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elcome to the second edition of Agenda 2015. A lot of time has passed by since the maiden edition and with it many issues too that had a bearing, directly or indirectly on education in the country. One can talk of The National Education Sector Annual Review and the launching of The National Teachers' Forum. The period has also seen OLE Ghana making considerable progress. The second edition of Agenda 2011 addresses some of these activities and highlights some progress made by OLE Ghana. We are also asked to question our perception of, and attitude towards, education delivery. We also have the occasion to congratulate The Executive Chair of OLE Ghana for picking up yet another award.

### Editorial

With less than four years to 2015 Ghana seems to be on track to achieving both the gross and net enrolment targets of 100% by 2015. Due to various reforms and new policy measures instituted by the government, the Gross Enrolment Ratio (GER) for primary school has increased from 74% in 1991/92 to 94.9% currently. However the survival rate seems to have stagnated at 88% since 2007/08. If we are to achieve universal primary completion by 2015 we will now have to grow at a rate of 3 percentage points per year.

Major challenges still face the sector. This includes, gross inadequacy of teachers in some places of the country, the quality of teachers being produced as well as that of those already in the system, lack of teaching materials that lend itself to modern teaching trends, lack of learning materials that excite the children to learn and is challenging enough to bring out the innate skills of the learners, insufficiency of some school infrastructure (classrooms, sanitary facilities, etc) in some places in the country, unfavorable socio-economic and cultural factors, geographically hard to reach areas, hard to reach children, and low enrolment of children with disabilities, etc.

These challenges call for special approaches if a Universal Primary Completion (UPC) based on not mere quantity but on quality as well is to be attained by 2015. There is, therefore, clearly the need to adopt a programme that is flexible and adaptive and can reach large numbers of children in hard to reach areas as well as children living in underserved areas.

Evidence from a number of developing countries such as Tanzania, and Ethiopia as well as pilot projects in Northern Ghana show that a well crafted system of complementary education programme can be used to address a number of problems in education. It can as well help reach children who otherwise would not have been reached by the formal system of education. For complementary education to be successful, however, it will require strong government commitment, strategic vision and policy framework, effective partnerships, reallocation of existing resources and/or mobilization of additional resources.

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#### Watch Out!!!!

Report on 3rd OLE General Assembly and NATEF 2011 in next edition of Agenda 2015

OLE Ghana Executive Chair Honoured See story back page





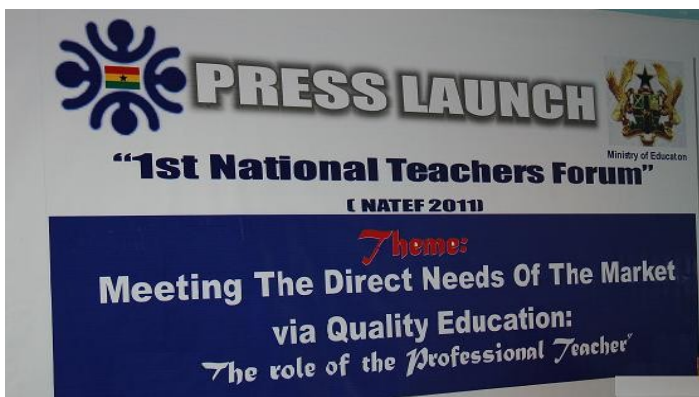
## OLE Ghana News

### NATEF Launched

The 1st edition of the National Teachers' Forum has been launched in Accra. The proposed two-day forum to be held later this year is being organized by Open Learning Exchange (OLE) Ghana, a teacher development oriented NGO. The theme for the forum is: "Meeting the Direct Needs of the Job Market through Quality Education – The Role of the Professional Teacher."

The launching was done on behalf of the Hon. Minister for Education by Dr Dominic Pealore, Director of Statistics, Research, Information Management and Public Relations at the Ministry of Education. He indicated that with demands of the markets constantly changing, education in the country will also have to change to reflect these changing demands.

Dr Pealore announced that Government is instituting the necessary legal framework to make Colleges of Education operate as tertiary institutions and pledged government's commitment to work with stakeholders to improve the working conditions of teachers. He also expressed the ministry appreciation to OLE Ghana for the initiative.



