

The Summary of Terminal Evaluation

1. Outline of the Project		
Country: The Republic of Ghana		Project Title: The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management Policy
Issue/Sector: Education (Pre-Tertiary)		Cooperation Scheme: Technical Cooperation
Division in Charge: Basic Education Division II, Basic Education Group, Human Development Department		Total Cost (at the time of Terminal Evaluation): 350 million yen
Period of Cooperation	April 2014 ~ March 2018 (48 months)	Partner Country's Implementation Organization: Ministry of Education (MoE), Ghana Education Service (GES), Technical Education Division (TED), National Teaching Council (NTC)
		Supporting Organization in Japan: JICA, PADECO Co., Ltd.
1-1 Background of the Project		
<p>While the Government of Ghana (GoG) has expanded access to education steadily, the quality of education is still a concern for the government. Academic achievement of 6th grade of sampled primary school pupils in NEA in 2011 was 35.3% in English and 16.1% in Mathematics which are far below the passing marks of 78,9% and 56.9% respectively. Ghana was placed in the bottom among participating 42 countries in TIMSS 2011 targeting 2nd grade students of Junior High School.</p> <p>Under such circumstances, the improvement of teachers capacity to contribute to educational quality is a pressing need. One of the six educational sub-sector policies of the ESP of MoE was the "Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy". The PTPDM Policy focuses on strategic human resource management based on competencies and efforts in capacity improvement as a basis of career progression to facilitate professional development of teachers.</p> <p>To address the issue of teachers' capacity development, school-based/cluster-based INSET (SBI/CBI) is recognized as one of the best strategies. Three technical cooperation projects have been implemented focusing on INSET in collaboration with JICA since 2000 to 2013. These projects have supported developing and disseminating the model and teaching manuals centred on lesson study and school-based/cluster-based INSET (SBI/CBI) to introduce student-centred math and science classes in primary schools. Under PTPDM Policy, it is expected that SBI/CBI programs developed through the precedent projects are incorporated in the teacher appraisal, and teachers are therefore motivated to implement the INSET programs.</p> <p>The Project for Supporting Institutionalization of the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy aims at establishing career progression mechanism to facilitate professional development of teachers through training implementation model to acquire competencies necessary for each career rank, and appraisal and promotion model based on competencies and training records.</p>		

1-2 Project Overview		
<p>(1) Super Goal Pre-tertiary teachers (*) acquire competency, by progressing in their career. (* Pre-tertiary teachers cover all the teachers at 3 levels of pre-tertiary education.)</p> <p>(2) Overall Goal Career progression mechanism is enacted in non-pilot districts.</p> <p>(3) Project Purpose Appraisal and promotion system based on PTPDM policy is developed for nationwide expansion.</p> <p>(4) Outputs</p> <ol style="list-style-type: none"> 1. Teacher appraisal and promotion mechanism based on competencies is developed. 2. A mechanism for data collection and management of teacher training record is developed. 3. Training materials for NQT/ST training courses are developed. 4. Enabling environment for the implementation of PTPDM Policy is created. <p>(4) Inputs</p> <p>【Japanese side】</p> <ol style="list-style-type: none"> 1) <u>JICA Expert Team</u>: A total of 11 experts (69.59 P/M) as of end of September 2017 2) <u>Training</u>: A total of 53 Ghanaians participated in the training in Japan (22) and in the third countries (31) 3) <u>Equipment</u>: <ul style="list-style-type: none"> - A total of USD 41,200.82 and GHS 83,580 worth equipment has been provided by the Project. - A total of GHS 218,115 worth office equipment has been provided by JICA Ghana Office. 4) <u>Local expenses</u>: A total of JPY 67,146,007 has been disbursed as of end of September 2017. <p>【Ghanaian side】</p> <ol style="list-style-type: none"> 1) <u>Counterpart Personnel (C/P)</u>: A total of 18 personnel has been appointed. 2) <u>Administrative Personnel</u>: 1- Secretary, 1-Driver 3) <u>Facilities and equipment</u>: Office space including office furniture and generator 4) <u>Project expenses</u>: Training expenses and others 		
2. Terminal Evaluation		
Members of Terminal Evaluation Team	<p><u>Japanese side</u>:</p> <ol style="list-style-type: none"> 1) Shinichiro Tanaka, Team Leader, Senior Advisor (Education), JICA 2) Taro Kakehashi, Cooperation Planning, Assistant Director, Basic Education Team 2, Basic Education Group, Human Development Department, JICA 3) Yuko Ogino, Evaluation Analysis, Senior Consultant, Koei Research & Consulting <p><u>Ghanaian side</u>:</p> <ol style="list-style-type: none"> 1) Evelyn Owusu Oduro, Executive Secretary, National Teaching Council (NTC) 2) Gideon Ahoholu, National INSET Unit (NIU) National Coordinator, NTC 3) Francis Kwesi Addai, NIU Member, NTC 	
Period	From 19 Nov. – 9 Dec. 2017	Type of Evaluation: Terminal Evaluation

