

PD-ABZ-556

IFESH PRIMARY SCHOOL TEACHER
TRAINING PROJECT (PSTTP)
FINAL REPORT

From:
SEPTEMBER 1998 - SEPTEMBER 2003

Prepared for USAID/GHANA

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GLOSSARY OF ABBREVIATIONS AND ACRONYMS

FCUBE	-	Free Compulsory Universal Basic Education
GES	-	Ghana Education Service
IFESH	-	International Foundation for Education and Self-Help
ILP	-	Improving Learning through Partnerships
MOE	-	Ministry of Education
PSTTP	-	Primary School Teacher Training Project
QUIPS	-	Quality Improvement in the Primary Schools
S. D. A.	-	Seventh Day Adventist
STD	-	Sexually Transmitted Diseases
TED	-	Teacher Education Division
TFA	-	Teachers for Africa
TLMs	-	Teaching Learning Material(s)
TOT	-	Trainer of Trainers
TTC(s)	-	Teacher Training College(s)
UCC	-	University of Cape Coast
USAID	-	United States Agency for International Development

1. INTRODUCTION

This report covers the various activities carried out by IFESH-Ghana from September 1998 to August 2003 at participating Teacher Training Colleges to ensure capacity building of tutors, students, serving teachers in primary schools and the establishment of Resource Centres, and the formation of HIV/AIDS Awareness Clubs.

The report is divided into three parts:

PART I Covers the Pilot Phase of the project from September 1998 to September 2001.

PART II Deals with the New Focus of the project from September 2001 to September 2003.

PART III Comprises sustainability, relationships, conclusions and recommendations

2. EXECUTIVE SUMMARY

The Primary School Teacher Training Project (PSTTP) is a local initiative sponsored by USAID Mission in Ghana under the IFESH (International Foundation for Education and Self-Help) Teachers for Africa (TFA) programme. As a three year pilot project it supported and complemented the implementation of the Government of Ghana's Free and Compulsory Universal Basic Education (FCUBE). As part of USAID intervention support for the FCUBE to improve the quality and effectiveness of teaching and learning in the primary education, IFESH-Ghana worked directly with the Teacher Education Division (TED) of the Ghana Education Service (GES), Ministry of Education (MOE), collaborated with QUIPS (Quality Improvement in Primary Schools) partners, specifically with ILP (Improving Learning through Partnerships), Principals, Link Tutors, and Trainer of Trainers (TOTs). The goal was to help provide quality and improved education for children in the primary schools through the Teacher Training Colleges (TTCs) and in-service training for serving teachers, in nearby primary schools.

Initially, TFA volunteers participated in the project focusing on TTC students teaching them English Language (sentence construction, comprehension, composition and grammar), Methodology, Curriculum Development and later on Teaching Learning Materials (TLMs) preparation and use. However, with the extension of the project from the pilot phase (1998-2001) the focus shifted to the provision of **skills to tutors themselves** emphasizing Lesson Notes Planning, application of Appreciative Inquiry, Preparation and Use of TLMs, establishing and managing Teaching Resource Centres and helping to form and sustain HIV/AIDS Awareness Clubs on college campuses for students with tutors as patrons. Serving teachers in nearby schools benefited from in-service programs.

The New Focus was executed by IFESH as a QUIPS partner in assisting MOE to accomplish its FCUBE reform programme. This way, IFESH integrated QUIPS

approaches and materials into in-service training by working with consultants from IFESH and ILP as well as Trainer of Trainers (TOTs) to organize workshops for TTC tutors and serving teachers. Overall 31 TFA participated in 16 Teacher Training Colleges (TTCs) spread in 6 Regions of Ghana – Ashanti, Central, Eastern, Northern, Volta and Western. They taught 8824 students skills in English Language, Methodology and Curriculum Development, established 16 Resource Centres, assisted 5312 tutors, students and primary school teachers to create and design TLMs at the Resource Centres, organized 48 workshops for 754 tutors, organized 29 workshops for 5800 primary school teachers, worked with 184 primary schools, reached 2094 pupils and established 16 HIV/AIDS Awareness Clubs in the colleges.

All the Principals were supportive of the New Focus, especially in the areas of Teaching/Learning Material Preparation and Lesson Notes Planning. Appreciative Inquiry appeared to be totally new to most tutors and generated a great deal of discussion in the various colleges. However, feedback from IFESH volunteers indicated that tutors were beginning to grasp the new concept of Appreciative Inquiry.

It must be noted that even though Ghana Education Service (GES) had requested all colleges to develop Resource Centres and incorporate Teaching/Learning Preparation in their timetables, it appeared that no corresponding funds had been made available to support the directive. Nevertheless, with USAID funds all the participating Colleges were supplied with computers, laminating machines, stationery etc. and were introduced to the use of locally available low cost materials to enhance the teaching/learning process in the classrooms of primary schools. As earlier indicated, the Primary School Teacher Training Project was initiated to focus on Teacher Material Resource Laboratories, provide skills to students in participating Teacher Training Colleges,

English Language, Methodology and Curriculum Development and later on Teaching Learning Materials (TLMs) preparation and use. However, with project extension from 2001-2003 the focus shifted to the provision of **skills to tutors themselves**, with emphasis on Appreciative Inquiry, Lesson Notes Planning and Teaching Learning Materials Preparation and use. Initially, the Primary Education Department of the University of Cape Coast participated in the project but OLA Training College took its place from the extension period.

**PART I – PILOT PHASE OF PROJECT
(SEPTEMBER 1998 – SEPTEMBER 2001)**

During this period, IFESH initiated the Teacher Materials Resource Laboratories and trained students in English Language, Methodology and Curriculum Development.

A total of 18 TFA volunteers participated in the project. Overall, they taught a total of 8824 (2601f/6223m) teacher trainees' skills in English Language, Methodology and Curriculum Development; established 8 Teacher Material Resource Laboratories where they guided 1636 (517f/1119m) students and 54 (14f / 40m) tutors. In all they managed to reach 2094 pupils in 100 primary schools through their supervisory roles at teaching practice.

The beneficiary TTCs were Akrokerri in Ashanti Region, Kibi Presbyterian in Eastern Region, Seventh Day Adventist (S.D.A), (Asokore/Koforidua) in Eastern Region, Bagabaga in the North, Foso in Central, Peki in Volta, Tamale in the North and the Primary Education Department of the University of Cape Coast in the Central Region.

Sustainability

It was evident at the Teacher Materials Resource Laboratories that a great deal of hard work had gone into the creation, design and manufacture of teaching aids. The walls of the laboratories portrayed the work of the TFA and the students. However, in the actual classrooms of the TTCs there were hardly any indications of the use of aids to facilitate the teaching/learning process. This omission in classrooms was explained by tutors that they would normally take their own portfolio of work to use in the classrooms but then those were never left on display for fear of losing them. The situation posed a real problem for the basis of encouraging students and eventually, pupils to learn how to learn particularly when most class capacities were and are still too high for individualized instruction. Where there were TLMs they were mainly posters. In view of large class numbers if students had access to TLMs left in the

classrooms for a period this could ensure that they would enjoy subject lessons as well as provide concrete visual aids to enable them grasp abstract concepts much faster.

A USAID/QUIPS Mid-Term Assessment findings of 2001 indicated that it was not that the tutors in the TTCs were not familiar with the crucial role that TLMs played in effective teaching/learning processes but there was very little evidence of use in their own classrooms and not much attention had been paid to the use of local and low cost materials within the environment for manufacture of TLMs. Thus, it appeared tutors' awareness of the central role that TLMs should play was purely academic.

If the tutors, supposed to teach students who in turn would teach pupils in the primary schools, did not link the TLMs to the primary curriculum objectives then we had a problem. It was in the light of the critical findings that the Team recommended a re-focus of the project, i.e. a shift from the students to the capacity building of the tutors themselves. Thus the beginning of the New Focus.

Model of a Teaching Materials Resource Laboratory

All participating TTCs had to identify a room of reasonable size, with adequate ventilation for use as the Teaching Materials Resource Laboratory and provide working flat top tables and chairs. Some TTCs used vacant Science or Home Science Laboratories. IFESH provided basic materials needed to enhance the activities in the laboratories. Initially, the following were provided; cardboard/poster paper, newsprint, several pairs of scissors, glue, rulers, pencils, crayons, chalk, felt pens and markers. Later on the laboratories were equipped with computers and laminating machines.

The TFA developed their calendar of events, scheme of work, schedule of work for guidance and adherence of students.