Professor Jophus Anamoah-Mensah, Chairman of NATEF Planning Committee lauded the contributions of teachers towards the country's socio-economic development. He cited inadequate motivation, lack of facilities to train more teachers and lack of refresher courses for teachers as some of the challenges facing the country's educational system. He noted that NATEF would serve as a platform to discuss important determinants on teacher education policies, what corporate Ghana expects from teachers and how responsive teacher training curriculum should be to the demands of the job markets.

Mr. Kofi Essien, Programmes Director, OLE Ghana, noted that the forum would provide documentation on strategies for continuous teacher professional development. These strategies would reflect the needs of teachers and involve them both as planners and administrators of such strategies.

### UN Assessment of OLE Ghana

The United Nations system in the country organized a UN - CSO mapping and capacity assessment exercise in the last quarter of 2010. The findings of the assessment is meant to help to the system strategically integrate programmatic partnerships in their new UNDAF Action plan to be created this year for the new country programme cycle for 2012-2016.

OLE Ghana was privileged to be one of the CSOs selected for this assessment. It was lauded for its good financial control system, good corporate governance, and forging of partnerships with UN Agencies as well as other stakeholders to achieve the MDGs, especially MDG 2.

### UNESCO Sponsored Study

At the beginning of the year OLE Ghana approached The UNESCO Cluster Office in Accra for support to pilot a multi grade multi level (MGML) initiative fashioned along the RIVER model ([www.river-rv.blogspot.com](http://www.river-rv.blogspot.com)). At the instance of The UNESCO Cluster Office in Accra, a meeting was held on the 8<sup>th</sup> of April 2011 at the offices of the Teacher Education Division (TED) where it was agreed that an initial desk study, backed by some limited field work, be conducted.

The primary output of the study will be a comprehensive report on an MGML initiative previously undertaken by the Teacher Education Division. This is to inform decisions on any future MGML initiatives to be undertaken. Secondary outputs include inputs for discussions during the maiden edition of the National Teachers' Forum (NATEF), a snap shot of some activities undertaken on the teacher education front, especially those by CSOs and NGOs engaged in teacher education over the last two years and some identified gaps/challenges within the teacher education system.

### Meeting with IDP Foundation, Inc.

IDP Foundation, Inc. recently met with OLE Ghana. The OLE Ghana team was led by its Executive Chair, Prof. J Anamoah-Mensah while Irene Pritzker, President of the Foundation, led the joint IDP Foundation, Inc. and IDP Rising Schools team.

IDP Foundation, Inc., in partnership with Sinapi Aba Trust and Opportunity International-US have been running the IDP Rising Schools Program (IDPRS) in Ghana for two years now. Their financial model of capacity-building and loans, which they have provided to 103 schools, has seen tremendous success. The meeting therefore was to explore ways in which IDPRS and stakeholders such as OLE Ghana could work towards creating an education model that addresses the needs of typical Ghanaian children, and for those children across the developing world.





## OLE Network News

### Open Learning Exchange International

Peter Slate recently joined Open Learning Exchange (OLE) International in Cambridge, Massachusetts as Executive Officer. He is a graduate of the University of Massachusetts and recently returned from Paris after spending several years working in the field of higher education management. Prior to that he worked in the communications field for an international NGO in Boston and also taught English to high school students in a suburb of Paris. His role at OLE International will be focused on organizational development as well as supporting and coordinating the organization's activities.

### OLE Nepal

OLE Nepal has completed the implementation of the One Laptop Per Child (OLPC) program in all grades in 32 program schools in Nepal. Grade five was the last one to be added to the program in April 2011. In addition OLE Nepal also added five new schools to the program in partnership with the UN World Food Program., three of them being in a remote part of the country. OLE Nepal and government trainers also trained new teachers from the schools before the new academic year started. The training program was designed to prepare teachers on how to use laptops and digital learning materials to deliver effective lessons in subjects such as English, Nepali, mathematics and science. So far, OLE Nepal has trained close to 200 teachers -- most of whom had little or no prior experience in using computers.

