

Spencer Foundation Proposal Details:

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**Administering Organization:** KRABAN SUPPORT FOUNDATION

**Legal Name:** KRABAN SUPPORT FOUNDATION

**Principal Investigator:** Dr. Dr. Opare-Djan Nana

**Project Title:** An Assessment of Emotional Intelligent Quotient (IQ) of Female students at SENIOR HIGH SCHOOL(SHS) in Ghana.

**Request Amount:** \$200,200.00

**Request ID:** 10061632

Signature from Authorized Representative of the Administering Organization

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The proposal referenced above is approved for submission to the Spencer Foundation. The proposal details can be found on the pages following this signature page.

**Signature:**   
Nana Opare-Djan (Feb 12, 2025 09:07 GMT)

**Email:** nana.oparedjan@gmail.com

**Name:** OPARE-DJAN NANA

**Title:** CEO

## Administering Organization

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**Organization:** KRABAN SUPPORT FOUNDATION

**Address:** GPS M 215 GD 5324 - 36 Sueley St, Barosun Close  
Accra, 233

## Principal Investigator

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**Name:** Dr. Dr. Opare-Djan Nana

**Title:** CEO

**Department or Office:** MONITORING AND EVALUATION

**Organization:** KRABAN SUPPORT FOUNDATION

**Email:** nana.oparedjan@gmail.com

**PI Organization:** Principal Investigator Dr. Opare-Djan Nana's Organization: **KRABAN  
SUPPORT FOUNDATION**

## Proposal Summary

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**Proposal Title:** An Assessment of Emotional Intelligent Quotient (IQ) of Female students at SENIOR HIGH SCHOOL(SHS) in Ghana.

**Project Start Date:** 04/07/2025

**Project End Date:** 06/30/2026

Are you submitting your  Yes  
proposal as part of  No

Spencer's AI and Education  
Initiative?:

Number of months for 15  
project:

Requested Amount: \$200,200.00

**Central Topic:** Please state the central topic(s) this work seeks to explore.

EDUCATIONAL ASSESSMENT

**Proposal Summary:** 200 word limit

The purpose of this proposed research study is to understand the current assessment techniques used by the Education authorities in Ghana to assess the performance of students in the educational assessment processes of SHS students in Ghana. Through this research study, Kraban Support Foundation (Entity) seeks to develop a guideline on how to use an educational assessment technique for innovative learning methods as a tool in M&E evidence in the planning and budgeting processes for governments. Such evidence can help budgeting process for stakeholders in the educational sector to improve upon techniques of assessing students especially female candidates.

IQ scores are used for educational placement, assessment of intellectual ability, and evaluating job applicants. In research contexts, they have been studied as predictors of job performance and income. They are also used to study distributions of psychometric intelligence in populations and the correlations between it and other variables. Raw scores on IQ tests for many female student populations have been rising at an average rate that scales to three IQ points per decade since the early 20th century, a phenomenon called the Flynn effect. Investigation of different patterns of increases in subtest scores can also inform current research on human intelligence.

**Proposal Narrative Word Count:** Please provide your total word count. This narrative may not exceed 2000 words. Your reference list will not count toward the 2000 word limit, nor will any text contained in any tables and figures.

1,022

### Authorized Signatory Information

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**Signatory Name:** OPARE-DJAN NANA

**Signatory Title:** CEO

**Signatory Email:** nana.oparedjan@gmail.com

### Attached Documents

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# AN ASSESSMENT OF EMOTIONAL INTELLIGENCE QUOTIENT (EIQ) OF FEMALE STUDENTS OF SENIOR HIGH SCHOOL (SHS) IN GHANA under the COVID-19 Recovery and Resilience Virtual and Distance learning Program through Radio, SMS, and Online learning platforms implemented by Ministry of Education & Ghana Education Service

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The Kraban Support Foundation (KSF) in collaboration with National Development Planning Commission (NDPC), proposes a cross-sectional assessment of an educational program of Ministry of Education (MoE) and Ghana Education Service (GES). The COVID-19 Recovery and Resilience Virtual and Distance learning Program was intended to provide quality and equitable learning opportunities for more than 9 million boys and girls in Ghana as part of Ministry of Education’s Radio, SMS, and Online learning platforms that sought to cultivate learning for school girls and boys to enhance knowledge acquisition and for adaptation to transform their future livelihoods. This assessment aims to measure whether attention was given to using a specific teacher learning assessment tool. The assessment is to determine whether aptitudes, verbal and/or quantitative, skills and knowledge were acquired, via the online teaching method, and to further assess whether the Emotional Intelligent Quotient (EIQ) tool or any other measurement instrument was used to test students’ acquisition of knowledge when the e-learning method was introduced in Senior High Schools (SHS). The fundamental objective is to assess critical challenges encountered during program implementation including gender inequalities, disparities, human rights violations, along the educational value chain in Ghana through four strategic pathways: co-creating alternative educational practices, advocating for gender equity and parity, mobilising civil society support for good governance, and promoting policy dialogues for educational reforms. The assessment will be conducted under the Education Sector Annual Review (EdSAR) programme of the MoE as enshrined in the Sector Medium-Term Development Plan (SMTDP) which was developed during the implementation period of the National Medium-Term Development Policy Framework (NMTDPF), 2022-2025 coordinated by NDPC using the six key evaluation standards set for Better Criteria for Better Evaluation namely- Relevance; Coherence; Effectiveness; Efficiency; Impact and Sustainability as the underlying canons for this assessment.

The outcomes of this assessment would be used to promote effectiveness in strengthening state and non-state actors’ dialogues and advocacy for educational policy reviews and to address the essentials of the education sector value chain- access, quality and retention of female students across the school tier system-Primary, Junior & Senior High and Tertiary levels of education in the sixteen regions of Ghana. The proposed assessment will employ mixed-methods, participatory approaches grounded on pedagogical principles. Led by KSF and supported by NDPC, the assessment will be conducted by a team of experts from both state and non-state selected from institutions within and without Ghana but emphasizing inclusive stakeholder engagement, rigorous data collection and analysis, cultural sensitivity, and gender-transformative principles related to emotional intelligence. The assessment will be based on five core questions focusing on the extent of didactic success in strengthening advocacy on using EIQ tool to measure students learning through the Theory of Change pathways- i.e. [students knowing themselves well; possessing a calm presence/making it easy for children to speak up; having empathy for others/happy for others when they do well; building a culture of respect for the community at large; keeping emotions in check; ease of handling grievances] identification and management of unintended effects; integration of gender stereotyping; localisation principles; and long-term indicators that measures impact for sustainable EIQ programme.

The assessment will be executed in 4 phases in 24-weeks from April 2025 to September 2025, beginning with a 6-week inception phase to establish the evaluation framework and stakeholder engagement, followed by 8 -weeks of qualitative and quantitative data collection across selected SHS in Ghana. The subsequent 4-week analysis and validation phase will process findings and ensure stakeholder validation, culminating in a 6-week reporting and dissemination phase to produce final deliverables and knowledge outputs.

Dr. Opare-Djan Nana, the Principal Investigator (PI) holds a Ph.D. in Environmental Science and a Master of Arts in Adult Education with pedagogical research skills will lead the assessment as a resource person from KSF, to be supported by a diverse team of experts including Dr. Beatrice Ayokor Torto, as the Co-PI. She's the Coordinator at the Material Development Unit for new course modules on educational reforms in Basic Education and Senior High Schools, College for Distance and e-Learning (CODeL), University College of Education, Winneba; Mr. Richard Tweneboah-Kodua, Director, Research & Innovation, NDPC. Richard holds an MPhil. in Agricultural Economics with concentrations in Natural Resources and Environmental Economics from together with a BSc. degree in Agricultural Economics from the University of Ghana, Legon; Madam Fatima Ewudzie is a Master's degree holder in (Med Teacher Education), and an Assistant Director at the Ahmadiyya Education Unit, GES, currently the Coordinator responsible for Career Guidance & Counseling of students; and Mr. Jones Adzroe, Master's degree holder in Educational Research and Leadership now Technical Analyst, Atlantic Management Consult (AMC) Ltd., previously a Teaching/Research Assistant, Werklund School of Education, University of Calgary, Canada.

The methodology will combine participatory methods aligned with local contexts, mixed- methods data collection including surveys, interviews, and focus groups, and rigorous analysis incorporating thematic, outcome mapping, and comparative approaches. Validation workshops with key stakeholders will ensure findings reflect ground realities, while gender- responsive and culturally sensitive approaches will maintain inclusive participation throughout the process. Key deliverables will include a comprehensive inception report, customized data collection tools, an interim findings report, a final assessment report limited to 50 pages, and various knowledge outputs designed for diverse audiences.

This assessment ultimately aims to provide actionable insights for strengthening civil society advocacy capabilities, enhancing programme effectiveness and sustainability, informing future interventions in the educational sector value chain, and contributing to the broader discourse on equitable educational development. Through this comprehensive approach, the assessment will generate valuable insights for both immediate programme improvement and long-term strategic planning in the field of inclusive and sustainable e-learning development. The proposed framework will ensure a thorough, systematic assessment of what the EIQ could contribute to systemic change while maintaining high standards of methodological rigor and stakeholder engagement, ultimately supporting the program's vision of creating more equitable and sustainable female access to equitable but quality e-learning education in Ghana.

## Salaries

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
Principal Investigator (academic year)	\$23,760.00	\$0.00	\$23,760.00	Total price before tax to be paid to PI
Co-Principal Investigator (academic year)	\$21,600.00	\$0.00	\$21,600.00	Total price before tax to be paid to Co-PI
Co-Principal Investigator (academic year)	\$21,600.00	\$0.00	\$21,600.00	Total price before tax to be paid to Co-PI
Graduate/Research Assistant	\$18,000.00	\$0.00	\$18,000.00	Total price before tax to be paid to RA
Graduate/Research Assistant	\$18,000.00	\$0.00	\$18,000.00	Total price before tax to be paid to RA
<b>Salaries Total</b>	<b>\$102,960.00</b>	<b>\$0.00</b>	<b>\$102,960.00</b>	

## Benefits

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
PI Benefits	\$3,240.00	\$0.00	\$3,240.00	per diem for Logistics
Co-PI Benefits	\$2,000.00	\$0.00	\$2,000.00	per diem for Logistics
Researcher Benefits	\$1,800.00	\$0.00	\$1,800.00	per diem for Logistics
Researcher Benefits	\$1,800.00	\$0.00	\$1,800.00	per diem for Logistics
Researcher Benefits	\$1,800.00	\$0.00	\$1,800.00	per diem for Logistics
<b>Benefits Total</b>	<b>\$10,640.00</b>	<b>\$0.00</b>	<b>\$10,640.00</b>	

## Other Collaborator

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
Advisor	\$6,000.00	\$0.00	\$6,000.00	Advisor to review reports and make suggestions for quality assurance
<b>Collaborator Total</b>	<b>\$6,000.00</b>	<b>\$0.00</b>	<b>\$6,000.00</b>	