**PART II – NEW FOCUS
(SEPTEMBER 2001 – SEPTEMBER 2003)**

1. INTRODUCTION

The purpose of the extension of the project was to provide a framework for a new focus for the International Foundation for Education and Self-Help (IFESH) volunteer activities in the Ghana Education Service as part of the support for the Free Compulsory and Universal Basic Education (FCUBE) programme in the area of teacher education. IFESH worked directly with the Teacher Education Division (TED) of the Ghana Education Service in accomplishing the task. As part of the programme, IFESH collaborated with QUIPS partners but specifically in collaboration with ILP to:

- Establish Resource Centres;
- Organise In-service Training programmes in Teacher Training Colleges (TTCs);
- Bridge the gap between what in-service offered and what was done in the TTCs (what pre-service offered).

As a new strategy, tutors were exposed to relevant knowledge and skills to enable them to teach their students who in turn would teach primary pupils effectively and efficiently in their respective classrooms when posted to basic schools.

In the New Focus phase the objectives were to:

2. OBJECTIVES

1. Extend the Primary School Teacher Training Project from September 2001 to August 2002. But later extended to no cost funding for 2003.
2. Place a total of eight (8) American volunteer teachers, one in each of the 8 participating TTCs for the period of September 2001 to July 2002.

3. Establish two additional Resource Centres at Accra Teacher Training College in the Greater Accra Region and Holy Child Training College at Takoradi in the Western Region.
4. Serve the needs of tutors and teachers in nearby colleges and primary schools, focussing on the production low cost and locally available teaching and learning materials and their use in relation to achieving curriculum objectives in the classroom but with major role of tutor capacity building.
5. Integrate QUIPS approach of Appreciative Inquiry, Lesson Notes Planning in assisting tutors to understand and use these in their teaching and learning at the college level.
6. Integrate QUIPS materials into pre-service teacher training through working with ILP consultants to assist tutors at TTCs to integrate their materials developed for In-service Training, their wealth of training materials for teachers on specific topics like the production and use of TLMs, and lesson notes preparation.
7. Work closely with college tutors in developing Teaching/Learning Material Resource Centres.
8. Request all TTCs to make suitable rooms available for the development of Resource Centres.

3. **EXISTING PROGRAMME**

In collaboration with ILP, IFESH had already worked with 8 TTCs to organise workshops at zonal centres where representatives of TTCs attended in-service workshops covering the following topics.

- i. Effective Lesson Planning;
- ii. Appreciative Inquiry-Assets Approach in Working in Schools;

- iii. Design, Production and Storage of Teaching/Learning Materials (TLMs);
- iv. Improvisation, effective use of TLMs;
- v. How to establish Resource Laboratories in TTCs.

A Mid-Term assessment review of QUIPS programmes conducted by USAID, and the recommendations from that exercise have prompted IFESH to look at the Primary School Teacher Training Project (PSTTP) with a new focus.

4. NEW FOCUS

As a result of the QUIPS Mid-Term Assessment recommendations and the technical comments and recommendations offered by USAID, IFESH carried out a re-orientation of its current plan for Teaching Material Resource Laboratory development. The findings of the assessment review indicated that even though the IFESH volunteers had been teaching TTC teacher trainees English, Methodology, Curriculum Development as well as how to design, create, manufacture and use Teaching Learning Materials the impact of such effort was not evident within the classrooms. What the students developed they took away on their teaching practice while their own classrooms at the colleges were devoid of such creative resources. In effect, by not using TLMs in their own teaching activities, the tutors were not setting good examples for the students to emulate, thus not reinforcing the efforts of the volunteers.

- IFESH continued to operate in the 8 TTCs, namely; Akrokerri, Bagabaga at Tamale, Foso, Kibi, Peki, Seventh Day Adventist – Asokore/Koforidua, Tamale and the Department of Primary Education – University of Cape Coast.
- The Resource Laboratories based at the 8 TTCs were upgraded to Resource Centres to serve the needs of tutors and teachers in nearby colleges and primary schools.

- The PSTTP project focused on Appreciative Inquiry, Lesson Notes Planning and Development of TLM, the production of low cost and locally available teaching and learning materials and their use in relation to achieving curriculum objectives in basic classrooms through in-service training.
- IFESH TFA volunteers for the PSTTP trained serving tutors in the 8 Teacher Training Colleges in Appreciative Inquiry, Lesson Notes Planning and Preparation and Use of Teaching/Learning Material Resource using low cost local materials around the environment. Such a strategy ensured the capacity building of the tutors themselves and their appreciation for the daily use of TLMs, and practice of Appreciative Inquiry, Lesson Planning for effective teaching/learning process to take place in primary school classrooms. Again, the tutors' capacity building and their accepted practices facilitated the transfer of their knowledge. Furthermore, the emphasis on the use of local materials enhanced sustainability because of easy access to and use of low cost materials.
- The new focus was executed by IFESH as a QUIPS partner in assisting MOE with its FCUBE reform programme to increase the effectiveness of the Primary School System through improved teaching/learning delivery. Thus, IFESH integrated QUIPS approaches and materials into in-service teacher training by working with its own consultants and consultants from ILP and Trainer of Trainers (TOT) to organise workshops for TTC tutors.

5. IMPROVEMENT OF RESOURCE LABORATORIES

PSTTP focused on the improvement and upgrading of the existing resource laboratories, which had hitherto concentrated on students, into Resource Centres to cater for the colleges and nearby basic schools as well. This was to be done with the support from a QUIPS Consultant and IFESH Consultants who provided further training and expertise in

the development and use of TLM, Appreciative Inquiry and Lesson Notes Planning in the Ghanaian context. In addition, IFESH worked with identified TOTs as consultants and facilitators to cut down cost and to ensure sustainability.

As part of the Resource Centre upgrading each of the 16 participating TTCs, was supplied with the following to enhance the activated at the facilities:

- Flipchart stands
 - Flipchart
 - Guillotine
 - Projector
 - Projector screen
 - Projector bulb
 - Transparencies
 - Scanner
 - Giant stapler
 - Stapler pins
 - Photocopier
-
- The Resource Centres served as centres for the training of tutors in the colleges, as well as teachers of the basic schools within the vicinity of the Teacher Training Colleges and the University of Cape Coast. IFESH Teachers for Africa (TFA) were placed at the TTCs as well as at the Department of Primary Education, University of Cape Coast to help nurture these Resource Centres to grow.
 - It must be mentioned that within the new structure and content of teacher education, third year students are expected to do their teaching practice for a whole year in almost all districts of the country as part of the TTC programme. Tutors were expected to share

their knowledge and experiences gained from the TTC activities with the students as well as teachers in those selected schools.

- TTCs selected two tutors (Link Tutors) from each college to understudy IFESH volunteers.
- TFA, working in collaboration with TTC tutors, also organised one in-service training for basic school teachers within the immediate environments of the colleges each term in the academic year on the development and use of Teaching/Learning Resources, Appreciative Inquiry, and Lesson Notes Planning.
- ILP and IFESH took up the responsibility for the orientation and training of new IFESH volunteers before their new assignments in the TTCs. A special training programme package was organised for new volunteers.
- IFESH organised a 5-day two part In-Country Orientation for each new batch of TFA together with two Link Tutors from each TTC.

Part One – In Country Orientation

Organised a two-day orientation for only TFA with focus on Health, Survival and HIV/AIDS, Financial, Living and working in Ghana, Ghanaian culture and practice and framework of Education and Development in Ghana and Job Description including setting up HIV/AIDS Clubs.

Part Two: In Country In-depth Orientation Workshops

IFESH and ILP consultants took the IFESH TFA volunteers through intensive Lesson Notes Planning, Appreciative Inquiry and TLM preparation.

Two Link Tutors from each of the 8 TTCs and two each from Accra and Holy Child Colleges joined the volunteers at the orientation. ILP provided handouts on Appreciative Inquiry and Problem Solving.

ON-Campus Workshop at the TTC Level (LEVEL 1)

IFESH volunteers organised 3 one-day on-campus workshops at each TTC. Each participant included IFESH volunteers at the TTCs and the tutors. Topics treated included:

- (a) Lesson Notes Planning;
- (b) Appreciative Inquiry in teaching;
- (c) Identification of TLM needs;
- (d) Specific target groups for specific TLMs
- (e) Preparation and use of TLMs;

Appreciative Inquiry approach was used to help tutors to change the way they taught, laying emphasis on strengths in order to improve the way children learn.

Practical activities at the workshop included the use of local materials, documentation lessons using these low cost local materials in demonstration or nearby schools and

evaluating the effectiveness of the materials produced (see attached detailed workshop plan).