On the content side, OLE Nepal has completed the development of interactive education content for English and mathematics grades two to six and for Nepali grades two to four. These curriculum-based content are loaded on laptops. Students and teachers use them regularly in the teaching-learning process. Furthermore, OLE Nepal with support from the UN WFP has also been preparing science content with focus on agriculture, food and nutrition for grade 5. This content will be available in both English and Nepali languages. All content prepared by OLE Nepal are freely available at [www.pustakalaya.org](http://www.pustakalaya.org).

OLE Nepal's digital library, E-Pustakalaya ([www.pustakalaya.org](http://www.pustakalaya.org)), continues to expand by entering into agreements with authors, publishers and organizations. A notable addition is the offline version of "Learn English Kids" activities developed by the British Council.



The digital library is made available to schools through a local server. This therefore obviates the need to depend on the Internet.

### OLE RWANDA

The Executive Director of OLE Rwanda recently had an interview with US based Education Portal.com. We publish below excerpts of the responses he gave during the interview.



Open Learning Exchange (OLE) Rwanda was founded in July 2008. Its mission is to contribute to achieving Quality Universal Basic Education (QUBE) by 2015 using effective low cost technologies, open education resources (OER) and through capacity building for Teachers. OLE Rwanda also promotes the use of open electronic resources and courseware to boost a home grown research, quality education and ICTs integration in High Learning Institutions (Universities and Colleges). This is especially due to local demand in this particular area.

Due to the importance of learning support materials (for teachers and students) and the scarcity of education materials in many African countries, we have embraced the open learning philosophy and vision of promoting open education resources to ensure that every child and educator have access to learning and teaching resources. I believe that the shift from traditional teaching methods in African Schools (characterized by chalk and talk) can be addressed through open education which can provide access to quality resources that contribute to enhancing quality and expanding access to education.

We have included K-12 Siyavula, Azim Premji and elearning for kids open education contents. We have also open courseware developed by OLE Rwanda in partnership with Rwandan teachers, students and curriculum developers. The major challenge in using K-12 open education content and open courseware is to get it first aligned to Rwanda curriculum.

The Rwanda Education library will have different types of resources in different formats including open education / courseware, curricula, policy documents related to basic education, etc. The library shall cater for teachers, students, educators stakeholders and communities. Formats will be different including videos, maps, interactive content to be available at the online and offline library platform for Schools and communities in remote areas and for those with access to Internet. The OLE Consortium has the approach of sharing resources and opportunities meaning that our library will also be used by educators outside Rwanda.

Open education in Rwanda and Africa is key in improving access to continuous education. OLE Rwanda is seeking for partnerships and assistance from senior organizations with experience in the above mentioned areas.



## Educational Issues

### Creating A Vibrant Ghanaian Teacher Force: – The National Teachers' Forum (NATEF)

Many will agree that the educational sector has been constantly besieged with a number of challenges that though tackled at various levels, are still yet to be solved in a sustainable manner. One such issue is that of initial teacher training and their continuous professional development. This article revisits this issue in light of the National Education Sector Reform (NESAR), as hosted in May 2011 by the Ministry of Education and envisages how the upcoming National Teachers' Education Forum could help us collectively address teacher related problems in the country.

The National Teachers Education Forum, (NATEF), is intended to be a forum targeted at addressing issues directly related to teachers – both in terms of service and quality. To be hosted by the Open Learning Exchange (OLE) Ghana, it seeks to be one of several opportunities for discourse amongst educational stakeholders supported through civil society lobby and advocacy. For the maiden edition, the theme is 'Meeting the Direct Needs of the Job Market via Quality Education: The Role of The Professional Teacher'.

Generally statistics relating to teacher education available from sources such as the Preliminary Education Sector Performance Report for 2010, and presentations made at this year's National Education Sector Reform is promising in some respects, and sobering in others. National averages for Pupil-Teacher Ratio as shown by Table 1 seem encouraging. However the reality on the ground is seen in an answer given by the then Minister for Education, Hon. Alexander Tetey-Enyo to a question posed by Hon. George Bofo MP for Asunafo on the floor of parliament on 14<sup>th</sup> July 2010. He indicated in his answer that 33,185 teaching vacancies had been declared for 2010 expected to be filled by 8,625 trained teachers from the country's colleges of education leaving a difference of over 24,000. This does not take into cognizance the backlog from previous years. The Chief Inspector of Schools in a press briefing indicated that as a country we will need 60, 000 more professional teachers to meet our teacher requirement. As indicated also by Table 1, as a country we are far from meeting the targets set for supply of trained teachers.