## Travel

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
Research or Project Travel	\$5,000.00	\$0.00	\$5,000.00	Air flight tickets for research team and other local travels
Conference or Dissemination Travel	\$2,000.00	\$0.00	\$2,000.00	Printing and distribution of reports
<b>Travel Total</b>	<b>\$7,000.00</b>	<b>\$0.00</b>	<b>\$7,000.00</b>	

## Equipment and Software

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
Equipment	\$4,500.00	\$0.00	\$4,500.00	5 laptops
Software	\$500.00	\$0.00	\$500.00	AI
<b>Equipment Total</b>	<b>\$5,000.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>	

## Project Expenses

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
Supplies	\$1,000.00	\$0.00	\$1,000.00	Stationery, Projectors, easel, pens, books , sheets of paper
Participant Stipends/Costs	\$16,000.00	\$0.00	\$16,000.00	Participants T&T, Snacks and Meals at 16 Regional locations
Communication	\$12,000.00	\$0.00	\$12,000.00	Radio, Tv ADVERTS, Panel discussions, T&t for Invited Guests
Transcription	\$10,000.00	\$0.00	\$10,000.00	Transcription of audio recording etc
<b>Project Expenses Total</b>	<b>\$39,000.00</b>	<b>\$0.00</b>	<b>\$39,000.00</b>	

## Professional Learning & Development

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
Seminars / Workshops	\$6,000.00	\$0.00	\$6,000.00	Capacity Building training and learning events
<b>Professional Learning and Development Total</b>	<b>\$6,000.00</b>	<b>\$0.00</b>	<b>\$6,000.00</b>	

## Other Expenses

	Year 1 Budget	Year 2 Budget	Total Budget	Budget Narrative (required)
Contingency	\$5,000.00	\$0.00	\$5,000.00	to meet emergencies especially unforeseen events of illness of accidents
<b>Other Expenses Total</b>	<b>\$5,000.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>	

## Total Budget

	Year 1 Budget	Year 2 Budget	Total Project Budget
<b>TOTAL DIRECT COSTS</b>	<b>\$181,600.00</b>	<b>\$0.00</b>	<b>\$181,600.00</b>



# SPENCER FOUNDATION

10061632 - Dr. Opare-Djan Nana, KRABAN SUPPORT FOUNDATION -  
Proposal Budget

INDIRECT COSTS (15% MAX)	\$18,600.00	\$0.00	\$18,600.00
TOTAL SUBCONTRACTS	\$0.00	\$0.00	\$0.00
TOTAL PROPOSAL	\$200,200.00	\$0.00	\$200,200.00

### Activity Timeline: April 2025 to September 2025

Activities	Wk. 1	Wk. 2	Wk. 3	Wk. 4	Wk. 5	Wk. 6	Wk. 7	Wk. 8	Wk. 9	Wk. 10	Wk. 11	Wk. 12	Wk. 13	Wk. 14	Wk. 15	Wk. 16	Wk. 17	Wk. 18	Wk. 19	Wk. 20	Wk. 21	Wk. 22	Wk. 23	Wk. 24	Budget US\$	
<b>1. Inception Phase</b>																										
Coordination meetings	█																									2,000
Assessment design & methodology		█																								1,000
Documentary review & background research			█																							5,000
Stakeholder engagement			█																							10,000
Team from KSF/NDPC/SF visit 3 selected regions				█																						10,000
Consolidate inputs from the regions into an inception report.					█	█																				2,500
<b>2. Data Collection Phase</b>																										
Training session for all consultants on standardized data collection methods, ethics, & tools.							█	█																		15,000
Distribute data collection tools								█	█																	1,000
Collection of qualitative & quantitative data in 16 regions via interviews, FGDs, field visits, mid-point reviews & observations										█	█	█	█													15,000
<b>3. Data Analysis and Validation Phase</b>																										
Analyse data and validate the findings with stakeholders															█	█	█	█	█							20,000
<b>4. Reporting and Dissemination Phase</b>																										
Finalize the assessment report																										2,000
Stakeholder dissemination, and share findings																										10,000
Draft global report																										10,000
Prepare country-level summaries and tailor presentations to different stakeholders, including policymakers, donors, and CSOs.																										3,000
Finalization and Global Dissemination																									█	3,000

**AN ASSESSMENT OF EMOTIONAL INTELLIGENCE QUOTIENT (EIQ) OF  
FEMALE STUDENTS OF SENIOR HIGH SCHOOL (SHS) IN GHANA.**

Under The  
**COVID-19 Recovery and Resilience Virtual and Distance learning  
Program through Radio, SMS, and Online learning platforms  
implemented by Ministry of Education & Ghana Education Service**

Funded By  
**Mastercard Foundation and UNICEF**

**RESEARCH PROPOSAL**

**BY**

**KRABAN SUPPORT FOUNDATION (KSF)**

**In Partnership with National Development Planning  
Commission (NDPC), Accra Ghana**

NUYYA Premises, Opposite High Court Building, Somanya | P. O. Box YK 83, Kanda, Accra.  
Tel: 233 244 149 954 / 233 208 132 074 |

Email: [nana.oparedjan@gmail.com](mailto:nana.oparedjan@gmail.com) | Web: [www.krabanfngo.org](http://www.krabanfngo.org)

## Executive Summary

The Kraban Support Foundation (KSF) in collaboration with National Development Planning Commission (NDPC), proposes a cross-sectional assessment of an educational program of Ministry of Education (MoE) and Ghana Education Service (GES) to provide quality and equitable learning opportunities for more than 9 million boys and girls in Ghana as part of Ministry of Education's COVID-19 Recovery and Resilience Virtual and Distance learning Program - through Radio, SMS, and Online learning platforms that sought to cultivate learning for school girls and boys to enhance knowledge acquisition and for adaptation to transform their future livelihoods. This assessment aims to measure whether attention was given to using a specific teacher learning assessment tool. The assessment is to determine whether aptitudes, verbal and/or quantitative, skills and knowledge were acquired, via the online teaching method, and to further assess whether the Emotional Intelligent Quotient (EIQ) tool or any other measurement instrument was used to test students' acquisition of knowledge when the e-learning method was introduced in Senior High Schools (SHS).

The fundamental objective is to assess critical challenges encountered during program implementation including gender inequalities, disparities, human rights violations, along the educational value chain in Ghana through four strategic pathways: co-creating alternative educational practices, advocating for gender equity and parity, mobilising civil society support for good governance, and promoting policy dialogues for educational reforms. The assessment will be conducted under the Education Sector Annual Review (EdSAR) programme of the MoE as enshrined in the Sector Medium-Term Development Plan (SMTDP) which was developed during the implementation period of the National Medium-Term Development Policy Framework (NMTDPF), 2022-2025 coordinated by NDPC using the six key evaluation standards set for ***Better Criteria for Better Evaluation namely- Relevance; Coherence; Effectiveness; Efficiency; Impact and Sustainability*** as the underlying canons for this assessment. The outcomes of this assessment would be used to promote effectiveness in strengthening state and non-state actors' dialogues and advocacy for educational policy reviews and to address the essentials of the education sector value chain- access, quality and retention of female students across the school tier system-Primary, Junior & Senior High and Tertiary levels of education in the sixteen regions of Ghana. The proposed assessment will employ mixed-methods, participatory approaches grounded on pedagogical principles.

Led by KSF and supported by NDPC, the assessment will be conducted by a team of experts from both state and non-state selected from institutions within and without Ghana but emphasizing inclusive stakeholder engagement, rigorous data collection and analysis, cultural sensitivity, and gender-transformative principles related to emotional intelligence. The assessment will be based on five core questions focusing on the extent of didactic success in strengthening advocacy on using EIQ tool to measure students learning through the **Theory of Change pathways**- i.e. *[students knowing themselves well; possessing a calm presence/making it easy for children to speak up; having empathy for others/happy for others when they do well; building a culture of respect for the community at large; keeping emotions in check; ease of handling grievances]* **identification and management of unintended effects; integration of gender stereotyping; localisation principles; and long-term indicators that measures impact for sustainable** EIQ programme.

The assessment will be executed in 4 phases in 24-weeks from April 2025 to September 2025, beginning with a 6-week inception phase to establish the evaluation framework and stakeholder engagement, followed by 8 -weeks of qualitative and quantitative data collection across selected SHS in Ghana. The subsequent 4-week analysis and validation phase will process findings and ensure stakeholder validation, culminating in a 6-week reporting and dissemination phase to produce final deliverables and knowledge outputs.

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This assessment ultimately aims to provide actionable insights for strengthening civil society advocacy capabilities, enhancing programme effectiveness and sustainability, informing future interventions in the educational sector value chain, and contributing to the broader discourse on equitable educational development. Through this comprehensive approach, the assessment will generate valuable insights for both immediate programme improvement and long-term strategic planning in the field of inclusive and sustainable e-learning development. The proposed framework will ensure a thorough, systematic assessment of what the EIQ could contribute to systemic change while maintaining high standards of methodological rigor and stakeholder engagement, ultimately supporting the program's vision of creating more equitable and sustainable female access to equitable but quality e-learning education in Ghana.

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# 1. Introduction

## 1.1 Background

The MoE and GES with funding from the Mastercard Foundation and UNICEF, Ghana collaborated to provide quality and equitable learning opportunities for more than 9 million girls and boys in Ghana as part of Ghana's COVID-19 Recovery and Resilience Virtual and Distance learning Program of the education sector. Mastercard Foundation were of the view that, the pandemic had a multifaceted impact on education but those who bore the brunt of its effects were children from vulnerable households especially girls. UNICEF also assisted government to ensure innovative opportunities for safe, quality and continuous learning for every child. The 2-year program commenced in June 2020 and ended in May 2022. The program supported the implementation of virtual and distance learning through radio, SMS, and online learning platforms which was made available to school children across the country. Learners were provided with access to online platforms to engage with GES approved coursework and materials and screen time with tutors. The ultimate objective was to ensure equitable access for all school children in remote locations and those without access to smart devices benefitted from lessons through community radio stations and SMS.

*While some children returned to school after the pandemic, nearly 8 million girls and boys partially missed out on their third term of the 2021/2022 academic year. For the most marginalised this could have led to negative consequences which may last a lifetime. When children are not learning, they are less likely to move to tertiary level and to break out of the cycle of poverty. To ensure that the pandemic do not exacerbate existing inequalities, the program was designed to enable learning in the short-, medium- and long-term including projections for possible future crises. This assessment will want to ensure whether the program had safeguarded future education of children in Ghana and that their education had not fallen through the rocks.*

The specific assessment questions in the short term are:

- i) Whether the program/partnership ensured continuous learning for children upon closure of schools due to the coronavirus
- ii) Whether the program supported the development of teaching and learning content that was broadcasted through the Ghana Learning Radio program
- iii) Whether the learning content were accompanied by tools to engage parents and caregivers in the learning process through SMS
- iv) Whether there was a focus on implementing teacher training modules, particularly focusing on the use of remote and distance learning modalities
- v) Whether specific attention was given to teacher assessment of learning using a specific assessment tool, e.g. Human Rights Based Approach (HRBA) principles; Strategic Environmental Assessment (SEA); Emotional Intelligence Quotient (EIQ); Community Score Card (CSC); Citizen's Report Card (CRC); Girls Participatory Approaches to Students Success (GPASS); School Report Card; Early Grade Reading Assessment (EGRA); Early Grade Mathematics Assessment (EGMA); PePFAR; & GALUP.

