of the targeted regions, the team requested responses to an online questionnaire using Google Forms.

The endline survey schedule is shown in Table 2-4.

Table 2-4 Schedule of the endline Survey

Schedule	Work items
July- August 2022	<ul style="list-style-type: none"> - Overall design of the survey - Development of survey tools - Confirmation of the school list
September 2022	<ul style="list-style-type: none"> - Orientation for DEOs - Survey implementation at Regional, District, and school levels
October 2022	<ul style="list-style-type: none"> - Collection of survey tools, data entry, and analysis
November 2022	<ul style="list-style-type: none"> - Report writing

Source: COMPASS Project

2.3 Framework of Analysis

Survey results will be analyzed to test the effectiveness of the COMPASS project's intervention. The GALOP project covers the Eastern, Volta, and Central regions, but each region has both GALOP and non-GALOP schools. The COMPASS project covers the Eastern and Volta non-GALOP schools. As a result, the surveyed schools were classified into four categories as shown in Table 2-5.

Table 2-5 Categories within Analysis Framework

Region	Category	No of Schools	GALOP	COMPASS
Eastern and Volta region	Category 1 (C-1)	54 schools	Target	Nontarget
	Category 2 (C-2)	48 schools	Nontarget	Target
Central region	Category 3 (C-3)	50 schools	Target	Nontarget
	Category 4 (C-4)	50 schools	Nontarget	Nontarget

Source: COMPASS Project

Intervention of COMPASS and GALOP

Schools in categories 1-3 have received various interventions by COMPASS and GALOP, as shown in Table 2-6. The four activities in No. 1-4 are the basic model of the COMPASS project. No. 6 and 7 are the Learning Outcome Improvement Model activities of the COMPASS project. No. 5 corresponds to the SMC Federation of the COMPASS project. No. 8-10 are activities specific to GALOP. The interventions in C-1 and C-3 are the same. However, there is a possibility that the master trainers will learn through the various interventions that C-2 will receive from the COMPASS project and give back to C-1. Also, with the No. 5 activities (Introduction of SMC Federation and forum), C-1 schools could be invited to participate in the activities.

Table 2-6 Intervention by School Category

Interventions	Eastern and Volta		Central	
	C-1	C-2	C-3	C-4
	GALOP	COMPASS	GALOP	
1. Capacity building on SMC reconstitution (Democratic election)	✓	✓	✓	
2. Introduction of Quo-SPIP	✓	✓	✓	
3. Capacity building on resource management	✓	✓	✓	
4. Capacity building on Capitation grant management	✓	✓	✓	
5. Introduction of SMC Federation and forum		✓		
6. Introduction of remedial activity		✓		
7. Provision of the workbook		✓		
8. Disbursement of Learning Grant	✓		✓	
9. Teacher training on math through INSET	✓		✓	
10. Introduction of Targeted Instruction in regular classes	✓		✓	

Source: COMPASS Project

Table 2-7 provides an example of a comparison between the categories. By comparing the two categories, we can explore the intervention effects of COMPASS and GALOP, respectively, and their contribution to the COMPASS+GALOP synergy.

Table 2-7 Examples of Comparison between Categories

Compared categories	Aim of analysis
1 vs 2	To confirm the effectiveness of the Learning Outcome Improvement Model and the SMC federation by comparing COMPASS and GALOP in the same region.
3 vs 4	To study the potential for dissemination of the basic model by comparing schools in the same region that have introduced the basic model and that have not.

Source: COMPASS Project

2.4 Limitation

No Survey in Oti Region

Of the three COMPASS target regions, the Oti region was excluded due to JICA protocols restricting the travel of Japanese members during the COVID-19 pandemic. However, considering that the Oti region was part of the Volta Region until 2018, it is assumed to have similar characteristics as the other two regions.

Delay in the allocation of capitation grants

The allocation of capitation grants has been delayed significantly; capitation grants for the 2021/22 school year have been distributed in the 2022/23 school year. To cope with this situation, some schools have made advances or borrowed money to pay for their activities. However, it is believed that a significant number of schools are unable to do so. Since securing funds is essential to the implementation of activities, we are concerned that this will have a significant impact.

Possibility of Copying Test Answers

In the baseline survey, two classes with extremely small standard deviations were analyzed for incorrect answers, and since all incorrect answers were the same, these two classes were excluded from the analysis. In the endline survey, pupils whose scores on the endline survey were 30 or more points lower than their scores on the baseline survey were excluded from the analysis because they were more likely to have cheated at the time of the baseline survey. The excluded pupils were 145 (6%) of the 2599 pupils who took the exam for P3 and 75 (3%) of the 2572 pupils who took the exam for P5

3. PROFILE OF TARGET GROUP

The endline survey was conducted from September 26 to October 13, 2022, in 202 target schools in 9 target districts. Data were obtained from the respondents shown in Table 3-1 for the endline survey; three schools did not have SMCs; the number of target schools for P3 is 201 because one school that was excluded from the analysis in the baseline survey was not included again this time. The number of schools included in P5 is 200; one school was not included in this analysis because it did not have any P5 pupils at the time of the baseline survey. The other school was excluded from the endline survey because, like P3, it was excluded from the analysis at the time of the baseline survey.

Table 3-1 Number of Respondents

Level	Target group	No of Responding Organization	No of Respondents
School	Headteacher	202 schools	202
	Teachers	202 schools	1,111
	SMC	199 schools	369
	Pupils (P3)	201 schools	2,454
	Pupils (P5)	200 schools	2,497
District	Officer	9 District Education Offices	36
	SISO	9 District Education Offices	53
Region	Officer	3 Regional Education Offices	5

Source: COMPASS Project

3.1 Profile of School

(1) Management Unit

Of the 202 schools, 49.5% are managed solely by DA (District and Municipal Assembly), 9.4% are jointly managed by DA and Faith (Christian), and 41.1% are managed solely by Faith. The trend of about half DA and half Faith is common to all categories.

Table 3-2 Management Unit of School

Management Unit	C-1 n=50	C-2 n=52	C-3 n=49	C-4 n=51	Total n=202
DA only	50.0%	51.9%	49.0%	47.1%	49.5%
DA and Faith	12.0%	13.5%	6.1%	5.9%	9.4%
Faith only	38.0%	34.6%	44.9%	47.1%	41.1%

Source: COMPASS Project

(2) Enrolment

Enrollment information was available for 201 schools, with the Number of Pupils at the Beginning of the 2021 Academic Year shown in Table 3-3 and their basic statistics in Table 3-4. Table 3-3 shows that, overall, the largest percentage of schools (46.8%) falling in the range of 101-200 pupils. This trend was the same for all categories, although the same percentage was met in Category 1 with between 201 and 300 pupils; only 8.5% of schools had a total of 301 or more pupils. Table 3-4, on the other hand, shows that the average school size is 200 and 203 for C-1 and C-3, the two categories covered by GALOP, compared to C-2 and C-4. This trend is also true for Median, where GALOP schools are relatively large.

Table 3-3 Number of Pupils at the Beginning of the 2021 Academic Year²

Number of Pupils	C-1	C-2	C-3	C-4	Total
	n=54	n=47	n=50	n=50	n=201
0-100	20.4%	31.9%	6.0%	22.0%	19.9%
101-200	33.3%	46.8%	52.0%	56.0%	46.8%
201-300	33.3%	19.1%	28.0%	18.0%	24.9%
301-400	7.4%	2.1%	14.0%	2.0%	6.5%
Over 401	5.6%	0.0%	0.0%	2.0%	2.0%

Source: COMPASS Project

Table 3-4 Basic Statistics on School Size

Items	C-1	C-2	C-3	C-4	Total
	n=54	n=47	n=50	n=50	n=201
Average	200	147	203	160	178
Median	185.5	132	192	133.5	163

Source: COMPASS Project

(3) Pupil Classroom Ratio

Of the 201 schools for which Pupil Classroom Ratio information was available, 69.2% fell into the 11-30 range, with the largest percentage of schools in the 11-20 range (42.8%). In all categories, the 11-20 range accounted for the largest percentage.

Table 3-5 Pupil Classroom Ratio at the Beginning of 2021

Pupil Classroom Ratio	C-1	C-2	C-3	C-4	Total
	n=54	n=47	n=50	n=50	n=201
1-10	7.4%	12.8%	8.0%	24.0%	12.9%
11-20	37.0%	44.7%	48.0%	42.0%	42.8%
21-30	29.6%	23.4%	26.0%	26.0%	26.4%
31-40	18.5%	12.8%	14.0%	8.0%	13.4%
Over 41	7.4%	6.4%	4.0%	0.0%	4.5%

Source: COMPASS Project

(4) Pupil-Teacher Ratio

Of the 175 schools for which Pupil Teacher Ratio information was available, 44.6% had the highest percentage of schools in the range of 21 to 30.

Table 3-6 Pupil-Teacher Ratio at the Beginning of 2021

Pupil-Teacher Ratio	C-1	C-2	C-3	C-4	Total
	n=52	n=43	n=39	n=41	n=175
1-10	5.8%	16.3%	12.8%	31.7%	16.0%
11-20	51.9%	32.6%	56.4%	36.6%	44.6%
21-30	23.1%	20.9%	7.7%	12.2%	16.6%
31-40	9.6%	18.6%	10.3%	9.8%	12.0%
Over 41	9.6%	11.6%	12.8%	9.8%	10.9%

Source: COMPASS Project

² The 2021 academic year begins in January and ends in December.

(5) Admission Rate to Junior High School

In the 170 schools where the information on admission rate to Junior High School was available, more than 95% of graduates were admitted to Junior High School at 81.2% of schools. In all categories, the ratio of schools where more than 95% of graduates were admitted to Junior High School is more than 77%.

Table 3-7 Admission Rate to Junior High School in 2021

Admission Rate to Junior High School	C-1	C-2	C-3	C-4	Total
	n=47	n=44	n=40	n=39	n=170
Less than 70%	2.1%	9.1%	2.5%	5.1%	4.7%
71-80%	0.0%	4.5%	2.5%	2.6%	2.4%
81-90%	6.4%	6.8%	7.5%	2.6%	5.9%
91-95%	4.3%	2.3%	10.0%	7.7%	5.9%
Above 95%	87.2%	77.3%	77.5%	82.1%	81.2%

Source: COMPASS Project

3.2 Profile of Headteacher

(1) Gender

Out of the 202 schools, 75.7% of headteachers are male and only 24.3% are female. By category, the percentage of male headteachers in Categories 2 and 3 is 81.3% and 78.0%, respectively, which is higher than others.

Table 3-8 Gender of Headteachers

Gender	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=50	n=50	n=202
Male	70.4%	81.3%	78.0%	74.0%	75.7%
Female	29.6%	18.8%	22.0%	26.0%	24.3%

Source: COMPASS Project

(2) Age

In the 201 schools where the age of the headteacher was available, 39.8% of the headteacher were in their 40s, the highest percentage. By category, most headteachers were in their 40s in all categories except category 3, where most were in their 30s; there were no headteachers in their 60s.

Table 3-9 Age of Headteachers

Age	C-1	C-2	C-3	C-4	Total
	n=53	n=48	n=50	n=50	n=201
Under 29	0.0%	0.0%	2.0%	0.0%	0.5%
30-39	26.4%	31.3%	36.0%	26.0%	29.9%
40-49	35.8%	45.8%	28.0%	50.0%	39.8%
50-59	37.7%	22.9%	34.0%	24.0%	29.9%

Source: COMPASS Project

(3) Academic Qualification

Of the 201 schools for which information on the educational background of the headteacher was available, the largest percentage (70.1%) had a bachelor's degree. The trend of the largest

percentage of bachelor's degree holders was the same in all categories, but the difference was about 19 percentage points, with 80.0% in Category 4 compared to only 61.2% in Category 3.

Table 3-10 Academic Qualification of Headteachers

Academic Qualification	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=49	n=50	n=201
Diploma in Education	11.1%	10.4%	4.1%	4.0%	7.5%
Postgraduate Diploma in Edu.	7.4%	6.3%	8.2%	4.0%	6.5%
Bachelor	68.5%	70.8%	61.2%	80.0%	70.1%
Master or higher	9.3%	10.4%	22.4%	12.0%	13.4%
Other	3.7%	2.1%	4.1%	0.0%	2.5%

Source: COMPASS Project

(4) Rank in GES

Of the 201 schools for which headteacher rank information was available, 99.5% have a rank of "Senior Superintendent I" or higher. In particular, the largest number belongs to the rank of "Assistant Director II". This trend is the same for each category.

Table 3-11 Rank in GES of Headteachers

Rank in GES	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=50	n=49	n=201
Assistant Director I	16.7%	10.4%	18.0%	22.4%	16.9%
Assistant Director II	53.7%	66.7%	64.0%	53.1%	59.2%
Principal Superintendent	22.2%	12.5%	18.0%	24.5%	19.4%
Senior Superintendent I	7.4%	8.3%	0.0%	0.0%	4.0%
Senior Superintendent II	0.0%	0.0%	0.0%	0.0%	0.0%
Superintendent II	0.0%	0.0%	0.0%	0.0%	0.0%
Superintendent I	0.0%	2.1%	0.0%	0.0%	0.5%
Teacher	0.0%	0.0%	0.0%	0.0%	0.0%

Source: COMPASS Project

(5) Experience of Headteacher

70.3% of headteachers have between 0 and 10 years of experience as headteachers; 88.6% have between 0 and 15 years.

Table 3-12 Years of Experience as Headteachers

Years of experience	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=50	n=50	n=202
0-5 years	44.4%	47.9%	38.0%	28.0%	39.6%
6-10 years	20.4%	27.1%	32.0%	44.0%	30.7%
11-15 years	20.4%	10.4%	28.0%	14.0%	18.3%
16-20 years	9.3%	8.3%	0.0%	8.0%	6.4%
Over 20 years	5.6%	6.3%	2.0%	6.0%	5.0%

Source: COMPASS Project

Regarding the number of years of headteacher experience in the surveyed schools, 70.3% of the headteachers have worked as a headteacher in the same school for only 0-5 years; only 5% have been working there for 10 years or more. This trend is the same for all categories.

Table 3-13 Years of Experience as Headteacher in This School

Years of experience	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=50	n=50	n=202
0-5 years	75.9%	70.8%	68.0%	66.0%	70.3%
6-10 years	16.7%	27.1%	26.0%	30.0%	24.8%
11-15 years	5.6%	2.1%	4.0%	2.0%	3.5%
16-20 years	0.0%	0.0%	0.0%	2.0%	0.5%
Over 20 years	1.9%	0.0%	2.0%	0.0%	1.0%

Source: COMPASS Project

For the number of years of experience as teachers before becoming headteachers, no major trends were observed. The number of years necessary to become a headteacher was different.

Table 3-14 Years of Teaching Experience as a Teacher Before Becoming Headteacher

Years of Teaching Experience as a teacher	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=50	n=50	n=202
0-5 years	13.0%	2.1%	4.0%	4.0%	5.9%
6-10 years	25.9%	31.3%	26.0%	28.0%	27.7%
11-15 years	29.6%	33.3%	34.0%	28.0%	31.2%
16-20 years	16.7%	12.5%	12.0%	22.0%	15.8%
Over 20 years	14.8%	20.8%	24.0%	18.0%	19.3%

Source: COMPASS Project

(6) Status of Conducting Class by the Headteacher

In the 197 schools that responded to the survey from headteachers, 56.3% of headteachers reported that they do not teach their classes. However, there are differences by category. In category 3, 36.0% of headteachers responded that they “conduct class”, which is the lowest among all categories. In all categories except category 3, the percentage of headteachers who teach classes is high, indicating that headteachers may not be able to concentrate on management tasks.

Table 3-15 Status of Conducting Class by Headteacher

Status of Conducting Class	C-1	C-2	C-3	C-4	Total
	n=50	n=48	n=50	n=49	n=197
Yes	42.0%	47.9%	36.0%	49.0%	43.7%
No	58.0%	52.1%	64.0%	51.0%	56.3%

Source: COMPASS Project

3.3 Profile of Teacher

(1) Gender

Of the 1,106 respondents, 54.6% were male. By category, Category 1 and Category 2 (Volta and Eastern regions) have a higher percentage of males than the total.

Table 3-16 Gender of Teacher

Gender	C-1	C-2	C-3	C-4	Total
	n=306	n=243	n=275	n=282	n=1106
Male	56.5%	60.9%	50.2%	51.4%	54.6%
Female	43.5%	39.1%	49.8%	48.6%	45.4%

Source: COMPASS Project

(2) Age

Teachers between the ages of 20-39 account for about 77% of the total. In particular, about 50% of the teachers are between 30 and 39 years old; 22.5% are 40 years old or older.

Table 3-17 Age of Teachers

Age	C-1	C-2	C-3	C-4	Total
	n=306	n=244	n=275	n=282	n=1107
Under 20	0.0%	0.0%	1.1%	0.0%	0.3%
20-29	31.4%	27.0%	24.4%	19.9%	25.7%
30-39	49.0%	55.3%	49.5%	52.1%	51.3%
40-49	13.1%	12.7%	18.9%	19.5%	16.1%
50-59	6.5%	4.9%	6.2%	8.2%	6.5%
Over 60	0.0%	0.0%	0.0%	0.4%	0.1%

Source: COMPASS Project

(3) Academic Qualification

In Categories 1 and 2, the percentage of a teacher holding a bachelor's degree is 21.3% and 22.7%, respectively, more than 10 percentage points lower than in Categories 3 and 4 (Central region). This indicates that Category 1 and Category 2 teachers may be less educated than Category 3 and Category 4 teachers.

Table 3-18 Academic Qualification of Teachers

Academic Qualification	C-1	C-2	C-3	C-4	Total
	n=305	n=242	n=273	n=278	n=1098
Diploma in Education	72.1%	69.0%	59.3%	53.2%	63.5%
Postgraduate Diploma in Edu.	3.9%	5.0%	4.0%	5.4%	4.6%
Bachelor	21.3%	22.7%	33.3%	37.8%	28.8%
Master or higher	1.0%	0.0%	1.1%	1.8%	1.0%
Other	1.6%	3.3%	2.2%	1.8%	2.2%

Source: COMPASS Project

(4) Rank in GES

Teachers' positions varied from "Teacher" to Assistant Director I. The most common is Senior Superintendent II, at 40.5%. Teachers in the higher ranks, Assistant Director I, Assistant Director II, and Principal Superintendent, are more common in the Central region (Category 3 and Category 4) than in Category 1 and Category 2.

Table 3-19 Rank in GES of Teachers

Rank in GES	C-1 n=305	C-2 n=244	C-3 n=275	C-4 n=283	Total n=1107
Assistant Director I	0.0%	0.4%	2.2%	2.1%	1.2%
Assistant Director II	6.9%	7.4%	11.6%	16.3%	10.6%
Principal Superintendent	18.7%	13.9%	21.1%	23.3%	19.4%
Senior Superintendent I	26.6%	22.5%	17.8%	16.6%	21.0%
Senior Superintendent II	41.3%	50.0%	39.6%	32.2%	40.5%
Superintendent II	3.3%	2.0%	4.7%	4.2%	3.6%
Superintendent I	2.0%	1.2%	1.1%	1.4%	1.4%
Teacher	1.3%	2.5%	1.8%	3.9%	2.3%

Source: COMPASS Project

(5) Experience of Teacher

Overall, 41.2% of teachers have less than five years of teaching experience. By category, all categories also have the highest percentage of teachers with less than five years of teaching experience. However, categories 3 and 4 tend to have a larger percentage of teachers with more years of teaching experience than categories 1 and 2.

Table 3-20 Years of Experience as a Teacher

Years of Experience as a teacher	C-1 n=306	C-2 n=244	C-3 n=275	C-4 n=283	Total n=1108
0-5 years	47.4%	43.9%	40.0%	33.6%	41.2%
6-10 years	28.1%	32.4%	21.1%	21.9%	25.7%
11-15 years	13.1%	12.7%	17.1%	22.3%	16.3%
16-20 years	5.2%	7.4%	12.7%	11.3%	9.1%
Over 20 years	6.2%	3.7%	9.1%	11.0%	7.6%

Source: COMPASS Project

The following table shows the number of years of teaching experience at their current school. Overall, 65.3% of the respondents have the most years of experience of fewer than 5 years.

Table 3-21 Years of Experience as a Teacher in This School

Years of Experience as a teacher in this school	C-1 n=306	C-2 n=244	C-3 n=275	C-4 n=283	Total n=1108
0-5 years	66.7%	72.1%	61.8%	61.1%	65.3%
6-10 years	24.8%	25.8%	28.0%	28.6%	26.8%
11-15 years	7.2%	2.0%	7.3%	8.1%	6.3%
16-20 years	1.0%	0.0%	2.2%	1.8%	1.3%
Over 20 years	0.3%	0.0%	0.7%	0.4%	0.4%

Source: COMPASS Project

(6) Grade to Teach

Table 3-22 shows which grade levels they are responsible for. Since all teachers were included in the survey, no differences by grade level were observed.

Table 3-22 Grade to Teach

Grade	C-1	C-2	C-3	C-4	Total
	n=316	n=257	n=278	n=280	n=1131
P1	16.8%	16.0%	17.3%	16.4%	16.6%
P2	15.8%	15.6%	16.5%	16.1%	16.0%
P3	16.8%	17.1%	15.1%	16.4%	16.4%
P4	16.8%	16.3%	15.8%	17.1%	16.5%
P5	17.4%	16.7%	17.6%	16.4%	17.1%
P6	16.5%	18.3%	17.6%	17.5%	17.4%

Source: COMPASS Project

Table 3-23 shows the number of classes taught by one teacher. Overall, 96.7% of the teachers taught only one class. This trend is the same by category, with only a few teaching more than one class.

Table 3-23 Number of Class to Teach

Number of Class	C-1	C-2	C-3	C-4	Total
	n=304	n=242	n=268	n=272	n=1086
1 Class only	96.4%	95.0%	97.8%	97.4%	96.7%
2 Classes	3.3%	3.7%	1.9%	2.2%	2.8%
3 Classes or more	0.3%	1.2%	0.4%	0.4%	0.6%

Source: COMPASS Project

(7) Relationship with SMC

Overall, only 14.4% of teachers participate in the SMC as members. The same is true by category, with most teachers not being SMC members.

Table 3-24 Ratio of SMC Members among Teachers

Whether an SMC member or not	C-1	C-2	C-3	C-4	Total
	n=301	n=241	n=272	n=273	n=1087
Yes	18.6%	21.2%	7.7%	10.3%	14.4%
No	81.4%	78.8%	92.3%	89.7%	85.6%

Source: COMPASS Project

Regarding whether or not they attended the SMC General Assembly, 33.6% of the total teacher indicated that they did. By category, however, the results were very different. Category 2, the target of the COMPASS Project, had the highest percentage of teachers who attended at 56.2%. Category 1, which is indirectly supported by the COMPASS project, has the second highest at 50.8%. Category 4, which is not supported by the COMPASS project at all, had the lowest at 9.8%.

Table 3-25 Attendance at General Assembly

Attendance at General Assembly	C-1	C-2	C-3	C-4	Total
	n=299	n=242	n=268	n=275	n=1084
Yes	50.8%	56.2%	18.3%	9.8%	33.6%
No	47.5%	43.8%	79.1%	82.9%	63.5%
A general assembly has not yet happened.	1.7%	0.0%	2.6%	7.3%	3.0%

Source: COMPASS Project

3.4 Profile of SMC Member

(1) Gender

There were 369 respondents, and 87.3% of the SMC members were male. The tendency for most members to be male was the same by category.