INDICATORS	2020/2015 TARGETS	2010 TARGETS	2011 (ACTUAL)
<b>Increase the % of trained teachers</b>			
KG	95%	45%	31.1%
PRIMARY	95%	63%	50.6%
JHS	95%	79%	65.8%
<b>Pupil-Teacher Ratio</b>			
KG	25:1	45:1	36:1
PRIM	35:1	35:1	31.9:1
JHS	25:1	19:1	16:1

Table 1. Culled from the Acting Director General's presentation made at the NESAR 2011

The 2010 preliminary education sector report also indicates challenges associated with Teacher-Pupil contact hours and this seems to be on the ascendancy. In 1993 contact hours lost amounted to 20 percent. In 2003 according to a study conducted by Karikari-Ababio, (2004, p. 28) the percentage of Teacher-Pupil contact hours lost was 27% in the southern belt and 14% in the middle belt. In 2008 absenteeism on average was about 37 percent (*Brookings institution, 2007 cited in MOE, 2008, p. 16*).

In every education reform the teacher is the central focus. The teacher could modify the syllabus and time table to enable effective teaching and learning to take place. The teacher could improvise to make up for lack of textbooks (*Preliminary Education Sector Performance Report 2010*). Taking a cue from this statement, the maiden edition of NATEF intends to focus on a number of discrete teacher related issues that were also raised as matters of general concern at this year's NESAR. These include but are not limited to the following:

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### **Teacher Education Related Policy Issues.**

A number of issues have been identified as working against initial teacher preparation and professional development. These include addressing the teacher identity crisis, teacher training entry requirements as well as duration for taught courses and the out segment, teacher deployment and utilization, re-alignment of professional and academic development programmes with basic school academic calendar, teacher licensing vis - a - vis the enforcement of code of conduct, and various support services to teachers to enhance quality teaching and learning. In 2009 the Teacher Education Division of The Ghana Education services began work on a Pre-Tertiary Teacher Professional Development And Management policy and framework which was expected to address the above and many more. The maiden edition of NATEF will look at the state of the policy started in 2009, review its content vis-à-vis the 1966 ILO/UNESCO recommendations on initial teacher preparation and professional development as well as current trends in teacher education. It will also look at the ramifications as well as preparations needed for the smooth implementation of such a policy.

### **The 21<sup>st</sup> Century Teacher And The 21<sup>st</sup> Century Work Place**

Many questions have been raised about the kind of workforce we produce currently as a country. How ready are they for the work place of today? To prepare them adequately to meet the demands of the challenges imposed by the new work culture we need a new kind of teacher who should be responsive to the demands of the current workplace on today's classroom. There is a perception out there that very little linkages exist to ensure that industry and the classroom teacher are in tune with each other. Others also question the strength of the existing few linkages. The maiden edition of NATEF seeks to institutionalize stronger structures and avenues for industry and academia to constantly engage over specific issues at a times to make teaching in particular and the education system in general responsive to the dictates of the job market

### **Pre – Service and In-Service Teacher Training**

Of major concern has been the quality of some of the teachers who come out of the Colleges of Education. Of equal concern has been how many of the teachers we have in the system have seen very little quality continuous academic and professional development. Issues have been raised as to how well teacher training programmes equip teachers with subject matter knowledge. Questions have been raised concerning the content of teacher preparation and continuous professional development programmes, delivery of the content, duration for delivering the content, the quantity and quality of the human resource available for delivering the content, as well as facilities for both pre-service and in-service teacher training. The maiden edition of NATEF will closely explore how to deal with the issue of subject content deficiency, the sacrificing of vertical for lateral coverage and discuss innovative ways of making the curriculum of teacher training and professional development as well as the mode for delivering it more in tune with current trends. It will also explore alternatives for increasing the numbers trained without sacrificing quality.