- vi) Whether Randomised Control Trials, Quasi-experimental design, Before and After, Difference-in-Difference Cross-sectional, Impact investing Survey, Focus Group Discussions, Marginal Propensity Score, Regression Difference Analysis was adopted.

The specific assessment questions in the medium-term are:

- vii) Whether the program supported the re-enrolment of children, particularly girls to school;
- viii) Whether sensitization and awareness-raising campaigns aimed at parents/caregivers, traditional leaders, students, and other community members were held;
- ix) Whether the program provided target support to vulnerable junior high school girls;
- x) Whether the MoE and GES ensured schools operated safely during and immediately after the COVID-19 outbreak in Ghana by promoting good hygiene measures;
- xi) Whether the MoE and GES implemented the Re-Entry Policy of promoting girls' re-entry to school following childbirth.

The specific assessment questions in the long-term are:

- xii) Whether resilience planning will be the focus at all levels of the educational sector and will be implemented
- xiii) Whether school-level capacity will be built to integrate contingency or emergency preparedness in school-level improvement plans.

Central to the program mission is its emphasis on empowering learners to access online platforms to engage with GES-approved coursework and materials and screen time with tutors. The approach was to ensure equitable access to all children in remote locations without access to smart devices to benefit from lessons via community radio stations and SMS. These efforts aimed to run a uninterrupted learning devoid of disruptions in the schools syllabus and curricula within the education sector of Ghana. COVID-19 Recovery and Resilience Virtual and Distance learning Program was in alignment with the Power of Voices framework that ensured the interventions was grounded in the principles of partnership, inclusivity, and contextual relevance, reinforcing the role of Mastercard Foundation, UNICEF, MoE and GES as agents of transformative change. Operating across 16 regions in Ghana, the program adopted a multi-dimensional approach to address interconnected stakeholder challenges. Each region represented a unique socio-economic, cultural, and political context that influenced the design and implementation of COVID-19 Recovery and Resilience Virtual and Distance learning Program.

The methodology will combine participatory methods aligned with local contexts, and mixed-methods for data collection including surveys, interviews, and focus groups, and rigorous analysis incorporating thematic, outcome mapping, and comparative approaches. Validation workshops with key stakeholders will ensure findings reflect ground realities, while gender-responsive and culturally sensitive approaches will maintain inclusive participation throughout the process. The assessment of the COVID-19 Recovery and Resilience Virtual and Distance learning Program will be anchored by a robust Theory of Change (ToC) that will guide the strategic interventions across four interconnected pathways. The first pathway will focus



on **co-creating alternative learning methods** by fostering partnerships with local stakeholders to brainstorm the design of culturally acceptable methods for data collection. This will involve, equitable resource distribution, and environmentally conscious practices within the educational sector value chains. The second pathway emphasizes **advocating for responsible financing support for online platforms for the sector**, targeting corporations and financial institutions to adopt ethical practices and accountability measures.

The Ministry of Education’s COVID-19 Recovery and Resilience Virtual and Distance learning Program aimed to shift the business-as-usual paradigm by encouraging transparency, reducing learners’ ineptness attitudes, and integrating social and responsive environmental considerations into online learning approaches in future.

The third pathway mobilizes **civil society to demand more accountable governance**, recognizing that systemic change requires an active and empowered civil society. By strengthening grassroots networks and fostering collaboration between CSOs & Government actors to create a robust advocacy platform for and collective action that holds governments accountable for inclusive policy-making. The final pathway addresses **reforms**, advocating for policies that promote equitable learning approaches that fosters sustainable pedagogical learning systems. This strategic focus on e-learning systems will highlight the interconnected nature of the educational sector value as a holistic solution to address the structural learning inequities.

Please see below, the diagram for a summary of the methodology for the assessment.



## 1.2 KRABAN SUPPORT FOUNDATION

The **KRABAN SUPPORT FOUNDATION (KSF)** is a local research development-oriented institution with the aim of researching into interventions for eradicating rural poverty. The organisation deeply shares a philosophy of commitment to help fight poverty by facilitating improved quality of human life through research and community education in Ghana. KSF renders efficient and effective research services which outcomes are humane to improve the livelihoods of our clients in our target communities. Examples of KSF led assessments include evaluation of Children & Economics Budget Advocacy (CBA) programme for SC. UK, Ghana; An Evaluation of the impact of Kraban Support Foundation's micro credit programme *TEACH* on small scale women entrepreneurs in the Accra Metropolitan Assembly of the Greater Accra Region; A Study of Lower Pra Rural Bank's Poverty Reduction and Non-formal Education Programme: *Credit with Education'* and assessing the Monitoring Framework for the Performance of Strategic Environmental Assessment (SEA) by District Assemblies under the "*Savannah Integrated Biodiversity Conservation Initiative*" of the Mole National Park in the Savannah Region of Ghana. It is in this light that KSF plays a pivotal role in assessing Ministry of Education's COVID-19 Recovery and Resilience Virtual and Distance learning Program, bringing over 30 years of expertise in inclusive development assessments.

Based in Ghana, KSF has established itself as a leader in participatory methodologies that amplify marginalized voices. Its assessments have focused on critical issues such as gender equity, productive inclusion, sustainable environment and livelihoods, and, ensuring that findings are both relevant and actionable. KSF's approach is deeply rooted in institutional assessment practices, which prioritises stakeholder engagement at every stage by involving community members including parents, students, state and non-state actors and other stakeholders, KSF ensures that the assessment process reflects the lived realities of those most affected by the programme. This participatory approach not only strengthens the credibility of findings but also empowers stakeholders to take ownership of the assessment process and outcomes.

## 1.3 National Development Planning Commission

Complementing KSF's expertise is **NATIONAL DEVELOPMENT PLANNING COMMISSION**, the national agency responsible for research, innovations, monitoring and evaluation frameworks using cross sectoral planning group approaches. NDPC among other focus areas in relation to identified themes emphasis on social development as a theme with focus on Education and Training; Child protection and development; Youth development; and Gender-transformative as interest areas of the and methodologies that will ensure that the assessment of the COVID-19 Recovery and Resilience Program - Virtual and Distance learning through Radio, SMS, and Online learning platforms implemented by MoE and GES goes beyond surface-level measurements to address underlying systemic inequities of the virtual learning program implemented by the MoE. The Education Ministry is a key stakeholder of NDPC and reports periodically on national assessments. By embedding these methodologies, the assessment can critically analyze power dynamics within value chains and propose actionable strategies for fostering equity and inclusion within the educational sector of Ghana. NDPC's Cross-Sectoral approach is particularly relevant given the COVID-19 Recovery and Resilience

Program's focus on Education, Environmental Health and Hygiene, Training and Youth empowerment by examining how intersecting variables such as youth, gender, parents, health and inclusivity affect individuals' access to learning resources and opportunities.

NDPC provides a nuanced understanding of the barriers to inclusion and pathways for transformative change. The partnership between KSF and NDPC combines expertise of state and non-state actors with local insights to deliver a comprehensive assessment that aligns with the vision of Ghana's Education Sector Medium-Term Plan. This collaboration leverages the strengths of both organizations, ensuring that the assessment not only meets high technical standards but also remains grounded in the specific socio-cultural contexts of the regions involved. Together, KSF and NDPC aim to produce an assessment output that is not only rigorous and methodologically sound but also transformative in its implications. By highlighting best practices, identifying areas for improvement, and fostering a culture of learning, the assessment will serve as a critical tool for advancing the Education sector's mission of creating relevance, coherence, effectiveness, efficiency, resulting in sustainable and impactful learning outcomes.

In conclusion, the ambitious scope and objectives of Ministry of Education's COVID-19 Recovery and Resilience Virtual and Distance learning Program - through Radio, SMS, and Online learning platforms underscore the need for a robust assessment framework that reflects program's commitment to inclusivity, sustainability, and systemic change. The collaboration between KSF and NDPC exemplifies the power of partnerships in delivering assessments that are both methodologically rigorous and transformative, ensuring that the programme's legacy endures beyond its implementation phase.

## 2. Detailed Methodology

### 2.1 Evaluation Scope and Approach

The assessment will measure the program's contribution to its overarching goal of strengthening the education's sector advocacy for inclusive and sustainable learning methods within the sector's value chains. This ambitious task requires a comprehensive, multi-faceted approach to capture the complexity and interconnectedness of the program's objectives and interventions. Drawing on the seminal work of Chambers (1997) on participatory development and Moser (1993) on gender planning frameworks, the assessment prioritizes inclusivity, transparency, and cultural sensitivity. These principles are essential to ensure the assessment process resonates with diverse stakeholders and remains relevant across varying socio-cultural and political contexts. These principles also resonate with the GES awareness of the negative impact of COVID-19 on learners, especially for the vulnerable ones. An important lesson the pandemic brought to the fore was the need to adopt measures that will enable children to learn at home through remote and distance learning service delivery models. At the same time, there was the need to work together to ensure a quick recovery of the education sector in a manner that guarantees the safety of all learners, staff and communities.

The GES program to be assessed worked on building a system that will be resilient enough to withstand future shocks that will allow for continuous learning for all children always. To achieve this, multi-dimensional team will be integral to the assessment process. The team,

composed of local experts, will bring distinctive perspectives and contextual knowledge that enhance the relevance and depth of the evaluation. Their involvement will ensure that the assessment is tailored to the specific realities of each region, from understanding localized challenges to fostering meaningful engagement with all actors, both state and non-state.

Moreover, the active participation of the team of assessors will ensure that the assessment adhere to principles of fairness and inclusivity while addressing structural barriers and promoting the voices of marginalized communities. This assessment will employ a participatory approach, emphasizing the importance of engaging stakeholders throughout the assessment lifecycle. This aligns with Chambers' (1997) advocacy for participatory methods that democratize the development process and empower stakeholders. Central to this participatory ethos is Mohanty's (2003) insights which draws on intersectionality and power dynamics. This lens is not only critical for challenging systemic inequities but also ensures that the assessment actively contributes to fostering transformative change. By addressing the intersections of gender, youth, inclusivity and other identities, the assessment acknowledges the complex ways in which power operates and influences program outcomes.

The scope of the assessment, though focused, encompasses critical indicators that collectively will offer holistic measurement of the programme. **Validating the Theory of Change (ToC)** and its underlying assumptions is central to this process. Multi-country teams will test the logical pathways linking program activities to intended outcomes, ensuring that the ToC remains robust and applicable across diverse contexts. For instance, what works in one region may not necessarily work in another due to differing policy environments, cultural attitudes, or socio-economic conditions. By analyzing these variations, the evaluation can offer practical recommendations for refining the ToC and adapting interventions to specific contexts.