Table 3-26 Gender of SMC Members

Gender	C-1	C-2	C-3	C-4	Total
	n=108	n=89	n=94	n=78	n=369
Male	91.7%	83.1%	83.0%	91.0%	87.3%
Female	8.3%	16.9%	17.0%	9.0%	12.7%

Source: COMPASS Project

(2) Age

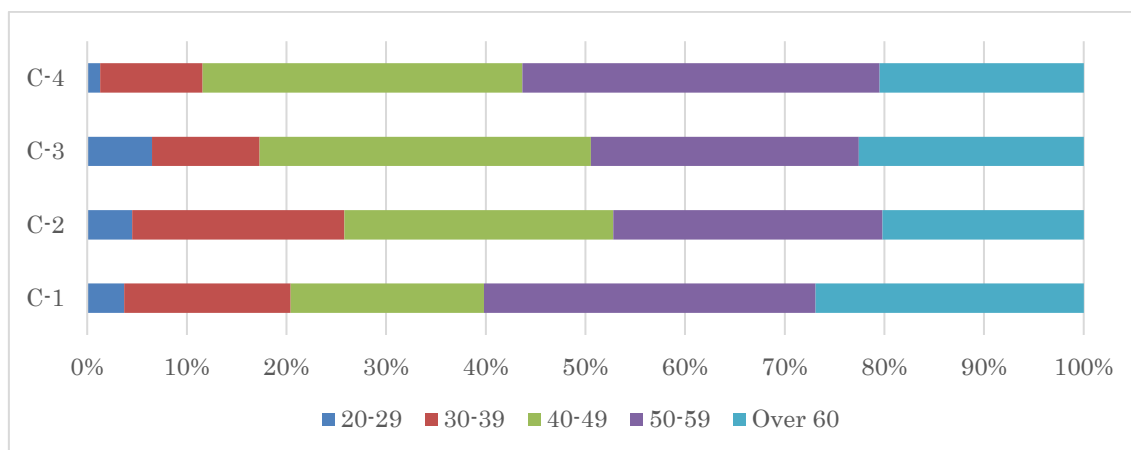
SMC members are much older than the teacher. More than half of the members are in their 50s or older.

Table 3-27 Age of SMC Members

Age	C-1	C-2	C-3	C-4	Total
	n=108	n=89	n=93	n=78	n=368
20-29	3.7%	4.5%	6.5%	1.3%	4.1%
30-39	16.7%	21.3%	10.8%	10.3%	14.9%
40-49	19.4%	27.0%	33.3%	32.1%	27.4%
50-59	33.3%	27.0%	26.9%	35.9%	30.7%
Over 60	26.9%	20.2%	22.6%	20.5%	22.8%

Source: COMPASS Project

The next figure shows a graphical representation of the table above. The percentage of 20-39 year olds is 25.8% for Category 2 and 20.4% for Category 1, higher than for Category 3 and Category 4. This may have something to do with the fact that many of the SMCs in Categories 1 and 2 were reconstituted after the baseline survey. (See Table 4-5)



Source: COMPASS Project

Figure 3-1 Age Distributions of SMC Members

(3) Membership in SMC

Parent-Teacher Association (PTA) representatives are in the majority overall. Especially in Category 4, where the COMPASS project does not support them at all, PTAs account for 66.7% of the total. In contrast, membership is more diverse in Category 2, which is targeted by the COMPASS project, with the largest number of Chiefs of the town/village. This is presumably a result of the COMPASS project's promotion of democratic rather than customary methods of selection.

Table 3-28 Membership in SMC

Membership in SMC	C-1 n=86	C-2 n=60	C-3 n=62	C-4 n=67	Total n=275
Representative of the PTA	45.3%	30.3%	47.9%	66.7%	44.2%
Representative of the Chief of the town/village	19.8%	31.7%	11.3%	9.0%	17.8%
Past Pupils Association Representative	17.4%	15.0%	12.9%	9.0%	13.8%
Others	17.4%	8.3%	3.2%	4.5%	9.1%

Source: COMPASS Project

(4) Position in SMC

Of the 320 respondents, 60.0% were chairpersons overall.

Table 3-29 Position in SMC

Position in SMC	C-1 n=89	C-2 n=83	C-3 n=81	C-4 n=67	Total n=320
Chairperson	55.1%	60.2%	58.0%	68.7%	60.0%
Deputy chairperson	21.3%	13.3%	13.6%	14.9%	15.9%
Financial Secretary	18.0%	22.9%	24.7%	6.0%	18.4%
Secretary	0.0%	0.0%	0.0%	1.5%	0.3%
Member	5.6%	3.6%	3.7%	9.0%	5.3%

Source: COMPASS Project

(5) Years in the current position

Of the 318 respondents, 56.0% in total have been in their positions for less than one year. By category, however, the results were very different: Category 2, the category targeted by the COMPASS project, had the largest number of members who had been in their position for less than one year, at 79.3%. Similarly in Category 1, 75.3% of members have been SMC members for less than one year. This may be due to the fact that the majority of SMCs in Categories 1 and 2 had SMC reconstituted after baseline. The COMPASS project aims to revitalize SMC activities by democratically electing SMC members. Such activation is therefore considered desirable.

Table 3-30 Years of Experience as SMC Member

Years in the current position	C-1 n=97	C-2 n=82	C-3 n=78	C-4 n=61	Total n=318
1 year	75.3%	79.3%	35.9%	19.7%	56.0%
2 years	9.3%	14.6%	37.2%	24.6%	20.4%
3 years	5.2%	2.4%	5.1%	8.2%	5.0%
4 years	1.0%	0.0%	6.4%	23.0%	6.3%
5 years	2.1%	0.0%	3.8%	8.2%	3.1%
more than 6 years	7.2%	3.7%	11.5%	16.4%	9.1%

Source: COMPASS Project

(6) Academic Qualification

Of the 368 respondents, about half (47.8%) have an academic qualification of the Basic Education Certificate Examination (BECE).

Table 3-31 Academic Qualification of SMC Member

Academic Qualification	C-1 n=108	C-2 n=89	C-3 n=93	C-4 n=78	Total n=368
Never been to school	1.9%	0.0%	2.2%	0.0%	1.1%
Primary school or below	7.4%	12.4%	8.6%	9.0%	9.2%
BECE	47.2%	42.7%	49.5%	52.6%	47.8%
WASSCE or SSCE	15.7%	23.6%	24.7%	17.9%	20.4%
Diploma	14.8%	11.2%	4.3%	10.3%	10.3%
Postgraduate Diploma	2.8%	1.1%	2.2%	2.6%	2.2%
Bachelor	4.6%	5.6%	3.2%	6.4%	4.9%
Master or higher	1.9%	2.2%	1.1%	0.0%	1.4%
Other	3.7%	1.1%	4.3%	1.3%	2.7%

Source: COMPASS Project

(7) Relationship with school (Whether the child of the respondent is in school)

Of the 347 respondents, 79.3% indicated that one or more of their children are enrolled in this school.

Table 3-32 Whether the Respondent's Child is Enrolled in School

Number of children in this schools	C-1 n=105	C-2 n=89	C-3 n=82	C-4 n=71	Total n=347
0	22.9%	27.0%	11.0%	21.1%	20.7%
More than 1	77.1%	73.0%	89.0%	78.9%	79.3%

Source: COMPASS Project

3.5 Profile of Pupil

The sample sizes for P3 and P5 pupils are 2,454 and 2,489, respectively. As noted earlier, only pupils who were tested in the baseline survey were also tested in the endline survey. In addition, pupils whose test results in the endline survey were more than 30 points lower than their test results in the baseline survey were excluded. The profiles of the pupils in the analysis who met these criteria are as follows.

(1) Gender

The ratio of boys to girls for P3 is approximately 50-50 in all categories.

Table 3-33 Gender of P3 Pupils

Gender	C-1	C-2	C-3	C-4	Total
	n=697	n=566	n=645	n=546	n=2454
Boys	49.1%	51.4%	48.7%	49.5%	49.6%
Girls	50.9%	48.6%	51.3%	50.5%	50.4%

Source: COMPASS Project

Like the P3, the ratio of boys and girls is about half both in total and in each category.

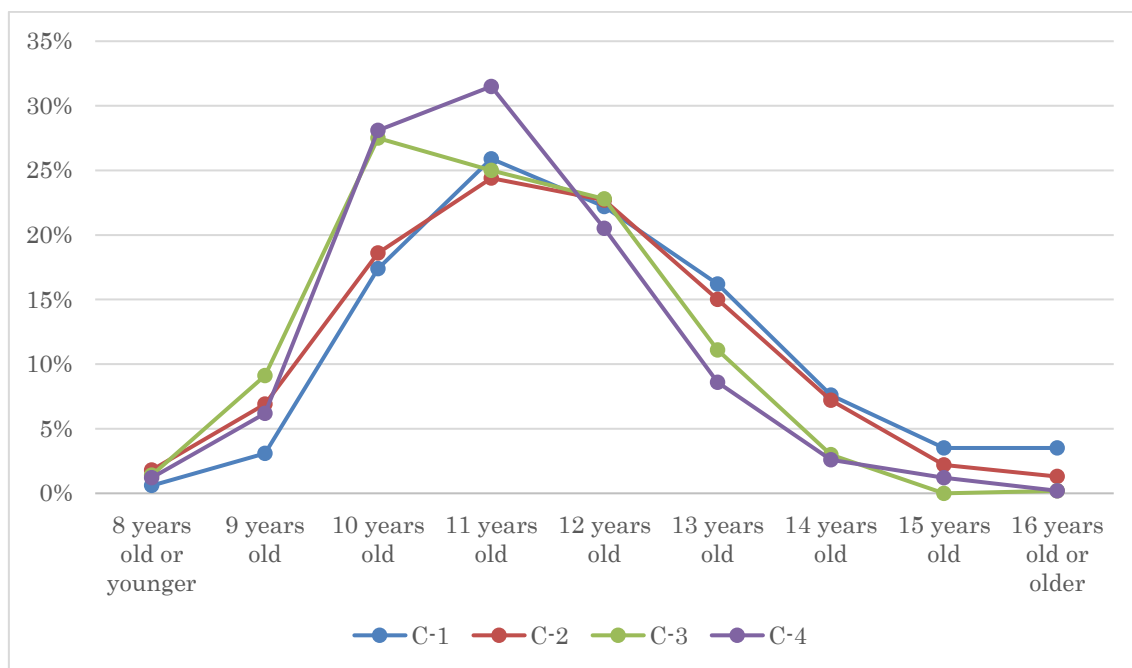
Table 3-34 Gender of P6 Pupils

Gender	C-1	C-2	C-3	C-4	Total
	n=700	n=496	n=689	n=604	n=2489
Boys	49.9%	46.1%	56.1%	54.9%	51.8%
Girls	50.5%	41.5%	50.7%	55.7%	49.6%

Source: COMPASS Project

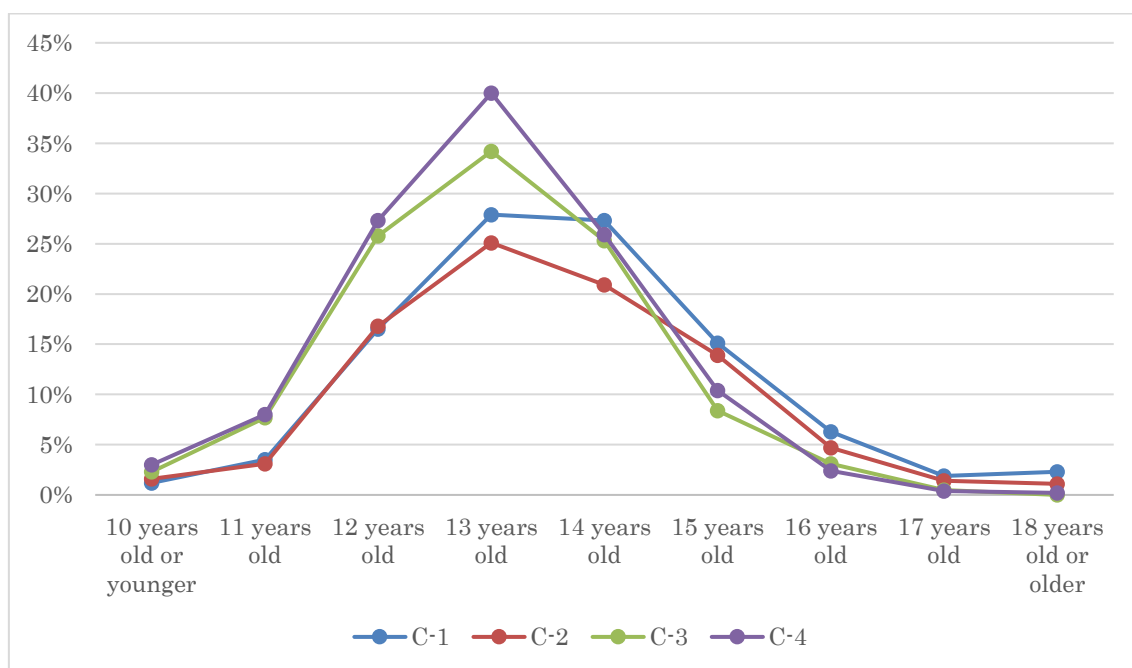
(2) Age

Figures 3-1 and 3-2 show the age distribution of P3 and P5, respectively. The horizontal axis indicates age and the vertical axis indicates the percentage of each category in the total. Both categories and grades are characterized by a large range in age distribution. In particular, Category 2 of P5 is characterized by a wider age distribution, with a smaller percentage of 13-year-olds, the peak age, than in the other categories. This wide age distribution tends to make it difficult for teachers to provide guidance.



Source: COMPASS Project

Figure 3-2 Age Distribution of P3(P4)



Source: COMPASS Project

Figure 3-3 Age Distribution of P5(P6)

4. RESULTS OF THE SURVEY

This chapter presents the results of the endline survey. In presenting the results, comparisons with the baseline survey are also presented where appropriate.

4.1 Training by the Project

The COMPASS project conducted online training for six National Trainers in September 2020. In the same month, National Trainers, with remote support from Japan by Japanese experts, conducted training for 94 Master Trainers selected from all 16 regions. The training was then scheduled to be conducted from Master Trainer to District Trainer from November 2020 but was not implemented due to the impact of COVID-19 and the presidential election.

Therefore, the same process was conducted again in 2021 when Japanese experts resumed their travel to Ghana. Refresher training was first conducted for National Trainers and Master Trainers. Next, Master Trainers trained District Trainers throughout the country. Then District Trainers trained Circuit Trainers. Finally, SMC Reconstitution Training was provided to headteachers of GALOP schools (Category 1 and Category 3) nationwide and non-GALOP schools (Category 2) in COMPASS target regions. The project also conducted “Quo-SPIP and Resource Management training” using a similar process and schedule.

The endline survey examined headteachers’ participation in these two pieces of training. Table 4-1 shows the percentage of headteachers who participated in SMC Reconstitution Training, with high participation rates ranging from 86.0% to 89.6% in all three categories supported by the COMPASS project. Of the 19 headteachers who indicated they did not attend the training, 11 were new headteachers who became headteachers after the training. For the remaining 8, their substitutes likely participated in the training conducted in 2021.

Table 4-1 Rate of Headteachers Who Participated in SMC Reconstitution Training

Whether participated	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=50	N/A	n=152
Participated	87.0%	89.6%	86.0%	N/A	87.5%
Did not participate	13.0%	10.4%	14.0%	N/A	12.5%

Source: COMPASS Project

Table 4-2 shows the percentage of headteachers who participated in “Quo-SPIP and Resource Management training.” All three categories had high participation rates of 83% or more.

Table 4-2 Rate of Headteachers Who Participated in Quo-SPIP and Resource Management

Whether participated	C-1	C-2	C-3	C-4	Total
	n=54	n=48	n=50	N/A	n=152
Participated	83.3%	85.1%	85.7%	N/A	84.7%
Did not participate	16.7%	14.9%	14.3%	N/A	15.3%

Source: COMPASS Project

4.2 SMC Reconstitution

In this section, we describe how school management and SMC have benefited from the training conducted in Section 4.1.

“SMC Reconstitution Training” requires headteachers to hold a General Assembly for Sensitization. Headteachers who attended the training were asked in the questionnaire whether they held this meeting after the training. The results are shown in Table 4-3. In all categories, approximately 98% of participants indicated that they held a General Assembly for Sensitization.

Table 4-3 Rate of Headteachers who Have Held a General Assembly for Sensitization

Whether held	C-1	C-2	C-3	C-4	Total
	n=47	n=45	n=44	N/A	n=136
Have held	97.9%	97.8%	97.7%	N/A	97.8%
Have not held	2.1%	2.2%	2.3%	N/A	2.2%

Source: COMPASS Project

Similarly, the questionnaire asked the trained headteachers whether they held a General Assembly for Democratic Election. The results are shown in Table 4-4. In all categories, more than 95% of participants indicated that they held a General Assembly for Democratic Election.

Table 4-4 Rate of Headteachers who Organize a General Assembly for Democratic Election

Whether held	C-1	C-2	C-3	C-4	Total
	n=47	n=44	n=44	N/A	n=135
Have held	100.0%	95.5%	97.7%	N/A	97.8%
Have not held	0.0%	4.5%	2.3%	N/A	2.2%

Source: COMPASS Project

SMC members were asked in the questionnaire whether SMC reconstitution had taken place since May 2021, when the baseline was conducted. This allowed us to determine if the SMC reconstitution was through the intent of the project. Table 4-5 shows the results from the questionnaire to the SMC members. SMCs of Categories 1 and 2 were reconstituted after May 2021 more than 95% of the time, which is highly consistent with the responses from the headteachers. Category 3, on the other hand, was 67.9%, a difference of about 30 percentage points from the responses from headteachers.

Table 4-5 Time of SMC Reconstitution

Time of reconstitution	C-1	C-2	C-3	C-4	Total
	n=90	n=84	n=53	n=47	274
Reconstituted after May 2021	96.7%	97.6%	67.9%	12.8%	77.0%
Reconstituted before May 2021	3.3%	2.4%	32.1%	87.2%	23.0%

Source: COMPASS Project

Rate of Votes in the Appointment of SMC Members

The following five memberships are determined by designation.

- District Director of Education or Representative as an ex-officio member.
- Headteacher
- Representative of the District Assembly
- Teaching staff representative by level (Junior High School and Primary)
- Co-opted members to perform specific functions

On the other hand, the method of appointment of the following members is left to each SMC.

- PTA representative
- Unit committee representative.

- Representative of the Traditional rulers
- Representative of the Educational Unit (if the school is a unit school.)
- Interest Groups- for example, Representative of Youth Groups, Drumming groups from the community.
- Past Pupils' Association representative (if any)

The survey asked SMC members how the latter were appointed. The question was multiple-choice from the following options: 1) Vote by secret ballot, 2) By consensus³, 3) By designation, and 4) I do not know. Here we define 1) and 2) as democratic elections. Table 4 6 shows the percentages of members selected by democratic election.

Table 4-6 Rate of Membership in SMC selected by Democratic Election

Membership in SMC		C-1	C-2	C-3	C-4	Total
PTA rep.	Rate	94.4%	87.9%	70.7%	83.3%	85.9%
	n=	71	58	41	36	206
Unit committee Rep.	Rate	88.7%	77.6%	55.9%	73.3%	76.3%
	n=	53	58	34	15	160
Rep. of the Traditional rulers	Rate	64.2%	71.0%	48.6%	47.6%	61.5%
	n=	67	62	37	21	187
Rep. of the Educational Unit	Rate	70.6%	57.1%	45.5%	57.1%	59.0%
	n=	34	35	22	14	105
Past Pupils' Association Rep.	Rate	83.3%	78.9%	65.5%	58.3%	76.6%
	n=	60	57	29	12	158
Average.		80.2%	74.5%	57.2%	64.0%	71.9%

Source: COMPASS Project

The average in this table is a simple average of the percentage of each member democratically elected. According to this, 80.2% were in Category 1, 74.5% in Category 2, 57.2% in Category 3, and 64.0% in Category 4, for an overall rate of 71.9%. By member type, 85.9% of PTA representatives were democratically elected.

4.3 SPIP and Quo-SPIP

(1) Development Status of SPIP/Quo-SPIP

All schools are required to develop a School Performance Improvement Plan (SPIP) annually to improve their schools. Schools identify their school's challenges, plan measures to overcome those challenges, and prepare a SPIP; by involving various stakeholders, including SMCs. In the preparation of the SPIP, stakeholders support the school in implementing SPIP activities. However, the baseline survey showed that almost all schools in categories 3 and 4 had prepared SPIPs for 2019/20 and 2020/21, while only about half of the schools in categories 1 and 2 had prepared SPIPs.

Project interventions have greatly improved the situation, especially in Category 2. Table 4-7 shows the SPIP/Quo-SPIP development status by category. In Category 2, all schools had developed either SPIP or Quo-SPIP or both. Even in Category 1, only 28.3% of schools had not developed either SPIP or Quo-SPIP, an improvement of more than 20% from the baseline. Category 3 and 4, on the other hand, had almost all schools developing SPIPs at the baseline, but

³ Consensus refers to cases where there is only one candidate and a decision is made by consensus of the participants without a vote of confidence, or where someone's name is mentioned at a meeting and several people say they prefer that person.

in the endline survey, 6.3% of schools in Category 3 and 14.3% of schools in Category 4 had not developed SPIP/ did not have either a Quo-SPIP, which is considered a slight deterioration. The cause for not developing SPIP is not yet clear.

Table 4-7 Status of SPIP/Quo-SPIP Development for 2022

Status of SPIP/Quo-SPIP development	C-1 n=53	C-2 n=48	C-3 n=48	C-4 n=49	Total n=198
Both a SPIP and a Quo-SPI	28.3%	70.8%	56.3%	0.0%	38.4%
Only SPIP.	35.8%	12.5%	33.3%	85.7%	41.9%
Only Quo-SPIP	7.5%	16.7%	4.2%	0.0%	7.1%
No.	28.3%	0.0%	6.3%	14.3%	12.6%

Source: COMPASS Project

(2) Involvement of SMC in Developing and Approving SPIP/Quo-SPIP

Table 4-8 shows the “people involved in SPIP development,” as answered by the headteachers. Multiple responses were allowed; noting whether SMC members were included, only category 4, which is not the subject of the COMPASS project training, had a lower percentage of SMC members involved than the others, about 20 percentage points lower, at 73.8%. In all categories except category 4, SMC members were involved in SPIP development in more than 93% of the schools.

Table 4-8 People Involved in SPIP Development (Ans. From headteachers)

People Involved (Multiple Responses)	C-1 n=34	C-2 n=40	C-3 n=43	C-4 n=42	Total n=159
Headteacher	94.1%	92.5%	93.0%	88.1%	91.8%
Teachers	94.1%	80.0%	100.0%	92.9%	91.8%
SMC members	94.1%	97.5%	93.0%	73.8%	89.3%
SISO	0.0%	0.0%	0.0%	0.0%	0.0%
Other	5.9%	2.5%	4.7%	2.4%	3.8%

Source: COMPASS Project

Schools outside of Category 4 were asked the same question about Quo-SPIP. The results are shown in Table 4-9. For the development of Quo-SPIP, the involvement of SMC members was prominently high in Category 2, with 97.5% participation. Only 52.9% and 65.1% were involved in Category 1 and Category 3, respectively.

Table 4-9 People involved in Quo-SPIP development (Ans. From headteachers)

People Involved (Multiple Responses)	C-1 n=19	C-2 n=42	C-3 n=29	C-4 N/A	Total n=90
Headteacher	52.9%	92.5%	62.8%	N/A	51.6%
Teachers	55.9%	77.5%	62.8%	N/A	48.4%
SMC members	52.9%	97.5%	65.1%	N/A	53.5%
SISO	2.9%	0.0%	0.0%	N/A	0.6%
Other	11.8%	7.5%	2.3%	N/A	5.0%

Source: COMPASS Project

SMC members were also asked if SMC was involved in SPIP development. Table 4-10 shows the results of the responses and the differences between the baseline and endline surveys. Schools that did not respond or did not create a SPIP were excluded from this table. Overall, 83.1% were involved at the baseline, but this improved to 91.2% in the endline survey. Category 4 was the lowest at 79.7% in the endline survey, while categories 1-3, affected by the COMPASS project,

were high at around 90% in the endline survey, with an improvement from the baseline of more than 10%.