In-School Workshop (LEVEL 2)

Three one-day workshops were specifically planned by each IFESH TFA for teachers in the surrounding schools. The TFA volunteers together with the Link Tutors were the facilitators for these workshops. Topics included:

- (a) Lesson Notes Planning;
- (b) Appreciative Inquiry in teaching;
- (c) Identification of TLM needs;
- (d) Specific target groups for specific TLMs
- (e) Preparation and use of TLMs;

Outcome/Accomplishments

At the end of the workshops participants were able to prepare and use TLMs lessons and use Appreciative Inquiry approach in their respective classes. TED professionals who had benefited from TOTs were engaged as resource persons for the workshops. TOTs also assessed the effectiveness of the use of the TLMs and to what extent Appreciative Inquiry was used in the schools. Finally, a counselling session was organised to address the strengths/weaknesses of the workshops.

- The exercise achieved two purposes.
 - The first was the promotion of the use of teaching/learning materials by basic school teachers in their teaching.
 - The second was the encouragement of college tutors to use teaching/learning materials in their own teaching at the TTCs. This will

ultimately motivate the teacher trainees in these TTCs to also use teaching/learning resources in their teaching.

- Appreciative Inquiry approach will help the tutors and staff of primary schools to change the way they teach in order to improve the way children learn.

During the extension period for funding, 2001-2003, IFESH placed a total of 13 TFA in 8 TTCs. Altogether, they established additional 8 Resource Centres, organised 77 workshops on-campus for 1254 (452 female/ 792 male) tutors and primary school teachers, focusing on Appreciative Inquiry, Lesson Notes Planning and the Preparation and use of TLMs.

At the Resource Centres the TFA guided a total of 3622 (1426 female / 2196 male) tutors, students and primary school teachers. For HIV/AIDS advocacy and dissemination of relevant materials they assisted in forming 16 HIV/AIDS Awareness Clubs with an average membership of 200 students at each TTC each year.

6. PROMOTION AND DISSEMINATION OF INFORMATION ON HIV/AIDS IN THE SCHOOLS AND COLLEGES

In addition to the Resource Centres, IFESH observed, through its volunteers, that information and education on HIV/AIDS awareness had not had maximum attention among the youth in schools and colleges especially the teacher-trainees. Yet HIV/AIDS is spreading at an alarming rate. To address this information gap, HIV/AIDS clubs were formed in nine (9) TTCs (including Accra without TFA) and at the University of Cape Coast where TFAs helped to disseminate information on HIV/AIDS. The dissemination of information on HIV/AIDS was handled as a co-curricular activity pending its introduction into the curriculum of the TTCs and basic schools.

7. HIV/AIDS AWARENESS CLUBS

The purpose of the HIV/AIDS Clubs was to provide a forum for the youth to TALK TOGETHER about life, values, sexual issues and share information on HIV/AIDS. Other topics were Gender Issues, Gender Violence, Communication Skills and Relationship Skills.

Objectives

- The main objectives of establishing HIV/AIDS Clubs in the TTCs was to give more opportunity to the youth in the TTCs to explore their lives and stimulate them to become increasingly aware of their individual and collective role in responding to the AIDS pandemic.
- Provide members of the club with skills that will enable them to avoid all sorts of temptations and other behaviours that could put them at risk of being infected by HIV/AIDS and other STDs.
- Build on and polish their knowledge on HIV/AIDS related issues and motivated them to join in the crusade to fight the spread of HIV/AIDS.
- Support the Clubs to undertake activities that would enhance co-existence among the youth in the schools and promote good behaviour while in college and outside college.

Support to the Clubs

Due to a limited period at college and the new in-and-out system, it was necessary to have a patron (or tutors) whose existence on campus was more permanent to support the club to continue for a long period of time. Tutors were made patrons.

Other activities for the club included investing some of the time in drama or plays that could be acted for the public e.g. Speech and Prize-Giving Day.

Training

IFESH sought the assistance of Action Aid with experience in working with schools in the North on HIV/AIDS issue.

Fleet of Hope kits from Johns Hopkins were supplied to the ten TTCs for training. A consultant was engaged to train the college tutors and patrons to use the kits effectively.

Positive Impact

Improved knowledge about HIV/AIDS.

Knowledge of use of condoms and abstinence from sex increased ability to say NO, improved relationships, reduction in stigmatisation of people living with AIDS and ability to extend knowledge by multiplying effect to members of communities, etc.

8. LINKS WITH TED

It is the responsibility of the Principals of the Teacher Training Colleges under Teacher Education Division to provide suitable rooms/space where student trainees will engage in the production of TLMs. To start the project, IFESH provide basic materials such as scissors, rulers, felt pens, etc. to all the participating TTCs. TTCs provided used items like drinking straws, empty cartons, bottle tops, old bulbs, scraps and other local items that may be necessary for effective preparation of TLMs.

The proposal requested that:

- i. The College Principals select two tutors to work in close collaboration with IFESH volunteers.

- ii. Principals were charge as head of the command structure to be able to critically supervise the work of the TFA and the training tutors.
That allowed for the sustainability of the activities at the resource centres when the project came to an end.
- iii. Principals submitted Quarterly Reports to Director TED and copied to IFESH on the growth and development of the Resource Centres and the work of the volunteers.

9. LINKS WITH ILP IN TRAINING

IFESH and QUIPS/ILP collaborated to support the FCUBE programme in establishing Resource Centres within the targeted ten Teacher Training Colleges. QUIPS/ILP teaching learning materials and other manuals were used to train IFESH volunteers, Teacher Training College tutors as well as basic school teachers in selected cohort schools. The areas of concentration were as follows:

1. Appreciative Inquiry.
2. Effective lesson planning.
3. The role of TLMs in the teaching and learning process.
4. Types of TLMs and their use.
5. Methods for preparing TLMs e.g. skills in
 - (a) sketches
 - (b) lettering
 - (c) charts, banners, posters
 - (d) graphs, graphics and graphs
6. Use of local materials and their importance in the preparation of TLMs.
7. Group activity in preparation of TLMs for the teaching of specific topics in English, Mathematics and Science.

QUIPS//ILP consultants were expected to give guidance and provide support for the teams at the resource centres (i.e. the IFESH volunteers and the collaborative teachers) at least once in a term.

10. **LINKS WITH TOTs**

All the identified TOTs were trained by ILP as such they were more conversant with QUIPS practices etc. They were invited to participate in the In-Country Orientation Workshop to allow them to familiarize themselves more with the IFESH TFA volunteers and to be able to serve as facilitators at IFESH TFA initiated On-Campus and In-School workshops. The orientation provided the opportunity for them to review their critical skills in Appreciative Inquiry, Lesson Notes Planning and the Preparation and Use of TLMs.

11. **BACKGROUND OF IFESH VOLUNTEERS**

The IFESH volunteers must have the following qualification and background:

- A Bachelors/M. Ed. Degree in Education/Primary Education or Education Technology.
- Volunteers must possess Teaching Certification.
- A minimum of three years teaching experience in Primary Education and experience in Teaching/Learning Materials preparation and usage.

The final selection of volunteers to teach at the respective TTCs was handled by Director, TED, who is the Chief Government of Ghana Liaison Officer, working in collaboration with IFESH office.

12. **RESPONSIBILITIES AND DUTIES OF IFESH VOLUNTEERS**

Responsibilities

IFESH volunteers worked under the Principals of the Teacher Training Colleges and were:

- Responsible for establishing Resource Centres improve the quality of teaching and build capacity for tutors in Lesson Notes Planning, Appreciative Inquiry and Teaching and Learning Materials.
- Guide tutors and students to form HIV/AIDS Clubs.
- Encouraged to take up social responsibilities

Duties of a TFA volunteer

- Establish a Resource Centre at the college
- Worked closely with the two selected college tutors to create, design and produce TLMs with available low cost materials for use at the Resource Centres and in the basic schools.
- Guided tutors to develop capacity for Lesson Planning, Appreciative Inquiry and Teaching/Learning Materials by using the basic school syllabus
- Demonstrated the use of locally created TLMs in demonstration lessons.
- Preserved TLMs for future use.
- Organises at least one workshop a term in Appreciative Inquiry, Lesson Notes Planning and in the preparation and use of TLMs for tutors and teachers in the nearby basic school teachers near the college.
- Organises HIV/AIDS clubs with students as members.
- Undertook other duties that might be assigned from time to time by the Principal.

Role of Link Tutors

Each participating TTC nominated 2 tutors to work closely with the IFESH TFA. The Link Tutors assisted the volunteers in most of their activities in addition to their own classroom teaching load.