Another key focus area is assessing programme effectiveness, sustainability, and coherence. The evaluation will measure the extent to which the programme has achieved its objectives, ensuring that interventions have led to meaningful and lasting outcomes. Multi-country teams will analyze the sustainability of these outcomes, examining whether local actors and institutions have the capacity to maintain and scale results beyond the programme's lifecycle. Furthermore, the evaluation will assess coherence by exploring the alignment program goals with broader national and international development frameworks.

The assessment will also emphasize partnerships and localization efforts, investigating the quality and impact of collaborations between the COVID-19 Recovery and Resilience Program and local civil society organizations (CSOs). Effective partnerships are critical to advancing localization and ensuring that interventions are driven by local priorities. Multi-country teams will engage with CSOs to evaluate the extent to which the programme has built local capacity and fostered ownership, while also identifying areas for improvement in partnership dynamics.

Finally, the evaluation will address cross-cutting themes, including **gender, poverty, climate, youth, and civic space**, ensuring that it captures the multifaceted nature of the programme's impact. Gender analysis will draw heavily on Moser's (1993) gender planning frameworks, ensuring that interventions address the needs and priorities of women and marginalized genders. Poverty, climate, and youth will be analyzed in terms of their interconnected effects on trade and value chains, while civic space will be examined as a critical enabler of civil society advocacy. The multi-country teams' insights will be pivotal in identifying variations in these themes across regions, ensuring that the evaluation reflects the diversity of program contexts. By incorporating these focus areas and leveraging the expertise of multi-country teams, the evaluation will provide KSF with a rich, evidence-based understanding of the COVID-19 Recovery and Resilience Program contributions to systemic change. The participatory and intersectional approach ensures that the evaluation not only measures outcomes but also facilitates learning, adaptation, and empowerment for all stakeholders involved.

## 2.2 Evaluation Design and Guiding Principles

The assessment design for the COVID-19 Recovery and Resilience program is grounded in participatory methodologies, prioritizing the active engagement of stakeholders throughout the evaluation process. Drawing on Freire's (1970) concept of participatory praxis, the evaluation framework fosters a collaborative inquiry approach where participants are not merely subjects of study but co-creators of knowledge. This approach recognizes that the lived experiences of stakeholders, particularly those marginalized by systemic inequities, are invaluable in Proposed Phases and Activities assessing program effectiveness and fostering transformative change. By embedding participatory practices, the evaluation seeks to democratize knowledge production and ensure that diverse voices inform decision-making processes. A critical aspect of this participatory design is its commitment to inclusivity. Building on global best practices and lessons from Freire's work, the evaluation ensures that marginalized groups, such as women, youth, and persons with disabilities, are not only represented but placed at the center of the evaluation discourse. To achieve this, the evaluation will employ methods such as focus group discussions, community mapping, and participatory workshops, all tailored to accommodate the unique needs of these groups. For instance, participatory video techniques or community storytelling may be used to ensure that persons with disabilities can effectively share their experiences in ways that are accessible and empowering.

The assessment also upholds the principle of transparency, which is essential for fostering trust and accountability among stakeholders. This is operationalized through open communication channels, regular feedback loops, and the public dissemination of key findings. Transparency ensures that stakeholders, particularly those at the grassroots level, can access and understand evaluation outcomes, thereby reinforcing their ownership of the process. This principle aligns with international evaluation standards, including the OECD-DAC criteria, which emphasize clarity and accountability in all evaluation activities. This iterative approach allows the COVID-19 Recovery and Resilience Program team to respond to emerging challenges and opportunities, enhancing the program's relevance and effectiveness. For instance, preliminary findings from stakeholder consultations may lead to adjustments in the program's Theory of Change or the

introduction of new strategies to address identified gaps. Adaptive learning is particularly critical in a multi-country context where the socio-political landscape is dynamic and requires continual responsiveness.

Finally, the assessment design incorporates culturally sensitive approaches to ensure relevance across diverse geographic and sociocultural contexts. Drawing from indigenous methodologies and local knowledge systems, the evaluation will respect and align with the cultural norms and practices of the communities involved. This not only enhances the credibility and acceptability of the evaluation findings but also strengthens relationships between the program and its stakeholders. The teams will play a pivotal role in ensuring cultural appropriateness by tailoring evaluation tools and methodologies to local contexts.

In conclusion, the assessment design and guiding principles for the COVID-19 Recovery and Resilience program are anchored in participatory, inclusive, and adaptive methodologies that empower marginalized voices while maintaining transparency and cultural sensitivity ensuring that the program's objectives align with the lived realities of its diverse stakeholders

### **2.2.1 Inception Phase**

The inception phase is a critical stage in the assessment process, laying the foundation for a robust and contextually relevant assessment. During this phase, a comprehensive document review is conducted to understand the COVID-19 Recovery and Resilience Program programme's goals, scope, and operational environment. This process is guided by Patton's (2002) utilization-focused evaluation framework, which emphasizes the practical application of evaluation findings by ensuring stakeholder inputs drive the evaluation's design and focus. By examining programme reports, policy documents, and other relevant materials, the evaluators develop a nuanced understanding of the programme's Theory of Change (ToC), pathways, and intended outcomes.

Stakeholder consultations during the inception phase are instrumental in refining the evaluation's objectives, methodology, and priorities. These consultations are rooted in Arnstein's (1969) ladder of citizen participation, which promotes meaningful engagement and ensures that stakeholders are not merely informed but actively involved in decision-making processes. Engaging a diverse range of stakeholders, including programme staff, beneficiaries, and partner organizations, fosters a co-creative approach to the evaluation. This process aligns the evaluation with the needs and expectations of those most invested in the programme's success, enhancing its relevance and utility. Ethical considerations are central to the inception phase. Drawing on the principles outlined in the Belmont Report (1979), the evaluators establish protocols to ensure informed consent, data confidentiality, and respect for participant autonomy. Special attention is given to the inclusion of marginalized groups, such as women, youth, and persons with disabilities, ensuring that their voices are heard without compromising their safety or privacy. These ethical safeguards are critical for building trust with participants and maintaining the integrity of the evaluation process.

The key deliverables of the inception phase include an inception report, which outlines refined assessment objectives, a tailored methodology, and a comprehensive stakeholder engagement plan. The inception report serves as a roadmap for the evaluation, ensuring that all activities align with the programme's unique context and the expectations of its stakeholders. This

phase sets the stage for a collaborative and adaptive evaluation process that can effectively capture the complexities of the COVID-19 Recovery and Resilience Program.

This is a veritable opportunity to foster multidisciplinary, interdisciplinary and transdisciplinary partnerships to generate knowledge that responds adequately to the critical development needs of academia, government, civil society, industry and communities". The program will employ a multi-stakeholder approach to develop inclusive and sustainable solutions. A critical element of program will be its emphasis on linguistic plurality and integration, evidenced informed decision making based on quality disaggregated and context-specific data, and indigenous knowledge systems. It is anticipated that all relevant stakeholders will be deeply involved in this comprehensive research program focused on e-learning and education policy engagement, education knowledge management, and the establishment of an international conference series on e-learning and education".

### **2.2.2 Data Collection**

The data collection phase will employ a mixed-method approach to capture the complexity and breadth of the program's impact. Qualitative methods will form the backbone of this phase, offering rich, contextualized insights into both grassroots-level experiences and systemic changes. Techniques such as focus group discussions (FGDs), In-Depth Interviews (IDIs) will be designed following Creswell's (2014) qualitative research design principles. These methods are particularly effective for exploring the nuanced ways in which the programme has influenced marginalized communities and driven advocacy efforts.

Quantitative methods complement these qualitative approaches by providing measurable data to support evidence-based conclusions. The assessment team will leverage existing program monitoring data and conduct targeted surveys to measure the effectiveness of specific interventions. Bryman's (2015) framework for integrating qualitative and quantitative methods will ensure that data from different sources are triangulated to enhance the validity and reliability of findings. This integration will allow the assessment to capture both the depth and breadth of the program's impact. Participatory workshops will be another critical component of the data collection phase. These workshops, guided by Cornwall's (2003) principles of participatory research will engage stakeholders in co-interpreting findings and validating preliminary results. By involving participants in the analysis process, the workshops foster a sense of ownership over the evaluation findings and encourage stakeholders to use the insights for future decision-making.

Outcome harvesting, as outlined by Wilson-Grau and Britt (2012), is employed to assess the programme's contributions to systemic change. This method involves identifying, verifying, and analyzing outcomes that the program has influenced, providing a robust evidence base for assessing its effectiveness. By combining outcome harvesting with other methods, the assessment will capture both direct and indirect impacts, offering a comprehensive view of

the program's achievements and challenges.

The outputs of this phase will include detailed transcripts, audio recordings, preliminary findings, and validated outcome maps. These outputs will serve as the raw material for the subsequent validation and reporting phase, ensuring that the assessment is grounded in rigorous and transparent data collection processes.

### **2.2.3 Validation and Reporting**

Validation workshop will play a pivotal role in refining the assessment's findings and ensuring stakeholder buy-in. Drawing on Checkland and Scholes' (1990) systems thinking approach, these workshops facilitate iterative feedback loops that allow stakeholders to critically engage with preliminary findings. By incorporating diverse perspectives, the workshops enhance the credibility and relevance of the evaluation results.

The final report will synthesise these findings into a cohesive narrative that will address the assessment questions comprehensively. Structured to balance technical rigor with accessibility, the report is designed to meet the needs of a diverse audience, including policymakers, program staff, and community stakeholders. Knowledge dissemination strategies will include policy briefs, presentations, and other tailored formats to ensure that findings are not only accessible but actionable.

### **2.2.4 Anticipated Challenges and Mitigation Strategies**

Several challenges are anticipated during the assessment period, including issues related to data accessibility and stakeholder fatigue. Early engagement with stakeholders and streamlined data collection processes are key mitigation strategies. Leveraging existing datasets reduces the burden on participants, while regular communication helps manage expectations and sustain stakeholder interest.

Cultural sensitivity is another critical consideration, particularly in a regional assessment. Drawing on Bhabha's (1994) insights on cultural hybridity, the assessment team will involve local experts to ensure that methodologies and tools are culturally appropriate. This approach enhances the relevance and acceptability of the evaluation, fostering trust and cooperation among participants.



### 3. Key Assessment Questions

The assessment seeks to answer several key questions, including:

1. To what extent has the programme strengthened civil society to advocate for inclusive and sustainable e-learning methods?
2. How effectively have the pathways in the Theory of Change contributed to achieving program outcomes?
3. What unintended effects—both positive and negative—have emerged, and how were they addressed?
4. How effectively has the program integrated gender, inclusive and localization principles?
5. What measures have been established to ensure the sustainability of program outcomes, and what indicators suggest long-term impact?

By addressing these questions, the evaluation aims to provide actionable insights that not only assess the programme's achievements but also inform future initiatives. The inception phase and subsequent evaluation activities are designed to capture the complexity of COVID-19 Recovery and Resilience program interventions, ensuring that the evaluation contributes meaningfully to its overarching goal of creating equitable and sustainable trade and value chains.