3. Results of Evaluation

3-1 Achievement of the Project

(1) Output

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

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

【Output 2】 *Output 2 will be partially achieved.*

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

【Output 3】 *Output 3 is likely to be achieved.*

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

【Output 4】 *Output 4 is likely to be achieved.*

- With regards to the indicator 1 (Revised PTPDM Policy document is approved by JCC) and indicator 2 (PTPDM Policy Framework Guideline is approved by JCC), both documents have been developed and under final revision in time for approval at the final JCC scheduled in February

2018.

- However, teacher unions are protesting fees for license and training to be incurred to teachers. In addition, PTPDM Policy needs to be further revised to maintain consistency with the new Education Act to be approved later and which defines decentralized settings.

(2) Project Purpose:

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

The summary of achievements as against indicators are as follows:

Indicator 1 (Roll-out plan of PTPDM Policy of Ministry of Education is formulated.): Likely to be achieved as the draft Roll-out Plan was developed with proposed budget, and currently under final revision.

Indicator 2 (The ratio of NQTs who complete induction programme exceeds 80% in the 3 pilot districts in the South and 60% in the 2 pilot districts in the North.): Achieved in 2 districts in the South and almost achieved in 1 district in the North.

Indicator 3 (Submission rate of appraisal form exceeds 70% in the 5 pilot districts.): Achieved in 3 pilot districts and almost achieved in average of 5 pilot districts (69.71%)

Indicator 4 (The ratio of teachers who properly fills important parts (to be specified) of appraisal form increases 20% compared to the first cycle of monitoring in 2016.): Achieved in 2 out of 6 sections, and not met in the sections on competencies which are regarded as particularly important and the absolute ratio being as low as less than 50%.

Indicator 5 & 6 (The ratio of schools which implement 4 times SBI and 2 times CBI increased.): Achieved in 4 districts for SBI and 4 districts for CBI

(3) Overall Goal

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

Achievement of Project Purpose and responses to the recommendations explains later are pre conditions for achievement of Overall Goal. Appraisal system using PSC format and promotion system attaching all appraisal forms at the present rank are already national systems, which are promoting factors to the attainment of Overall Goal. Since indicators of Overall Goal are strongly associated with the Roll-out of PTPDM policy implementation after the project completion, the indicators need to be adjusted based on the Roll-out plan currently under revision.

(4) Super Goal

Super Goal is theoretically achievable.

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

theoretically achievable.

3-2 Summary of Evaluation Results²

(1) Relevance:

The Project is highly relevant in terms of consistency with policies, needs and project approach with some issues but mostly appropriate.