### **Last mile solutions by Civil Society Organizations ( CSOs)**

Education delivery has always been seen as a complex all hands on deck process. The last mile role played Civil Society Organizations (CSOs) in education delivery can not be ignored. However there are lots of CSOs in the country all purporting to play a crucial role in education delivery with many of them calling for their greater involvement in issues pertaining to education delivery by government and Development partners (DPs). The maiden edition of NATEF will seek to examine the readiness of CSOs to effectively play this 'last mile' role, how CSOs can benefit from existing arrangements such as the Aid Policy to help address teacher related issues and also propose a framework within which CSOs, government and DPs can continuously engage each other to ensure quality education delivery in the country, especially at the pre-tertiary level.

In conclusion it must be indicated that NATEF is expected to provide an additional forum that is complementary to NESAR, with a focus on achieving practical plans with measurable outcomes. To follow preparations towards NATEF visit (<http://www.ole.org.gh/natef/natef.html>).





## Quality Education Delivery In Ghana : - Rethinking Our Perceptions And Attitudes

By Kofi Essien

The National Education Sector Annual Review (NESAR) has come and gone but the coming of The National Teachers' Forum (NATEF) (<http://www.ole.org.gh/natef/natef.html>) gives me the opportunity to reflect over education delivery in the country and I can't help but go back to some of the issues raised at the review so many months ago. The theme for the review was apt though: 'Action for a difference – Quality Education for Quality Life'. I have always believed that the NESAR in itself is a very good exercise as it triggers reflections such as this. However if the rationale for the review is to learn from the past year and strategize for the new year then may I suggest we look at the timing of the event.

But what has really set me thinking is the current health of our education system, especially at the pre-tertiary level as was presented at this year's NESAR. It was not a clean bill of health and the statistics were worrying. One in ten schools (10%) within Ghana does not produce any student who qualifies for SHS. Less than 50% of those who sat for the BECE in 2010 had access to SHS. The National Education Assessment (NEA) test scores for 2009/2010 shows proficiency levels for P6 and P3 in math as 13.8% and 25.2% respectively while for English P6 and P3 it is 35.6% and 20% respectively. These are far below the expected national averages. With the exception of the GER for KG and SHS all the other key socio-humanistic (access, equity & welfare) indicators and set targets for the year under review were not been achieved. Key indicators and targets for educational (quality, skills & development) activities have not been met.

What is clear though is that a lot of effort has been, and is still being, put into making the country's educational system respond positively and we need to commend all those involved. But Education seems to be acting like that big huge sponge, absorbing and absorbing and giving back very little. Lots of initiatives and one reform after the other has been undertaken but the net value seems to be the same.

This raises a lot of questions I will want us all to think about? Have we for 50 years plus after our independence been doing the same old things only under new names? Do we really know what is wrong with our educational system or we think that we know what is wrong with the system? I think we do. Don't we? But are we applying the right 'medicine' in the right quantities at the right times? For that I am not sure. Are we looking for the obvious answer(s) and neglecting the hidden which may rather trigger off the successes we all want?

Does the solution really lie with just implementing pro-poor interventions and providing educational facilities and more money? It is all well and good that we provide free school uniforms and free exercise books and free food and free everything. It is a vital necessity that educational facilities

are provided. But is it really about how much freebies we give out that will improve the quality of the country's pre-tertiary education? What do we collectively do with the very little we all put in, and how do we collectively monitor this? That is if we all do put in something anyway.

It is true that education provision, especially at the basic level is the responsibility of the government. No argument about that. But who are the first line beneficiaries of the education our children receive? It is obvious isn't it? The individual, the immediate family, the larger family then the community. The question then is what are we as first line beneficiaries bringing to the table? How involved are we in the education delivery in our community? Why do we have to wait for schools to crumble and fall on us? Do we really need government to convert our school under trees into permanent structures? What happened to self-help? Do we place our expertise and skills at the disposal of schools in our communities for free? Shouldn't our traditional and opinion leaders rather be galvanizing the locals to undertake such self-help developmental projects? Can we fathom how much we will be saving the government to be used for other social services? Are we prepared to make teachers who are posted to our rural areas a little bit more comfortable within our limited resources as a community so that they would want to stay a little much longer? This goes beyond mere cost sharing to a true shared responsibility in education delivery in our communities to begin with and then the country at large.