The purpose of this was to ensure sustainability of the project. They would serve as a link between the TFA and other tutors. When the volunteers completed their assignment the Link Tutors would be available to continue with the good work. As much as possible they would organise the necessary workshops on-campus and in-school, manage the Resource Centres and the technical aspect and take care of the equipment. The 2 Link Tutors from each TTC participated in a 4-day In-Country Orientation that IFESH organised for newly recruited TFA to ensure they were all familiar with their required activities.

The Role of Principals

The Principals on the other hand made available facilities for the Resource Centres; accommodation for TFA participated in on-campus workshops and sometimes made presentations.

They also had dialogues with the TFA and the tutors to discuss monthly schedules which IFESH had developed to guide all the TTCs and adopted sustainability.

The Role of TOTs

IFESH contracted the services of ten (10) TOTs to serve as facilitators and to observe on-campus workshops organized by the TFA volunteers for the capacity building of the tutors themselves. All of the TOTs were tutors serving in TTCs or university institution and they were much more conversant with QUIPS practices.

All TOTs were most helpful during Tutor On-Campus Workshops, serving as resource persons, helping to impart critical skills in Appreciative Inquiry, Lesson Notes Planning and Preparation and use of Teaching/Learning Materials. The feedback from their reports was communicated to the Teacher Training Colleges to enhance effective project delivery.

In all, they facilitated a total of 20 workshops and in a few cases organised some for TTCs (Accra and Holy Child) the benefit of resident which did not have TFA services.

The common ground for the two phases was the creation, design and manufacture of TLMs as a strategy to enhance the teaching/learning processes.

13. **MATERIALS**

TLM Materials and Objects that can be found in the Immediate Environment at no Cost:

- a. Empty boxes, cardboards, plastics, tins, jar lids, bottle caps, plant parts (seeds, barks, leaves), corks, stones, shells, wood scraps, sticks, used match sticks, match boxes, newspapers, rice bags, buttons, yarn and materials scraps and old bulbs.
- b. Scrap material – discarded or thrown away objects such as empty boxes, plastics and tins.
- c. Parts of plants (dry and fresh) – seeds, barks of trees, leaves.
- d. Objects, both animate (living animals) and inanimate objects (stones, shells, wood, rubber, glass cup, comb, brush, spoon plate, skeletons of dead animals, fish, insects, birds).

Material Substitutes

- a. Substitute for cardboard – old carton boxes, empty boxes of carbon paper.
- b. Substitute for brown paper – iron old cement paper to straighten creases.

c. Substitute for Gloy:

- The white fluid of the milk bush plant
- Gum collected from the neem tree or other plants
- Starch from cassava
- Styrofoam melted in petrol

Writing tools that can be used as substitutes for store bought writing implements:

- a. Slender bamboo sticks
- b. Discarded foam tied to an end of a stick
- c. Old tooth brush used as hand brushes
- d. Cover of palm branches, cut to size to be used as a pen

Poster Colour

This can be obtained from emulsion paint mixed with "suede" (a local dye on the market with a wide range of colours).

- a. Black colour – hair dye (yomo) with local starch as a binder
- b. Blue colour – mix ordinary washing blue powder with local starch as a binder.
- c. Red/Violet – mix potassium permanganate with water

General Colours from Plants

- a. Flowers: all blue flowers when used directly will give the blue colour. All red flowers when used directly will give the red colour. The tender shoot of the teak tree will give a red colour.
- b. Bark: the bark of the mango tree will give a yellow colour.

1. TLM based on materials around the environment
 - Nests
 - Contents (variety – sticks, seeds, shells, marbles as found in the environment) etc.
2. Geoboards/Triangles/Cubes, etc. made of wood.
3. Alphabet Cards - Small Letters a-z
- Capital Letters A-Z
4. Story Cards - Story in sequence
- Concertina
5. Pre Reading Activity Materials
 - Left to right eye movement/progression
 - Jigsaw puzzles
6. Reading and Work Cards,
7. Number Cards
8. Variety of Number and Reading Games
9. TLMs are: Games
 - Dominoes
 - Lotto

14. **METHODOLOGY**

The workshops adopted participatory teaching method, including role-play, pair drill, plenary and reporting sessions, case studies, and group work.

15. **CONTENT FOR ON-CAMPUS AND IN-SCHOOL WORKSHOPS**

(A) Appreciative Inquiry

Appreciative Inquiry is one of a number of specific theories and conceptual models that inform the strategy and work that QUIPS/ILP partners do in schools.

The Appreciative Inquiry is an asset approach to working in schools and communities to change the focus of teaching from identifying "problems and deficiencies" to one of focusing on strengths which promote self-esteem and belief in one's ability to succeed.

Objective: To help IFESH TFA volunteer tutors of TTC and TOTs to change the way they teach in order to improve how children learn.

Expected Results: By the end of the In-country workshop, participants were able to:

- (a) understand the meaning of Appreciative Inquiry
- (b) find out the difference between Appreciative Inquiry and the traditional problem solving approach;
- (c) identify each of the 4 Ds (discover, dream, design and deliver) of A1.

- 2. Participants: Total of 28 approximate
Teachers from Practice School, and nearby schools
- 3. Facilitators:

- One IFESH Volunteer at the TTC
- Two Link Tutors at the TTC
- One Trainer of Trainers consulting for IFESH

(B) Lesson Notes Preparation

Lesson Notes Preparation with tutors to plan lessons to be taught, to make sure that the lesson is based on the syllabus for that subject.

The main functions of Lesson Notes Planning are to help tutors:

- Plan what aspect of the curriculum to impart;
- Develop the lesson step-by-step in a systematic way to present to students/pupils;
- Specify the instructional objective to be achieved in a particular less;
- Organise complex material into smaller and easier to understand parts;
- Plan for the use of variety of teaching methods and teaching and learning materials to support the lesson presentation;
- Engage students in learning process;
- Make clear how students learning will be assessed.

(i) The common elements in Lesson Notes Preparation

1. Week Ending
2. Subject
3. Reference
4. Day and Duration

5. Aspect/Topic/Subtopic
6. Objectives
7. Relevant Previous Knowledge
- 8 Teaching/Learning Materials and Teacher/Leaner activities
9. Evaluation/Remarks

(ii) Sample Lesson Notes

Reference Documents

- Syllabus for each lesson to be taught
- Teacher's Handbook
- Pupils Textbooks
- Any other relevant books and other resource materials

(C) Preparation and Effective Use of TLMs in the Classroom

1. By the end of the presentation, the participants were able to:
 - a. prepare their own TLMs based on the topics in the English course books to assist them in their teaching.
 - b. identify selected and prepared TLMs based on Lesson Notes;
 - c. use match stick drawing and geometrical shapes to illustrate the lessons being taught.

2. Material Supplies and Equipment
 - a. Guillotine
 - b. Scissors and Rulers

- c. Cardboards (brown paper), Cartridge Sheets, etc.
- d. Gloy
- e. Felt Pens, Flip Charts

3. Topics treated

- a. Purpose and Qualities of TLMs
- b. Various Types of TLMs
- c. Preparing and Displaying TLMs
- d. Effective Use of TLMs
- e. Improvisation and Care of TLMs
- f. Establishing of Teacher Resource Centres

4. Reference Books

- a. The English Course Book 1-6
- b. Mathematics Course Book 1-6
- c. Teachers Handbook English Book 1-6
- d. Teachers Handbook Mathematics Book 1-6

16. **MONITORING**

IFESH monitored the project through mandatory reports submitted by the volunteers; their supervisors and consultants for workshops and participant observation as specified below:

- a. PSTTP Volunteers submitted:
 - Monthly Daily Time Sheet Reports
 - Quarterly Descriptive Reports
 - Quarterly Statistical Reports

- b. Participant observations at pre-service and in-service workshop.
- c. Participant observations at Mid-Term Review workshops
- d. Use of logbooks and attendance records at TTC Teaching Material Resource Centres.
- e. IFESH Quarterly Descriptive and TraiNet Reports to USAID/Ghana Mission.
- f. Quarterly Activity Plan report
- g. Circuit Supervision report to TED
- h. Through feedback from tutors, teachers and students.

PART III – SUSTAINABILITY, RELATIONSHIPS, CONCLUSIONS AND RECOMMENDATIONS

SECTION ONE – SUSTAINABILITY

How could IFESH ensure that the foundation laid at the TTCs in terms of human resource capacity building, Resource Centre management and financing would be maintained after the TFA had left and the funding had stopped? This was done in several ways by TED, IFESH and TTCs.