Table 4-10 Responses from SMCs to the question of whether SMCs are involved in SPIP development (baseline vs. endline)

Items	C-1	C-2	C-3	C-4	Total
At the time of the Baseline survey	72.7%	85.5%	87.4%	94.1%	83.1%
At the time of the Endline Survey	87.9%	96.3%	98.9%	79.7%	91.20%
Diff	15.2%	10.8%	11.5%	-14.4%	8.1%

Source: COMPASS Project

These results indicate that although SMC's involvement in SPIP development was high at the time of the baseline survey, the COMPASS-affected categories 1-3 had improved by more than 10% by the time of the endline study.

Table 4-11 shows the "People Involved in SPIP Approval at the School Level," as reported by the headteachers. Overall, SMC members have the highest percentage at 88.7%. By category, the degree of involvement of SMC members is highest for Category 2, the target of the COMPASS project, at 97.5%, followed by Categories 1 and 3, in which the COMPASS project is indirectly involved, at about 90%. In Category 4, the percentage of SMC involvement is 76.2%, more than 10% lower than the other categories.

Table 4-11 People Involved in SPIP Approval at the School Level

People Involved (Multiple Responses)	C-1 n=34	C-2 n=40	C-3 n=43	C-4 n=42	Total n=159
Headteacher	67.6%	60.0%	53.5%	52.4%	57.9%
Teachers	41.2%	32.5%	41.9%	26.2%	35.2%
SMC members	88.2%	97.5%	93.0%	76.2%	88.7%
SISO	5.9%	5.0%	9.3%	4.8%	6.3%
Other	8.8%	2.5%	2.3%	0.0%	3.1%

Source: COMPASS Project

Table 4-12 shows the "People Involved in Quo-SPIP Approval at the School Level," as answered by headteachers in all categories except Category 4. Here, there were significant differences in the level of involvement of SMC members among the categories. Category 2 had a very high 95% of schools with SMC members involved, while categories 1 and 3 were more than 30% lower than that.

Table 4-12 People Involved in Quo-SPIP Approval at the School Level

People Involved (Multiple Responses)	C-1 n=19	C-2 n=42	C-3 n=29	C-4 N/A	Total n=90
Headteacher	29.4%	60.0%	34.9%	N/A	30.8%
Teachers	17.6%	32.5%	25.6%	N/A	18.9%
SMC members	50.0%	95.0%	62.8%	N/A	51.6%
SISO	0.0%	0.0%	0.0%	N/A	0.0%
Other	14.7%	12.5%	7.0%	N/A	8.2%

Source: COMPASS Project

(3) Activities Planned in SPIP and Their Implementation

The SPIP lists the various activities that schools plan. How many activities a school can implement depends on the cost of each activity. Thus, some schools may plan only one activity per year, while others may plan 30 activities. Among the various activities, those that are directly related to pupil learning are called learning-oriented activities. For example, expenses for SMC and PTA meetings, repairs to school buildings and restrooms, and INSET for teachers are not directly related to pupil achievement. On the other hand, the purchase of tools used by pupils for learning (e.g., Manila Cards) is a learning-oriented activity, and Manila Cards by themselves do not contribute to academic achievement. However, the purchase of Manila Cards can be considered a guarantee that pupils will use the Manila Cards in their learning activities.

For the endline survey, a list of activities in the SPIP for 2022 was collected from each school. This was then text-mined in MS Excel to distinguish whether each activity was a learning-oriented activity or not. The keywords used to identify learning-oriented activities were “teaching, learn, text, book, math, English, card”. After screening by these keywords, each activity was finally sorted by visual inspection.

Table 4-13 shows the rate of schools that planned learning-oriented activities in their SPIP. Overall, 80.5% of schools had learning-oriented activities planned in their SPIP, with Category 4, which has no COMPASS support at all, having the lowest rate at 63.9%. Categories 1 and 3 covered by GALLOP have a higher rate of schools that planned learning-oriented activities in their SPIP than Category 2 covered by COMPASS. This may be due to funding by GALOP.

Table 4-13 Rate of Schools that Planned Learning-Oriented Activities in their SPIP

Item	C-1	C-2	C-3	C-4	Total
	n=36	n=46	n=41	n=36	n=159
Rate of schools that planned learning-oriented activities in their SPIP	88.9%	76.1%	92.7%	63.9%	80.5%

Source: COMPASS Project

The estimated cost of activities planned in the SPIP often exceeds the estimated cost during the implementation phase. In such cases, the Capitation Grant will not be increased, and the school will have to cancel the activities or change the content of the activities. In some cases, the start of the activities may be delayed. To understand this situation, we conducted a survey in which we categorized activities into four categories: “already implemented or in progress,” “in preparation,” “delayed,” and “canceled”. Of these, “already implemented or in progress” and “in preparation” were defined as “decided to implement.” Table 4-14 shows the percentage of schools with learning-oriented activities identified above, where the percentage of “decided to implement” activities exceeds 75%.

Overall, 86% of schools have decided to implement at least 75% of the activities. These are the results as of September-October 2022; by the end of the 2022 school year, this number is expected to be much higher. Even in Category 2, which is the most delayed category, the percentage is over 80%. In general, therefore, the implementation of learning-oriented activities in each school is considered to be good.

Table 4-14 Rate of Schools that Decided to Implement More Than 75% Learning-Oriented Activities Planned in SPIP/Quo-SPIP

Item	C-1	C-2	C-3	C-4	Total
	n=32	n=35	n=38	n=23	n=128
Rate of schools that decided to implement more than 75% learning-oriented activities planned in SPIP	91%	80%	84%	91%	86%

Source: COMPASS Project

4.4 Information Sharing from School to SMC

Tables 4-15 and 4-16 show whether schools shared information about school resources, including grants, with SMCs. Table 4-15 shows the rate of schools that shared information about school resources, including grants, with SMC members at SMC general meetings, as indicated by responses from school headteachers. Table 4-16 shows the results of responses from SMC members regarding the same information. Each table shows the percentage in 2018/19 from the baseline survey, the percentage in 2022 from the endline survey, and the differences between the two.

The trends are: 1) the percentage in the endline survey is more than 10 percentage points higher than the percentage in the baseline survey; 2) the difference between the percentage in the endline and baseline surveys (degree of improvement) is worse in category 4. These trends suggest that training by the COMPASS project, including for GALOP schools, had a positive impact on information sharing from schools to SMCs.

Focusing on Category 2, the percentage of headteachers and SMCs who indicated in the endline survey that their schools shared information with SMCs tends to be higher at 93.8% and 90.9%, respectively. This result suggests that information sharing from schools to SMCs may have been more activated in Category 2, which is covered by the COMPASS project, as much as or more than in the other categories.

Table 4-15 Rate of Schools that Shared Information on School Resources, Including Grants, at the SMC General Assembly (Ans. from headteachers)

Items	C-1	C-2	C-3	C-4	Total
The rate in 2018/19 (result from the Baseline survey)	66.0% (n=53)	74.4% (n=43)	75.0% (n=48)	83.3% (n=48)	74.5% (n=192)
The rate in 2022 (result from the Endline survey)	88.7% (n=53)	93.8% (n=48)	89.6% (n=48)	70.2% (n=47)	85.7% (n=196)
Diff	22.6%	19.3%	14.6%	-13.1%	11.2%

Source: COMPASS Project

Table 4-16 Rate of Schools that Shared Information on School Resources, Including Grants, at the SMC General Assembly (Ans. from SMCs)

Items	C-1	C-2	C-3	C-4	Total
The rate in 2018/19 (result from the Baseline survey)	59.2% (n=103)	64.7% (n=85)	73.2% (n=97)	68.7% (n=99)	66.4% (n=384)
The rate in 2022 (result from the Endline survey)	84.3% (n=108)	90.9% (n=88)	91.2% (n=91)	72.2% (n=72)	85.2% (n=359)
Diff	25.0%	26.2%	18.0%	3.5%	18.8%

Source: COMPASS Project

4.5 Approval of Annual Review by SMC General Assembly

Tables 4-17 and 4-18 show the results of responses by headteachers and SMC members, respectively, regarding the percentage of schools whose annual reviews were approved by the SMC General Assembly. Each table shows the percentage in 2018/19 from the baseline survey, the percentage in 2022 from the endline survey, and the differences between the two.

The trends are: 1) Overall, the percentages in the endline survey are higher than those in the baseline survey. 7% improvement in responses from headteachers and 22.4% improvement in responses from SMC members; and 2) the difference in percentages between the endline and baseline surveys (degree of improvement) is prominently worse in category 4. These trends suggest that the training by the COMPASS project, including for GALOP schools, had a positive impact on information sharing from schools to SMCs.

Turning to Category 2, the percentage of headteachers who indicated in the endline survey that their annual review was approved by the SMC General Assembly is 80.0%, while the percentage of SMCs is 86.2%. These results are lower than for Category 3. However, Category 2 has the lowest percentage in the baseline survey and the highest difference from the baseline to endline survey among all categories at 19.0% for headteachers and 36.8% for SMCs. These results suggest that there was greater improvement in Category 2, the category targeted by the COMPASS project, than in the other categories.

Table 4-17 Rate of Schools Whose Annual Review was Approved by the SMC General Assembly (Ans. from headteacher)

Items	C-1	C-2	C-3	C-4	Total
The rate in 2018/19 (result from Baseline survey)	66.7% (n=48)	61.0% (n=41)	63.6% (n=44)	84.8% (n=46)	69.3% (n=179)
The rate in 2022 (result from Endline survey)	80.8% (n=52)	80.0% (n=45)	82.0% (n=50)	61.7% (n=47)	76.3% (n=194)
Diff	14.1%	19.0%	18.4%	-23.1%	7.0%

Source: COMPASS Project

Table 4-18 Rate of Schools Whose Annual Review was Approved by the SMC General Assembly (Ans. from SMC member)

Items	C-1	C-2	C-3	C-4	Total
The rate in 2018/19 (result from Baseline survey)	51.5% (n=103)	49.4% (n=85)	69.1% (n=97)	65.7% (n=99)	59.1% (n=384)
The rate in 2022 (result from Endline survey)	77.6% (n=107)	86.2% (n=87)	91.2% (n=91)	69.4% (n=72)	81.5% (n=357)
Diff	26.1%	36.8%	22.1%	3.8%	22.4%

Source: COMPASS Project

4.6 Remedial Activities

The COMPASS project emphasizes the three factors to improve learning: 1) learning time, 2) quality teaching and learning materials, and 3) quality teaching and learning methods.

The COMPASS project has increased learning time 1) by introducing remedial mathematics classes; 2) by providing schools with high-quality mathematics workbooks and 3) by designing the workbooks to allow pupils to study by proficiency level rather than by grade level, and by designing remedial classes to allow pupils to study at their proficiency level.

Category 2 schools administered the math test in February-March 2022. The results were shared at the SMC General Assembly and then at the SMC Federation, a gathering of SMC representatives and others in July 2022, where the need to improve academic performance in math was recognized. Based on the results of this SMC Federation meeting, each SMC revised its school's Quo-SPIP to include activities to improve pupils' basic math skills (remedial activities). In response, each school has initiated remedial activities.

This section focuses on remedial activities targeting numeracy.

Table 4-19 shows the percentage of schools that included numeracy learning-oriented activities in their 2022 SPIP and/or Quo-SPIP, based on responses from the questionnaire to headteachers. Overall, 77.9% of respondents indicated that math was included. By category, Category 4 is the lowest at 59.5%. Category 2, at 87.2%, is the highest of all categories. The reason for Category 2 being the highest may be due to the revision of the Quo-SPIP to include learning-oriented activities in numeracy (remedial activities), as mentioned above.

Table 4-19 Rate of Schools that Planned Learning-Oriented Activities in Numeracy in the SPIP and/or the Quo-SPIP in 2022

Item	C-1	C-2	C-3	C-4	Total
	n=37	n=47	n=46	n=42	n=172
Rate of schools that planned learning-oriented activities in numeracy in the SPIP and/or the Quo-SPIP in 2022	75.7%	87.2%	87.0%	59.5%	77.9%

Source: COMPASS Project

Table 4-20 shows the percentage of schools that implemented learning-oriented activities (remedial activities) in numeracy in 2022 (responses to questions posed to headteachers). Since there was only one activity as a remedial activity in numeracy, the percentage of schools that implemented it was counted to produce the percentages. While the overall rate was 64.3%, by category, Category 2 was outstandingly high at 97.9%.

Table 4-20 Rate of schools that implement more than 75% of learning-oriented activities planned in SPIPs

Item	C-1	C-2	C-3	C-4	Total
	n=52	n=48	n=42	n=40	n=182
Rate of schools that implement more than 75% of learning-oriented activities planned in SPIPs.	53.8%	97.9%	50.0%	52.5%	64.3%

Source: COMPASS Project

Table 4-21 shows how many hours of numeracy learning-oriented activities (remedial activities) have been implemented in 2022 as of September 2022; the overall percentage of schools that implemented 30 hours or more was 37.3%. By category, Category 2 had a significantly higher percentage at 68.1%. However, this is not to say that categories 3 and 4 are not dedicated to education. Separate telephone interviews with several Category 3 and Category 4 schools, conducted separately from the endline survey, revealed that many schools that do not offer remedial math classes offer remedial English classes.

Table 4-21 Rate of schools that implemented Learning-Oriented activities (remedial activities) in numeracy for the below hours

Hours of numeracy learning-oriented activities (remedial activities)	C-1 n=49	C-2 n=47	C-3 n=40	C-4 n=33	Total n=169
0 hours	36.7%	2.1%	40.0%	33.3%	27.2%
More than 1 hour but less than 10 hours	12.2%	6.4%	27.5%	36.4%	18.9%
More than 10 hours but less than 20 hours	6.1%	4.3%	10.0%	9.1%	7.1%
More than 20 hours but less than 30 hours	10.2%	19.1%	5.0%	0.0%	9.5%
More than 30 hours	34.7%	68.1%	17.5%	21.2%	37.3%

Source: COMPASS Project

Table 4-22 shows the rate of schools where 80% or more of the pupils participated in remedial numeracy classes. Overall, 66.3% of schools had more than 80% of pupils in attendance. By category, 84.8% of schools in Category 2 had 80% or more pupils in attendance.

Table 4-22 Rate of Schools Where 80% or More of the Pupils Participated in Remedial Classes

Item	C-1 n=41	C-2 n=46	C-3 n=39	C-4 n=34	Total n=160
Rate of schools where 80% or more of the pupils participated in remedial classes	53.7%	84.8%	69.2%	52.9%	66.3%

Source: COMPASS Project

Table 4-23 shows the rate of participants from the community in the role of facilitators in remedial activities. Even in Category 2, the category intervened by the COMPASS project, there are 55.3% of schools with 0% community participation, a logic that improves pupil learning by promoting community participation in SMC, but with little community contribution to remedial activities. It can be said that this is a challenge. On the other hand, there are three schools (4%) in Category 2 with 100% participation from the community, and good lessons could be drawn.

Table 4-23 Rate of Participants from the Community in the Role of Facilitators in Remedial Activities.

Rate of participants from the community in the role of facilitators in remedial activities.	C-1 n=29	C-2 n=47	C-3 n=38	C-4 n=35	Total n=149
100%	0.0%	4.3%	0.0%	2.9%	2.0%
81-99%	0.0%	2.1%	2.6%	0.0%	1.3%
61-80%	0.0%	2.1%	0.0%	5.7%	2.0%
41-60%	6.9%	10.6%	5.3%	5.7%	7.4%
21-40%	6.9%	19.1%	13.2%	8.6%	12.8%
1-20%	10.3%	6.4%	10.5%	2.9%	7.4%
0%	75.9%	55.3%	68.4%	74.3%	67.1%

Source: COMPASS Project

4.7 Pupils' Math Achievement

The COMPASS project will improve school management by strengthening SMC and promoting remedial learning activities by improving school management. For Category 2 schools, the COMPASS project provided mathematics workbooks developed by the COMPASS project for remedial learning activities. The same test questions were used in the baseline and endline surveys

to measure this effect. The grades studied were P3 and P5 children at the time of the baseline survey. At the time of the endline survey, they had moved up one grade level to P4 and P6, respectively.

The COMPASS workbooks were designed to address pupils according to their proficiency level, not which grade they were in. The workbooks are divided by proficiency level, from Level 1 to Level 9. The contents of the workbooks for each level are as follows

Level 1	Numbers up to 20
Level 2	Addition up to 20
Level 3	Subtraction up to 20
Level 4	Large numbers, addition with/without carrying
Level 5	Subtraction with/without borrowing
Level 6	Multiplication
Level 7	Division
Level 8	Fraction
Level 9	Decimals

As noted above, each school in Category 2 began remedial activities using the workbooks in August 2022. The majority of the P5 started at levels 3-5, according to an interview with their headteachers. Although the COMPASS project estimates that approximately 20 hours⁴ of remedial time is needed to complete one level, the results in Table 4-21 suggest that many schools had 30 to 40 hours of remedial time by the time of the endline survey. Therefore, each pupil is considered to have reached the next level after the level at which he or she started, but not many have progressed to the next level.

P3

Table 4-24 shows the mean scores for P3 in the baseline and endline surveys and the differences between them. Overall, the mean score difference between the baseline and endline surveys is 12.5 points. By category, categories 2, 3, and 4 improved by more than 13 points from the baseline survey at the time of the endline survey, while category 1 improved by only 10.2 points.

Table 4-24 Average Test Score (P3)

Time of Examination	C-1	C-2	C-3	C-4	Total
	n=697	n=566	n=645	n=546	n=2454
Baseline Survey Results	49.0	49.5	48.7	50.8	49.5
Endline Survey Results	59.2	63.4	61.9	64.3	62.0
Diff	10.2	13.9	13.2	13.4	12.5

Source: COMPASS Project

The COMPASS project sets the minimum proficiency level for numeracy at 42 on a 100-point scale. Table 4-25 shows the percentage of pupils scoring 42 or higher.

Table 4-25 Rate of Pupils (P3) scoring 42 or higher

Time of Examination	C-1	C-2	C-3	C-4	Total
	n=697	n=566	n=645	n=546	n=2454
Baseline Survey Results	60.0%	60.4%	59.2%	61.5%	60.2%
Endline Survey Results	77.5%	85.3%	80.9%	85.5%	82.0%
Diff	17.5%	24.9%	21.7%	24.0%	21.8%

Source: COMPASS Project

⁴ In the project's experience to date, it has taken an average of 20 hours for a pupil to complete one workbook in remedial activities.

Overall, the percentage of pupils reaching minimum proficiency increased by 21.8 percentage points from the baseline survey. By category, Category 2 had the highest percentage increase of all categories with a 24.9% increase in the percentage of pupils reaching minimum proficiency compared to the baseline. In contrast, Category 1, which is in the same region as Category 2 (Eastern and Volta), had the lowest improvement of all categories with only a 17.5% increase in the percentage of pupils reaching minimum proficiency from the baseline. Compared to Category 1, which has a similar learning environment to Category 2, the effects of remedial activities appear to have been highly effective for P3.

The percentages of students who reached the minimum proficiency level in categories 3 and 4 (Central region), which differ from categories 1 and 2 (Volta and Eastern regions), were 21.7% and 24.0%, respectively, falling between categories 2 and 1.

P5

Table 4-26 shows the mean scores for P5 in the baseline and endline surveys and the differences between them. Overall, the mean score difference between the baseline and endline surveys is 13.1 points. By category, Category 4 improved by 15.3 points from the baseline survey at the time of the endline survey. The degree of improvement in the other categories was in the 12-point range, and the degree of improvement in the three categories was roughly the same.

Table 4-26 Average Test Score (P5)

Time of Examination	C-1	C-2	C-3	C-4	Total
	n=700	n=496	n=689	n=612	n=2497
Baseline Survey Results	47.8	49.6	50.8	47.8	49.0
Endline Survey Results	60.0	61.7	63.6	63.2	62.1
Diff	12.2	12.1	12.8	15.3	13.1

Source: COMPASS Project

Table 4-27 shows the percentage of pupils scoring 42 or higher.

Table 4-27 Rate of Pupils (P5) scoring 42 or higher

Time of Examination	C-1	C-2	C-3	C-4	Total
	n=700	n=496	n=689	n=612	n=2497
Baseline Survey Results	61.3%	65.9%	63.1%	55.4%	61.3%
Endline Survey Results	80.0%	82.1%	86.4%	80.9%	82.4%
Diff	18.7%	16.1%	23.2%	25.5%	21.1%

Source: COMPASS Project

Overall, the percentage of pupils who reached minimum proficiency increased 21.1 percentage points from the baseline survey. By category, the percentages of pupils who reached minimum proficiency in Category 3 and Category 4 increased by 23.2% and 25.5%, respectively, from the baseline survey time point. In contrast, the percentages of pupils who reached minimum proficiency in Category 1 and Category 2 in the different regions increased by only 18.7% and 16.1%, respectively, compared to the baseline point in time. This result was lower than the results for Categories 3 and 4 in the central region.

Comparison of Percent Correct by Question between Baseline and Endline Surveys

The analysis of the percentage of correct answers to the question was conducted to analyze the causes of the lower increase in scores from the baseline survey to the endline survey for P5 in Category 2 than for the other categories. Table 4-28 shows the results for P3 and Table 4-29 shows the results for P5. The following two types of questions were excluded from both tables: 1) questions targeting Level 6 and above of the Workbook, and 2) questions with a high percentage of correct answers (around 90%) in the baseline survey. 1) was excluded as most Category 2 pupils have not reached Level 6 of the workbook; 2) was excluded as there was little room for improvement in the end-line survey. The questions are arranged with calculation questions on the left and arithmetic word problems on the right. To make it easy to see at a glance which category of schools improved better, the cells in the better-improved category are colored orange.

Table 4-28 Comparison of Percent Correct by Question between Baseline and Endline Surveys (P3)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	Numerical calculation																Arithmetic word problem							
C-1	16%	15%	16%	12%	8%	17%	14%	21%	6%	4%	8%	7%	8%	4%	3%	2%	6%	1%	19%	16%	3%	0%	5%	11%
C-2	25%	33%	18%	12%	11%	23%	23%	22%	23%	10%	17%	22%	17%	4%	14%	5%	-11%	-9%	13%	10%	7%	4%	1%	3%
C-3	19%	12%	12%	10%	8%	16%	14%	12%	18%	11%	14%	14%	11%	7%	9%	10%	9%	2%	24%	19%	12%	12%	3%	17%
C-4	18%	17%	21%	12%	11%	21%	18%	12%	16%	6%	12%	13%	21%	15%	14%	6%	1%	-3%	22%	23%	8%	7%	7%	11%

Source: COMPASS Project

Table 4-29 Comparison of Percent Correct by Question between Baseline and Endline Surveys (P5)

No	1	2	3	4	5	6	7	8	9	10	11	12	13
	Numerical calculation								Arithmetic word problem				
C-1	6%	3%	19%	22%	6%	7%	21%	10%	14%	10%	9%	6%	7%
C-2	14%	5%	26%	29%	6%	8%	29%	16%	6%	0%	2%	3%	-2%
C-3	14%	4%	15%	18%	1%	3%	16%	11%	12%	8%	11%	13%	15%
C-4	14%	5%	18%	18%	6%	8%	17%	17%	15%	7%	9%	12%	17%

Source: COMPASS Project

Focusing on color in category 2, it is found that the number of colorless questions in arithmetic word problems is high. In other words, Category 2 is characterized by a poorer degree of improvement in arithmetic word problems than the other categories. On the other hand, Category 2 is superior in terms of improvement in calculation questions.

4.8 Monitoring Mechanism

(1) Reporting from DEOs to REOs

Table 4-30 shows the results of a questionnaire to DEOs to determine whether they reported at least once in 2022 to REOs on the status of SMC implementation, except Central Tongu district in the Volta region, which reported at least once.