- PTPDM Policy was developed based on the Education Act (2008) and is consistent with GSGDA II as well as new Education Act waiting for approval by Parliament. The latest draft of the Education Strategic Plan (ESP) 2018-2030 captures the PTPDM Policy. The implementation of the Policy is clearly mentioned in the draft including relevant INSET and career progression. The Project is also consistent with Japanese ODA policy.
- The Project caters for the needs of teachers in having career progression mechanism for continuous professional development, the needs of children in receiving quality education and the needs of policy makers in enhancing image of teaching profession, which will lead to improving quality of education - a major remaining issue in Ghana.
- The Project adopted necessary and appropriate approach to achieve the Project Purpose. The Project was designed to develop career progression mechanism to sustain continuous professional development of teachers through competency based appraisal and promotion, aiming to improve learning of students through teachers with improved professional quality. It is also appropriate to utilize the outputs of the precedent INSET projects. Selection of pilot districts is also well balanced. However, there are some issues: 1) The project management structure which allows a coordinator from MoE to be actively involved from the very beginning was desirable in addition to GES and NTC to avoid the situation that Project experts had to take many of the coordination works, 2) Roles and responsibilities needed to be clearly defined on both inside and outside of the scope of the Project to form an agreement on the whole picture of the PTPDM policy and the selected components of the Project' interventions as PTPDM Policy Guideline needs to entail whole components (methodologies) of the PTPDM to embody the Policy.

(2) Effectiveness

Effectiveness of the Project is moderate as it is mainly assessed by the attainment of Project Purpose and according to available information. To increase effectiveness, the remaining issues and the recommendations are to be responded.

- Development of relevant documents and Roll-out Plan of PTPDM Policy are in progress, but the remaining issues and the recommendations are to be responded to achieve the Project Purpose. In-depth analysis of the End-line Survey also needs to be incorporated into the final refinement of each Output of the Project.

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

(3) Efficiency

Efficiency of the Project is moderate; Multiple factors impaired the efficiency.

- Utilization of assets of the precedent INSET projects (human resources, system, network, materials etc.) increased efficiency.
- However, piloting started 1 year ahead of original schedule which was initially planned to have 2 cycles from 2nd year of the Project, due to strong demand from Chief Director of MoE. In addition, the pilot activities were implemented without proper Plan-Do-See-Improve (PDSI) cycle to set pilot questions, collect information and to feedback. As a result, the number of pilot cycle was increased from 2 to 3 times, and the first and second cycles were not sufficiently used as pilot. The situation put the Project simultaneously to implement pilot activities and system development; the systems, training contents and materials were to be revised many times, and the pilot was implemented with unconfirmed measures. Such process has increased additional efforts for updates and followed ups, which affected efficiency of the Project.
- Other factors that impaired the efficiency include delays in activities due to insufficient funding by the Ghana side, lack of capacity of NTC, developing PTPDM Policy Guideline which explains concrete measures not in the beginning but in the 2nd year of the Project and lengthy process of reaching agreements with teacher unions.

(4) Impact

Impact of the Project is moderate based on the prospect of achieving Overall Goal and the ripple effects already observed.

- Overall Goal is achieved by roll-out implementation of PTPDM Policy. For this to happen, achievement of Project Purpose is a pre-condition. Prospect of achieving Overall Goal is not clear as the Project Purpose is not achieved yet as of terminal evaluation.
- Examples of positive impact are observed in implementation of training activities in non-pilot districts utilizing funding support from UNICEF and GPEG, contribution by JOCVs in facilitating SBI implementation and capacity development of DEOs, sharing information with other African countries, and a case in a non-pilot district to implement training and other related activities at DEO's own budget. No negative effects of the Project have been confirmed. However, measures need to be taken to provide license to NQTs, which is delayed due to the protest by teacher unions. Mitigation of the concerns is also necessary about inequality in promotion opportunities between teachers and districts, which may be emerged when decentralization is progressed.

(5) Sustainability

Sustainability is currently moderate. Policy and institutional aspects are high. If remaining issues and challenges are addressed and recommendations are responded, overall sustainability could become high.