- TED ensured that TTCs had a slot for TLM preparation on their curriculum tables at least once a week. This Resource Centre has now become part of the institutional framework of every college.
- IFESH had opportunities to have meetings with USAID for policy analysis.
- Dialogued with TED, USAID and TTC Principals.
- Focused on developing capacity building of tutors and primary school teachers by organizing workshops.
- Two Link Tutors were nominated by each TTC to work closely with IFESH TFA. Each participating TTC was required to develop a sustainability plan right at the start of the project with the volunteers. All the TTCs have been encouraged to commercialize activities in their respective Resource Centres. Rather than go outside the college to use commercial centres for their work, students are encouraged to use Resource Centre equipment for their typing, printing and laminating for reasonable fee. The funds collected go into buying supplies for the Resource Centre, thus to keeps it functioning whether the college has funds or not.

- The team of TOTs, ILP and consultants and IFESH officers were dedicated and built on their success stories.

Each TTC had at least one year of participation. Even those without the benefit of TFA, nominated 2 Link Tutors each who quite capably organized workshops.

Since Appreciative Inquiry basically focuses on attitudinal change any improvement is going to be very gradual. What the students absorb to practice in primary schools will not be crowned unless MOE details District Education Circuit Supervisors to follow up their performances.

Even though USAID Ghana Mission funding of the TTC has ceased, the early participating institutions have continued to carry out capacity building of tutors through workshops and the preparation and use of TLMs.

Some sustainable strategies being implemented by past participating TTCs are worth mentioning here:

Peki TTC

Students pay fees for use of the Resource Centre equipment for their private work. As a result the centre has achieved financial autonomy to sustain itself.

The Link Tutors continue to organize each year at least 2 on-campus workshops for tutors and serving primary school teachers.

Two students are made prefects of the Resource Centre every year and they are trained to keep the facility open for students in the evening so that they can make their own TLMs for their teaching practice.

Peki has kept up the good practices initiated by TFA volunteer to ensure sustainability of the Resource Centre and the capacity building of Tutors, Serving Teachers and students.

Akrokerri

Accumulated funds by providing word processing facilities for Akrokerri schools and other local schools and individuals. Funds have been generated from publications of students term papers, printing materials and laminating students work. Akrokerri has employed a Polytechnic graduate, with accounting, and computer skills to permanently assist with management of the Resource Centre. Part of the funds generated is used for the assistant's wages.

O. L. A.

Has adopted the Akrokerri and Peki practice to generate funds for the Centre.

Kibi

Purchases materials like cardboards, pens, pencils, markers and other supplies for sale to students and Tutors. This serves as on-campus mini stationery shop.

Charges fees for services provided with computers and laminating machine at the Resource Centre for students' dissertations and staff work. Funds realized go to maintain the Resource Centre.

SECTION TWO – RELATIONSHIPS

The IFESH project was part of an intervention by USAID QUIBS program to complement and support the FCUBE to improving the quality and effectiveness of primary education in Ghana. As such, the project necessarily formed part of a systemic reform, i.e. Ghana education system as a whole. Whatever focus was highlighted was only a fraction of the many elements and dimensions of the system.

For effective project delivery IFESH worked with different organizations and individuals.

TED

IFESH collaborated with TED first in analysis of education policies relating to USAID Country Strategic plans, in advertisement and selection of TFA volunteers.

TED participated in IFESH In-Country Orientations to provide overview of Ghana Education System.

Meetings with TED together with ILP resulted in TTCs incorporation of TLM preparation in their curriculum time tables. By this action tutors were challenged to pay attention to the importance of teaching aids in the teaching/learning process.

IFESH submitted copies of mandatory donor reports to TED/GES for transparency.

ILP

IFESH also collaborated with ILP. First, IFESH officers participated in ILP workshops to introduce us to their good practices of Appreciative Inquiry, Lesson Notes Planning and Preparation and use of TLMs, organized for District Education Circuit Supervisors and Head teachers.

Later ILP participated in IFESH In-Country Orientations to make presentations for new TFA and Link Tutors and distributed modules and posters on English, Mathematics.

ILP publications on TLM, LNP and AI are used in the Resource Centre for tutor training and in-service training.

USAID

IFESH participated in USAID meetings for QUIPS partners to share ideas on project implementation. USAID conducted the Mid-Term Assessment on PSTTP and resulting in the New Focus for the project.

IFESH submitted quarterly reports (descriptive, statistical and financial) to USAID to fulfill contractual obligations.

All the working relationship with USAID put together and the implementation strategies of IFESH made the PSTTP success.

SECTION THREE – CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Reports from the TTCs indicate that the introduction of the establishments of Teacher Resource Centres in the 16 institutions have made some difference to learning techniques and human resource capacity building. However, considering that there are 38 TTCs in the education system the difference is only a modest one.

Specifically, tutors are approaching teaching through the use of syllabus for the preparation of TLMs. Some tutors certainly applied the concept of Appreciative Inquiry in their classroom teaching and attention on development Lesson Notes Plans. However, to really know the impact of the application of Appreciative Inquiry for attitudinal change on the tutors' relationships with the students would require frequent supervision and a much longer period to measure any significant attitudinal changes across board.

The reports from the field and demand from other colleges to benefit from the programme is an indication of success and appreciation. The success is reinforced by the supply of materials and equipment that USAID funded. The skills acquired and the use of the equipment have laid the foundation for sustainability.

Recommendations

From our observations on site visits, workshops, reports from the field and discussion with beneficiaries we offer the following as recommendation to help to sustain and improve on the work so far accomplished.

- USAID should continue with the spread of Resource Centre in all the other TTC that have not benefited from the IFESH program. Even though IFESH is moving to those colleges it does not have the funds to supply equipment and material for the Resource

Centres to function effectively. There is a great demand from the other college to establish Resource Centres based on the IFESH model.

- Teacher Training Colleges under the program should develop a sense of ownership of the Resource Centres.
- District Education offices working through their Circuit Supervision should periodically monitor the progress of the Resource Centre.
- Resource Centres should engage in income generating activities with the centre equipment to raise funds to sustain the centre.
- The Resource Centres should be managed full-time by one of the link tutors who understudied our IFESH volunteer.

IFESH-GHANA

PSTTP PILOT PHASE (SEPTEMBER 1998 - AUGUST 2001)

STATISTICS

Period	No. of Students taught English Methodology Curriculum Development	No. of Primary Schs. Visited	No. of pupils reached	No. of Material Resource Labs. Established	Material Resource Lab. Use	
					Students	Tutors
1998/99 (5TFA)	1500 (500F/1000M)	30	500	1	250 (100F/150M)	
1999/2000 (4TFA)	3228 (978F/2252m)	23	938	4	503 (147F/356m)	2 (1F/1m)
2000/2001 (9TFA)	4088 (1125F/2971M)	47	656	8	883 (270F/613m)	52 (13F/39m)
SUB-TOTALS:	8824 (2801F/6223m)	100	2094	8	1636 (517F/1119m)	54 (14F/40m)
GRAND TOTALS:	8824 (2801F/6223m)	100	2094	8		1690 (531F/1159m)

Jan. 28 2004 01:59PM P2

FAX NO. : 0023321251495

FROM : IFESH-GHANA

IFESH-GHANA PSTTP

PSTTP NEW FOCUS (SEPTEMBER 2001-AUGUST 2003)

STATISTICS

Period	No. of Resource Centres Established	Workshops Organised for Tutors	Workshops organised for Primary School Teachers	No. of Participating Tr. Co's.	Beneficiaries of Resource Centres				HIV/AIDS Awareness Clubs
					Tutors	Students	Teachers in primary Schools	Primary Schools	
2001/2002 (7 TFA)	11	42 for 444 tutors (107/337m)	16 for 116 teachers (71/45m)	11	292 (50/242m)	1585 (410/1176m)	164 (84/80m)	43	13
2002/2003 (6 TFA)	5	6 for 310 tutors (107/203m)	13 for 384 teachers (177/207m)	5	147 (61/86m)	1315 (784/531m)	119 (37/82m)	41	16
SUB-TOTALS:	16	48 for 754 tutors (214/540m)	29 for 500 teachers (248/252m)	16	439 (111/328m)	2901 (1194/1707m)	283 (121/162m)	84	16
GRAND TOTALS:			1254 (452/792m)			3622 (1426/2196m)			

IFESH-GHANA
PRIMARY SCHOOL TEACHER TRAINING PROJECT (PSTTP)