Table 4-30 Report on SMC implementation from DEO to REO

Category	Region	District	Reported SMC implementation status to REO at least once in 2022.
Non-COMPASS target Regions	Central	Agona East	✓
		Ekmfi	✓
		Awutu Senya West	✓
COMPASS target Regions	Eastern	Kwahu South	✓
		Upper West Akim	✓
		Ayensuano	✓
	Volta	Central Tongu	
		North Tongu	✓
		South Tongu	✓

Source: COMPASS Project

(2) SMC Federation

Table 4-31 shows the percentage of headteachers responding to the number of meetings held by the SMC Federation in 2022. The central region is not included in the table because the SMC Federation has only been implemented in the COMPASS-target region of Volta and Eastern. The SMC Federation mechanism was introduced in May 2022, and at the time of the endline survey, four months had passed. Therefore, it can be assumed that if it has been implemented at least once, it could be implemented three times in one year. The number of schools that reported having conducted at least one meeting is 100% in Category 2.

Table 4-31 Rate of Meetings held by the SMC Federation in 2022 (Headteachers' responses)

Number of meetings held by the SMC Federation in 2022	C-1 n=15	C-2 n=30	C-3 N/A	C-4 N/A	Total n=45
0 times	7%	0%	N/A	N/A	2%
1 time	40%	50%	N/A	N/A	47%
2 times	33%	40%	N/A	N/A	38%
3 times	20%	10%	N/A	N/A	13%

Source: COMPASS Project

5. CONCLUSION

Table 5-1 shows a summary of PDM indicator achievement of Category 2, the COMPASS target schools.

Table 5-1 Summary of PDM Indicator Achievement

Narrative Summary	OVI (Objectively Verifiable Indicators)	Achievement Level
Output1: Participatory school management and information sharing mechanism is improved.	1: 1-1: More than 90 % of schools establish School Management Committee (SMCs) by a democratic election	High
	1-2 More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC	High
	1-3: More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs.	High
	1-4: More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs.	High
	1-5 More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs	High
2: Pupils' learning outcomes in numeracy are improved.	2-1: More than 75% of schools plan learning-oriented activities in numeracy in SPIPs.	High
	2-2: More than 75% of schools implement remedial activities for numeracy planned in SPIPs.	High
	2-3: More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year.	High
	2-4: More than 80% of boys and girls attend remedial activities at more than 75% of schools.	High
	2-5 The percentage of pupils who achieve the minimum proficiency level in numeracy increase by 20%. (The minimum level is 42 points (out of 100 points) for both P3 and P5 (12 correct answers for P3, 14 correct answers for P5))"	Moderately high
3: SMC monitoring system at district and school levels is strengthened.	3-1: District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Office (REOs) and GES HQ at least once a year.	Moderately high
	3-2 All the SMC Federations hold at least three meetings a year.	High

Source: COMPASS Project

Table 5-2 shows the Breakdown of PDM Indicator Achievement. AR in the table is an abbreviation for Achievement Rate. The “Achievement rate (AR)” is calculated based on the Japan International Cooperation Agency’s evaluation criterion of “data in the endline survey divided by the target value of the indicator”. Note that the numbers in this table refer to data in Category 2, the COMPASS target schools.

Table 5-2 Breakdown of PDM Indicator Achievement

OVI	Achievement Level	Reason
1-1: More than 90 % of schools establish School Management Committee (SMCs) by a democratic election	High	According to Table 4-4, 95.5% of headteachers held the General Assembly for Democratic Election (AR: 106%). According to Table 4-5, 97.6% of SMC members indicated that the SMC was re-established after May 2021 (AR: 108%). Table 4-6 shows that 74.5% of SMC members (AR: 83%) were democratically elected at the General Assembly for democratic elections. Overall, the level of achievement is considered to be high.
1-2 More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC	High	Table 4-8 shows that 97.5% of headteachers indicated that SMC members are involved in SPIP development (AR: 130%). Table 4-10 shows that 96.3% of SMC members indicated that SMC is involved in SPIP development (AR: 128%). Table 4-11 also shows that 97.5% of headteachers indicated that the SMC was involved in the approval (AR: 130%).
1-3: More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs.	High	Table 4-14 shows that 80% of schools have at least 75% of their learning-oriented activities in progress or preparation (AR: 107%).
1-4: More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs.	High	93.8% of headteachers (Table 4-15) and 90.9% of SMC members (Table 4-16) indicated that their schools shared information with the SMC; the ARs are 125% and 121%, respectively, so the achievement level is considered high.
1-5 More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs	High	80.0% of headteachers (Table 4-17) and 86.2% of SMC members (Table 4-18) indicated that their annual review was approved by the SMC General Assembly; the ARs are 106% and 115%, respectively, so the achievement level is considered high.
2-1: More than 75% of schools plan learning-oriented activities in numeracy in SPIPs.	High	Table 4-19 shows that 87.2% of schools included numeracy learning-oriented activities (remedial activities) in the Quo-SPIP. (AR: 116%)
2-2: More than 75% of schools implement remedial activities for numeracy planned in SPIPs.	High	Table 4-20 shows that 97.9% of schools implemented numeracy learning-oriented activities (remedial activities). (AR: 131%)
2-3: More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year.	High	Table 4-21 shows that the percentage of schools that have conducted at least 30 hours of remedial numeracy activities is 68% as of September 2022 (AR: 91%); since there are still more than two months left in 2022, we consider the achievement level to be high.

5. CONCLUSION

Table 5-1 shows a summary of PDM indicator achievement of Category 2, the COMPASS target schools.

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Narrative Summary	OVI (Objectively Verifiable Indicators)	Achievement Level
Output1: Participatory school management and information sharing mechanism is improved.	1: 1-1: More than 90 % of schools establish School Management Committee (SMCs) by a democratic election	High
	1-2 More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC	High
	1-3: More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs.	High
	1-4: More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs.	High
	1-5 More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs	High
2: Pupils' learning outcomes in numeracy are improved.	2-1: More than 75% of schools plan learning-oriented activities in numeracy in SPIPs.	High
	2-2: More than 75% of schools implement remedial activities for numeracy planned in SPIPs.	High
	2-3: More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year.	High
	2-4: More than 80% of boys and girls attend remedial activities at more than 75% of schools.	High
	2-5 The percentage of pupils who achieve the minimum proficiency level in numeracy increase by 20%. (The minimum level is 42 points (out of 100 points) for both P3 and P5 (12 correct answers for P3, 14 correct answers for P5))"	Moderately high
3: SMC monitoring system at district and school levels is strengthened.	3-1: District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Office (REOs) and GES HQ at least once a year.	Moderately high
	3-2 All the SMC Federations hold at least three meetings a year.	High

Source: COMPASS Project

Table 5-2 shows the Breakdown of PDM Indicator Achievement. AR in the table is an abbreviation for Achievement Rate. The “Achievement rate (AR)” is calculated based on the Japan International Cooperation Agency’s evaluation criterion of “data in the endline survey divided by the target value of the indicator”. Note that the numbers in this table refer to data in Category 2, the COMPASS target schools.

Table 5-2 Breakdown of PDM Indicator Achievement

OVI	Achievement Level	Reason
1-1: More than 90 % of schools establish School Management Committee (SMCs) by a democratic election	High	According to Table 4-4, 95.5% of headteachers held the General Assembly for Democratic Election (AR: 106%). According to Table 4-5, 97.6% of SMC members indicated that the SMC was re-established after May 2021 (AR: 108%). Table 4-6 shows that 74.5% of SMC members (AR: 83%) were democratically elected at the General Assembly for democratic elections. Overall, the level of achievement is considered to be high.
1-2 More than 75 % of schools in the target regions develop SPIPs in participatory manner at the General Assembly of SMC	High	Table 4-8 shows that 97.5% of headteachers indicated that SMC members are involved in SPIP development (AR: 130%). Table 4-10 shows that 96.3% of SMC members indicated that SMC is involved in SPIP development (AR: 128%). Table 4-11 also shows that 97.5% of headteachers indicated that the SMC was involved in the approval (AR: 130%).
1-3: More than 75% of schools implement more than 75% learning-oriented activities planned in SPIPs.	High	Table 4-14 shows that 80% of schools have at least 75% of their learning-oriented activities in progress or preparation (AR: 107%).
1-4: More than 75% of schools share information on school resources, including school grants at General Assemblies of SMCs.	High	93.8% of headteachers (Table 4-15) and 90.9% of SMC members (Table 4-16) indicated that their schools shared information with the SMC; the ARs are 125% and 121%, respectively, so the achievement level is considered high.
1-5 More than 75% of schools develop annual review of SPIPs approved at General Assembly of SMCs	High	80.0% of headteachers (Table 4-17) and 86.2% of SMC members (Table 4-18) indicated that their annual review was approved by the SMC General Assembly; the ARs are 106% and 115%, respectively, so the achievement level is considered high.
2-1: More than 75% of schools plan learning-oriented activities in numeracy in SPIPs.	High	Table 4-19 shows that 87.2% of schools included numeracy learning-oriented activities (remedial activities) in the Quo-SPIP. (AR: 116%)
2-2: More than 75% of schools implement remedial activities for numeracy planned in SPIPs.	High	Table 4-20 shows that 97.9% of schools implemented numeracy learning-oriented activities (remedial activities). (AR: 131%)
2-3: More than 75% of schools implement more than 30 hours of remedial activities for numeracy based on the project model per year.	High	Table 4-21 shows that the percentage of schools that have conducted at least 30 hours of remedial numeracy activities is 68% as of September 2022 (AR: 91%); since there are still more than two months left in 2022, we consider the achievement level to be high.

OVI	Achievement Level	Reason
2-4: More than 80% of boys and girls attend remedial activities at more than 75% of schools.	High	Table 4-22 shows that 84.8% of schools had at least 80% of their pupils attending remedial activities. (AR: 113%)
2-5 The percentage of pupils who achieve the minimum proficiency level in numeracy increase by 20%. (The minimum level is 42 points (out of 100 points) for both P3 and P5 (12 correct answers for P3, 14 correct answers for P5))"	Moderately high	Table 4-25 and Table 4-27 show that the percentage of P3 exceeding the minimum proficiency level (42 out of 100) in numeracy increased by 24.9% (AR: 125%) and the percentage of P5 increased by 16.1% (AR: 81%).
3-1: District Education Offices (DEOs) report the implementation status of SMCs to Regional Education Office (REOs) and GES HQ at least once a year.	Moderately high	Table 4-30 shows that all but one of the six districts in the COMPASS target regions had at least one report from DEO to REO on the status of SMC implementation in 2022; five of the six districts had done so, giving AR: 83 %. It is considered moderately high since about three months are remaining in 2022.
3-2 All the SMC Federations hold at least three meetings a year.	High	Table 4-31 shows that 100% of the headteachers indicated that the SMC Coalition held at least one meeting during the four months from May to September 2022. Therefore, we assume that three meetings are conducted during the year, AR: 100%.

Source: COMPASS Project

6. RECOMMENDATION

The COMPASS project is active in three regions. With the future expansion to other regions in mind, suggestions are offered through a discussion of improvements to the model at this time.

The results of the endline survey indicate that the COMPASS project is doing a good job of implementing training. Operational improvements, such as the democratic reconstitution of SMCs and the information sharing from schools to SMCs, are also well underway. The importance of learning-oriented activities has also been recognized and activities have been incorporated into the SPIP and Quo-SPIP. However, the implementation of remedial activities faces several challenges.

First of all, there is little participation from the community as facilitators. More than half of the Category 2 schools had zero community facilitators. We suggest further modeling by conducting additional research on how to increase community participation in schools with high levels of community participation.

Second, remedial math activities alone may pose challenges in improving arithmetic word problems: as indicated in Section 4.7, both P3 and P5 showed lower improvement in arithmetic word problems in Category 2 than in the other categories. Category 4 has neither COMPASS assistance nor GALOP assistance, but the percentage of improvement on arithmetic word problems is higher than COMPASS target schools. This could be attributed to the fact that Category 4 schools offered remedial English language instruction. There is no doubt that English is the key to solving arithmetic word problems, and we suggest that a balance between English and math be considered in COMPASS remedial activities as well. In addition, we also propose to develop a Workbook for arithmetic word problems. The current workbook does not include arithmetic word problems. We believe that arithmetic word problems will provide an opportunity for pupils to experience English while developing their arithmetic word problems.

添付 9 : 研修マニュアル・教材等リスト

添付 9

List of Training Manuals provided

[For COMPASS Target School]

	Title	Target	Qty (approx.)
1	Training manual on Reconstruction of SMC through democratic manner	National trainers Master trainers District trainers Circuit trainers Head teachers	3,729
2	Training manual on Planning, implementation, monitoring and evaluation process on Quality Oriented School Performance Improvement Plan (QUO-SPIP)	National trainers Master Trainers District trainers Circuit trainers Head teachers SMC members	7,633
3	Training manual on Resource management through community participation for improving transparency and accountability	National trainers Master Trainers District trainers Circuit trainers Head teachers SMC members	7,633
4	Training manual on Democratic establishment of School Management Committees Federation (SMC Federation)	National trainers Master Trainers District trainers Circuit trainers Head teachers SMC members	12,136
5	Training manual on Monitoring and support to SMC	National trainers Master Trainers District trainers Circuit trainers (SISO)	897
6	Training manual on Remedial Activity	National trainers Master Trainers District trainers Circuit trainers Head teachers Facilitators	26,563

7	SMC Implementation Manual for Schools	Head teachers SMC chairperson	3,800
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[For GALOP Schools]

	Title	Target	Qty
1	Training manual on Reconstruction of SMC through democratic manner	National trainers Master Trainers District trainers SISO Head teachers	13,245
2	Training manual on Planning, implementation, monitoring and evaluation process on Quality Oriented School Performance Improvement Plan (QUO-SPIP)	National trainers Master Trainers District trainers SISO Head teachers SMC members	33,301
3	Training manual on Resource management through community participation for improving transparency and accountability	National trainers Master Trainers District trainers SISO Head teachers SMC members	33,301
4	Guidelines for disbursement, utilization and accounting for learning grants in public basic schools	National trainers Master Trainers District trainers SISO Head teachers SMC members	13,245

List of Teaching / Learning Material, produced and provided

	Title	Target	Qty
1-1	Math Workbook No.1	Compass target school (1,868)	271,330
1-2	Math Workbook No.2	Compass target school (1,868)	271,330
1-3	Math Workbook No.3	Compass target school (1,868)	271,330
1-4	Math Workbook No.4	Compass target school (1,868)	187,344
1-5	Math Workbook No.5	Compass target school (1,868)	187,344
1-6	Math Workbook No.6	Compass target school (1,868)	93,794
1-7	Math Workbook No.7	Compass target school (1,868)	93,794
1-8	Math Workbook No.8	Compass target school (1,868)	93,794
1-9	Math Workbook No.9	Compass target school (1,868)	N/A
2-1	Catch Up Workbook P2	Compass target school (1,868)	93,550
2-2	Catch Up Workbook P3	Compass target school (1,868)	93,550
2-3	Catch Up Workbook P4	Compass target school (1,868)	93,550
2-4	Catch Up Workbook P5	Compass target school (1,868)	93,550
2-5	Catch Up Workbook P6	Compass target school (1,868)	93,550
3	Exercise book	Compass target school (1,868)	298,880
4	Attendant Sheet for Remedial Activity	Compass target school (1,868)	224,160
5	Test Score Sheet for Remedial Activity	Compass target school (1,868)	112,080
6	Red Pens (for facilitators)	Compass target school (1,868)	1,868 boxes
7-1	JHS Math Workbook No.1	All public JHS schools in the target regions (2,707)	4,647
7-2	JHS Math Workbook No.2	All public JHS schools in the target regions (2,707)	4,647
8-1	Revised Math Workbook No.4	Pilot schools (4)	9
8-2	Revised Math Workbook No.5	Pilot schools (4)	9

List of PLC materials

	Title	Target	Qty (approx.)
1	No. 1: What are the objectives of math and why we should think abstractly?	Curriculum lead of selected Compass target schools SMC members National trainers Master Trainers District trainers	700
2	No.2: What is numeracy and why we should memorize the basic addition, subtraction, and multiplication?	Curriculum lead of selected Compass target schools SMC members National trainers Master Trainers District trainers	700
3	No.3: What is the sequency of each operation?	Curriculum lead of selected Compass target schools SMC members National trainers Master Trainers District trainers	700
4	No. 4. Helpful techniques for facilitators and those who support marking	Curriculum lead of selected Compass target schools SMC members National trainers Master Trainers District trainers	700

添付 10 : Project Operation Team リスト

List of the Project Operation Team and Master Trainers

Project Operation Team

As of December 2023

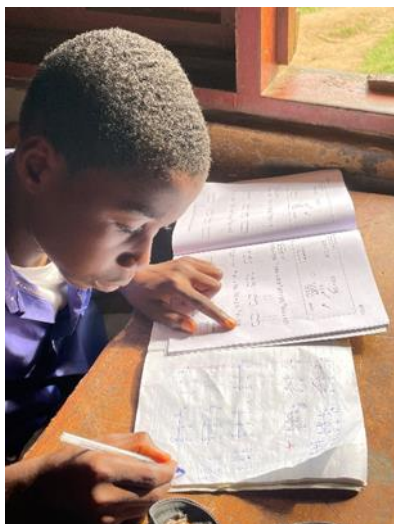
Name	Sex	Organization	Position	Role in the project
Bright Dey	M	GES HQ	Program Coordinator	POTL/National Trainer
Godfred Dzeke	M	GES HQ	Program Officer	National Trainer
-Emmanuel Kojotse Adadey	M	DEO Akatsi South, Volta	Training Officer	National Trainer
Ernest Kpofor	M	DEO Akatsi South, Volta	Head of Supervision	National Trainer
-Mawuli Vava Gabge	M	DEO Akatsi South, Volta	Admin & Finance	National Trainer
Michael Ganyo	M	DEO Upper Manya Krobo	Training Officer	National Trainer

Master Trainers

Name	Sex	Organization	Position	Role in the project
Alex Koranteng	M	REO Eastern	Training Officer	Master Trainer
Emmanuel Amoh	M	DEO Abuakwa South, Eastern	Head of Supervision	Master Trainer
Deborah Boateng	F	MEO Birim central, Eastern	Municipal Training Officer	Master Trainer
Eugene Mills	M	DEO Upper West Akim, Eastern	Head of HR	Master Trainer
George Darko	M	DEO Suhum, Eastern	Municipal Training Officer	Master Trainer
-William Charnor	M	DEO Kwahu South, Eastern	District Planning Officer	Master Trainer
Francis Adisah	M	DEO Kwahu south, Eastern	District Training Officer	Master Trainer
Roselyn Addae	F	DEO, New Juabeng North	District Training Officer	Master trainer
Nana Kwabena Nteh	M	REO, Oti Regional Office	Regional Training Officer	Master Trainer
-Alex Dotse Gbogbotsi	M	DEO Jasikan, Oti	Assistant Director of Supervision	Master Trainer
Michael Katammani	M	DEO Kadjebi, Oti	Guidance & Counsell Coord.	Master Trainer
Sylvester Deh	M	DEO Jasikan, Oti	Statistics Officer	Master Trainer
Francis Vidzro	M	REO Volta	REG. Training Officer	Master Trainer
Sindy A Adiko	F	DEO Afadjato South, Volta	Training Officer	Master Trainer
Samuel Lawson	M	DEO North Dayi, Volta	Assistant Director of Supervision	Master Trainer

添付 11-1 : 優良事例集 (2022. 12)

Good Practice of Remedial Lessons and SMC's Activities



November and December 2022

Good Practice

Challenge 1: Truancy

Good Practice ① Talking to Truant Pupils



(Battor D/A RC)

- The Headmistress and the C.L called pupils who are often absent, and advised them to be present in class after listening to their challenges.

Good Practice ②

Sharing the Attendance Record with Parents



(Battor D/A RC)

- The headteacher and facilitators called the parents of pupils who are often absent and talked to them to encourage their wards to attend the remedial class.

Point 🙌 : The attendance of pupils is expected to increase by talking directly to both pupils and parents about the importance of the remedial lesson.

Challenge 2: Shortage of Learning Time

Good Practice ③ : Remedial Lessons and Homework during Vacation



(Odumase Akim Presby and Anglican, Abuakwa South)

- Some schools conducted remedial lessons even during vacation using catch-up materials and remedial workbooks with the support of community facilitators. Pupils were also given homework during vacations and holidays.

Good Practice ④ :

Parents' Supervision on Their Children's Study at Home



(Aboabo MA, Abuakwa North)

- Parents supervise their children's homework during vacations and holidays. With the supervision and guidance of parents, children are more motivated to complete their homework. Parents become more interested in their children's education, which will promote their participation in SMC activities.

Point 🙌 : Pupils' learning time can be increased by conducting remedial lessons during vacation and giving homework. The implementation of homework can be ensured by parents' supervision!

Challenge 3: Shortage of Facilitators

Good Practice ⑤ :

SHS Students as Facilitators

(Aboabo MA BASIC, Abuakwa North
Ansar Islamic Basic, Akatsi North)

- An SHS student serves as a facilitator. As she is close in age to the pupils, they feel free to ask questions, and enjoy learning from her. There are also cases where JHS students and graduates serve as facilitators.



Good Practice ⑥ :

Mass Recruitment of Facilitators



(Abuakwa South)

- The assemblyman, traditional chiefs, Imam, unit committee members, leaders of churches collaborated and supported the implementation of the resolution. It includes mass recruitment of facilitators in the area to divide and deploy them equally in the area.

Good Practice ⑦ : Junior Facilitator



(Suhum Experimental C, Suhum)

- Pupils who completed level 9 become "junior facilitators" and serve as assistant facilitators. Facilitators and junior facilitators are recognized at an awards ceremony at the school at the end of the year.

Good Practice ⑧ : Fast Pupils Work with Slower Pupils



(Suhum Experimental C, Okroase MA, Suhum)

- Pairing fast-learning pupils with relatively slow-learning pupils and letting them work together can fill the shortage of facilitators. This will enhance learning of both children.

Point 🙌 : Let's discuss with stakeholders and think of innovative ways to fill the facilitator shortage!

JHS/SHS students and fast pupils can be good candidates for facilitators!

Challenge 4: Maintaining/Improving the Quality of Facilitators

Good Practice ⑨ : Regular Review Sessions for Facilitators (Suhum Experimental C, Suhum)



- Review sessions are conducted twice per term for community facilitators so that they can share their experiences and problems with other facilitators and teachers. The session provides opportunities for facilitators to improve their skills by getting advice. Teachers can also learn how their pupils are learning in remedial lessons and where they have difficulties, which will give them insights for the improvement of regular lessons.

Point 🙌 : Having review sessions with facilitators will motivate them, improve their facilitation skills,

and ensure the quality of remedial lessons!

Challenge 5: Maintaining Pupil's Motivation

Good Practice ⑩ : Innovative Group Name and Slogan



(Suhum Experimental C, Suhum)

- Some schools created innovative group names instead of level numbers so that pupils will not feel discouraged. Some schools even created attractive slogans for each group.

Good Practice ⑪ : Launching Level 9



(Suhum Experimental C, Suhum)

- The school decided to launch level 9 for the pupils who completed level 8 to motivate their further study. The level 9 workbook was developed by COMPASS and provided to the school.

Point 🙌 : Let's think of innovative ways to further motivate pupils!

Good Practice of Other Activities in Quo-SPIP

Point 🙌 : In addition to remedial lessons, there are many other activities you can do to improve pupils' learning!

Good Practice ⑫ : Active SMC Federation



(Krachi East Federation A, Akatsi South Federation A)

- Some SMC Federations conducted monitoring of the schools to grasp their situation to supervise timely SMC operation to encourage implementation of remedial lessons and assess their challenges.

Good Practice ⑬ : Purchase of PC



(Ansar Islamic Basic, Akatsi North)

- A PC was purchased by the SMC and handed over to the school.

CONTINUED!



Good Practice ⑭ : Purchase of Non-Consumable Teaching and Learning Materials (TLMs)



(Odasco Experimental, Birim Central)

- Some schools purchased non-consumable teaching and learning materials not only for math but also for science, geography, etc. to use them for a long time.