### 4. Proposed Data Analysis

Data analysis will synthesize qualitative and quantitative inputs to generate actionable insights. Contribution analysis, grounded in Mayne's (2008) framework, examines causal pathways, assessing the programme's impact within complex systems.

Thematic analysis, informed by Braun and Clarke's (2006) methodology, will identify recurring patterns and deviations. Statistical analysis will employ descriptive and inferential techniques to interpret survey data, guided by Field's (2013) statistical analysis principles.

Cross-cutting themes analysis will assess the integration of gender, inclusivity, and localization across pathways, aligning with Rao and Kelleher's (2005) work on gender mainstreaming. Comparative analysis will examine geographic and thematic variations, identifying best practices and lessons learnt.

## 4.1 Thematic Analysis

Thematic analysis will serve as a cornerstone for understanding qualitative insights across the program's interventions. This method is particularly effective for evaluating complex programs by systematically coding qualitative data to identify recurring patterns, themes, and narratives. In this evaluation, thematic analysis will explore how stakeholders perceive programmatic outcomes related to cross-cutting themes, such as gender equality, social inclusion, and sustainable livelihoods. For instance, stakeholder interviews and focus group discussions can reveal nuanced perceptions of program success and barriers, enabling evaluators to identify key areas for improvement. Braun and Clarke (2006) emphasize that thematic analysis offers flexibility in analyzing data, making it well-suited for diverse settings and contexts.

Moreover, thematic analysis allows for the identification of unintended consequences, both positive and negative, that might not be captured through quantitative methods. For example, in multi-country settings, differing cultural, political, and economic contexts may influence the interpretation and effectiveness of program pathways. By analyzing data from country-specific narratives, the evaluation can develop a nuanced understanding of how program impacts local systems and communities. The rich, descriptive findings from this analysis will help KSF provide evidence-based recommendations for tailoring interventions to local needs and enhancing program scalability.

Analyze qualitative data to identify patterns and insights related to programme pathways and cross-cutting themes.

## 4.2 Outcome Mapping

Outcome mapping is particularly suited to evaluating contributions to systemic change in e-learning program. This method emphasizes behavior and relational changes among program stakeholders, allowing evaluators to track progress toward long-term development goals. By leveraging the outcome harvesting database, the assessment will identify observable outcomes such as policy shifts, capacity building among stakeholders, and strengthened community networks. Wilson-Grau and Britt (2012) highlight that outcome mapping is invaluable for programs targeting systemic change, as it moves beyond attribution to focus on the contribution of interventions.

Additionally, outcome mapping provides a framework to assess progress within complex and dynamic systems where direct causal links may be difficult to establish. For example, emphasis on fostering partnerships and advocacy may result in gradual policy changes

or shifts in societal attitudes that are challenging to quantify. In this context, outcome mapping enables the assessment to document specific instances of influence while recognizing the contributions of multiple actors and factors. This approach will allow KSF to present a holistic view of the program's systemic impact across diverse geographic and sociopolitical contexts.

#### 4.3 Gap Analysis

Gap analysis will play a critical role in identifying areas where program intervention has faced challenges or underperformed. This approach involves comparing the program's intended outcomes with actual results, providing a clear picture of where resources and strategies need adjustment. By systematically analyzing program data, the evaluation can pinpoint gaps such as low uptake of initiatives, disparities in impact across regions, or barriers to stakeholder engagement. Kumar (2005) notes that gap analysis is essential for understanding the root causes of underperformance and developing targeted, actionable solutions.

In a regional context, gap analysis will also consider contextual factors such as policy environments, cultural norms, and resource availability that may have influenced program performance. For instance, interventions that succeeded in one country may encounter significant challenges in another due to differing governance structures or societal attitudes. By examining these gaps comprehensively, KSF will generate insights that can guide adaptive management practices, ensuring that program remains effective and responsive to local needs. This method will also highlight opportunities for innovation and scaling successful interventions.

#### 4.4 Comparative Analysis

Comparative analysis will enable KSF to identify patterns of success and areas for improvement across program intervention. This method systematically compares program performance across geographic regions, thematic pathways, and intervention types. By examining outcome variations, the evaluation can uncover context-specific factors that contribute to program effectiveness. For example, comparative analysis may reveal how certain advocacy or capacity building approaches yield better results in specific socio-political environments. Ragin (1987) underscores that comparative methods are crucial for drawing meaningful lessons from complex programs, particularly those implemented in diverse contexts.

Furthermore, comparative analysis will help identify best practices that can be replicated or scaled across countries. For instance, lessons learned from successful partnerships or innovative approaches to community engagement can inform the design of interventions in other regions. This analysis will also highlight disparities in program outcomes, prompting discussions on equity and inclusion. By integrating quantitative data with qualitative insights, the evaluation will provide a comprehensive understanding of program impact and generate actionable recommendations for enhancing program coherence and effectiveness across all target countries.

The deliverables of this phase include thematic reports, statistical summaries, and visual data representations.

## 5. Proposed Timeline

To ensure a robust and effective evaluation of the program, the timeline is structured with clearly defined phases and activities that involve the lead consultant, in-country consultants, co-consultants, and stakeholders across the 16 regions involved. The lead consultant will visit 16 regions to ensure alignment with the overall goals and context of the evaluation. These visits will be strategically scheduled during key phases of the evaluation process.

### **Phase 1: Inception Phase (Weeks 1–6)**

#### **Objective**

Establish the foundation for the assessment through comprehensive planning, stakeholder engagement, and contextual analysis.

#### **Inception Activities (Led by Lead Consultant)**

- **Week 1–2**

- Initial coordination meetings with Co-PI and co-consultants.
- Finalize the evaluation design and methodology with input from KSF and consortium partners, ensuring the approach is tailored to regional-specific needs.
- Key Deliverable: Centralized document repository and finalized assessment framework.

#### **Regional-Specific Activities (Led by In-Country Consultants)**

- **Week 3–4**

- Conduct document reviews and background research on each region's context and program activities.
- Engage key stakeholders, including CSOs, government representatives, and local communities, through consultations.
- Key Deliverable
  - Regional-level engagement summaries and
  - Initial analysis reports.

#### **Lead Consultant Activities**

- **Week 4**

- Visit three regions after consultations with Spencer Foundation and consortium partners to ensure alignment with assessment objectives and review the implementation of the assessment design.
- The regions to be visited will be selected in consultation with the consortium partners, with emphasis on those representing diverse contexts within the program.
- Key Deliverable
  - Field visit reports with insights and alignment recommendations.

## **Week 5–6**

- Consolidate inputs from the regional teams into an inception report.
- Develop regional-specific work plans and finalize the stakeholder engagement strategy.
- Key Deliverables
  - Inception report and
  - Finalized regional-specific workplans.

## **Phase 2: Data Collection Phase (Weeks 7–14)**

### **Objective**

Collect qualitative and quantitative data to capture the programme's impact across various regions.

### **General Activities** (Coordinated by Lead Consultant):

- **Week 7**
  - Facilitate a virtual training session for all Co-consultants on standardized data collection methods, ethics, and tools.
  - Distribute finalized data collection tools (e.g., interview guides, surveys, and outcome mapping templates).
  - Key Deliverable
    - Training materials and
    - Finalized data collection tools.

### **Regional-Specific Activities** (Led by Regional Co-Consultants)

- **Week 8–12**
  - Begin data collection using qualitative and quantitative methods
    - FGDs,
    - Interviews,
    - Surveys, and
    - Monitoring data reviews.
  - Focus on gathering data from marginalized groups, ensuring that women, youth, persons with disabilities, and other vulnerable populations are represented.
  - Key Deliverables
    - Raw datasets,
    - Interview transcripts,
    - Case study reports, and
    - Preliminary findings.

### **Lead Consultant Activities**

- **Week 9–10**
  - The lead consultant will visit two additional countries after consultations with Spencer Foundation and consortium partners, selected based on their significance to the assessment.

- During the visits, the lead consultant will monitor the quality of data collection, conduct spot-checks, and engage with stakeholders to validate the data collection process.
- Key Deliverable: Field visit reports with observations and recommendations for improving data collection.

#### **Week 13–14**

- Conduct midpoint review workshops in each country to assess progress and address any challenges encountered during data collection.
- Key Deliverables: Midpoint review reports for each country.

### **Phase 3: Data Analysis and Validation Phase (Weeks 15–18)**

#### **Objective**

Analyze collected data and validate the findings with stakeholders to ensure credibility and relevance.

#### **General Activities (Led by Lead Consultant)**

- **Week 15**
  - Guide regional teams in thematic analysis and outcome mapping to draw out key insights and lessons learned.
  - Coordinate virtual meetings to review the initial analysis and ensure consistency across regions.
  - Key Deliverable: General synthesis framework for analyzing findings.

#### **Regional-Specific Activities (Led by In-Country Consultants):**

- **Week 15–16**
  - Analyze data using a mixed-methods approach, integrating qualitative and quantitative insights.
  - Identify emerging themes, patterns, and challenges that highlight the programme’s impact and effectiveness.
  - Key Deliverables: Regional-level analysis reports.

#### **Validation Workshops**

- **Week 17**
  - Conduct validation workshops in each country to present preliminary findings and gather feedback from stakeholders.
  - The lead consultant will attend at least three of the validation workshops in selected countries.
  - Key Deliverable: Validation workshop reports with stakeholder feedback.

#### **General Synthesis**

- **Week 18**
  - Integrate regional-level analyses and feedback from validation workshops into a cohesive global evaluation report.
  - Key Deliverable: Draft general assessment report.

## **Phase 4: Reporting and Dissemination Phase (Weeks 19–24)**

### **Objective**

Finalize the assessment report, ensure stakeholder dissemination, and share findings with the wider community.

### **General Activities (Led by Lead Consultant)**

- **Week 19–21**
  - Draft the general assessment report, synthesizing regional-specific findings and addressing key assessment questions.
  - Ensure that the report reflects the participation of marginalized voices and incorporates feedback from all stakeholders.
  - Key Deliverable: Draft general assessment report.

### **Country-Specific Activities**

- **Week 22**
  - Prepare country-level summaries and tailor presentations to different stakeholders, including policymakers, donors, and CSOs.
  - Coordinate with in-country teams to facilitate national workshops and policy briefings.
  - Key Deliverables: Country-specific reports and dissemination materials.

### **Finalization and Global Dissemination**

- **Week 23–24**
  - Incorporate final feedback into the global evaluation report.
  - Distribute the final report to key stakeholders through webinars, policy dialogues, and conferences.
  - Key Deliverables: Final general assessment report, policy briefs, and supplementary knowledge products.

## 6. Multi-Country Consultancy Team Summary

### 6.1 Dr. Nana Opare-Djan (Lead Consultant)

Dr. Opare-Djan Nana is a distinguished development professional with a PhD in Environmental Science and over three decades of expertise in monitoring and evaluation (M&E), development evaluations, and policy analysis. As Acting Director of the M&E Division at Ghana's National Development Planning Commission (NDPC), he has spearheaded major evaluations, including the Mid-Term National Development Policy Framework and assessments of Ghana's health and education policies. His legal background, combined with a keen understanding of policy design, has enabled him to draft significant legislative instruments such as the National M&E Policy and Local Government Bills.