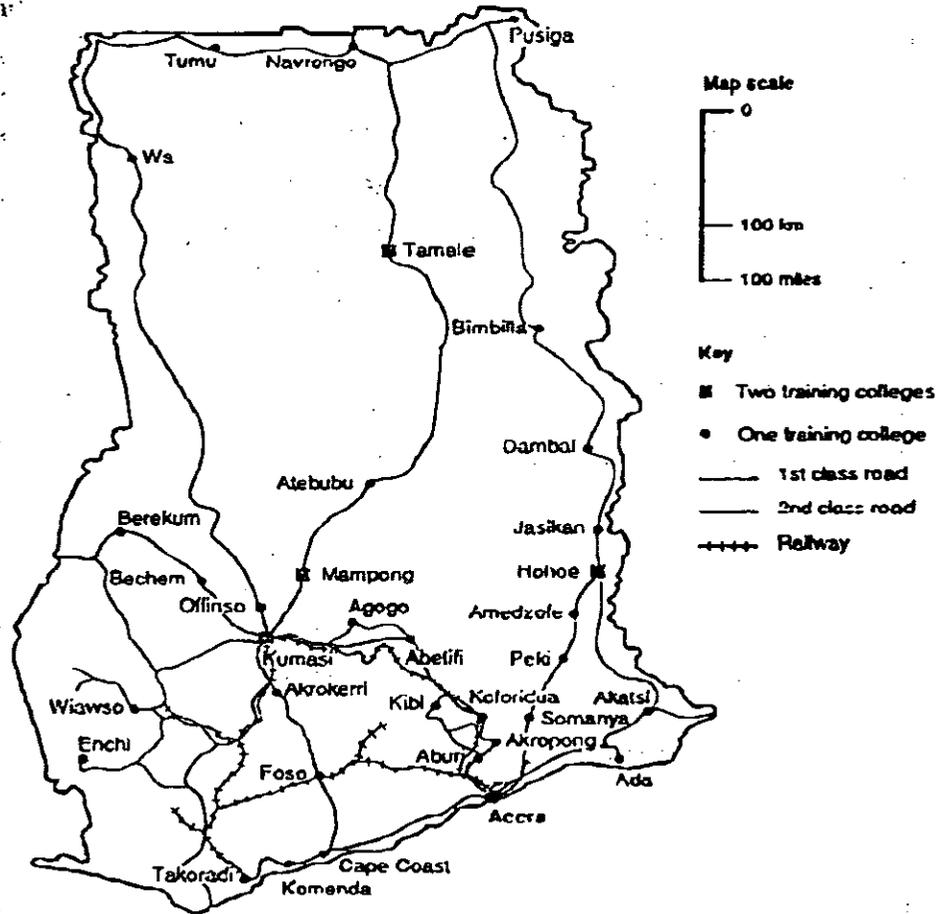
IFESH TFA VOLUNTEER PLACEMENTS
(September 1998 – August 2003)

<u>Year</u>	<u>TFA</u>	<u>Institution</u>	<u>Location</u>	<u>Region</u>
1998/99	Elizabeth Holland	University of Cape Coast (Dept. of Primary Education)	Cape Coast	Central
	Dr. Ellin Iffl	"	"	"
	Dr. Mabel Lee	Kibi Presby. Training Col.	Kibi	Eastern
	Janice Michael-Chambers	Akrokerri Training Col.	Akrokerri	Ashanti
	Tanisha Brown	S.D.A. Training Col.	Asokore/Koforidua	Eastern
1999/2000	Akua Henderson-Brown	Akrokerri Training Col.	Akrokerri	Ashanti
	Zisca Burton	Bagabaga Training Col.	Tamale	Northern
	Dr. Terese Piccoli	S.D.A. Training Col.	Asokore/Koforidua	Eastern
	Dr. Mabel Lee	Kibi Presby. Training Col.	Kibi	Eastern

2000/2001	Dr. Roland Buck	University of Cape Coast (Dept. of Primary Education)	Cape Coast	Central
	Nichelle Rivers	Foso Training Col.	Assin-Foso	Central
	Walter Max Poitzsch	Kibi Presby. Training Col.	Kibi	Eastern
	Cindy Lunsford	S.D.A. Training Col.	Asokore/Koforidua	Eastern
	Nancy Ivy	Bagabaga Training Col.	Tamale	Northern
	Laura Dull	Peki Training Col.	Peki	Volta
	Carlos Fernandez	Akrokerri Training Col.	Akrokerri	Ashanti
	Don Thompson	Tamale Training Col.	Tamale	Northern
	Joan Denne	Tamale Training Col.	Tamale	Northern
2001/2002	Dr. Roland Buck	University of Cape Coast (Dept. of Primary Education)	Cape Coast	Central
	Walter Max Poitzsch	Kibi Presby. Training Col.	Kibi	Eastern
	Nakia Haskins	Bagabaga Training Col.	Tamale	Northern
	Anita Tawiah	Tamale Training Col.	Tamale	Northern
	Barbara Brown-Gathers	Akrokerri Training Col.	Akrokerri	Ashanti

	Olubayo Jackson	Peki Training Col.	Peki	Volta
	Yoidette Myles	Foso Training Col.	Assin-Foso	Central
2002/2003	Anita Tawiah	St. Monica's Training Col.	Mampong	Ashanti
	Anita Tawiah	Mampong Teachers' Tech. Col.	Mampong	Ashanti
	Dr. Allan Gordon	Peki Training Col.	Peki	Volta
	Dr. Mary Softly-Welch	S.D.A. Training Col.	Asokore/Koforidua	Eastern
	Tamara Holt	Holy Child Col.	Takoradi	Western
	Dr. Sandra Ross	O.L.A. Training Col.	Cape Coast	Central