Good Practice ⑮ : Purchase and Install of Playground Equipment



(Odasco Experimental, Birim Central)

- Some schools purchased and installed playground equipment to achieve a harmonized physical and intellectual development of their pupils.

Good Practice ⑯ : Construction of KG Block



(Odasco Experimental, Birim Central)

- Some schools purchased molded blocks for the construction of the KG block.

Good Practice ⑰ : Construction of Walls



(Oda El -Shaddai primary B, Birim Central)

- Some schools are constructing walls of the schools. In this school, the SMC is constructing walls of a six-unit block.

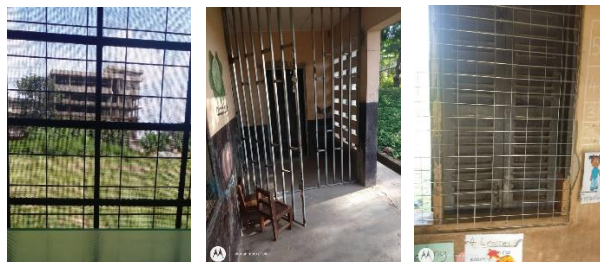
Good Practice ⑱ : Renovation of Washroom



(Jumapo Anglican Basic, New Juabeng North)

- This school renovated the toilet to improve sanitation of the children of kindergarten.

Good Practice ⑲ : Improving the Security of the Schools



(Jumapo Anglican Basic, New Juabeng North, Oda Salvation Army, Birim Central)

- Some schools installed security equipment such as burglar proof for windows, doors for computer lab. and Headteacher's office, etc.

Good Practice ⑳ : Renovation of the windows of the schools



(Jumapo Presby Basic, New Juabeng North)

- Some schools renovated the windows to improve the learning environment for learners.

Good Practice ㉑ : Construction of the school building



(Akeve Gui Basic, Akatsi South)

- The SMC constructed a part of school building.

Good Practice ㉒ : Providing reading books



(Akuave EP, Akatsi South)

- The SMC provided reading materials to improve the literacy skill of learners.

Good Practice ㉓ : Craft of school furniture



(Dzavega DA Basic, Krachi Nchumuru)

- The SMC made the chairs for learners to improve the degree of comfort for learning.

Good Practice ㉔ : Support from District Chief Executive (DCE)



(Chinderi Primary B, Krachi Nchumuru)

The District Chief Executive provided additional learning materials for pupils to improve the quality of teaching and learning of the schools.

Good Practice ㉕ : Award to students and teachers



(Chinderi Primary B, Krachi Nchumuru)

The Traditional Chief of Chinderi presented awards to teachers and pupils to keep them motivated for improving children's learning outcomes.

添付 11-2 : 優良事例集 (2023. 8)

添付 1 1-2



**COMPASS Project
August 2023**

Example

1. Good practice

2. Implementer

3. Result



SMC maize farm

Okanta D/A Basic School, Kadjebi

Proceeds from the farm after harvest intended to be used to purchase exercise books for the learners.



Presentation of furniture by Development Chief

Kpassa D/A Primary B2(KG), Kadjebi

The chairs improved the kids' learning environment and their writings got neater. Group activities has become easier.



SMC maize and groundnuts farms in collaboration with Donkorkrom

Presby JHS, Kwahu Afran Plains North

The proceeds last year helped painting the classroom block. This year the maize and groundnuts are yet to be harvested.



Construction of office and store room

Ahabaso - Manya D/A Primary School, Upper Manya Krobo Federation B

The improvement of teaching and learning environment.



Donation of desks by SMC

Aglakope Primary School, Krachi West

SMC made up for desk deficiency of the school.



Discussion of baseline and endline assessment

SMC and teachers of D/A JHS B4, Nkwanta North

The results were discussed with teachers, SMC members and students to be ready for BEXE.



Renovation of teacher's bungalow by SMC

Ketedorm D/A Primary School, Upper Manya Krobo Federation A

The improvement of teaching environment.



Construction of school signboard

SMC of Brepaw - Lower R/C Primary School, Upper Manya Krobo

Higher recognition of school activities among the community.



Donation of 12 benches

SMC of Samankwae D/A Primary, Kwahu Afran Plains South

Improved teaching and learning environment.

Biakoye

Distribution of mono and dual desks to all JICA projects and non projects schools by the DCE to facilitate effective teaching and learning.

Member SMCs provides electricity to schools to facilitate remedial lessons in the evenings on schools compound.

Some SMC Federation members visited selected schools to check on the conduct of the remedial lessons.

SMC Federation organises inter schools quizzes to promote competitions among learners.

Kadjebi

SMC Farming maize to support Remedial Activities.

Some community SHS volunteers training their colleagues to take over from them when they are away.

SMC Members going after pupils who are absent from remedial lessons.

SMC providing cutlasses to motivate community volunteers who are farmers.

Organizing Durbar for fund-raising to support Remedial Activities.



Sensitization through radio at Nkwanta on every Saturday 9:00am

Nkwanta South Federation 'A' going on air (Beyoung FM)

Educates parents on their roles as much as SMC is concerned.



Crowdfunding and fundraising activity

Okere Federation A

Mobilized \$722 from the community and abroad. The procurement of school desks is ongoing.



Community volunteer making school lunch

Upper Manya Krobo Federation A

School feeding was conducted 3 times a day at JHS and once a day at Primary.



Maize and cassava farms

Bormase - Hwenya D/A SMC, and 14 other schools in Upper Manya Krobo Federation A

Supported remedial lessons and repairs in the school. At Bormase - Hwenya D/A, the maize is mainly for sale and is expected to generate about GHS 8,000. The cassava is used for school feed and the rest is sold. Estimated sales are 2400 GHS.

Upper Manya Krobo

Securing beverages from sponsors

A beverage distributor and a pure water sales man who provide beverages to the federation GA.

Discount of cement for bulk orders

Twelve schools will participate in this activity to get 20% discount. The cement will be used for the construction of washrooms and canteens.

Lower printing cost for exam paper

The federation executives negotiated with a former resident of the area who runs a photocopy shop in the neighboring district, and agreed on 40 pesewas per sheet of double-sided A4 photocopy.

House to House Campaign

Federation executives and each SMC executive visited the households to tackle low enrollment and attendance rates.

Health Screening (skin rash check, vision and hearing test)

In cooperation with the Ghana Health Service (GHS), implemented this activity free of charge in all federation schools.

Still more to come!

**Keep posting good practice with
photos in What'sApp groups to keep
us motivated.**

添付 11-3 : 優良事例・教訓集



Ghana Education
Service (GES)



Project for Community Participation for Sustainable Schools for All (COMPASS)

*Record of Good Practices and Lessons
Learnt during Project Implementation and*

*Ghana Education Service Headquarters
And
Japan International Cooperation Agency
(JICA)*

February 2024

INTRODUCTION

The project for Community Participation for Sustainable Schools for all, also referred to as the GES-JICA COMPASS Project was implemented over a 4-year period (March 2020 – March 2024). The project was designed as a pilot initiative to establish a model for improving Community Participation in Education, and improve proficiency of Basic School learners in numeracy.

The key objectives of the project were translated into four expected outputs;

- *Participatory school management and information sharing mechanism is improved.*
- *Pupils' learning outcomes in numeracy are improved.*
- *SMC monitoring system at district and schools' level is strengthened.*
- *A model is refined in terms of scalability in subsequent regions based on the lesson learnt.*

Some approaches adopted to realize the above outputs include, the reconstitution and strengthening of School Management Committees (SMCs), capacity building in preparation and implementation of Quality-oriented School Performance Improvement Plan (Quo-SPIP), Resource Management, and Performance monitoring strategies. Primary School learners were also provided with learning materials for remediation to improve learning outcome in mathematics (numeracy).

Having successfully implemented this major phase of the project in three (Volta, Eastern, and Oti) out of the sixteen regions in Ghana, notable good practices and strategies that worked in some areas or communities across the three regions have been observed and recorded.

This document provides a vivid record of the good practices, innovations and strategies that were often led and implemented by communities and the districts, as well as the SMCs or SMC Federations.

It is the hope of the project team, the Ghana Education Service management and JICA that, this document will serve a good purpose to guide the sustainability and scale-up of the Model across the country. Regions, Districts, Schools or SMCs, and SMC Federations, and/or individuals could use the good practices and lessons learnt in the COMPASS project to promote quality learning in their communities or schools.

Reconstitution and strengthening of SMCs

The essence of COMPASS model is to improve learning outcomes through community participation in the form of School Management Committee (SMC) activities. The very beginning of this community involvement starts with a democratic reconstitution of SMCs. Having learnt how to select SMC executives democratically, all the 1,868 COMPASS target schools conducted election of SMC executive members (Chairperson, Deputy Chairperson and Financial Secretary) in a democratic manner by November 2021.

In the election process, coloured papers were used as ballot papers which enabled all the community members, including illiterate people, to participate in the selection process of SMC members.



Candidates holding coloured paper which represent themselves



Voters casting ballots to elect SMC executives

The elected SMC members are to work closely and voluntarily with their schools. Their first activity is to identify problems related to the school management and learning achievements of learners, followed by forming a Quality-Oriented School Performance Improvement Plan (Quo-SPIP). Quo-SPIP is an operational plan developed based on a determination of the challenges and key priority areas for improvement in the school, especially focusing on learning improvement by means and resources which the school and the community can provide. The Quo-SPIP is an action plan, which is a tool for organizing and clarifying strategies for communities to mobilize material, human and financial resources necessary to address their school's priority issues.

Good Practice

- ✧ In Chinderi D/A Primary B, Krachi Nchumuru District of Oti Region, the Quo-SPIP for the academic year was displayed in the headteacher's office which enabled everyone to see what the school is targeting. (August 2023)
- ✧ Some SMCs succeeded in involving the students in order to deliver to the community a message of the importance of improving learning outcomes. One school in Kwahu South introduced a comedy touch skit played by the students, inspiring both the parents and the children to appreciate the importance of literacy. (March 2022)

REMEDIAL LESSON IN Quo-SPIP 2023						
Domains	Activities	Period	Task	COSE	Sources funding	Actors/monitors
Learning Time	Remedial Lesson	Mon-Fri 7:30-8:30	Children do the task		Parents' contribution	Headteacher, SMC chairperson
Learning Material/Environment	Monitoring on homework, class, and class		When the page is not read by pupils	N/A	N/A	Parents, Facilitators
Quality of Teaching/Learning Practices	Endline Assessment	26 Oct 2023	Test Paper	N/A	N/A	Facilitators

Quo-SPIP displayed in the principal room
(Chinderi D/A Primary B, Krachi Nchumuru, Oti Region)



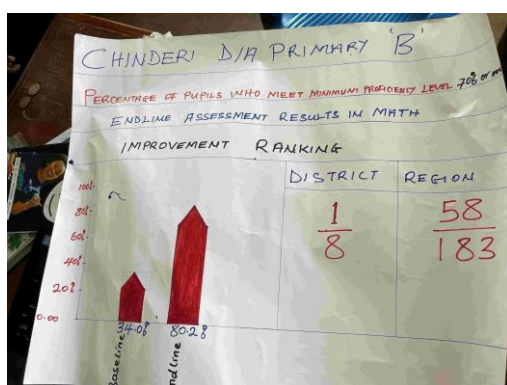
Students' role play in SMC GA
(Kwahu South, Eastern Region)

COMPASS model recommends SMCs to hold General Assemblies (GAs) three times in an academic year; Quo-SPIP Validation, Mid-term Review, and Annual Review (the same as SPAM). While some SMCs face challenges to mobilize community members to hold GAs as regularly as recommended, others excelled at maximizing these opportunities to advocate for active community participation, and successfully gained more support from the community members and parents.

SMC Federations, groups of 15-40 SMCs, hold GAs to follow up on the activities of each member SMC and function as peer supporting and monitoring system.

Good Practice

- Chinderi D/A Primary B displays primary remedial lesson results in the headteacher's office to motivate the teachers, and to advocate for parents and the community support. (August 2023)
- Ketu North Federation C presented a balance sheet to all the participants during a Federation GA to show its financial status and accountability. (September 2023)
- Upper Manya Krobo Federation made a feasible budget plan that can be implemented with a community contribution collection rate of 80%. If the planned activities can be implemented, member SMCs will be more satisfied, which will also promote active participation of member SMCs in the federation. (July 2023)
- Ankaase Matamallan D/A KG & Primary School SMC in Krachi West, Oti Region, reads out agenda and Quo-SPIP in local language so that those who are illiterate can also join GAs and express their opinions.



Baseline survey result displayed in the headteacher's office
(Chinderi D/A Primary B, Krachi Nchumuru, Oti Region)

SMC FEDERATION THREE EXPENDITURE	
Date: 03/07/23	03/07/23
03/07/23 ⇒ Payment for Taxi (fuel) through Mr. Godwin Asakpa (at Legon) 50 + 14.0 = 190	
09/08/23 ⇒ Payment for Taxi (fuel) through Mr. Godwin Asakpa (at Legon) 50 + 100 = 150	
	Sub-total 340
09/09/23 ⇒ Used at Kufinu (familiarization tour) = 50	
	Sub-total = 390.00
09/09/23 ⇒ Monitoring Cost for 2023 = 320.00	
⇒ Total amt = 1,220.00	
⇒ Total Exp = 710	
⇒ Cash at hand = 510	

Transparency and accountability were shown through the balance sheet
(Ketu North Federation C, Volta Region)

- ✧ All the COMPASS project schools included remedial lesson in their Quo-SPIP. Some schools, such as Zongo Macheri, Krachi Nchumuru, incorporated the homework assignment during school vacation in their Quo-SPIP. (August 2022)
- ✧ A number of SMCs involved traditional authorities in their GAs to get the community fully involved in the SMC activities. Kodiabe D.A/ E.P Basic in Adaklu District, Volta region for instance, held a Quo-SPIP validation GA with the presence of traditional chief, and agreed on learning-oriented activities to be implemented involving the whole community. (January 2023)
- ✧ Old Mangoase Presby Basic School, Akwapem North in Eastern region held Education Week event and Quo-SPIP validation on the same day. They successfully attracted a large number of community members to participate and be engaged in the Quo-SPIP validation process. The SMC and the school also received monetary contributions from the community to support SMC activities. (November 2023)
- ✧ The SISO and headteacher of Jabari M/A KG/Primary, Nkwanta South in Oti region, engaged younger age group and women with babies by asking their opinions at their GA. (August 2023)

FACTORS	COMPONENTS IN SPIP	ACTIVITIES	PERIOD	DATE	COST	REMARKS
1. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
2. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
3. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
4. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
5. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
6. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
7. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
8. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
9. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
10. Educational Time	Provision of remedial lessons during school vacation	Remedial lessons during school vacation	2022	2022	200	
Total Amount					2000	Community contribution

Vacation homework was included in Quo-SPIP (Zongo Macheri, Krachi Nchumuru, Oti Region)



SMC GA with traditional chief (Kodiabe D.A/ E.P Basic, Adaklu, Volta Region)



The SMC Secretary reading out the activities in the drafted Quo-SPIP to the community (Old Mangoase Presby Basic, Akwapem North, Eastern Region)





SISO and Headteacher asking community members for their opinions to improve their school environment (Jabari M/A KG/Primary, Nkwanta South, Oti Region)

Remedial Lesson Activities

The main mission of SMC is to support the headteacher and the teachers to implement actions for improving the school environment and the quality of teaching/learning. In line with this, COMPASS project introduced primary mathematics remedial lessons with the support from community facilitators in 2022. Having seen the remarkable academic improvement after 5 months remedial activity, many SMCs decided to continue the remedial lessons in 2023. When Junior High Schools' remedial lessons were introduced in June 2023, all the BECE candidates in the three target regions participated in the lessons supported by SMCs and SMC Federations. SMCs enticed their community members to become facilitators as well as to support teachers who conduct extra/remedial lessons. They also made photocopy of the workbooks with their budget/funds.

Good Practice

- Some of the young community members volunteered to facilitate remedial lessons by cooperating with teachers. COMPASS workbooks are designed as self-paced drilling which doesn't require teaching. Hence, community facilitators with no teaching experience can also create learning environment either before or after school hours to supervise and support learners.
- Chinderi D/A Primary B displayed the chart of both remedial lesson schedule and persons in charge, and conducted well-organized remedial lessons. (2023 August)

	
<p><i>Community facilitator marking on a workbook</i> (Logove AME Zion Basic School, Ketu South, Volta Region)</p>	<p><i>Remedial lesson schedule</i> Chinderi D/A Primary B (Krachi Nchumuru, Oti Region)</p>

- More than 65% of COMPASS project target schools (with JHS) photocopied the JHS workbooks for the students (BECE candidates), and conducted remedial lessons. While other schools wrote questions on a white/black board. The fund to duplicate the workbooks was collected mainly from the parents and community members.
- Upper Manya Krobo Federation executives in Eastern region negotiated with a former resident of the area who runs a photocopy shop in the neighbouring district, and made agreement on discount for a bulk order. (June-July 2023)
- In some schools, such as Ansar Islamic Basic School, Akatsi North in Volta region the graduates became volunteers to support the remedial lessons. (June-July 2023)



*Community facilitator and teachers support students' learnings
(Suhum M/A Experimental A, Suhum, Eastern Region)*



*BECE remedial lesson facilitated by school graduates
(Ansar Islamic Basic School, Akatsi North, Volta Region)*

- ✧ Some SMCs made full use of vacation time to increase the hours of learning. They continued remedial lessons during vacation with support from the community facilitators of which not few are JHS students. Some SMCs, such as Aboabo MA, Abuakwa North in Eastern region, also advocated for parents to look after their children doing their homework. With the supervision and guidance of parents, students are more motivated to complete their homework. Parents came to pay more attention to their children's education and got themselves involved in SMC activities. (August 2022)



*JHS student helping Primary school learners homework
(Aboabo MA Basic, Abwakwa North, Eastern Region)*



*Parent overseeing the homework
(Aboabo MA, Abuakwa North, Eastern Region)*

Fund Raising and Income Generating Activities

While having delays in receiving governmental funds, the majority of SMCs and SMC Federations managed to find their own ways to generate funds to invest in learning-oriented activities.

Good Practice

- ✧ St. Dominic Basic School SMC in Denkyembour, Eastern region invited doctors and nurses to their GA to fully mobilize human and financial resources in the community. Some of the participants pledged to donate cash and Personal Computers to the school. (September 2023)
- ✧ Atiwa West SMC Federation A&B in Eastern region organized an official ceremony to commemorate the inauguration of SMC Federations. All the major stakeholders in the

community, not only the education field, but also police service and health service representatives participated in the event. Chiefs and Queen mothers also attended to fully support the advocacy on the roles and responsibilities of SMCs and Federations. The Federations received donations from the participants through an appeal for funds at the ceremony. (May 2023)

- ✧ Many SMCs raised donations from their community members upon GAs. For instance, a newly appointed financial secretary of Pakro RC SMC held a box in front of the participants, and soon it got filled with modest contribution from individual, which at the end grew into generous donation. (January 2023) Many D/A Meth. Basic, North Tongu, SMC agreed that each household contributes 5 GHS a month to make photocopies of learning materials. (February 2023)



*Doctors and nurses of St. Dominic Hospital invited to the SMC GA
(St. Dominic Basic School, Denkyembour, Eastern Region)*



*SMC Federation Launching Ceremony
(Atiwa West Federation A&B, Eastern Region)*



*SMC GA attendees donating cash
(Pakro RC, Akwapem South, Eastern Region)*



*SMC GA agreed on monthly donation
(Many D/A Meth. Basic, North Tongu, Volta Region)*

- ✧ In Kodiabe D.A/ E.P Basic, Adaklu District in Volta region, community members responded to the appeal of the SMC chairperson, and funds were raised which enabled the school to have the windows fixed and purchase children's textbooks. (February 2023)



*Repairs done with the funds donated
(Kodiabe D.A/ E.P Basic School, Adaklu, Volta
Region)*



*Newly bought textbooks
(Kodiabe D.A/ E.P Basic School, Adaklu, Volta
Region)*

- ✧ Okere District Federation A kicked off a crowd funding initiative to raise funds to purchase school desks for their fifteen member SMCs (schools). The online platform attracted donations mainly from abroad, while SMC executives advocated for community members to gain support at grass-roots level. They successfully raised over 720 USD in five months, and procured 20 sets of chairs and desks. In addition to the crowdfunding campaign, the DEO also approached the District Assembly about the possibility of providing desks and was successful in securing 500 desks. Hearing about the self-help efforts through crowdfunding, the District Assembly allocated more desks to the schools under the Okere Federation A. (March -December 2023)



*Federation Chairperson and his team visited
churches to appeal for support
(Okere Federation A, Eastern Region)*



*Hand-over ceremony of the desks procured
with funds raised through crowd-funding
(Okere Federation A, Eastern Region)*

- ✧ Many SMCs have successful stories of income generation such as school farming. Ground nuts, cassava, and maize were cultivated, and proceeds from the farm were utilized to purchase exercise books or undertake paintings of school buildings. Food prepared from the farm produce became gift to school teachers who facilitate remedial lessons, or was used for school lunches.



Maize farm (Presby JHS, Kwahu Afram Plains North, Eastern Region)



Planted new cassava seedlings after giving out cultivated cassava to teachers and using for school lunch (Vakpo New Adomi D/A Basic School, North Dayi, Volta Region)



Maize and cassava farms (Bormase - Hwenya D/A SMC, Upper Manya Krobo, Eastern Region)



Ingredients for school lunch were from the school farms (Bormase - Hwenya D/A SMC, Upper Manya Krobo, Eastern Region)

Community Mobilization

The monetary contribution is not the only way to support SMCs or SMC Federations. This section will provide information on some SMCs which received material aids from the community to carry out their planned activities. Disseminating the education related information to the concerned people is also one form of supporting SMCs.

Good Practice

- ✧ Aglakope Primary School SMC in Oti region mobilized contributions from community members and succeeded in making desks for the school. (February 2022). One church built a seven-unit classroom block for the school (November 2023).
- ✧ The SMC of Odasco Experimental Basic in Eastern region donated non-consumable teaching and learning materials not only for mathematics but also for science, geography, and other subjects to use in supporting teaching and learning for a long time. (April 2022)



*Donation of desks
(Aglakope Primary School, Krachi West, Oti
Region)*



*TLMs donated by SMC
(Odasco Experimental, Birim Central, Eastern
Region)*

- ✧ The District Chief Executive of Krachi Nchumuru provided additional learning materials for pupils to improve the quality of teaching and learning. (November 2022)
- ✧ The Traditional Chief of Chinderi awarded the teachers and the pupils to keep them motivated for improving children's learning outcomes. (June 2023)



*Donation of learning materials
(Chinderi Primary B, Krachi Nchumuru, Oti
Region)*



*Award being presented by traditional chief
(Chinderi Primary B, Krachi Nchumuru, Oti
Region)*

- ✧ Nkwanta South Federation A members in Oti region talk on a regular radio show at Beyoung FM to advocate for the importance of parents' understanding of SMC activities. (Every Saturday)
- ✧ Denkyembour Federation in Eastern region organized a mathematics quiz competition and awarded a certificate. (November 2022)



*Sensitization through radio
(Nkwanta South Federation A, Oti Region)*



*Math quiz hosted by Federation
(Denkyembour, Eastern Region)*

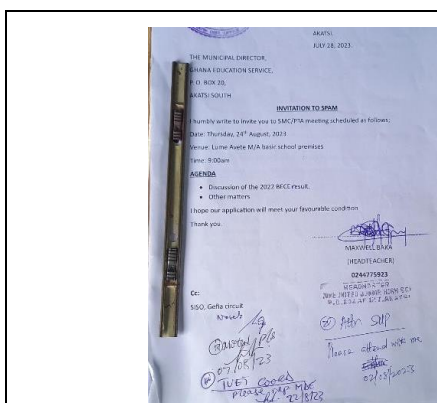
- ✧ Upper Manya Krobo Federation in Eastern region secured beverages from local business persons. A beverage distributor and a “pure water” sales man provided beverages to the Federation GAs.
- ✧ The Chairperson of Ketu North Federation B in Volta region mobilized resources to procure and donate sanitary pads to girls in all schools in the Federation. This support was later extended to other Federations to cover the entire District.