Dr. Opare-Djan's career highlights include leading evaluations for regional and international development programs, collaborating with stakeholders like ECOWAS, the World Bank, and Save the Children. He is skilled in resource mobilization, having applied innovative fundraising techniques, and excels in capacity-building efforts. His technical expertise spans quantitative and qualitative research, environmental assessments, and project planning, supported by fluency in several Ghanaian languages and proficiency in French.

A prolific facilitator and trainer, Dr. Opare-Djan has guided numerous workshops on mainstreaming SDGs into governance frameworks. His work emphasizes participatory approaches and strategic partnerships, ensuring inclusivity and effectiveness in evaluations. His affiliations with professional organizations like the Ghana Institute of Planners and Commonwealth Association of Planners further underscore his leadership in M&E and development planning.

### 6.2 Dr. Beatrice Ayokor Torto (Co-Lead Consultant)

Dr. Beatrice Ayokor Torto, as the Co-PI. She's the Coordinator at the Material Development Unit for new course modules on educational reforms in Basic Education and Senior High Schools, College for Distance and e-Learning (CODEL), University College of Education, Winneba;

### 6.3 Mr. Richard Tweneboah-Kodua (Consultant)

Richard joined the National Development Planning Commission in 2008 as a Planning Analyst attached to the Development Policy Division and rose through the ranks. Prior to joining NDPC, he worked with the University of Ghana, Legon as a Research/ Project Analyst in various capacities and on a number of projects gaining experience in Strategic Planning and Policy Analysis, Research and Development (R&D), Agribusiness/Micro-finance, and Entrepreneurship. He is currently providing leadership for strategic research and innovation for development planning, as well as being responsible for broad economic development policy coordination and analysis, including macro-economic modeling and forecasts. Over the period, Richard has been the technical rapporteur for the Thematic Committee of the Commission on Economic Policy.



Richard holds a BSc. degree in Agricultural Economics and an MPhil. in Agricultural Economics with concentrations in Natural Resources and Environmental Economics from the University of Ghana, Legon. He is credited to have provided lead coordination in the NDPC-MoEN collaborative organisation of an International Conference on Avoiding the Oil-Curse in Ghana (2011) and subsequent publication of Proceedings & Summary Reports including selected Policy Briefs and Articles.

#### 6.4 Madam Fatima Ewudzie (Consultant)

Madam Fatima Ewudzie is a Master's degree holder in (Med Teacher Education), and an Assistant Director at the Ahmadiyya Education Unit, GES, currently the Coordinator responsible for Career Guidance & Counseling of students;

#### 6.5 Mr. Jones Adzroe (Consultant)

Mr. Jones Adzroe, is a Master's degree holder in Educational Research and Leadership now Technical Analyst, Atlantic Management Consult (AMC) Ltd., previously a Teaching/Research Assistant, Werklund School of Education, University of Calgary, Canada

## 7. Proposed Deliverables

### 1. Inception Report

- Detailed evaluation plan, including refined questions and methodologies.

### 2. Data Collection Tools

- Customized tools and frameworks tailored to program unique needs.

### 3. Interim Report

- Preliminary findings and insights shared during validation workshops.

### 4. Final Evaluation Report

- Comprehensive report (maximum 50 pages) structured as follows:
- Executive Summary.
- Findings by pathway and cross-cutting themes.
- Actionable recommendations for sustainability and scalability.

### 5. Knowledge Products

- Policy briefs, infographics, and presentation slides tailored for diverse audiences.

## 8. Conclusion

KSF and NDPC teams are dedicated to delivering a rigorous, inclusive, and participatory evaluation that not only meets donor requirements but also provides actionable insights for the COVID-19 Recovery and Resilience program intervention by integrating equitable and sustainable development



**Dr. Beatrice Ayorkor Torto - Personal Profile/Work Experience /Education/Areas of Specialization**

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Sr #	ROLE	ACTIVITY OVERVIEW	TIME PERIOD	LEAD INSTITUTION
1	Coordinator Material Development Unit	I coordinate the development of course modules to cater for the new educational reforms in Basic Education and Senior High Schools. The over 300 modules are at different stages of completion.	2025	College for Distance and e Learning, University of Education, Winneba
2	Student Support Services	I stay in close contact with students throughout the academic year. My interactions with students in this capacity have given me the ability to understand their needs, which has enhanced students' satisfaction and learning experience. I provide critical support, advice and guidance through their challenges	2025	College for Distance and e Learning, University of Education, Winneba
3	Coordinator, Training	My current schedule includes coordination and facilitation Distance Education training programmes to Tutors, Administrators and Study Centre Coordinators nationwide.	2025	College for Distance and e Learning, University of Education, Winneba

4	Facilitator	<p>Training Workshop on Supported Teaching in Schools (STS) Organised by College for Distance and e-Learning (CODeL), UEW, 18<sup>th</sup> – 30<sup>th</sup> September, 2023 for Centre Coordinators, Administrators and tutors of Accra College of Education Study Centre &amp; St Johns Grammar Study Centre</p>	2023	College for Distance and e Learning, University of Education, Winneba
5	Facilitator	<p>Trainer of Trainers Workshop on Supported Teaching in Schools (STS) Organised by College for Distance and e-Learning (CODeL), UEW 14th -15th September, 2023 Central Campus, UEW, Winneba: facilitated a mentorship workshop for Distance learning tutors to hone in the vision for the B.Ed. curriculum aimed at transforming initial teacher education and securing the training of highly qualified, motivated new teachers who will be able to inspire their learners to achieve better outcomes in basic education.</p>	2023	College for Distance and e Learning, University of Education, Winneba
5	Facilitator	<ul style="list-style-type: none"> <li>Capacity building workshops for D.E. tutors on the implementation of the new educational curriculum Southern Sector: Northern Sector 3<sup>rd</sup> April – 16<sup>th</sup> April &amp; 24<sup>th</sup> April – 9<sup>th</sup> May, 2022. <b>Facilitator</b></li> </ul>	2022	College for Distance and e Learning, University of Education, Winneba
6	Facilitator	<ul style="list-style-type: none"> <li>Capacity building workshops for DE tutors on the implementation of the new educational curriculum, Southern Sector Gloriaka,</li> </ul>	2022	College for Distance and e Learning, University of Education, Winneba

		Hotel, Winneba (13 <sup>th</sup> February to 26 <sup>th</sup> February, 2022; 20 <sup>th</sup> March to 30 <sup>th</sup> March, 2022.		
7	Facilitator	Intensive Pre -Academic Orientation programme for Fresh Under graduate and Post-graduate Students. 2022 Accra	2022	College for Distance and e Learning, University of Education, Winneba
8	Presentation	6 <sup>th</sup> ACDE Conference 28 <sup>th</sup> September – 29 <sup>th</sup> September, 2021. Paper presented: COVID 19: University of Education Winneba, Distance Education Programme Experience		
		Workshop on the New Curriculum and UEW LMS Training 28 <sup>th</sup> February – 2 <sup>nd</sup> April, 2021. Wadoma Hotel, Kumasi	2021	College for Distance and e Learning, University of Education, Winneba
	Facilitator	Capacity building Workshop for Coordinators and Administrators 17 <sup>th</sup> – 22 <sup>nd</sup> December, 2020. Kumasi	2020	College for Distance and e Learning, University of Education, Winneba
	Facilitator	Capacity Building Workshop for Centre Coordinators and Administrators – <b>8<sup>th</sup> – 12<sup>th</sup> March, 2020</b>	2020	College for Distance and e Learning, University of Education, Winneba
	Facilitator	Writers Workshop for Lecturers (Kumasi) 31 <sup>st</sup> March to 6 <sup>th</sup> April, 2019.	2020	
	Facilitator	Capacity Building Workshop for DE Tutors 2 <sup>nd</sup> – 12 <sup>th</sup> May, 2018. Kumasi –	2018	
	Facilitator	Capacity Building Workshop for DE Coordinators and Administrators in Kumasi, 12 – 16 <sup>th</sup> April, 2018.	2018	



	Deputy Project Director	<ul style="list-style-type: none"> <li>• HIV/AIDS Stigma Reduction by Education Project – A CIDA sponsored project involving the University of Education, Winneba, the University of Ghana, the University of Cape Coast and Simon Fraser University</li> <li>• Assisted Project Director to coordinate project activities</li> </ul>	<b>2007-2010</b>	College for Distance and e Learning, University of Education, Winneba
	Member of Committee	<p>CODeL Graduate Committee</p> <ul style="list-style-type: none"> <li>• UEW/Affiliate Institutions Liaison Committee</li> <li>• Member, Planning Committee – International Conference on Open, Distance and eLearning</li> <li>• Member, CODeL Management Committee</li> <li>• Member of CODeL Pre - Academic Orientation programme for Fresh Under graduate and Post-graduate Students Committee</li> <li>• Examinations Committee</li> </ul>	<p><b>2024 to date</b></p> <p><b>2019 to date</b></p> <p><b>2018</b></p> <p><b>2018 to 2021</b></p> <p><b>2018 to date</b></p> <p><b>2014 to 2021</b></p>	College for Distance and e Learning, University of Education, Winneba
	Freelancer	<ul style="list-style-type: none"> <li>• Reviewed training modules for the African Transformation project</li> <li>• Resource person, (Grammar &amp; Usage) as part of Access course on Writing Skills, Grammar &amp; usage for adult learners, Accra Workers' College, University of Ghana, Legon.</li> <li>• Resource person: Writing Skills &amp; Grammar as part of a 4-Week English Proficiency course for 13 final year students of the University of Ouagadougou,</li> </ul>	<b>2004 -2006</b>	



		<p>Burkina Faso, at the Language Centre, University of Ghana, Legon</p> <ul style="list-style-type: none"> <li>• Resource person: Reading &amp; Comprehension as part of a 5-Week English Proficiency course for foreign student, Language Centre, University of Ghana, Legon.</li> </ul>		
	Programme Officer	<ul style="list-style-type: none"> <li>• Assisted with the design, implementation, monitoring and evaluation of JHU/CCP communication interventions in Ghana</li> <li>• Provided technical assistance to collaborating organizations</li> <li>• Liaised with partner organizations</li> <li>• Organised and ran workshops and seminars</li> <li>• Assisted with the development of strategies, annual work plans and budgets</li> <li>• Prepared and submitted reports</li> <li>• Monitored programme activities in the field</li> <li>• Managed and facilitated the development of scripts and production of a radio serial magazine programme.</li> <li>• Attended African Transformation Project (AT) Regional Design Meeting (a gender equity curriculum design workshop) in Uganda initiated by</li> </ul>	2003-2004	<p>Johns Hopkins University Centre for Communication Programs Accra, Ghana</p> <p>(Behaviour Change Communication Project)</p>