I have long held the opinion that private schools do well regardless of where they may be situated because parents sacrifice to pay so much and by default demand accountability from their children and the school authorities. This translates into increased seriousness by the child and better supervision by school authorities. How often do we demand accountability from the schools our children attend and even from our children?. Do we see school management as being the preserve of the School Management Committees? Do we follow the learning progression of our kids or we are busy with our own worries? Do we see the school as an extension of our homes or a place that help us 'get rid' of our children albeit for a while?

We need to drum home the fact that the greatest investment one can make, and the only way to break the cycle of poverty in ones family, is to invest in our children's education. That no matter how poor we are the first penny we spend from any money that come to us should be on the education of our children, even if it means forgoing new clothes for the funeral next month, or the out-dooring next week, forgoing our usual evening drink or even if it means going without food as a parent for a couple of days. It is such sacrifices that will intuitively make us demand more from the education sector, from the government, from the teachers and from our children

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## **Teacher Quality: Key To Quality Education Delivery in Ghana**

by Cecilia Tutu-Danquah

The Ghanaian educational system has gone through lots of reforms since independence. It is as if the system changes with each passing wind. These changes and reforms are all in a bid to keep pace with the ever changing global trends. Globalization has brought in its wake tremendous effects to all spheres of human life. Its effects could well be a threat or an opportunity. To successfully face the global challenges and to take full advantage of the opportunities offered by globalization, we need the requisite qualified human resource which can only be the product of a quality education delivery system.

It is true that many factors come together to ensure the delivery of quality education. But one factor stands tall among them all; The Teacher. Truth be told without a new kind of teacher we can have several reforms it will be impossible to deliver quality education.

The new kind of teacher is expected to exhibit certain qualities. He/she must have a global perspective on issues, should have and continually develop the knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess and evaluate information from various media. He/she should be able to use these knowledge and skills to assist learners in solving problems, communicating clearly, making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments. He / she must be professional minded innovative, inspiring, confident, and morally upright.

But how do we get this kind of teacher? Perhaps for starters we need to attract first class students to the colleges of education and teacher training universities. Then we will have to work hard at retaining them in the education system once they finish their training. In this regard government should pay enough attention to teachers' welfare and make conditions of service more attractive.

There is the need to integrate technology applications into both in-service and pre-service teacher assignment and activities, especially learning and teaching methods and practices where technology could be used to learn and to facilitate learning. We must create a school culture in which teachers assume leadership roles in school decision-making, where collaboration occurs on a regular basis, professional development is ongoing, and new teachers are supported to settle and grow.

There should be the recognition that becoming a qualified and professional teacher is a long term developmental process. That teacher quality is not solely determined by a credential or degree, neither is it static but rather has a characteristic that evolves throughout a teacher's career. It

should be seen as an attribute that grows or diminishes based on factors such as conditions in which a teacher works, personal motivation, and opportunities for growth attention to in-service training.

Perhaps the next time the wind of change blows across the education spectrum one will wish that it blows the way of the teacher education front so that we will have the 'new teacher' we all desire; one who will lead the crusade for the delivery of quality education. We therefore need to pay more attention to in-service training and we need to be discerning in the kinds of professional development opportunities we present to teachers.

### **Quality Education Delivery In Ghana : - Rethinking Our Perceptions And Attitudes (Continued from Page 6)**

My personal conviction is that no amount of freebies and provision of educational facilities, though necessary, will really do the trick quality wise. The bottom line is we need to change our attitude and thinking towards education delivery and provision in this country. We need to see education delivery as a shared responsibility and every individual in the country as a stakeholder.

It is my hope that NATEF will give opportunities for us to look at how we can come up with strategies to ensure this shared responsibility, particularly strategies for preparing and continuously developing our teachers professionally so that they can help deliver the quality education we all wish for.

#### **OLE 3rd General Assembly: - "Persuading to Scale: growing billions of great learners with powerful innovations,"**

From 26th to the 29th, September 2011 at the Universidad Iberoamericana in Mexico City, Open Learning Exchange will be having its 3rd Annual General Assembly under the theme "Persuading to Scale: growing billions of great learners with powerful innovations".