- Policy and institutional aspects: It is anticipated that PTPDM remains as a priority policy in the future as well because PTPDM Policy is consistent to GSGDA II, present Education Act (2008) and the coming new Education Act to be enacted in 2018, and the ESP 2018-2030 which captures

implementation of PTPDM Policy clearly. The high-level commitment by the Minister of MoE is also evident, which provides a favourable environment for policy implementation. PTPDM Policy (2012) is the policy document based on the Decree of MoE's Minister. If revised PTPDM Policy and related documents under final revision as outputs of the Project are to be officially endorsed through appropriate procedures including cabinet approval, institutional sustainability will be reinforced.

- Organizational and human resource aspects: Understaffing of NTC is a risk factor for organizational sustainability. It is an urgent need to develop human resources of NTC which is responsible for providing teacher license and to maintain its functions for the size of 300,000 teachers as a core organization of nationwide implementation of PTPDM Policy. The primary responsible organization for the Roll-out plan of PTPDM needs to be identified because PTPDM Policy implementation entails multiple institutions, departments and divisions from central to region/district and to school. Counterparts need to take over the functions of the Project in view of project completion in March 2018. In addition, the Ghana side is required to respond to anticipated various changes to be brought by the decentralization including possible further reorganization and staff reductions of GES, when implementing the Roll-out Plan.
- Technical aspect: NIU capacity is already developed to implement INSET independently and effectively, and capacity development of newly appointed personnel at NIU after Mid-term Review has been in good progress. Training at district level is technically feasible as district trainers have already been developed through the precedent INSET projects. However, technical capacity of database operation and management is limited both at central and district levels, which remains as subject for further improvement.
- Financial aspect: Positive aspect is that draft PTPDM Roll-out Plan was prepared with budget estimates for 4 years 2018-2022 and the budget request was already made for 2018. It is however necessary to follow-up to ensure approval of the budget and its' actual disbursement. Continuing to make budget proposals after 2018 onwards is also required at an appropriate timing with the refined budget items and their estimations currently under revision. In addition, how to finance mandatory trainings annually for respective ranks needs to be clearly included in the PTPDM Policy Guideline in view of the continuous tight budget.

3-3 Contributing Factors

(1) Factors related to planning

- A new area to develop career progression mechanism was made possible as the Project has pioneered it through policy and institutional development based on the assets of the precedent INSET projects.

(2) Factors related to implementation process

- With regards to the Appraisal Handbook, the Project coordinated with PSC taking the opportunity of public servant reform at early stage, which has increased effectiveness and sustainability of the Project.

- Promotion forms were revised by GES to include the introduction of new promotion procedures requiring all the appraisal forms for the period of being in the present rank, which is already effective in 2017/18 nationwide as directed by GES. Because of this, the teacher appraisal system improved by the Project was also acknowledged in the national system of promotion, which is a contributing factor of sustainability.
- Utilizing various assets of the precedent INSET projects (experiences, human resources, system, network, materials etc.) has increased efficiency.
- Implementation of training activities in non-pilot districts was made possible utilizing financial support of other development partners like UNICEF and GPEG.
- Counterpart training in Japan conducted in the 1st half of the Project was so effective for capacity development, increased understanding and support of the participants including Chief Director of MoE.
- The Project has been implemented based on the extensive discussions and consultations with wide range of stakeholders, which is a notable feature and has been a lengthy process for reaching agreements but has contributed to the good understanding and active participation of the stakeholders on the Project and PTPDM Policy.
- The strong leadership of the new Minister of MoE in 2017 has increase support for PTPDM Policy implementation as observed in staffing and budgeting of NTC, license system development, NTC database financed by MoE. It has also contributed to facilitating the process for agreement with teacher unions by providing dialogue opportunities.
- With change of major counterpart agency from TED to NTC after merging TED into NTC, ex-TED members have been able to perform mandated tasks of NTC. The Project was also made possible to support NTCs more substantially including activities related to licensing. Project Manager was also changed from TED Director to NTC Ex. Secretary, but since the same person took the office in NTC, consistency and understanding of the Project are well maintained, and decision making was unified and has become prompt.
- In the latter half of the Project, monitoring activities have been conducted with support from JICA in spite of non-improvement in budget appropriation for project activities from MoE.