		<p>Health Communication Partnership,</p> <ul style="list-style-type: none"> <li>• Assisted in determining the project’s vision themes and objectives for training modules as well as identifying beneficiaries</li> <li>• Served as member of AT Technical Advisory Group</li> </ul>		
	Assistant Controller of Programmes	<ul style="list-style-type: none"> <li>• Provided management and direction to the Distance Education Department</li> <li>• Managed the Director of Radio’s Secretariat</li> <li>• Developed work plans and annual budgets</li> <li>• Designed training programmes for the department</li> <li>• Provided leadership and guidance to members of staff, resource persons and presenters</li> <li>• Monitored and reviewed radio programmes</li> <li>• Produced ‘Everyday English’ – a daily radio programme on English usage</li> <li>• Assisted with the design of a Radio Distance Learning curriculum for Community Health Nurses</li> <li>• Provided consultancy services for JHU/CCP – Co-authored scripts for a 26 episode Radio Distance</li> </ul>	2000 - 2003	Ghana Broadcasting Corporation

		Learning programme for Community Health Nurses on the following themes: Technical Health Skills, Community Relations, Communication and counselling		
	Producer, Senior Programme Organiser	<ul style="list-style-type: none"> <li>• Managed the Schools Broadcast Department</li> <li>• Produced educational programmes for basic schools, secondary schools and teacher training colleges</li> <li>• Undertook reviews of the Schools Broadcast Department with representatives from the Ministry of Education, Ghana education Service, USAID and DFID</li> <li>• Undertook field trips to evaluate the department's programmes on beneficiaries</li> </ul>	1988 to 1999	Ghana Broadcasting Corporation
	National Service Person	<ul style="list-style-type: none"> <li>• Wrote scripts and produced 'The African Scene', a Current Affairs programme on GBC's External Service</li> <li>• Conducted research and wrote scripts on Current Affairs, Gender and Health issues for the "Thursday Breakfast Show" on GBC's Radio 2</li> </ul>	1986 to 1987	Ghana Broadcasting Corporation
	National Service Person	<ul style="list-style-type: none"> <li>• Assisted with the accreditation of journalists.</li> </ul>	1985 to 1986	Information Services Department Accra

Educational background	<ul style="list-style-type: none"> <li>• <b>PhD Adult Education, University of Ghana, Legon.</b></li> </ul>	2019	University of Ghana, Legon
	<ul style="list-style-type: none"> <li>• <b>M. Phil., Adult Education, University of Ghana, Legon, 2001</b>  <b>Main areas of study:</b>  Programme Planning and Evaluation, Gender and Adult Education, Management of Adult Education Organisations, Human Resource Management and Development, Research methods and Statistics, Philosophy and Psychology of Adult Education.</li> </ul>	2001	University of Ghana
	<ul style="list-style-type: none"> <li>• <b>Graduate Diploma in Linguistics, 1997</b></li> </ul>	1997	<b>University of Ghana, Legon,</b>
	<b>Diploma in Public Relations Advertising &amp; Marketing</b> Subjects studied included: Mass Communication Population Communication and Journalism	1992	Ghana Institute of Journalism
	<b>B.A. &amp; Diploma in Education, University of Cape Coast, Cape Coast</b>	1985	University of Cape Coast
Research work related to academic background	PhD thesis Determinants of Open Educational Resources Adoption among Faculty of Higher Educational Institutions in Ghana	2019	University of Ghana
	M Phil Thesis Learning Needs of Part-Time Adult Students in Accra: Implications for Distance Education	2001	University of Ghana

		Graduate Diploma in Linguistics The Use of Ghanaian Languages on Radio and Television (Ghana Broadcasting Corporation)	1997	University of Ghana
		Diploma dissertation: Traditional Practices and Taboos that Retard the Development of Women and Children. A Case Study of Oyibi	1992	Ghana Institute of Journalism
		B. A. and Dip Ed. Long Essay: Helping Secondary Forms Four and Five Students to Develop Summary Writing Skills	1985	University of Cape Coast
	Student Secondary Education	Advanced Level English, Geography, General Paper, History	1978-1980	Sekondi Secondary School
		Ordinary Level General Science, English, Literature in English, Economics, Geography, History, Mathematics,	1973-1978	Sekondi Secondary School
	Publications	<ul style="list-style-type: none"> <li>• Amponsah, S., Torto, B.A., &amp; Badu-Nyarko, S.K. (2018). Ghanaian mature students' motivation to pursue degree programmes through distance education. <i>International Review of Education Vol.64 Issue 5 pp 585-606</i> DOI 10.1007/s11159-018-9728-8</li> <li>• Badu-Nyarko, S. K., &amp; Torto, B. A. (2014). Teaching Methods Preferred by Part-time Tertiary Students in Ghana. <i>International Journal of Humanities and Social Science Vol. 4 No. 1 pp 226-233</i></li> <li>• Torto, B. A., &amp; Badu-Nyarko, S. K. (2013).</li> </ul>		

		<p>Support Services available to Part-Time Students in Accra, Ghana: Implications for Distance Education. <i>International Journal of Current Research Vol. 5, Issue 12 pp 4288-4295</i></p> <ul style="list-style-type: none"> <li>• Siabi-Mensah, K. Badu-Nyarko, S. K., &amp; Torto, B.A. (2009). Problems of Part-time students in Ghana: Implications for Distance Education. <i>Turkish Online Journal of Distance Education Volume 10 No. 4 pp 175 – 190</i></li> <li>• Torto, B.A., &amp; Badu-Nyarko, S. K. (2009). Learning Orientations of Part-Time Adult Learners in Ghana. <i>Journal of Literacy and Adult Education Volume 4 No. 1 pp 46-59</i></li> <li>• Torto, B. A. (2008). Motivations of Part-Time Students in Accra, Ghana to return to Part-Time Study. <i>African Journal of Interdisciplinary Studies Volume 1 pp 62-71</i></li> </ul> <p><b>Technical Reports</b></p> <ul style="list-style-type: none"> <li>• Yankson, K., Aboagye, J.K., Owusu-Mensah, F., Dawson Brew, E., Brown, P., Arthur, B. E., Hordzi, W., Torto B. A., Nyagorme, P. &amp; Mensah, A. (2010). Evaluation Report on Reducing HIV/AIDS</li> </ul>		
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		<p>Stigma by Education Ghana Project. AUCC/CIDA Funded Project 2004 – 2010</p> <ul style="list-style-type: none"> <li>• Torto, B. A., &amp; Owusu E. (2009). Baseline Survey on HIV/AIDS Stigmatization Reduction by Education in Ghana (analysed data and wrote report for the HIV/AIDS Stigma Reduction by Education Project – A CIDA sponsored project involving the University of Education, Winneba, the University of Ghana, the University of Cape Coast and Simon Fraser University).</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Essiam B. B., &amp; Torto B. A. (2016). Children’s literature for the Early Childhood Educator. Institute for Educational Development and Extension</li> <li>• Torto, B. A. <i>Lost</i> (2005). Mayan Books Centre – A supplementary reader approved by the Ghana Education Service for use in basic schools.</li> </ul>		
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# CURRICULUM VITAE

## GENERAL

Name: Fatima Ewudzie

Date of Birth: 22<sup>nd</sup> May, 1965

Nationality: Ghanaian

Marital Status: Married (Two children)

Address: P. O. Box 102, Cape Coast

Tel: 0243645953

Email: [ewudziefat@yahoo.com](mailto:ewudziefat@yahoo.com)

Languages Spoken: English, Fante, Twi, Dagaari (Partially Proficient)

Highest Educational Qualification: Masters (Med Teacher Education)

Current Employment Status: Guidance & Counseling Coordinator (Ahmadiyya Education Unit)

Rank (Ghana Education Service): Assistant Director

Special Interest: Empowerment of Women and Children.

## EDUCATIONAL BACKGROUND

YEAR	INSTITUTION	QUALIFICATION
2013 – 2014	University of Cape Coast Cape Coast, Ghana	Masters - M.ed Teacher Education,
2008 – 2012	University of Cape Coast Cape Coast, Ghana	Degree – Bachelor of Education (Religious & Moral Education)
1986 –1990	Nusrat Jahan Training College Wa, Upper West Reg. Ghana	Teachers Cert ‘A’

## EMPLOYMENT HISTORY

### GHANA EDUCATION SERVICE

#### Teacher

Breman Bedum Ahmadiyya (Asikuma Odoben Brakwa District, Central Region)  
(KG and Primary 3) - 1990-1993

Tampoe L/A(Jirapa Lambussie District, Upper West Region)  
(Primary 4) – 1993/1994

St. Anthony’s Catholic School (Jirapa Lambussie District, Upper West Region)  
(Primary 6) – 1993/1994

St. Jude’s Catholic School (Jirapa Lambussie District, Upper West Region)  
(Primary 6) – 1994-1996

T. I. Ahmadiyya School, Saltpond (Mfantseman West District, Central Region)  
(Primary 1) – 1996- 1998



T. I. Ahmadiyya School, Abura (Cape Coast Metro, Central Region)  
(Primary 1, 4 and 6) – 1998- 2008

T. I Ahmadiyya Junior High School, Saltpond (Mfantseman District, Central Region)  
(Junior High School, Form 1, 2 and 3) 2008– 2012

Ahmadiyya Muslim Education Unit, Saltpond ( Mfantseman District, Central Region)  
(Guidance and Counseling Coordinator) 2012 to Date

## **OTHER PUBLIC/SOCIAL/CIVIC DUTIES AND ENGAGEMENTS**

### **CENTRE FOR WOMEN EMPOWERMENT (CENWOE) - CAPE COAST/NYAMEDOM**

*Executive Director – 2012 - Present*

*(Support the campaigns and advocacy work for women socio-economic empowerment. Established edible oil processing centre at Nyamedom in the Abura Asebu Kwamankese District)*

### **CLUSTER OF SOAP MAKERS (CLUSMA) – CAPE COAST**

*Executive Director (2013 - Present)*

*(Mobilisation of people with no technical skills and training in soap making)*

### **NETRIGHT GHANA**

*Standing Member*

*(Capacity building on affirmative action issues.)*

### **ABANTU FOR DEVELOPMENT – ACCRA**

*Standing Member and Focal person (Central Region)- 2010 - Present*

*Gender Action on Climate Change for Equality and Sustainability (GACCES)*

## **ACHIEVEMENTS**

- Secured grant from EDAIF now EXIMBANK Ghana to establish manual community oil processing (Palm, Coconut & Kernel Oil) centre at Nyamedom 2014.
- Secured grant from DANIDA/World Bank through SDF/COTVET to train 80 women in Soap making in the Central Region 2013.
- Contributed in the executing number of programmes in the area of educational excursion with women to the Parliament House and Kwame Nkrumah Museum in 2009 during my period of Regional President of Ahmadiyya Women in Central Region.
- Organized sixty (60) women to undergo Information, Communication and Technology Training at University of Cape Coast, 2010.
- Managed to secure Education Scholarship for a female student to complete Ekumfi T. I Ahmadiyya Senior High School, Essarkyir, Central Region.