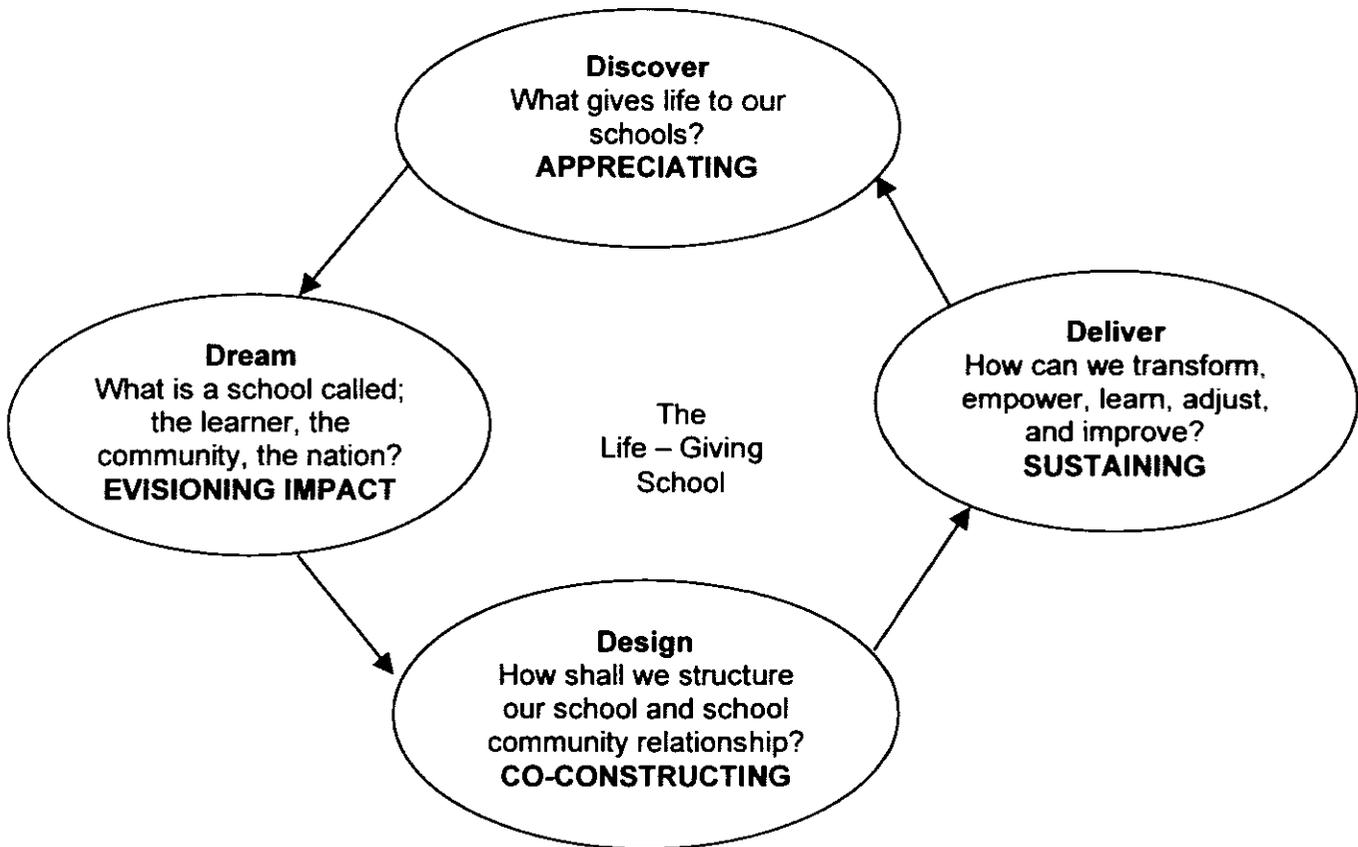
Training Colleges in Ghana



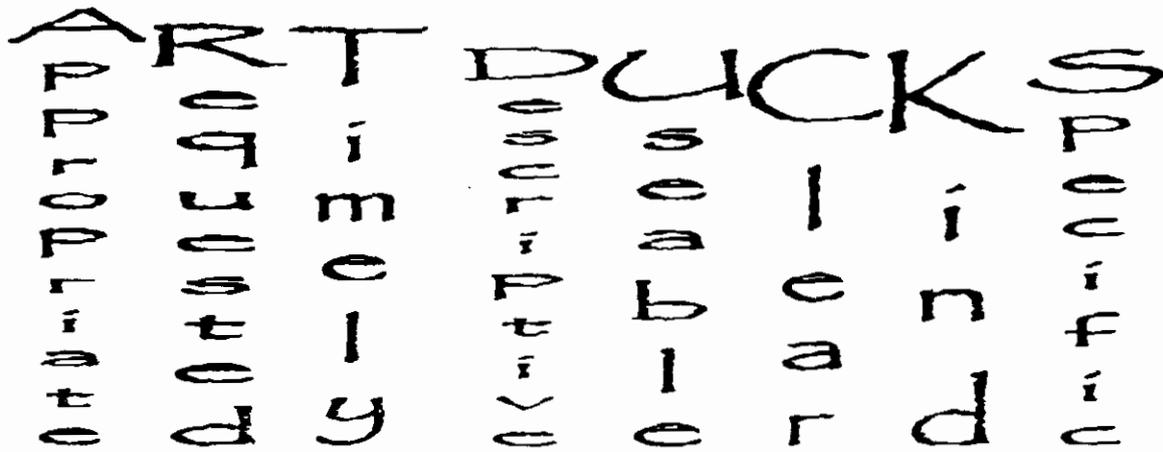
TRAINER OF TRAINERS (TOTs)

NAME	INSTITUTION
Mr. Seth Kofi Nti - Tutor	University of Cape Coast (Institute of Education)
Ms. Rebecca Morrison –Tutor	Foso Teacher Training College Assin Foso, Central Region
Mr. Thomas A. K. M. Ntummy –Tutor	Accra Teacher Training College Greater Accra Region,
Mr. Ankoma Appiah – Tutor	Foso Teacher Training College Assin-Foso, Central Region
Mr. Minta Wianes – Tutor	Presbyterian Training College Akropong, Eastern Region
Mr. Tony Ananse – Tutor	Ola Training College Cape Coast, Central Region
Mr. Paul Tabi-Arhin – Tutor	Berekum Teacher Training College Brong Ahafo Region
Ms. Elizabeth Oti-Akenten	St. Joseph's Teacher Training College Brong Ahafo Region
Mr. Gabriel S. Kploanyi – Tutor	Pusiga Teacher Training College Upper East Region
Mr. C. D. B Mensah – Vice Principal	Akrokerry Teacher Training College Ashanti Region

THE 4Ds OF APPRECIATIVE INQUIRY



Techniques for helpful feedback using Appreciative Inquiry



ART DUCKS

- Appropriate - It takes into account the needs of both receiver and the giver of feedback. Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the person on the receiving end.
- Requested - Feedback should be asked for rather than imposed. For example, the teacher may ask the observer to comment on the effectiveness of the task performed.
- Timely - Feedback should be well timed, given at the earliest appropriate opportunity after the behaviour had been observed.
- Descriptive - Feedback should be descriptive rather than evaluative. For example, being told you are stupid, dumb, or lazy will not be well received. If the person giving feedback points out that, "The chart you used during the lesson was well drawn. Next time, be sure to ensure that the lettering is big enough to be seen by the entire class."
- Useable - Comments should be directed towards behaviour which the receiver can do something about. Frustration is only increased when a person is reminded of something over which she has no control.
- Clear - Ensure clear communication. Giver can ask the receiver to try to rephrase the feedback to see if it is what the giver had in mind.

Conceptualized by Barbara Brown Gathers IFESHTFA
for Akrokerri Training College
Handout for tutors' workshop on January 24, 2002

Techniques for helpful feedback using Appreciative Inquiry

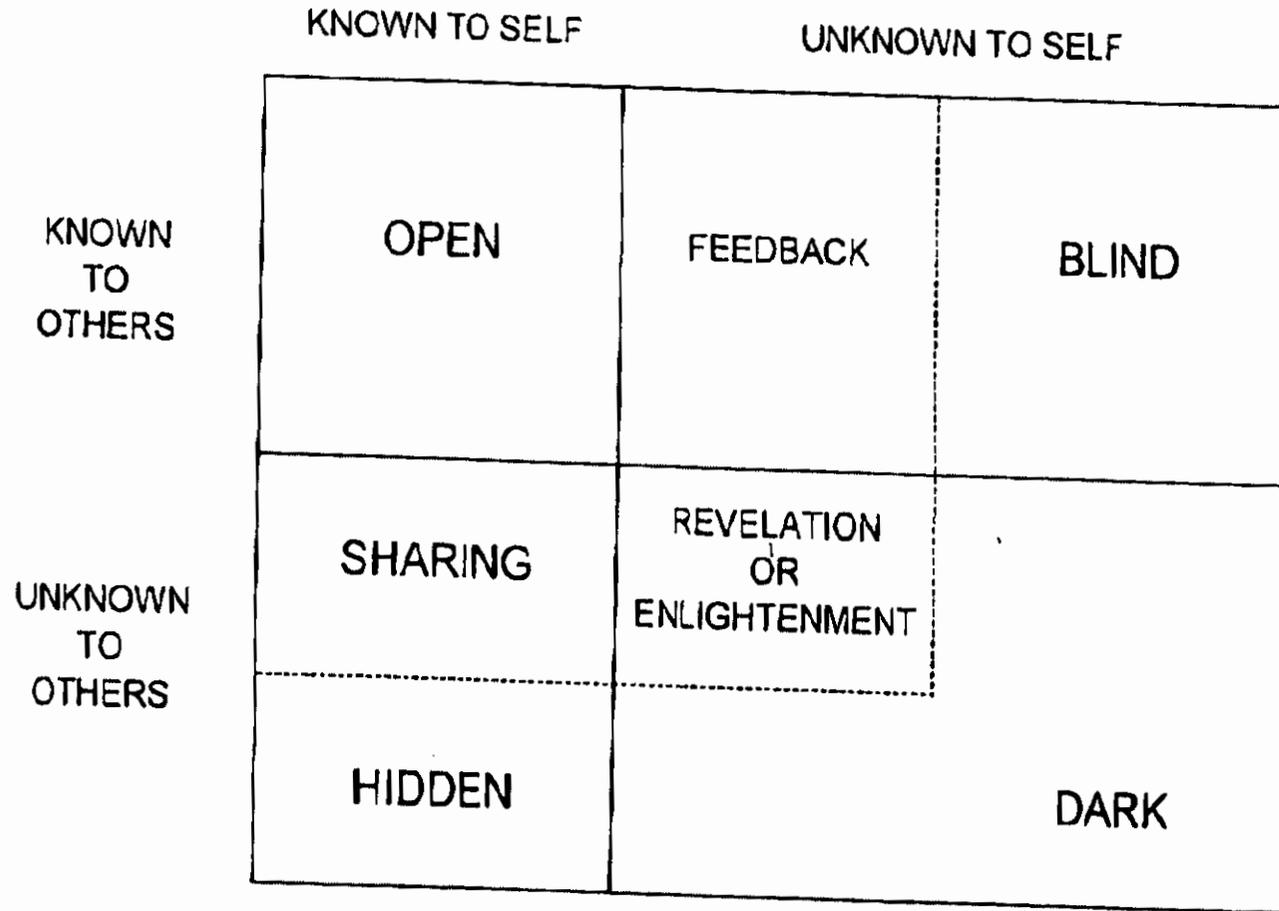
- Kind with Knowledge - When interacting with others, we should always remember that a little kindness goes a long way. Another "k", knowledge of the student should also be utilized here when deciding upon the style of feedback given.
- Specific - Feedback should be specific rather than general. "You are always unprepared for this class" is general. "You are unprepared today" is specific.