Monitoring and Support by GES HQs, REOs, DEOs, and SMC Federations

In order to fulfil SMCs missions, the technical support and monitoring from GES HQs, REOs and DEOs are indispensable. The well trained national and regional master trainers oversee and back up SMCs to ensure better collaboration and community engagement for better academic performance of their students. GES HQs, REOs and DEOs assist and provide technical support to SMC Federations who collaborate with their member SMCs to achieve the common goals.

Good Practice

- ✧ DEO of Akatsi South in Volta region conducted monitoring of SMCs and SMC Federations in AY2023. The DEO has established monitoring, reporting, and information sharing system. It enables all officers, including master trainers, DTOs and SISOs to conduct monitoring of SMC GAs. Prior to these monitoring, all the schools had issued an invitation letter to the DEO to invite an observer to their GAs. (August 2023)
- ✧ Some of the schools in Akatsi South received support from an NGO to train community facilitators. As it was successful, the DEO disseminated this practice to other SMCs and supported forming a linkage between SMC, community, and NGO.
- ✧ After the peer monitoring concept was introduced in the Refresher Training in March/April 2023, many SMCs visited Federation member schools, which resulted in the SMCs stimulating and encouraging each other.
- ✧ DEO of North Dayi in Volta region conducted mathematics test at the end of the 1st term and the 2nd term at all Primary and JHS grades in the AY2023. For the printing of the test papers, 2 cedis 50 pesewas per student was collected from the parents, following the appeal of the DEO and the schools supported by the SMCs.
- ✧ DTO of Krachi Nchumuru in Oti region and representatives of well-performing COMPASS SMCs in the district visited GALOP schools to inspire the teachers and the students. They also invited opinion leaders to their SPAMs (School Performance Appraisal Meeting).



*Invitation letter from SMC to DEO
(Akatsi South, Volta Region)*



*Observing remedial lessons by peer monitoring
(Krachi East Federation A, Oti Region)*

Other Lessons Learnt and Way Forward

In addition to the Good Practices observed across the project target regions, it was observed that all the SMCs tried and tested different ways to achieve high results while ensuring sustainability. Learning from these efforts, summary of some tips are presented below as a way forward.

◆ *Involvement of the whole community*

Well-functioning SMCs and Federations involve all kinds of stakeholders, such as traditional leaders, NGOs, assemblymen/women, private companies, unions, and opinion leaders. In addition, sharing experiences and workbooks with GALOP and private schools leads to an improvement in the overall academic performance of the community. Involving the whole community is a key COMPASS concept, which should always be kept in mind when planning and implementing school-related activities.

◆ *Collection of Federation fees*

A number of Federations are struggling to collect Federation fees. In order to ensure the payment of Federation fees, it is necessary to make people aware of the significance of the SMC Federation. To do so, the Federation needs to develop an annual action plan that is inclusive and attractive to the member SMCs. In particular, fundraising activities at the Federation level are effective in encouraging participation, collaboration and payment of fees by member SMCs. Existing SMC Federations, who struggle to establish and/or sustain the Federation concept, can learn from these good practices to identify innovative ways of fundraising. Federations are also encouraged to consult with their respective DEOs for guidance and support. It should be strongly noted that the COMPASS model does NOT encourage the levying and collection of Federation fees on per child basis; this should be avoided.

◆ *Sustainable remedial lessons*

There were some cases where the teachers were conducting the remedial lessons with no community facilitators found to support. In these cases, there are still ways to support the remedial lessons by encouraging the teachers. For example, by providing materials, food, or accommodation for the teachers. It is not advisable to conduct remedial lessons every day for a whole year as this can easily create boredom and apathy for everyone involved in the activity. However, it may be useful to conduct intensive remedial lessons before terminal exams. At other times remedial lessons can be conducted at the pace that teachers, students, and SMCs are comfortable with. This is a critical point in terms of sustainability, and SMCs should keep it in mind and plan sustainable remedial lessons.

◆ *Learning from each other's experience*

During the project period, the solid connections among the concerned people from the central to grass roots level was built, for example through SNS groups (WhatsApp group). Having such platforms allowed all the stakeholders to learn from each other's experiences in a very frank manner. Something one thinks is ordinary could be seen by others as a remarkable achievement. Something one thinks is difficult could be everyone's stumbling block. Sharing how you overcame humps will boost one's confidence, and it will guide others to do the same.

添付 12 : アシャンティ州調査報告書



Ghana Education
Service (GES)



**REPORT ON SITUATIONAL SURVEY OF SCHOOL
MANAGEMENT COMMITTEES, AND MINIMUM
PROFICIENCY OF PRIMARY SCHOOL LEARNERS IN
NUMERACY IN THE ASHANTI REGION, GHANA**

DECEMBER 2023



A Report on the Situational Survey Results in Ashanti Region, December 2023

I. Background of the Survey

The Ghana Education Service (GES) with technical and financial support from the Japan International Cooperation Agency (JICA) implemented the project for Community Participation for Sustainable Schools for all (COMPASS) between March 2020 and March 2024. The GES-JICA COMPASS project was aimed at promoting accountability for learning improvement through effective democratic governance and management of schools. The project also aims to improve stakeholder participation, transparency, and commitment towards the attainment of quality learning outcomes of primary school children in Ghana.

While focusing on schools that are not benefiting directly from the Ghana Accountability for Learning Outcomes Project (GALOP), the COMPASS project was implemented in three of the sixteen regions in Ghana, thus Eastern, Volta and Oti regions. School Management Committees (SMCs) were identified as the main avenue to reach and engage community members or other stakeholders to support education of children and improve learning.

The overall goal of the project was to develop and establish “*a model for participatory school management*” for scale-up in other regions of the country. To achieve this goal, the GES-JICA COMPASS project implemented carefully targeted innovative activities to enhance local community participation in School Management and improve attainment of minimum proficiency in numeracy. For example, SMCs were reconstituted through democratic election of SMC members, while capacity building activities were also carried out on development and implementation of quality-oriented School Performance Improvement Plans (Quo-SPIPs) including the organization of Mathematics Remedial Lessons.

Through the lessons learned in the implementation of the project, a model is now established and is being validated through further consultations and monitoring. The model so far established has proven to be yielding desired results as over 95% of the targeted non-GALOP Schools in the 60 beneficiary districts across the three regions have successfully established SMCs in democratic manner. 80% of the schools have at least 75% of their learning-oriented activities in the SPIPs implemented. The percentage of P3 and P5 learners improving in numeracy has increased by 24.9% and 16.1% respectively. The GES-JICA COMPASS project team believes that the achievements as espoused above are an indication that the model for participatory school management could be

scaled to other regions across the country.

It has however become necessary to understand the situation of participatory school management in other regions to inform strategies and preparation for scale-up of the model. The Ashanti region was therefore selected for a situational survey since it is one of the regions that connect the northern part of the country to the southern part and has the potential of depicting the situation that may broadly rather than specifically reflect the situation of other regions across the country. This report highlights the objectives, processes and results of the situational survey undertaken in the Ashanti region of Ghana.

II. Objectives of the Survey

The objectives of the survey include:

- To ascertain the situation of SMC functionality in the region.
- Assess and analyze the proficiency level of Primary School Learners in Mathematics
- Determine the level of involvement and participation of SMC, PTA and the community members in decision making to improve learning in basic schools.
- Investigate the conduct of Remedial Lessons or other interventions to improve learning.
- To determine the feasibility of rolling out the COMPASS project Model in the region.

III. Target of the Survey

1) Target Region: Ashanti Region

Ashanti Region was chosen as the target region for the situational survey because:

- It is in the middle belt of Ghana, thereby accommodating a fair representation of various ethnic and religious groups.
- It has the highest number of Districts and a sizeable primary school student population.
- It has one of the top three districts experiencing the highest multi-dimensional poor households (according to Ghana Statistical Service data 2022).
- It has one of the largest metropolitan areas in the country with several municipal towns and cities worth exploring for the dynamics of Community Participation in Education.

2) Target Districts: Bosomtwe District, Ejura Sekyedumase District, Oforikrom Municipal, Obuasi Municipal, Asokore Mampong Municipal, Sekyere Afram Plains.

These districts were carefully selected and targeted to represent the northern, middle, and southern zones of the Ashanti region. In addition, the following reasons were also considered in the selection and targeting of the districts:

- The Rural, Peri Urban and Urban status of the district. For example, Oforikrom Municipal and Asokore Mampong Municipal are urban, Sekyere Afram Plains is rural and Bosomtwe is considered peri urban.
- Poverty rating of the district (GSS 2022 poverty rating). For example, Sekyere Afram Plains has the highest poverty rate (which even exceeds the national rate) in the region.
- The predominant ethnic or religious groups residing in the district. For instance, the Ejura Sekyedumase, and Asokore Mampong districts have predominantly Muslim groupings.
-

3) Target Schools: 06 schools (GALOP), 06 schools (non-GALOP)

In all, twelve (12) schools were selected for the survey. Six (6) of the selected schools are GALOP beneficiary schools while the rest six are non-GALOP schools.

The reason for the selection in this manner is to afford the survey team to analyze the situation as it pertains in the GALOP beneficiary schools as against the situation in the non-GALOP schools. The schools were also selected considering their location within the district. For example, at least one school is selected from the district capital, and one chosen from any other city, town, village, or community outside the district capital.

4) Target Grades for the Assessment: B3, B5

Primary Grade 3 and 5 (Basic 3 and 5) classes were the targets for the mathematics baseline assessment of the survey. Level or grade appropriate test items in mathematics were designed and administered in the chosen classes. B3 was targeted because it is the class that marks the completion of Lower Primary, while B5 was chosen because it is the class prior to the final grade of Upper Primary and Primary level education.

In addition, B3 and B5 classes were also chosen because the survey findings could be juxtaposed against any possible interventions that might be implemented after the observations from the National Standardized Test (NST) results. NST is conducted for B2 and B4 learners with the aim of providing interventions early enough for each sub-level of primary education.

5) Target Interviewee: Headteachers, SMC Chairperson / SMC members

To determine the general leadership and management effectiveness of the schools, the Headteachers and SMC chairpersons / members were targeted as the main respondents in the interview part of the survey. The Headteachers were chosen because they are the main administrators and supervisors of learning in the school, and secretaries to the SMCs.

The SMC chairpersons and/or other SMC members were targeted because they will provide

responses from the community perspectives and share their own experiences as members of the School Management Committee.

6) Target Schools and the Number of Students: As shown in the below table.

1. Bosomtwe District	B3			B5			GALOP or Non-GALOP	Rural or Urban
	M	F	T	M	F	T		
1) DEDUAKO DA BASIC	7	5	12	7	4	11	Non-GALOP	Rural
2) JACHIE STEM ACADEMY (PRIMARY)	25	20	45	21	21	42	Non-GALOP	Rural
2. Ejura Sekyedumase District								
1) EJURA ALHAJI PANGABU T.I AHM. PRIMARY	16	22	38	10	16	26	GALOP	Urban
2) KYEKYENKURA MA PRIMARY	16	13	29	4	14	18	GALOP	Rural
3. Asokore Mampong Municipal								
1) ASAWASI METHODIST KG & PRIM 'A'	12	12	24	9	19	28	Non-GALOP	Urban
2) ST. PETER'S ANGLICAN BASIC	27	27	54	26	22	48	Non-GALOP	Urban
3) CENTRAL MOSQUE ISLAMIC BASIC	5	15	20	8	5	13	Non-GALOP	Urban
4. Oforikrom Municipal								
1) AYEDUASE R/C PRIMARY AND KG	15	15	30	11	9	20	GALOP	Urban
5. Obuasi Municipal								
1) OBUASI PRESBY PRIMARY B & KG	14	18	32	11	19	30	GALOP	Rural
2) KWABENA FORI M/A PRIMARY/KG	30	24	54	30	39	69	GALOP	Rural
6. Sekyere Afram Plains								
1) DAWIA BASIC SCHOOL	3	7	10	4	6	10	GALOP	Rural
2) DROBONSO METHODIST BASIC	13	8	21	7	5	12	Non-GALOP	Rural

IV. Survey Methodology

The survey methodology was based on two approaches to gather the necessary data. The two approaches used were dependent on the nature or type of data being collected. While separate Questionnaires were used to collect data from the Headteachers and the SMC Chairpersons/Members, a written Mathematics Test paper was given to the B3 and B5 Learners to assess their performance in Numeracy. Further details of the survey tools and methodology is provided below:

1. **Questionnaire for Headteachers:** With the use of a questionnaire for headteachers, a guided interview was conducted for the headteachers. The questionnaire had sets of questions categorized into four (4) sections.

- a. School Information: Seven Questions
 - b. SPIP and School Management: Seven Questions
 - c. SMC: Four Questions
 - d. Student Learning Activities: Five Questions.
2. **Questionnaire for SMC:** With the use of a questionnaire for SMC, a guided interview was conducted for the SMC chairpersons and/or members available. The questionnaire had sets of questions categorized into three (3) sections.
- a. School Information: Four Questions
 - b. Respondent's Information: Five Questions
 - c. Involvement in School Management: Eight Questions
3. **Baseline Assessment for B3 and B5:** Baseline mathematics assessment was conducted for learners in Primary 3 (B3) and Primary 5 (B5) respectively. Different sets of questions appropriate for the level of each class were used for the assessment test.
- a. **B3 Assessment:** Learners were given 26 questions to answer in 30 minutes.
 - b. **B5 Assessment:** Learners were given 30 questions to answer in 30 minutes.

V. Framework of Analysis

The analysis of the data was done by collating the responses from each school for each question on the questionnaire. The responses from the headteachers were analyzed separately from the responses from the SMC chairperson/members from the same school. However, some comparisons were made for questions that were the same or similar. For example, the response for the question seeking the involvement of SMC or community members in SPAM and SPIP were compared from the perspective of headteachers and the perspectives of SMCs.

The results or scores obtained in the mathematics assessment test for all the learners from each school and each class were also collated and analyzed.

A general comparison of findings was made based on the status of the schools (GALOP or Non-GALOP), and also based on location; rural or urban.

VI. Limitation of the Survey

a. Inadequate Resources/Logistics

The Limitations of this survey may be attributed to inadequate resources or logistics which resulted in the small sample size (number Districts and number of schools) selected. A total of 12 schools from 6 Districts may be relatively small for a survey of this nature because the aim of the survey was to establish the feasibility of scaling up the COMPASS model. The small sample size may keep certain important factors hidden.

b. Overcrowded Classrooms

The situation of inadequate space in the classrooms in some of the schools may lead to the possibility of some learners cheating in or copying from their friends during the assessment test. Even though the survey team rearranged the classes and even spaced the learners out (with some of them sitting outside the classroom) to take the test, the situation is considered as a limitation that could impact the results of the assessment test.

c. Time of the Survey

The survey was conducted during the last week of the school term when the schools were busy writing the end of term examinations, and teachers and headteachers were focused on wrapping up activities to end the term. In some schools, learners finished writing the end of term exams and had to take the assessment test soon afterwards. The learners may not be informed ahead of time so it is possible that they may not have been psychologically ready. This could also have some impact on the results of this survey.

VII. SMC Chairperson: SMC Meeting and General Assembly

Table 1

No	Question	Total Average	GALOP average	Non GALOP average
7.1	The average frequency of SMC meetings in the 2023 school year	1.83	2.2	1.5
7.2	The average frequency of SMC community General Assemblies in the 2023 school year	1.4	2	0.8

VIII. SMC Chairperson: Resource Management

Table 2

No	Question	GALOP		Non GALOP	
8.1	Did the school share information on school resources including grants received in a SMC General Assembly in 2023 school year?	1. Yes	5	1. Yes	1
		2. No	1	2. No	4
		3. Other	0	3. Other	1
		4. I don't know.	0	4. I don't know.	0
8.2	Did the school share the balance sheet of Capitation Grant or Learning Grant in 2023 school year with SMC members?	1. Yes	6	1. Yes	2
		2. No	0	2. No	4
		3. Other	0	3. Other	0
		4. I don't know.	0	4. I don't know.	0
8.3	Did the school hold SPAM in 2023 school year?	1. Yes	2	1. Yes	1
		2. No	4	2. No	4
		3. Other	0	3. Other	1
		4. I don't know.	0	4. I don't know.	0
8.4	Did the SMC validate the annual review sheet (annual report 2022) at a SMC General Assembly/SPAM in 2023 school year?	1. Yes	1	1. Yes	2
		2. No	5	2. No	4
		3. Other	0	3. Other	0
		4. I don't know.	0	4. I don't know.	0
8.5	Was the SMC involved in the development of SPIP for the 2023 school year	1. Yes	2	1. Yes	0
		2. No	1	2. No	2
		3. SPIP was not developed	3	3. SPIP was not developed	4
		4. Other	0	4. Other	0
		5. I don't know.	0	5. I don't know.	0
8.6	Did the SMC validate the SPIP for the 2023 school year before submission to the district office?	1. Yes	2	1. Yes	0
		2. No	2	2. No	1
		3. SPIP was not developed	2	3. SPIP was not developed	5
		4. Other	0	4. Other	0
		5. I don't know.	0	5. I don't know.	0

IX. Headteacher: SPIP and School Management

Table 3

No	Question	GALOP		Non-GALOP	
9.1	Did the school have a SPIP in 2023 school year?	1. Yes	3	1. Yes	1
		2. No	3	2. No	5
9.2	How much Capitation Grant and/or Learning Grant did the school receive in 2023 school year? (average)	GHS 1,922.16		GHS 719.74	
9.3	Did SPIP target or include “learning-oriented activities in numeracy”?	1. Yes	3	1. Yes	0
		2. No	3	2. No	6
9.4	If yes, the type of activities	School-based INSET on Math Basic operations, Supplementary Readers, Manila cards, Markers, Glue, etc.			
9.5	If yes, the progress of the activities	1. Completed	2	1. Completed	0
		2. Partially Completed	1	2. Partially Completed	0
		3. Did not even start	3	3. Did not even start	6
9.6	Did the school hold SPAM in the 2023 school year?	1. Yes	4	1. Yes	0
		2. No	2	2. No	6
		3. Not yet or Do not know	0	3. Not yet or Do not know	0
9.7	Does the school have an SMC?	1. Yes	6	1. Yes	6
		2. No	0	2. No	0

X. Headteacher: If the answer to “9.7” above is yes (About SMC)

Table 4

No	Question	GALOP		Non-GALOP	
10.1	How many times has the SMC held community General Assemblies in the 2023 school year?	1. Once	4	1. Once	3
		2. Twice	2	2. Twice	1
		3. Thrice	0	3. Thrice	2
		4. Do not know	0	4. Do not know	0
10.2	Who validated/approved the SPIP before submission to the district?	1. Headteacher	2	1. Headteacher	2
		2. Teachers	1	2. Teachers	1
		3. SMC members	3	3. SMC members	4
		4. Not yet or Do not know	3	4. Not yet or Do not know	2

10.3	Did the school get validation of the annual review sheet (annual report) of SPIP 2022 at an SMC General Assembly in the 2023 school year?	1. Yes	3	1. Yes	3
		2. No	2	2. No	3
		3. Not yet or Do not know	1	3. Not yet or Do not know	0
10.4	Did the school share information on school resources including grants received at an SMC General Assembly in 2023 school year?	1. Yes	5	1. Yes	5
		2. No	1	2. No	1
		3. Not yet or Do not know	0	3. Not yet or Do not know	0

XI. Headteacher: Student Learning Activities

Table 5

No	Question	GALOP		Non GALOP	
11.1	How does the school share pupils' academic performance with the parents?	1. Communicate individually to parents	5	1. Communicate individually to parents	3
		2. Parents' meeting	1	2. Parents' meeting	3
		3. Other	0	3. Other	0
		4. Never shared	0	4. Never shared	0
11.2	Were remedial activities organized in 2023 for the primary level grades?	1. Yes	5	1. Yes	6
		2. No	1	2. No	0
11.3	Which subjects did you target in the remedial activities?	1. English	2	1. English	5
		2. Mathematics	4	2. Mathematics	1
		3. Other	0	3. Other	0
11.4	How many hours (average) did the school implement remedial mathematics activities in the 2023 school year per grade?	Hours		Hours	
11.5	Who mainly organized the remedial activities?	1. Teaching staff	6	1. Teaching staff	6
		2. Community members	0	2. Community members	0
		3. Other	0	3. Other	0

XII. Findings and Analysis:

Overall, 12 selected schools were surveyed, from which 6 were GALOP beneficiary schools and the rest 6 were non-GALOP schools. 7 of the schools were located in the rural areas while 5 were in the urban settings. The headteachers and the SMC chairpersons and/or PTA representatives on the SMC were interviewed from each school, bringing the total respondents to 24 (2 from each school). Primary Basic 3 (B3) and Basic 5 (B5) learners totaling 703 in all took part in the mathematics assessment test. The detailed analysis of the

findings is presented below.

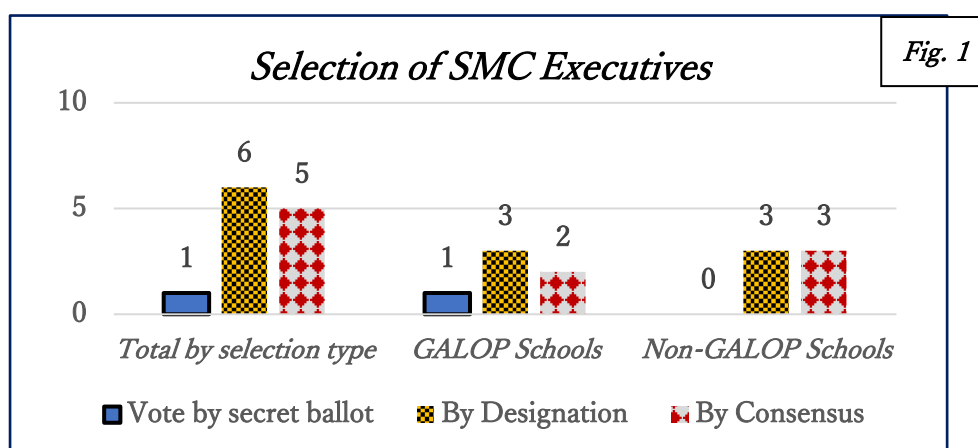
1. Overall trends,

Generally, all schools (both GALOP and Non-GALOP, or rural and urban) responded that they have SMCs in place. It was however revealing that the SMCs were not functional as expected. The operations of SMCs in the schools / communities were being run mostly by the chairpersons only. SMCs were also not actively engaging and involving the community members in the management and support of the schools.

The learning outcomes in mathematics were not encouraging as the average scores of correct answers were less than 50% for most of the learners. Learners had difficulties with simple addition and subtraction, concept of fractions, multiplication and division, the operational signs in mathematics, and simple word problems.

2. Selection of SMC Executives / members:

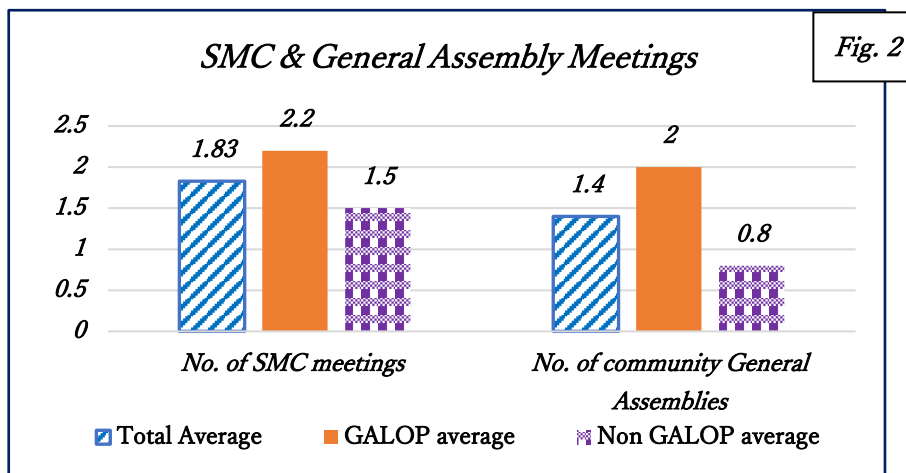
The process of selecting leaders of the SMC is critical to the operational functionality or activeness of the SMC. The survey team interviewed the available SMC executives (mostly SMC chairpersons and/or PTA representatives on the SMC) about how they were selected to the various positions they held in the SMC.