The evidence is clear that traditional education systems around the world are failing to meet the basic learning requirements of our children. Although thousands of learning innovations are being promoted across the globe today, even the most effective can be permanently sidelined by cultural differences, financial, technical, and political barriers. Our challenge then is to help public, private and community leaders bring to scale a mix of cost-effective learning innovations so all of our children can learn to create healthier and more sustainable societies in the 21st Century.

For additional information about the OLE General Assembly program please visit the following link: [www.amiando.com/ole2011](http://www.amiando.com/ole2011).



## News File

### **Prof Jophus Anamuah- Mensah Honoured**

The Executive Chair of OLE Ghana, Prof. Jophus Anamuah-Mensah, has recently been awarded an honorary doctorate degree by the Open University Of UK on June 25<sup>th</sup> 2011 at a graduation ceremony in Birmingham, UK. The award is in recognition of his work in education, and especially using open education resources.

Prof. Jophus Anamuah-Mensah has a General Degree in Science and Education, an Honours Degree in Chemistry, a Masters in Chemistry, from the University of Cape Coast, a Masters degree in Science Education and a Doctorate degree in science education from the University of British Columbia. He has had 24 years of teaching at the University of Cape Coast in Ghana where he was the Head of Department of Science Education, the Dean of Education and Pro-Vice Chancellor of the University; and helped to start a distance learning programme. He was the Principal and later Vice Chancellor of the University of Education for nine years.

Professor Jophus Anamuah-Mensah is also the Director of the Centre for School and Community Science and Technology Studies (SACOST) at the University of Education, Winneba, the Executive Chair of TESSA and Professor of Leadership at the Early Childhood Virtual University (ECDVU) of the University of Victoria, Canada.

He has received a number of honours for his work in education. These include the country's second highest award, the Order of the Volta Companion, a Papal Award and Meritorious award for championing the cause of children and education.



### **To be World Wide test runs Career Counseling Tool**

We spend most of our waking lives at work in occupations often chosen by our unthinking younger selves. And yet we rarely ask ourselves how we got there or what our occupations mean to us. (Alain de Botton June 2nd 2009. The Pleasures and Sorrows of Work. <http://www.goodreads.com/work/quotes/14280293>).

Choices we make as growing youth have lasting impact on our lives. Realizing this the Ghana Education Service has made Guidance and Counseling services an integral part of the educational system. There is expected to be a G & C coordinator in every region, every district and every school. However the situation on the ground is far from what exist on paper. This introduces a worrying situation. Organizations have taken it upon themselves to provide such G & C services to the growing youth. One of such organizations is TO BE World Wide, an NGO operating in the Sekondi-Takoradi Metro.

In June this year the organization had a test run of its G & C tool. OLE Ghana's Programme Director, Mr. Kofi Essien, was invited to assist. The tool when completed will provide the youth, regardless of where they are, an opportunity to assess their talents, skills, academic interests vis a vis career paths that they and/or their parents have chosen for themselves.

To BE World Wide runs educational support service centers in Takoradi and Cape Coast. These centers provide the youth in their catchment area the opportunity to access library, and ICT facilities virtually for free. They also promote Adult literacy and do organize free eye screening for the youth and adults in the communities they are situated in.

### **School Based Assessment Activities**

OLE Ghana through its Programmes Director has been part of a panel constituted by the Curriculum Research and Development Division of the GES to work on the new School Based Assessment (SBA) module. SBA is expected to replace the existing Continuous Assessment (CA) come September 2011. CA has been found to be cumbersome and not adequate enough to encourage student centered and 21<sup>st</sup> century teaching approach from teachers.

SBA will ensure that the grades pupils obtain at the BECE are based on their performance on the internal tests organized in schools under less stressful conditions and the external examination by WAEC. It includes class exercise, individual class tests, group work and project work. SBA therefore acknowledges that learning in a school system consist of a variety of practical as well as theoretical work. It also indicates that learning does not take place only in the classroom but is a broad concept having a variety of learning sources.

While the group work targets collaborative and team building skills, the project work targets the development of practical and other life long skills such as investigative/research skills, analytical and critical thinking.