3-4 Factors which have caused problems

(1) Factors related to planning

- Project purpose in the ex-ante evaluation report was not identical to that of the original English PDM (Ver. 1). In terms of narrative summary, indicators and activities of the PDM, some of them were inappropriate, insufficient and not clear. For example, definition of “career progression mechanism” mentioned in Overall Goal and Project Purpose needed to be added. Development of Roll-out Plan was to be included as an indicator of Project Purpose to clearly lead to Overall Goal. These may have affected for stakeholders to have common understanding regarding scope and goals of the Project in the 1st half of the Project.
- Appointment of an appropriate coordinator was not realized in spite of agreement in Mid-term Review. The project management structure which allows a coordinator from MoE to be actively

involved from the very beginning was desirable to avoid the situation that Project experts had to take many of the coordination works.

- Roles and responsibilities were not clearly defined on both inside and outside of the scope of the Project to form an agreement on the whole picture of the PTPDM Policy and the selected components of the Project' interventions as the PTPDM Policy Guideline needs to entail whole components (methodologies) of the PTPDM Policy to embody the Policy. Such situation affected on establishing common understanding among stakeholders on the concrete goals to be achieved. Development of the PTPDM Policy Guideline was developed not in the beginning but in the 2nd year of the Project, which also impaired efficiency of the Project.

(2) Factors related to implementation process

- Piloting started 1 year ahead of original schedule which was initially planned to have 2 cycles from 2nd year of the Project, due to strong demand from Chief Director of MoE. In addition, the pilot activities were implemented without proper Plan-Do-See-Improve (PDSI) cycle. As a result, the number of pilot cycle is increased from 2 to 3 times, which is a major factor affected on overall efficiency of the Project. The situation put the Project simultaneously to implement pilot activities and system development and was not able to efficiently develop the systems.
- Due to insufficient budget from the Ghanaian side, project activities were delayed, and monitoring was not sufficiently conducted particularly in the 1st half of the Project. These have affected on progress of activities and attainment of Outputs.
- The Project has to clarify the whole picture of the PTPDM Policy, relate the selected components of the Project interventions with overall components of PTPDM Policy, and develop the systems together with managing the process of reaching agreement among wide range of stakeholders. Such process has been more time-consuming than initially expected.
- Teacher unions are protesting in some of the points such as naming of teacher ranks in the career progression, licensing and training fees levying from teachers. This has delayed activities in providing license to NQTs, finalization of PTPDM Policy document and the PTPDM Policy Guideline and so forth.
- Change of major counterpart agency (from TED to NTC) has reduced close communication and coordination between NTC and GES. The counterpart of the Project was almost like limited to NTC, and the participation by GES at central level has become less than before.
- Due to merging of major counterpart of TED into NTC, demands for system development of teacher license and appraisal/promotion as well as to organize database development, the scope of the Project got flexible, and was affected on the common understanding of the goals of the Project among relevant stakeholders.
- Due to understaffing of NTC and its weak organizational management capacity, many of the Project functions have been taken by experts of the Project. The responsible organization for PTPDM Policy is not yet clearly identified, which also affects on the handing over the functions of the Project and sustainability of the Project as well.
- Without appointment of PTPDM coordinator or similar counterpart in the MoE to date, project

activities as well as for sustainability have also been suffered.

- A new initiative of senior high school free programme commenced 2017/18 occupies GES, which also affected on the issue that necessary consultations have not been conducted with GES.
- Many number of travels of project experts when assigning to Ghana during the Project period and changes of experts for several times have affected on the establishment of the common understanding among project team members.

3-5 Conclusions

The Project has been effective to set out framework of PTPDM policy implementation in a good shape, developing key ideas that are captured in the documents produced despite the continuously changing situations surrounding the Project e.g., Licensing, Education Bill, organization reform involving GES and NTC, and union concern.

Key concepts in PTPDM policy implementation (e.g. standards for teacher in-service, career rank, and career path, etc.) have been formulated to gain consensus through a long process of discussion with a wide range of stakeholders. Also, training logs of SBI/CBI are counted in the appraisal and promotion, alongside with the teacher standards, so that only the teachers who attempt to learn and achieve more are considered in the promotion.