Feedback can best be given:

1. In an atmosphere of trust
2. In small bits
3. With concerns for how the receiver of the feedback will hear it
4. When it is timely and appropriate
5. When it is based upon the giver of feedback's actual experience and not on the giver's interpretation of what happened
6. When it is kept confidential, or when the giver makes it clear who else has to know about it

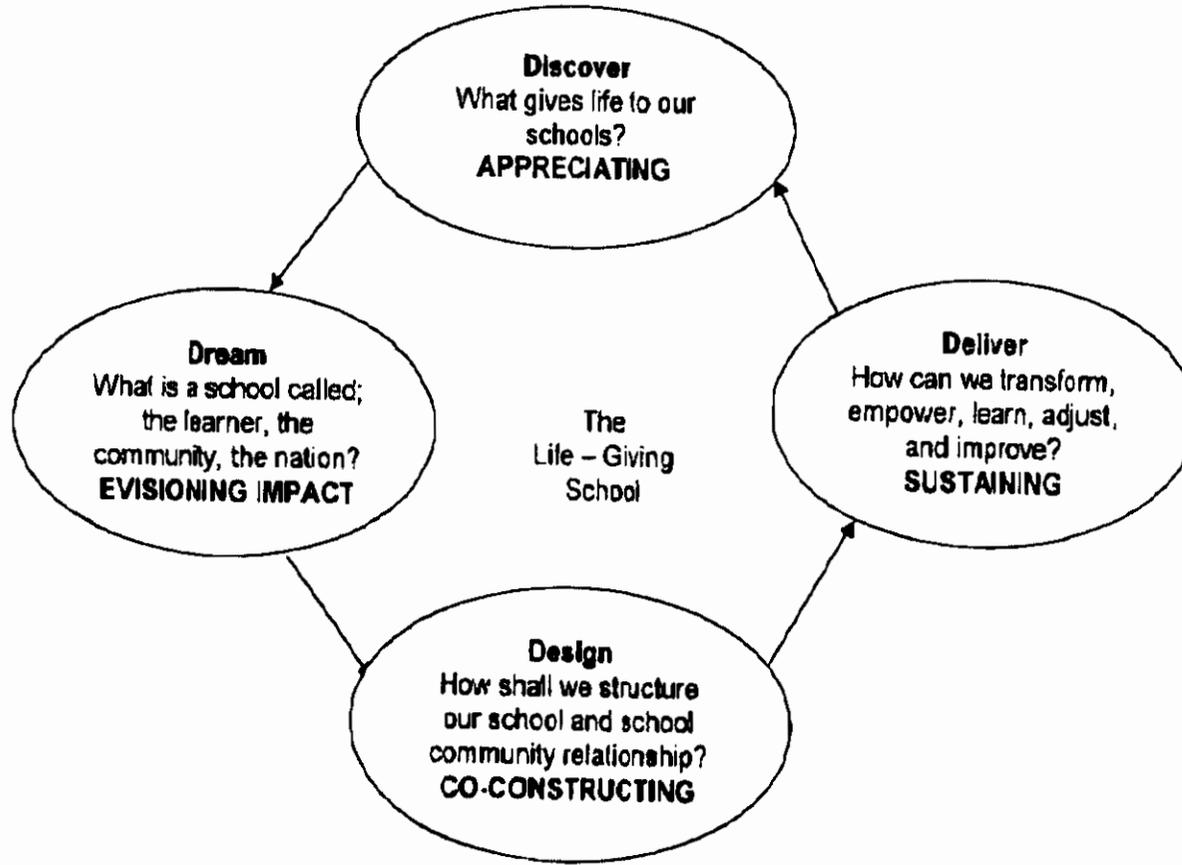
Conceptualized by Barbara Brown Gathers IFESH TFA
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Handout for tutors' workshop on January 24, 2002

JOHARI'S WINDOW
(APPRECIATIVE INQUIRY)



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THE 4Ds OF APPRECIATIVE INQUIRY



TEACHER TRAINING COLLEGES
IN GHANA

	INSTITUTION	CATEGORY	ADDRESS		TEL/FAX
1	Abelifi Presbyterian Training College	Mixed	P. O. Box 19, Abelifi	Eastern Region	081-42187
2	Accra Training College	Mixed	P. O. Box 221, Legon/Accra	Greater Accra Region	021-500961
3	Ada Training College	Mixed	P. O. Box 34, Ada Foah	Greater Accra Region	0968-22220
4	Agogo Training College	Women	P. O. Box 28, Agogo	Ashanti Region	0531-25797
5	Akatsi Training College	Mixed	P. O. Box 21, Akatsi	Volta Region	
6	Akrokem Training College	Mixed	P. O. Box 32, Akrokem	Ashanti Region	051-21659
7	Atebubu Training College	Mixed	P. O. Box 29, Atebubu	Brong Ahalo Region	0567-22024
8	Bagabaga Training College	Mixed	P. O. Box 35 E/R, Tamale	Northern Region	071-23247
9	Berekum Training College	Mixed	P. O. Box 74, Berekum	Brong Ahalo Region	0842-22018/22019
10	Cambridge Training College		P. O. Box 4107, Kumasi	Ashanti Region	051-22122
11	Dambai Training College	Mixed	P. O. Box 186, Kete-Krachi	Volta Region	
12	Enchi Training College	Mixed	P. O. Box 44, Enchi	Western Region	
13	Evangelical Presbyterian Training College	Mixed	P. O. Box 12, Amedzole	Volta Region	
14	Evangelical Presbyterian Training College	Mixed	P. O. Box 16, Bimbilla	Northern Region	071-23180
15	Foso Training College	Mixed	P. O. Box 87, Assin Foso	Central Region	
16	Gbewaa Training College	Mixed	P. O. Box 157, Pusiga-Bawku	Upper East Region	
17	Holy Child College	Women	P. O. Box 245, Takoradi	Western Region	031-23430
18	Jasikan Training College	Mixed	P. O. Box 14, Jasikan	Volta Region	
19	Kibi Presbyterian Training College	Mixed	P. O. Box 64, Kibi	Eastern Region	
20	Komenda College	Mixed	P. O. Box 5, Komenda	Central Region	042-33739
21	Mampong Technical Teachers' College	Men	P. O. Box 31, Mampong	Ashanti Region	0561-22209
22	Mount Mary Training College	Mixed	P. O. Box 19, Somanya	Eastern Region	

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TEACHER TRAINING COLLEGES
IN GHANA

	INSTITUTION	CATEGORY	ADDRESS	TEL/FAX
23	N.J. Ahmadiyya Muslim Training College	Mixed	P. O. Box 71, Wa	Upper West Region 0756-22338
24	New Century Training College		Baltor	Volta Region
25	Nzemaman Adventist Training College		Ahanta	Western Region
26	Ofinso Training College	Mixed	P. O. Box 7, Ofinso	Ashanti Region
27	Our Lady of Apostles Training College	Women	P. O. Box 175, Cape Coast	Central Region 042-33202/32569
28	Peki Training College	Mixed	P. O. Box 14, Peki	Volta Region
29	Presbyterian Training College	Mixed	P. O. Box 27, Akropong-Akuapem	Eastern Region 0872-22199
30	Presbyterian Women's Training College	Women	P. O. Box 19, Aburi	Eastern Region 0876-22039
31	Seventh-Day Adventist Training College	Mixed	P. O. Box 18, Asokore-Koforidua	Eastern Region 081-20481/21281
32	St. Francis' Teacher Training College	Mixed	P. O. Box 100, Hohoe	Volta Region 0935-20006
33	St. John Bosco's Training College	Mixed	P. O. Box 11, Navrongo	Upper East Region 072-2470
34	St. Joseph's Training College	Mixed	P. O. Box 15, Bechem	Brong Ahafo Region
35	St. Louis Training College	Women	P. O. Box 3041, Kumasi	Ashanti Region 051-28081/22581
36	St. Monica's Training College	Women	P. O. Box 17, Mampong	Ashanti Region 0561-22206
37	St. Theresa's Training College	Women	P. O. Box 129, Hohoe	Volta Region 0935-22043
38	Tamale Training College	Women	P. O. Box 1 E/R, Tamale	Northern Region 071-23687
39	Tumu Training College	Mixed	P. O. Box 19, Tumu	Upper West Region 0758-22418
40	Westley College	Mixed	P. O. Box 1927, Kumasi	Ashanti Region 051-28541
41	Wiawso Training College	Mixed	P. O. Box 94, Sefwi Wiawso	Western Region 0934-22011

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