The chart (Fig.1) above indicates that only one SMC/School (a GALOP school) had its SMC executives selected through democratic election and secret balloting. Most of the SMC executives were selected by designation or consensus. Further probe also revealed that selection by designation or consensus were done at PTA meetings rather than community General Assemblies. While equal number of both non-GALOP and GALOP schools selected their SMC executives by designation, more non-GALOP schools did the selection by consensus than the GALOP schools.

2.1 SMC Meetings and SPAM / Community General Assemblies:

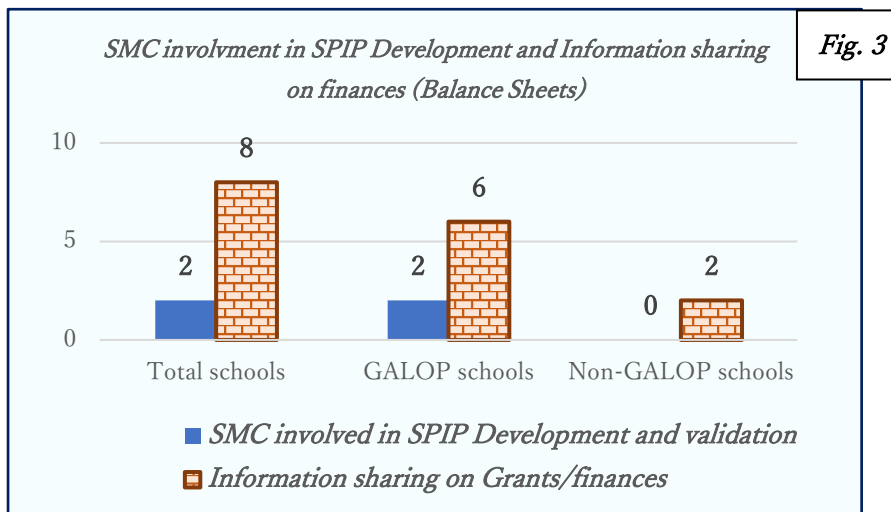
The survey team collected data on the frequency of SMC meetings and Community General Assembly meetings lead by the SMCs as presented below.



The chart (Fig. 2) above depicts the frequency of meetings held by the SMCs and the SPAM or General Assembly meetings facilitated by the SMCs. On the average, the SMCs held meetings at least 1.8 while GAs were held about 1.4 times. It is evident that the SMCs of GALOP schools had more regular SMC meetings and GAs than the SMCs of non-GALOP schools. **16.7% (2 schools)** did not organize any SMC meetings and **33.3% (4 schools)**, including the schools that did not organize SMC meetings did not also organize any GA meetings. The affected schools are all non-GALOP schools.

This indicates that in terms of SMC meetings and the General Assembly meetings, the GALOP schools are doing better than the non-GALOP schools in the region. A deeper scrutiny during the survey also revealed that the schools that said they organized at least one SMC/GA meeting often misrepresent a PTA executive or general meeting involving the SMC chairperson as an SMC meeting. The schools appear to be having more PTA engagements than the expected SMC led operations to support and improve learning outcomes.

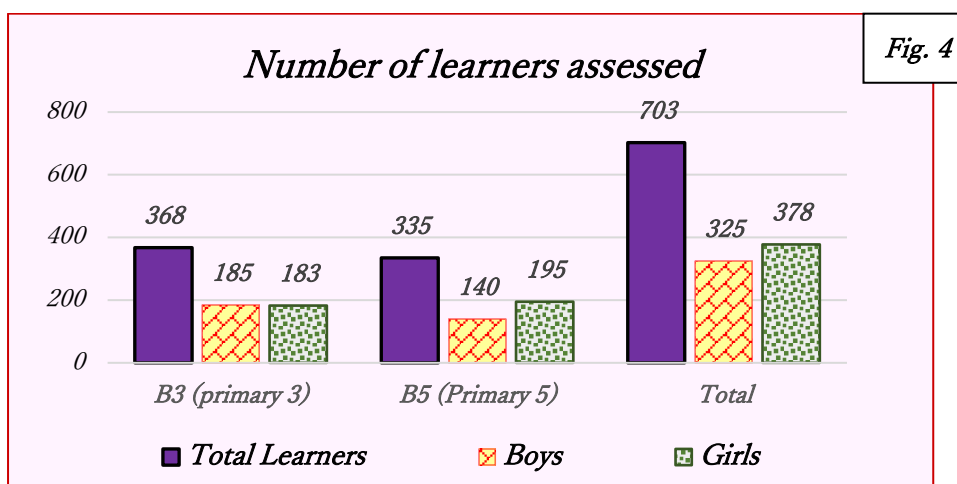
2.2 SPIP Development and Information sharing on Balance Sheet of Funds (Grants): **83.3% of the SMCs (10 schools)** were not involved in the development of SPIP. From the total of 12 schools surveyed, **only 2 schools** (GALOP schools) had their SPIP prepared, validated and approved, and have involved the SMC in the process. As may be referenced from the chart below, none of the non-GALOP schools involved the SMC in SPIP development. The survey team considered the non-availability of an approved SPIP in the schools as a sign of a weak or non-functional SMC. Since the survey was done at the end of the first term of the academic year, it was expected that the school would have been implementing an approved SPIP for the year.



In terms of information sharing on grants or other finances received by the schools, **66.7% of the SMCs (8 schools – 6 GALOP, 2 non-GALOP)** confirmed that they shared information on capitation and / or Learning grants or other financial resources. From the chart (Fig. 3) above, it is clear that while all the 6 GALOP schools surveyed confirmed information sharing on grants, 4 out of the 6 non-GALOP schools do not share information on grants and school finances.

3. Assessment of Learners in Mathematics:

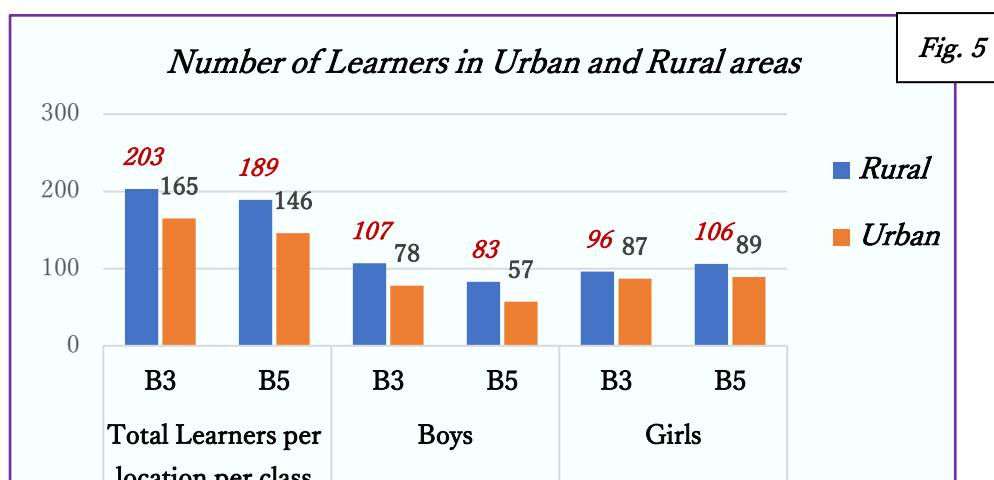
The survey team conducted a mathematics assessment test for primary B3 and B5 learners in each of the schools surveyed to ascertain the learners' proficiency in numeracy. The B3 learners answered 26 questions for 30 minutes while the B5 learners answered 30 questions for 30 minutes. Below are the results of the mathematics assessment test.



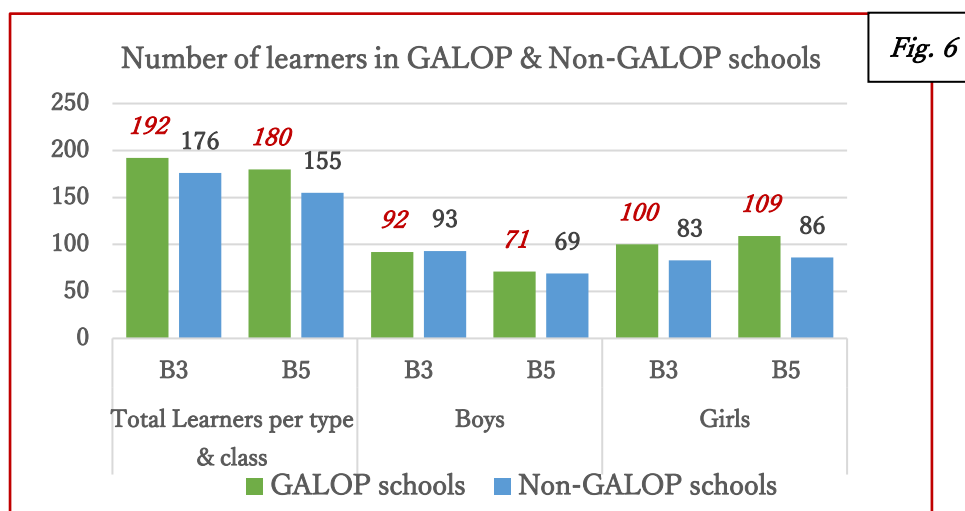
In all (as may be seen from the chart – Fig 4 above), a total of **703 learners** took part in the mathematics test. **46.2% (325)** of the learners were boys while the **53.8% (378)** were girls. The total number of B3 learners was higher than the learners in B5. It is notable that while more boys than girls in B3 took the test, a substantial number of girls than boys in the case

of B5 learners took the test.

Of the 703 total learners, 55.8% (392) were enrolled in schools in the rural areas while of the districts surveyed. The total number of rural schools were 7, representing 58% of the total schools surveyed. This is believed to account for the comparative high enrolment of learners in the rural schools for both B3 (203) and B5 (189) respectively. The chart (Fig. 5) below provides a breakdown of the learners in rural and urban schools that took the test.



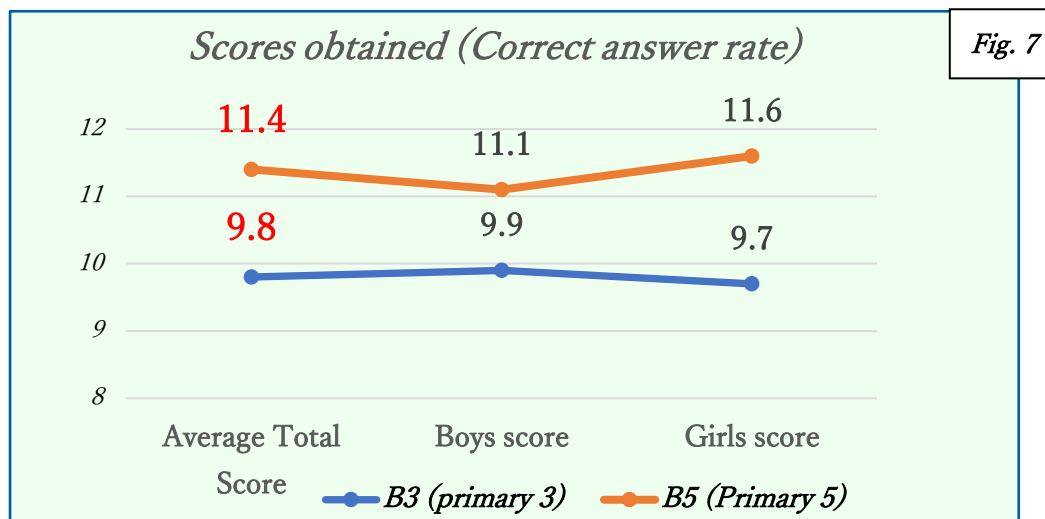
A split of the total learners into the GALOP and Non-GALOP schools also revealed that the GALOP schools accounted for 52.9% (372) of the learners while the rest 47.1% (331) were in the non-GALOP schools. Further details are contained in the chart (Fig. 6) below:



4. Mathematics Assessment results:

Generally, the results of the mathematics test indicated that the primary school learners in the Ashanti region are not proficient in numeracy. The average performance of both B3 and B5 learners, was less than 50 percentage points. The average performance of the **B3**

learners was 37.7% (9.8 correct answers) while the B5 learners obtained 38% (11.4 correct answers). Details are provided in the chart (Fig. 7) below.



As may be seen from the chart (Fig. 7) above, the total average score (correct answer rate) obtained by the B3 learners was **9.8 marks out of 26 questions**, the B5 Learners obtained **11.4 questions correct out of 30**.

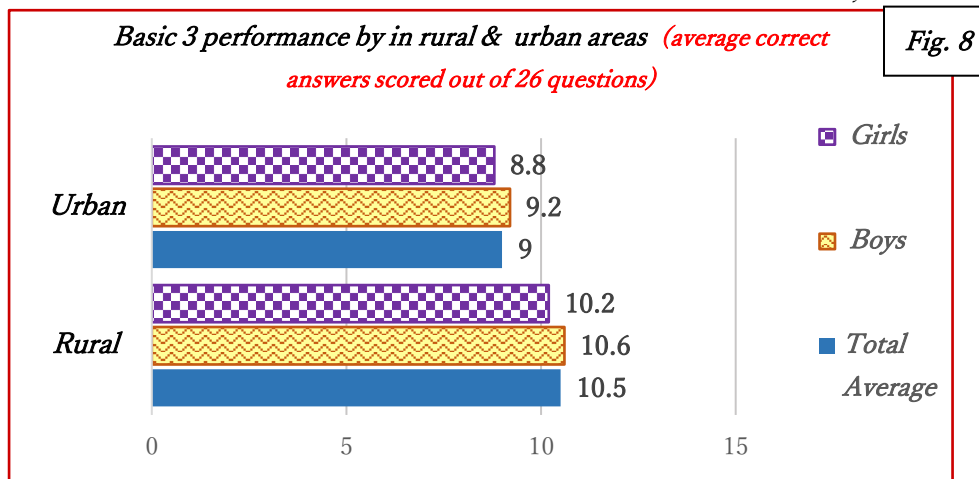
In B5, the performance of girls was better than the boys as the average score for girls was not only higher than that of the boys but also higher than the total average score.

The B3 boys performed better than their female counterparts, and obtained an average score higher than the total average.

4.1 Assessment results analysis by location (Urban VS Rural):

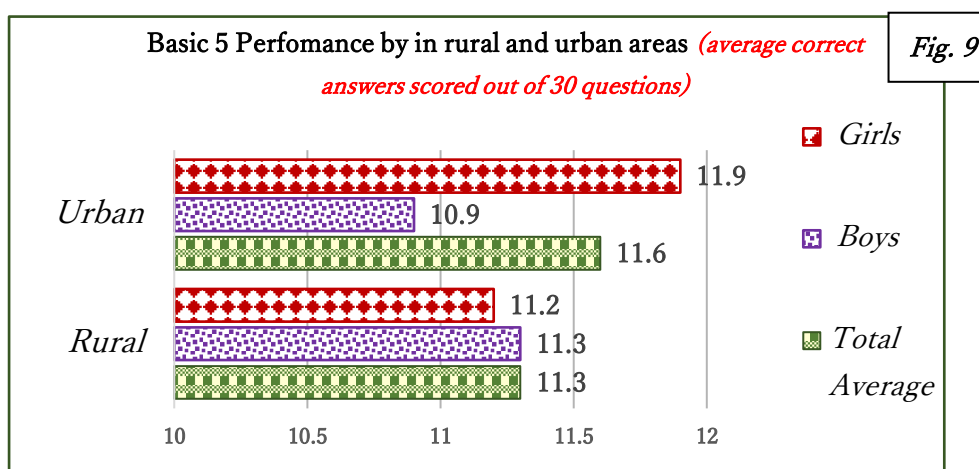
The mathematics assessment test results were also analyzed based on the locations of the schools to ascertain the performance differences between the Urban and Rural locations.

Generally, the performance of B3 learners in the rural locations of the districts surveyed was higher than that of the learners in the urban locations. The B3 boys particularly in both the rural and urban areas did relatively better than the girls in terms of the average correct answer scores obtained. The chart (Fig. 8) below depicts details of the performance of B3 learners in rural versus urban areas.



In the case of the B5 learners as may be seen from the chart (Fig. 9) below, the total average performance in the urban areas was better than the rural areas. It is worthy of note that the B5 girls in the 5 urban schools surveyed, obtained an average of 11.9 correct answers which is higher than the overall total average score of all the learners. Interestingly, the B5 boys in the urban schools performed much lower not only than the B5 girls in the urban schools but also lower than the B5 learners in the rural schools.

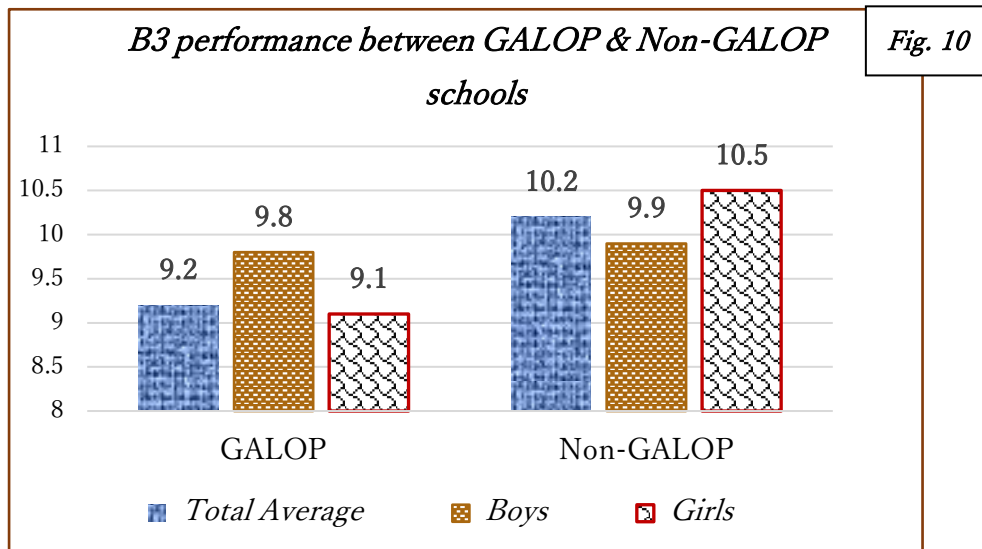
It is not too clear what may have accounted for the low performance of the B5 boys in the urban areas.



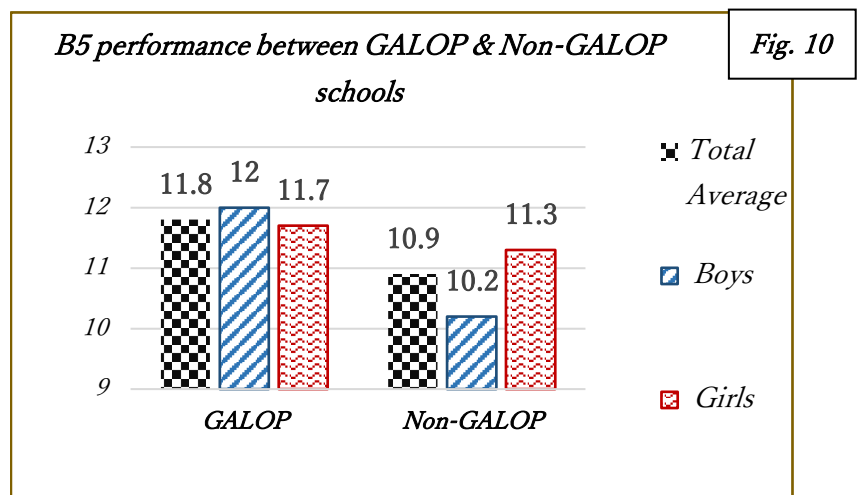
4.2 Assessment results analysis between GALOP versus Non-GALOP schools:

From the chart (Fig.10) below, it is evident that the performance of the B3 learners in the non-GALOP schools was higher than the learners in the GALOP schools. This is very significant, considering the fact that there are more learners in the GALOP schools than the non-GALOP schools, so the results implies that more of the B3 learners in the GALOP schools are still far away from achieving the desired proficiency level or standards in numeracy (mathematics). Of particular concern is also the fact that the B3 girls in the GALOP schools obtained the lowest average correct answer scores in the test, while their colleagues in the non-GALOP

schools have actually done even better not only the girls but also the boys in both GALOP and non-GALOP schools.



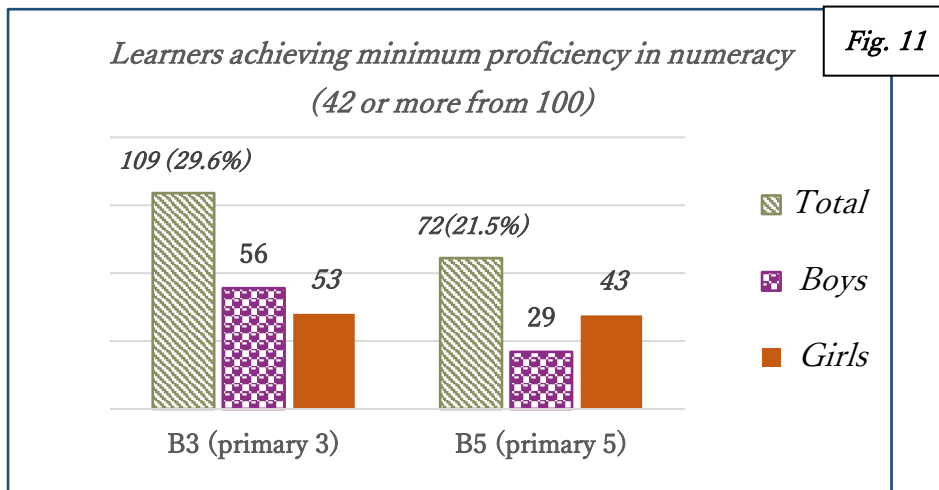
In a reverse trend compared to the B3 situation described above, the B5 learners in GALOP schools have obtained more correct answer scores than their colleagues in the non-GALOP schools. As may be seen from the chart below, significant mention has to be made of the B5 boys in GALOP schools who obtained an average of 12 correct answer scores in the test. This average score is higher than the overall average score obtained by the learners in all schools together. It is therefore worth investigating to discover why the B5 boys in the non-GALOP schools could not match their colleagues in the GALOP schools in this assessment. (See Fig. 10)



4.3 Learners Achieving minimum Proficiency (Numeracy):

For the purpose of this survey report, the minimum proficiency as set by the COMPASS project was adapted to be used for this analysis. The project has set 42 or more on 100 points as minimum proficiency. This implies that B3 learners must score at least 13 or more out of the 29 questions to be considered as achieving minimum proficiency. Similarly, the B5 learners must score at least 15 or more out of 34 questions correct to meet minimum

proficiency requirements.



Based on the assessment test results as shown in the chart (Fig. 11) above, 29.6% of B3 learners and 21.5% of B5 learners are achieving proficiency. With less than 50% of the learners in both grades achieving minimum proficiency, there would be the need for a learning improvement intervention to alleviate the situation in the region.

5. Data comparison with the baseline survey (Eastern, Volta, Oti):

The table below shows a comparison of the situational survey results with the baseline survey data (collected in 2018/19) prior to the roll out of the COMPASS project in Eastern, Volta and Oti regions.