Yet there are key issues to be settled and achieved indispensable to the achievement of the Project Purpose. Followings are the recommendation for the Project and MOE, to finally accomplish the Project and to sustainably implement of the Rollout plan beyond Project termination scheduled in March 2018

3-6 Recommendations

(1) Overall:

Before the last JCC meeting scheduled in February 2018

- Refine all the outputs of the Project based on the in-depth analysis of End-line Survey, including the Roll-out Plan
- Gain consensus with teacher unions on career progression
- Revise the Project deliverables (Policy document, Guideline, and the Roll-out plan, etc.) reflecting following discussion during the remaining period of the project
- Refine roles and responsibilities in (a) Coordination, of PTPDM policy implementation consist of the (currently) 11 measures, (b) regulation and (c) implementation function of each of the 11 measures, with detailed tasks accordingly.
- Revise budget proposal of the Rollout Plan, reflecting above
- Include remedial measures in the Roll-out plan to (i) minimize the numbers of teachers that cannot follow the new practice and (ii) to redress the gap among/within districts and schools anticipating situations after the decentralization

Beyond project termination scheduled in March 2018

- Revise PTPDM Policy, Guideline, the Roll-out plan, and other related documents referring to the decentralization stipulated in the Education Bill expected to be enacted in 2018.

(2) For the Project, by the end of the Project

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

- Clarify how training records are considered in the promotion procedures improved by the Project and confirm its feasibility in collaboration with GES-HRMD
- Clearly define an analytical framework on the CPD point system in connection to the “other optional training” as a part of the promotion criteria as per item “2)” below;

The criteria for promotion defined in the PTPDM project are:

- 1) Year of service
 - 2) Mandatory (including SBI/CBI) and other optional training
 - 3) Appraisal based on standards (competencies)
- GES (DEO/REO) in collaboration with NTC to introduce Appraisal Handbook for Teachers taking advantage of various workshops and other opportunities.
 - Incorporate SBI/CBI into SPAM (School Performance Appraisal Meeting) and SPIP (School Performance Improvement Plan) so that teachers are ensured to be provided with such opportunities to gain expertise and eventually to be promoted.

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

- Ensure that school training logbook is distributed and used to provide summary of training history of teachers, and to submit to DEOs
- Harmonize database of NTC and GES as integral part for licensing, recruitment and promotion of teachers
- Obtain biometrics data from Ministry of Finance to be incorporated to the NTC database by the end of December 2017 to avoid further delay
- Test licensing procedures using NTC portal for NQTs in the pilot districts who have successfully completed the 1-year induction program

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

- Finalize the Manual for Senior Teachers (ST) Training after piloting ST training
- Assist pilot districts in planning for NQT training 2017/18 in the annual training and budget plan.

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

- Ensure consistency of the PTPDM Policy document (2017) to be revised and its Guideline, with the PTPDM policy document (2012)

(3) For MOE, before JCC meeting scheduled in February 2018, in consultation with the Project

- Officially endorse PTPDM Policy (rev.) and other related documents

- Determine the primarily responsible organization and define roles and responsibilities among MOE, NTC, and GES in implementing the Roll-out Plan
- Accordingly, issue directives to mandate the primarily responsible organization to take over the functions of the Project, taking into account institutional memories, expertise associated with the Project, and the needs for effective implementation of Roll-out plan and nation-wide success of PTPDM policy
- Enhance capacity of implementing institutions to effectively implement PTPDM policy including filling vacancies of NTC
- Ensure to allocate and disburse the budgets already proposed for the Roll-out on time (FY18/19-22/23), including those for MoE/GES/Districts to finance mandatory training for teachers especially for NQTs

(4) For MOE, beyond the end of the Project

- Revise PTPDM Policy, Guideline, the Roll-out plan, and other related documents referring to the decentralization stipulated in the Education Bill expected to be enacted in 2018.