Table 6

COMPASS project Baseline Data components compared with Ashanti region Situational Survey data			
Sn	Survey Component	Average Baseline results (ER/VR/OR)	Average Situational Survey results
1.	Selection of SMC executives by democratic election	29.5%	8.3%
2.	SMC involved in SPIP development	83.1%	16.6%
3.	Information Sharing to SMC/GA on school resources including grants	66.4%	50.0%
4.	Average math test score B3	49.5%	33.9%
5.	% of B3 learners achieving minimum proficiency (42 or more on 100 points)	60.2%	29.6%
6.	Average math test score B5	49.0%	33.4%
7.	% of B5 learners achieving minimum proficiency (42 or more on 100 points)	61.3%	21.5%

Source: COMPASS Project

From the table 6 above, it could be observed that the situational survey results (almost all components except Information Sharing appear to be lower than the baseline survey of Eastern, Volta and Oti, prior to roll out of the COMPASS project. This is an indication that, without a well thought through and intentional intervention, the situation of SMC operations and community support for improvement of learning outcomes especially in numeracy continue to worsen.

6. The feasibility of roll-out of the COMPASS model in the Ashanti region:

Considering the results and findings of the situational survey conducted in the Ashanti, it is evident that SMC operations in the schools in the region are not going on as expected. In most of the instances, the schools have not constituted the SMC properly and many of the SMC executives were not selected by involving the general community members. Only one of the GALOP schools reported that the SMC executives were selected through vote by secret ballot. All the other 11 schools either selected the SMC executives by designation or by consensus.

SMC meetings and General Assembly meetings are not being held to ensure promote community participation and ensure that community members are actively involved in the School Management and learning improvement process. It is even much worrying when the school headteachers depend on PTA meetings where only the SMC chairperson is invited to attend, but later report it or consider such a meeting as an SMC meeting.

The preparation of SPIP/Quo-SPIP and the processes involved also leaves much to be desired. Only 2 out of the 12 schools surveyed, had their SPIPs prepared. These two schools were GALOP beneficiary schools with proactive headteachers who are following the requirements of the GALOP. None of the non-GALOP schools have prepared the SPIP or initiated the process for its preparation, validation and approval.

Poor learning outcomes and weak support for the schools are evident from this survey results. 42 (6.0%) out of the 703 learners (both B3 and B5 together) tested have attained minimum proficiency, scoring at least 70% or more of the questions correct. This means that about 94% of the learners are below the minimum proficiency level in numeracy, hence the low average score of 37.7% and 38% obtained by B3 and B5 learners respectively in the assessment test.

On the basis of the weak or poor performance of the schools as revealed by the survey results, and the cooperation received from the headteachers, the SMC/PTA members, the district and regional education directorates during the conduct of the survey, it will be very feasible to roll-out the COMPASS model in the Ashanti region.

7. Conclusion:

The situational survey has achieved its intended objectives as it has established empirical evidence for each of the objectives outlined for the survey.

It is therefore necessary to further analyze or investigate other key emerging issues from this survey or issues that the data analysis alone could not unravel. This will enable the use of the findings from this survey to be contextualized and targeted at improving the situations as revealed by the survey.

8. Recommendations:

The survey team recommends that in taking the decision to roll-out the COMPASS model in the Ashanti region or any other regions that may have similar features or situations as expressed in this survey report, the following points will be useful to keep in mind.

- Mobilizing the general community members seemed easier in some of the rural areas than the urban areas.
- The roles of SMCs versus that of PTAs should be strategically explained as complimentary rather than structural.
- Implementation of the COMPASS model should be gradually introduced, and with regular capacity strengthening mechanisms.
- Intermittent data collection, analysis and monitoring to check progress of the SMCs and the learning interventions would be required to ensure success.
- Community mobilization approaches should leverage other cooperate institutions and old students' unions/associations.

**添付 13 : 2024-2027 GES
アクションプラン**



Ghana Education
Service (GES)

***ACTION PLAN
FOR DISSEMINATION
AND
SCALE-UP OF THE
COMMUNITY PARTICIPATION
FOR
SUSTAINABLE SCHOOLS
(COMPASS) MODEL***

Prepared by the
Partnerships and Affiliations Unit
February 2024

1. Introduction:

The project for improving learning outcomes through Community Participation for Sustainable Schools for all (COMPASS) was implemented in sixty Districts across three regions in Ghana. This relatively expanded implementation in the Eastern, Volta and Oti regions followed an initial pilot implementation in two Districts (Upper Manya Krobo and Akatsi South) in the Eastern and Volta regions respectively.

The main objectives of the COMPASS project were to establish a model for improving community participation in education through functional School Management Committees (SMCs), and to promote approaches for improving learning outcomes in numeracy.

Having tested, reviewed and refined the proposed COMPASS model as implemented in the sixty districts in the three regions with technical and financial support from the Japanese International Cooperation Agency (JICA), the Ghana Education Service (GES) has observed the positive results achieved, thereby attaining the objectives of the project. SMCs have been reconstituted and capacitated to lead community mobilization and support for education. A learning quality-focused approach has been introduced into the preparation and implementation of School Performance Improvement Plans (SPIP), hence the concept of Quality-Oriented SPIP (Quo-SPIP) introduced.

SMCs and Schools in collaboration with district and regional education directorates implemented Remedial Lessons (RLs) in Mathematics which showed significant improvements in learning outcomes in numeracy. Peer monitoring and support systems were also introduced and sustained through the formation of SMC Federations in all the beneficiary districts. This promoted the sharing of best practices and experiences across the districts and regions.

The Whole Community Approach that was adopted in the implementation of the COMPASS model enabled information sharing or feed-back platforms such as the community General Assemblies (GAs) and Regional Education Forums to be implemented to improve stakeholder consultation, involvement and accountability for improving learning outcomes.

The GES considers the refined COMPASS model appropriate for scale-up and/or dissemination in other regions across the Pre-Tertiary education sector of the country. This document therefore provides a plan of action for the dissemination and/or scale-up of the COMPASS model in Ghana's education sector.

It is the hope of management of GES that, as this action plan is operationalized, it will go a long way to help improve learning outcomes in basic schools and further improve accountability systems in the education sector.

2. Structure and Framework of the Action Plan:

The Action Plan is structured to provide targeted activities that address key strategies or areas of focus. The activities are aligned with the strategies and proposed timelines as well as specific targeted region(s) or districts. The table below indicates the strategies and key steps for each strategy:

FOCUS AREA / SCALE-UP STRATEGY	KEY STEPS
Dissemination and Advocacy for Scale-up of the approved model	<i>Consultative and stakeholder engagements</i>
The organizational Process including innovation for scale-up and sustainability of the model	<i>Review of Policy Procedures, requirements and scope of scale-up</i>
Resource Mobilization and Management	<i>Partnerships and donor engagements</i>
Monitoring, Evaluation and Sustainability	<i>Identify indicators for assessing process, outcome and impact</i>

3. Implementation Approach:

The approach for implementation of this action plan includes leveraging on existing or ongoing learning improvement intervention programs that have similar components that fit into the COMPASS model. Other activities may be intentionally or deliberately organized to share information on the COMPASS model and encourage regions and districts to adopt and roll out the model within their jurisdictions.

In terms of Monitoring and Evaluation, the activities are intended to draw a linkage between the progress of the model implementation and the Key Performance Indicators in the Performance Contracts signed by Schools and Education Offices.

4. Duration of the Plan:

This Action Plan is intended to be implemented over a 3-year period (2024 – 2027). It is the desire of GES management that, after successfully disseminating, scaling and sustaining the COMPASS model for the three years duration, some nationally accepted sub-models could be established to address specific contexts of the country; such as cultural and religious contexts, rural contexts, urban and cosmopolitan contexts, and other economic and social contexts.

This will enable the GES and the MoE to consider policy level changes that may be necessary to integrate the model into new or reviewed Pre-Tertiary educational policies for improving learning outcomes.

5. Activities

5.1 Activities for Dissemination and Advocacy for Scale-up

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	ESTIMATED COST/BUDGET	REMARKS
1.1	Make the COMPASS project resources google drive weblink available to all regions and districts for easy access to all materials such as training manuals and math workbooks	February 2024 – December 2027	GES HQ, Regional and District Directorates	US\$ 500	Share weblink through WhatsApp platforms, google drive, Emails and Zoom meetings
1.2	Engage with donors or partners and leverage existing and/or new intervention programs such as Communities of Excellence Program (CEP), GALOP, SAGES etc. to use the COMPASS model	February 2024 – December 2027	GES HQ, Regional and District Directorates, Donors/partners.	US\$ 1,650.00	Project design / implementation meetings
1.3	Organize orientation and information sharing session on the COMPASS model for Regional and District Directors of Education	April 2024 - December 2024, January 2025 – December 2025	GES HQ, Regional and District Directorates	US\$ 138,500.00	Face to Face and online
1.4	Train PROs, DTOs, Planning, Supervision Officers (both regional and district) and SISOs to lead public and community-based sensitization on the COMPASS model	June 2024 - December 2024	GES HQ, Regional and District Directorates,	US\$ 300,000.00	2 days - Face-to-face workshops in batches
1.5	Encourage public education on the COMPASS model through online and media platforms	March 2024 - December 2027	GES HQ, Regional and District Directorates, SMCs/Headteachers	US\$ 2,000.00	Engage media houses and use any other possible

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	ESTIMATED COST/BUDGET	REMARKS
					meeting platforms
1.6	Engage and lobby NGOs, FBOs and CSOs in Education to support strengthening of Community structures for improving education (using the COMPASS model) – once a year	June 2024 - December 2027	GES HQ, Regional and District Directorates,	US\$ 5,000.00	Face-to-face workshops in batches

5.2 Activities for Organizational Processes, innovation and Sustainability

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	ESTIMATED COST/BUDGET	REMARKS
2.1	Hold stakeholder consultations to merge or develop a unified SPIP and Quo-SPIP template for use by all schools/SMCs	February 2024 – December 2024	GES HQ, Regional and District Directorates	US\$ 5,000	Face-to-face and online technical group sessions
2.2	Align Quo-SPIP preparation, implementation and evaluation processes with the GES/MoE Performance Contract signed by Schools/Districts. (promote attainment of KPIs in the PC)	February 2024 – December 2027	GES HQ, Regional and District Directorates, Schools/SMCs	US\$ 3,000.00	Face-to-face and online technical group sessions
2.3	Consult with the MoE to organize and lead a policy (Education Act) review forum focusing on Community Structures for Education management; SMC, DEOC, BoGs, etc. to integrate the COMPASS model	January 2025 – December 2025	GES HQ, Regional and District Directorates	US\$ 60,000.00	Face to Face and online, including technical group sessions

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	ESTIMATED COST/BUDGET	REMARKS
2.4	Support the formation and institutionalization of a national council of Federation of SMCs to regulate SMC Federations at the district and regional levels	August 2024 – June 2025	GES HQ, Regional and District Directorates,	US\$ 20,000.00	Face-to-face, online through Zoom, and WhatsApp
2.5	Institute and launch the celebration of mathematics festivals at School, Federations, District, Regional and National to promote and consolidate the sustainability of mathematics remedial lessons	September 2024 - December 2027	GES HQ, Regional and District Directorates,	US\$ 52,000.00	GES HQ may seek sponsorship for the national level festival. All other levels to find innovative ways to organize it.

5.3 Activities for Resource Mobilization and Management

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	ESTIMATED COST/BUDGET	REMARKS
3.1	Write proposals and engage donors to support the dissemination, scale-up and sustainability of the COMPASS model	February 2024 – December 2027	GES HQ, Regional and District Directorates	US\$ 500	Logistics for meetings and printing of materials
3.2	Organize training / refresher programs for District officers and SMC / Federation members on Community Engagement Strategies (Whole Community Approach)	April 2024 – December 2027	GES HQ, Regional and District Directorates, Schools/SMCs	US\$ 60,000.00	Face-to-face and online technical group sessions.
3.3	Organize capacity building programs for SMCs, Federations and district officers on the use of the Quo-SPIP as a resource mobilization tool	September 2024 – December 2027	GES HQ, Regional and District Directorates, SMCs / Federations	US\$ 60,000.00	Regional based. Face to Face and online, including technical group sessions

5.4 Activities for Monitoring, Evaluation and Sustainability

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	ESTIMATED COST/BUDGET	REMARKS
4.1	Conscientize SISOs and District Officers to follow-up with SMCs/Schools, to monitor and ensure that Quo-SPIP is developed timely	June 2024 – September 2027	GES HQ, Regional and District Directorates	US\$ 6,000.00	Face-to-Face and online platforms
4.2	Support SMC Federations to undertake peer-monitoring, and reporting	August 2024 – December 2027	GES HQ, Regional and District Directorates, SMC Federations	US\$ 5,000.00	Face-to-face and online sessions
4.3	Train and ensure that District and Regional Officers collect learning assessment data, analyze and conduct evaluation to support decision making	September 2024 – December 2027	GES HQ, Regional and District Directorates	US\$ 60,000.00	Provide data collection and analysis tools
4.4	Support the organization of annual district and Regional Education Forums (Regional/District Review) to share evaluation data to promote stakeholder support for learning improvement	August 2024 – August 2027	GES HQ, Regional and District Directorates	US\$ 160,000.00	Face-to-face and online webinars

6. Conclusion:

It is important to note that most of the activities in the action plan will be carried out throughout the period of the plan. That is to say that, most of the activities will not be implemented as a one-time off activity, but rather a recurring process to ensure sustainability and continuous capacity strengthening within the system.

It is worth mentioning that some of the activities will also be implemented by leveraging existing/ongoing and new intervention programs that relate to the specific content or objective. For example, programs that target the revival or strengthening of SMCs and other community structures, or those that target the improvement of monitoring and support systems.

GES management hopes that this Action Plan will be used for its intended purpose and it will yield the desired results. All development partners and

affiliates (international and local) are invited to support the GES to roll out this action plan.

Thank you.

Presented by:

Frederick Birikorang (Mr)

*Director, Partnerships and Affiliations
GES HQ*

Endorsed by:

Dr. Eric Nkansah

*Director General,
GES HQ*

添付 14 : 2023-2025 GES フォローアッププラン

GHANA EDUCATION SERVICE, HEADQUARTERS ACCRA
PARTNERSHIPS AND AFFILIATIONS UNIT
PROPOSED PLAN OF WORK FOR GAP YEAR OF THE GES-JICA COMPASS PROJECT

Introduction and Background

The GES-JICA COMPASS Project was a 4-year (March 2020 – March 2024) learning improvement intervention designed to help improve Community Participation in Education and proficiency of Basic School learners in numeracy. The project was successfully implemented in three out of the sixteen regions (Volta, Eastern and Oti) over the past three years with a focus on improving community participation through the reconstitution and strengthening of SMCs to formulate, implement and monitor the quality oriented SPIP. The monitoring mechanism also is strengthened by grouping 15 to 25 SMCs together as a federation to increase mutual support among them.

The SMC members were also trained to support the roll-out of Remedial Lessons in Mathematics for Primary School Children. Based on the results of baseline tests conducted, the Primary school learners were categorized into ability levels 1- 8, and mathematics workbooks were provided for each learner according to their ability levels. Based on the significant progress and successes achieved through remedial lessons, the intervention was extended to the Junior High School (JHS) level. The JHS final year students were provided with workbooks for remedial lessons in Mathematics to help improve their performance in the subject at the Basic Education Certificate Examinations (BECE).

In June to July 2023 the Project received the Project Consultant survey team who left findings and recommendations to overcome some challenges found during the survey. Meanwhile, the desire of the Ghana Education Service, the Ministry of Education and JICA is to sustain and expand the project/intervention to additional regions and districts. Necessary engagements and consultations are being held to map out the modalities and approaches for the possible expansion of the project to other parts of the country.

As the initial or original phase of the project gradually draws to a close by March 2024, the Ghana Education Service hereby presents a proposed follow up and action plan for the rest of Project period and between the end of the first phase of the project and the next phase of expansion.

It is expected that the preparatory period for the design, approval, and possible kick-off of the next phase of the project will be done within one year. This plan seeks to

outline key activities and engagements that will ensure the continuity and sustainability of the successes achieved in the three regions until the start of the next phase of the GES-JICA COMPASS Project.

2. Objectives of follow up (consolidation) plan

Component 1: Sustainability of activities supported by community collaboration (for consolidation of the current phase of the Project).

Objective 1: The SMCs' and SMC Federations' activities of three regions and monitoring mechanism are sustained.

Component 2: Sustainability of learning outcomes improvement (Depend on the design of the next phase will be change the actions)

Objective 2. The learning improvement activities based on the community collaboration is sustained.

3. Duration of the plan

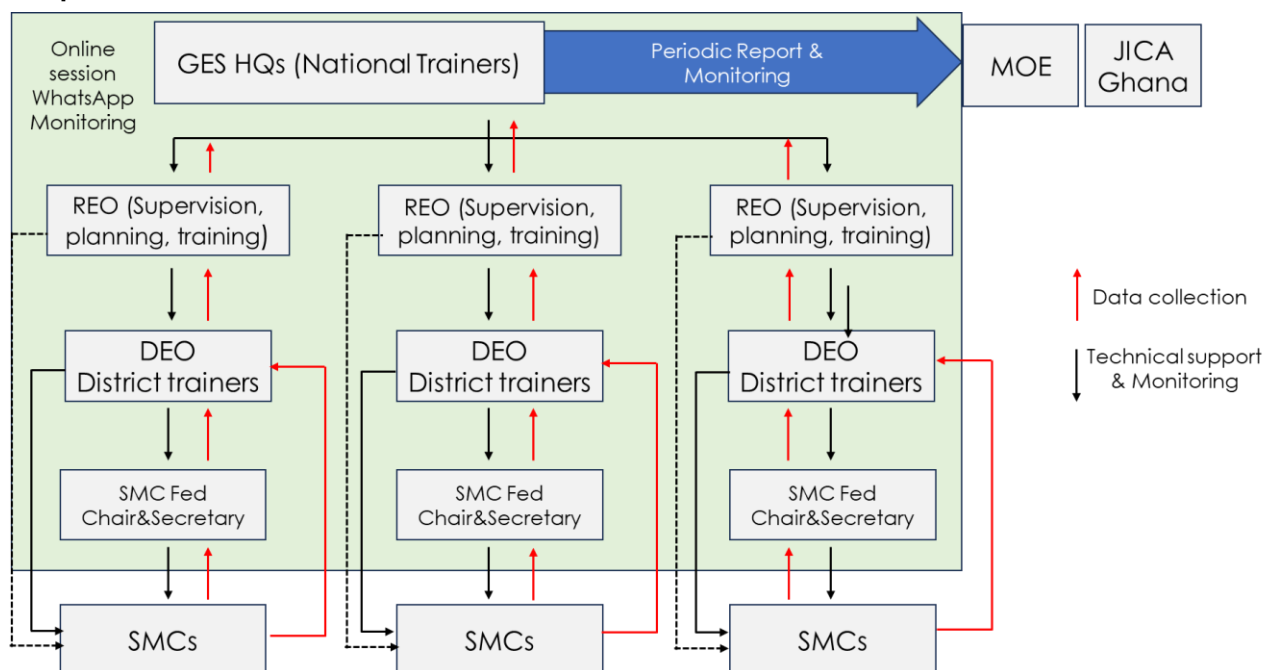
From September 2023 to March 2025

(From September 2023 to March 2024, implementation together with JICA team)

4. Target Regions, districts, and schools

All the public schools from Eastern, Oti, and Volta region

5. Implementation Structure



6. Monitoring Committee

A monitoring committee is set by the representatives from GES, MOE and JICA Ghana office. The committee periodic meeting to confirm the progress of this plan, challenges to overcome

and to monitor the conditions to start the new phase (if apply).

7. Activities

Activities for Component 1

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	REMARKS
1.1	Third Education forum with all the stakeholders of Education	August 2023	GES HQ, Regional and District Directorates, SMC Federations.	Face to Face and online
1.2	Online monitoring on progress of information sharing through SMC Federation	September 2023 August 2024	GES HQ, Regional and District Directorates, SMC Federations.	Online through Zoom, google drive and WhatsApp Poll
1.3	Online refresher session on annual plan of SMC and federation activities for District Trainers, Directors, SMC/Federation members and discussion of progress of project	October 2023 September 2024	GES HQ, Regional and District Directorates, SMC Federations.	WhatsApp, Zoom or other online platforms to be used
1.4	Online refresher session on annual plan of SMC and federation activities for SMC Federations members	October 2023 September 2024	GES HQ, Regional and District Directorates, SMC Federations.	WhatsApp, Zoom or other online platforms to be used
1.5	Remind the organization of the general assembly for annual review, development, and validation of Quo-SPIP by the community.	October 2023 September 2024	GES HQ, Regional and District Directorates, SMC Federations.	WhatsApp
1.6	Online information sharing session to discuss challenges and measures with District Trainers and SMC/Federation members.	January 2024 January 2025	GES HQ, Regional and District Directorates, SMC Federations.	WhatsApp, Zoom or other online platforms to be used.
1.7	Remind the organization of the general assembly for mid-term review	February/ March 2024, 025	GES HQ, District / Regional Directorates	WhatsApp
1.8	Online information sharing session to discuss	April 2024 April 2025	GES HQ, Regional and	WhatsApp, Zoom or other online

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	REMARKS
	challenges and measures with District Trainers and SMC/Federation members.		District Directorates, SMC Federations.	platforms to be used.
1.9	Online Education forum to review and to discuss the theme of the next academic year.	June 2024	GES HQ, District / Regional Directorates	WhatsApp, Zoom or other online platforms to be used.
1.10	Remind the organization of the general assembly for annual review.	June/July 2024	GES HQ, District / Regional Directorates	WhatsApp,
1.11	Submission of report on SMC, SMC Federations by District Directorate to Regional Directorate and GES HQ	August 2024	GES HQ, District / Regional Directorates	WhatsApp, email
1.12	Remind the tenure of office for SMC Members and organization of general assembly for new SMC executive members	July to September 2024	GES HQ, District / Regional Directorates	WhatsApp
1.13	Remind the tenure of office for SMC Federations executive and organize general assembly for election.	October 2024	GES HQ, District / Regional Directorates	WhatsApp

Activities of component 2

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	REMARKS
2.1	Online sensitization for District Trainers, Directors, SMC/Federation members and discussion of progress of project	April 2024 – June 2024	GES HQ, Regional and District Directorates, SMC Federations.	WhatsApp, Zoom or other online platforms to be used
2.2	Provision of Soft copies of workbooks to Districts / SMCs	April 2024	GES HQ, District / Regional Directorates	Soft copies of workbooks from GES to be sent to SMCs/Schools
2.3	Printing and distribution of Workbooks to Primary and JHS learners	May – June 2024	Each SMC	SMC Federations and District Offices to coordinate and monitor.

SN	ACTIVITY DESCRIPTION	TIME FRAME	RESPONSIBILITY	REMARKS
2.4	Bi-monthly reporting of progress of Workbooks distribution and Remedial Lessons	May 2024 – March 2025	SMCs, District Directorates	Each SMC/District to submit progress report to Regional and National Offices every two months. Monthly reminders to be issued from GES HQ.
2.5	Conduct baseline Assessment Test / Survey for all Primary and JHS learners	October 2024	SMCs/Schools	National and Regional Master trainers to selected baseline test in consultation with JICA Mathematics Expert.
2.6	Collate, Review, and analyze baseline results with Regional and District Directorates, SMC Federations and Schools	November 2024	GES HQ, REOs & DEOs	Schools and Districts use template from GES HQ to collate test results.
2.7	Organize online webinar to share the analyzed results of the baseline test	December 2024	GES HQ	Regional and District Officials, SMC Federation reps, Reg./Dist. Trainers to participate.
2.8	Management to send circular to Regional and District Directors to enforce the continuation of Remedial Lessons in all beneficiary schools.	January 2025	GES HQ	Drafting of Official letter to be facilitated by Bright and Godfred.
2.9	Conduct periodic monitoring visits to selected schools, districts, and communities	April 2024 – March 2025	GES HQ	National Project leads/Trainers and Officers