## **SPECIAL ELIGIBILITY FACTORS**

- Possession of soap making skills (trained under SDF/COTVET skill training program 2013)
- Unique experience as Guidance and Counseling Coordinator, 25 years of Teaching experience at different levels of Ghana Education Service in all areas of operation and therefore knowledgeably placed to supervise work of both teachers and students due to hands on practical experience.
- Well placed to respond to all duty calls at anytime for programmes without feet dragging.
- Possession of well known record of punctuality.
- Adaptable to work with all persons and ability to cope with all manner of temperament at uncompromising in matters of staff discipline.
- Ability to work under pressure in all circumstances without making time a hindrance.

## **REFERENCES**

Rev. Dr. Asare Danso  
Senior Lecturer  
Department of Religion and Humanities  
Faculty of Social Science  
University of Cape Coast  
Cape Coast  
Tel: 0244573688

Yakubu Mubarak  
Central Regional Manager  
Ahmadiyya Education Unit  
Saltpond  
Tel: 0242537649

Prof. Akua Pokua Britwum  
Senior Lecturer  
University of Cape Coast  
Gender Studies Department

Richard joined the National Development Planning Commission in 2008 as a Planning Analyst attached to the Development Policy Division and rose through the ranks. Prior to joining NDPC, he worked with the University of Ghana, Legon as a Research/ Project Analyst in various capacities and on a number of projects gaining experience in Strategic Planning and Policy Analysis, Research and Development (R&D), Agribusiness/Micro-finance, and Entrepreneurship.

He is currently a Chief Analyst (Deputy-Director) providing leadership for strategic research and innovation for development planning, as well as being responsible for broad economic development policy coordination and analysis, including macro-economic modeling and forecasts. Over the period, Richard has been the technical rapporteur for the Thematic Committee of the Commission on Economic Policy. Also, he has been consistently managing the coordination of economic policy assignments providing technical and administrative support to the preparation of the Medium-Term Development Policy Frameworks (2010-13; 2014-17; 2018-21 and 2022-25) as well as its corresponding President's Coordinated Programme of Economic and Social Development Policies (2010; 2014; 2017 and related updates).

Richard holds a BSc. degree in Agricultural Economics and an MPhil. in Agricultural Economics with concentrations in Natural Resources and Environmental Economics from the University of Ghana, Legon. He is credited to have provided lead coordination in the NDPC-MoEN collaborative organisation of an International Conference on Avoiding the Oil-Curse in Ghana (2011) and subsequent publication of Proceedings & Summary Reports including selected Policy Briefs and Articles.

**Dr. Opare-Djan, Nana - Personal Profile/Education/Work Experience /Areas of Specialization (1964 to 2024)**

Sr. #	Role	Activity Overview	Time Period	Lead Institution & Partners	Support Institutions
1	Guest Lecturer, Short-term training programmes	Facilitated 2 capacity dev't sessions for senior civil/public servants to appreciate the <i>Economic Development and Planning Processes of Ghana</i> to enhance their knowledge and skills in public service admin. & mgt. in Ghana.	2024	School of Public Service & Governance (SPSG), GIMPA	Civil & Public Services
		Facilitated a session for Bishops & Diocesan staff invited from 18 Catholic Dioceses across the regions of Ghana. The objective was to train the Bishops & Diocesan staff to appreciate the "... <i>Current Development Landscape of Ghana : Opportunities, Challenges and Strategic Priorities for National Development</i> "	2024	CARITAS Ghana / GNAT Hostel, Accra	Ghana Catholic Bishops Conference
		Facilitated a session on sustainability in global healthcare : <i>Role of National Development Plans in emergency health crisis responses</i> for seminary students invited across the globe. The topic was etched from the Universal Health and Welfare coverage theme (SDG3.8): towards post COVID-19 Responses; Challenges, Key strategies; and Role of Health and Religious Institutions within Global contexts.	2024	Wisconsin University College/ E,P.University College & Seminary in Ghana	Institute for Science & Diaconic Management (ICDM) Univ. of Bielefeld, Germany
		Facilitated a session in Accounting skills for Parliamentary Service staff of Ghana who are non-Accountants; and a session in M&E skills for staff of M&E Department of the Ho Teaching Hospital. The training was initiated by the Organisation Development (OD) Institute, a tertiary institution accredited by the National Accreditation Board (NAB) affiliated to the University of Cape Coast (UCC).	2022-2024	OD Institute, Kwabenya, Accra/ University of Lobborough, Uk	Parliamentary Training Institute (PTI) / Ho Teaching Hospital
		Facilitated a session for 30 young emerging evaluators under the Youth in Impact Assessment (YIA) programme of Ghana Monitoring & Evaluation (GMEF) to learn evaluation techniques at the Centre for Sustainable Agriculture and Land Management, Siedong Dombo (SD) Univ. of Business and Integrated Dev't Studies (UBIDS).	2023	SD UBIDS Wa, UWR/ GMEF	Participatory Development Associates
2	Panel discussant- Fireside Chat event on the Accra Power Quality and Reliability Dataset Release	The GridWatch Accra Dataset's consists of high-resolution endpoint voltage and frequency measurements collected by nLine over five years in Accra, Ghana. The data-set provides a unique opportunity to analyze the impact of these infrastructure investments on power reliability and quality at an unprecedented scale and resolution. Additionally, the data-set reveals unprecedented insights into power reliability and quality in a major urban center during a period of significant infrastructure investment. It can help inform policy decisions, evaluate infrastructure investments, and contribute to filling critical gaps in information for researchers, economists, data scientists, and other stakeholders working to improve grid reliability and performance in similar contexts. This data was collected as part of the University of California, Berkeley and Mathematica Policy Research independent evaluations of the Millennium Challenge Corporation Ghana Power Compact. The project aimed to increase electricity access and reliability through targeted investments in low-voltage line bifurcation, adding new transformers to low-voltage grid network and splitting existing low-voltage lines.	2024	National Development Planning Commission (NDPC)  nLine Ghana nLine Inc. Global  University of California, Berkeley and Mathematica Policy Research independent evaluations of the Millennium Challenge Corporation Ghana Power Compact	nLine's GridWatch Accra Dataset Release Event  Marriott Hotel, Accra
3	Panel discussant - 7 <sup>TH</sup> Edition: Evidence to Action (E2A) - "Resilience and Climate change adaptation"	The 7th Evidence to Action (E2A) Conference 2024 provided a platform for discussing innovative research and evidence on climate change and its impact on Sub-Saharan Africa. The conference focused on identifying practical solutions and strategies to address the challenges posed by environmental degradation in the Africa region by bringing together experts, policymakers, and stakeholders. Reviewed abstracts, thematic papers, and proposals on climate change and adaptation for discussions at technical sessions. The conference fostered collaboration towards a sustainable resilient future for Sub-Saharan Africa.	2024	NDPC/ International Center for Evaluation Development (ICED)/ GMEF	Institute of Social, Statistical & Economic Research (ISSER), University of Ghana, Legon

4	Panel discussant - addressing the role of the media & political parties in developing political manifestos	The panel discussion addressed the role of evidence in developing political manifestos, challenges like data access and finding the right expertise and resources. It highlighted cultural and ideological barriers, the need to balance political values, and ensuring evidence quality and impartiality. The panel further emphasised systematic evidence use, actionable steps for establishing research units/think tanks within parties and recommendations for continued dialogue and to deepen collaboration beyond the capacity building workshop.	2024	Ghana Institute of Management & Public Administration (GIMPA)/ Development Impact West Africa (DIWA)	GIMPA Executive Conference Centre (GECC)
5	Resource Person, Agriculture Credit Program(ACP)	Facilitated Agricultural Value Chain activities from <i>farm to fork</i> i.e. ( <i>production, storage, marketing, processing, transportation, and exports</i> ) in Akpamu and Ahinkwa communities in the Yilo Krobo District under the ACP.	2010 - 2025	Kraban Support Foundation (FNGO)/ MiDA/MoF	Akpamu Ahinkwa
6	Resource person, EPPC Business Development program	Training in reusable packaging in Ghana under the End Plastic Pollution Consortium (EPPC) on reuse systems, circular economy, legislation & how to make reuse work to cut plastic waste through up-and-midstream solutions like switching from single-use packaging to reusable alternatives for solutions along the plastic waste value chain i.e. to <i>refuse, reuse, recycle, repurpose &amp; repackage</i> .	2024-2025	Mckingtorch Africa/Kraban Supp' Found'/ Okatabanman Community Information Centre	DANIDA Alumni Network  MSMEs in Africa & Latin America
7	Resource Person/ Panel discussant, Ghana CARES - Evaluability Assessment (Diagnostic assessment of participating Institutions)	The evaluability assessment was carried out as part of the Global Evaluation Initiative (GEI) and Organisation for Economic Co-operation and Development's - Development Assistance Committee (OECD-DAC)'s series of country-led evaluations in (Ghana Burkina Faso, and Malawi ) to: i) generate evaluative evidence on the performance and results of national policy responses in the context of COVID-19; ii) to provide valuable lessons for future global crises around the implementation of complex, multi-sectoral policy responses; and iii) to improve collaboration among financing and implementing partners to support collective learning and optimise the use of evaluative evidence.	2022-2023	NDPC / Global Evaluation Initiative (GEI)	ILO, ITC, Turin, Italy, Accra-Ghana
8	Member, Health & Health related SDGs Think Thank Group	While SDG 3 explicitly centres on health, the interconnected nature of sustainable development mandates a holistic perspective. SDG 1 serves as the foundational pillar for sustainable development, aiming to eradicate poverty in all its forms and also addresses access to basic services, including healthcare, for those in poverty, recognizing the inextricable link between financial well-being and health outcomes. SDG 2 propels the vision of a world where hunger is eradicated, and all individuals have access to sufficient, safe, and nutritious food. SDG 6, Clean Water and Sanitation, indirectly contribute to health by addressing fundamental determinants of well-being. To advance healthy lives for all people, it is imperative to recognize the synergies between them. The aforementioned reasons have led to the establishment of the Health and Health related SDGs (HHSDGs) Think Tank in Ghana. The HHSDGs in Ghana comprise a national-level multi-disciplinary, autonomous, independent and inclusive Think Tank to facilitate, promote and create the momentum needed to build effective multi-sectoral strategies to address the challenges hindering progress to achieving the HHSDGs in Ghana.  The Think Tank is expected to help develop evidence, contribute to public discussions and foster new strategies and actions to accelerate progress. It will explore what is feasible and achievable within the Ghanaian context. The idea for the formation of the Group was to use outputs from these activities to create awareness and drive government's momentum to act to promote actions and strategies required to achieve the set targets.	2023-2025	NDPC/ Consultancy Unit UCC	Membership from other CSOs

9	Resource Person, CGIAR Initiative on Aquatic Foods	The initiative piloted fish cage farming in four small dams in the North-East Region, where community youth groups received training and funding support to start their own fish businesses. The pilot sites were Langbinsi, Nalerigu, Nasoni, and Tombu in the East Mamprusi and Chereponi districts. The youth groups are expected to use the profits from the first cycle of fish production to invest in the next cycles, creating a sustainable and scalable model. The four communities stocked small local reservoirs with 48,000 fingerlings of the Akosombo strain of Nile tilapia, as part of a pilot project involving the country's Fisheries Commission, CSIR-Water Research Institute and the Aquatic Foods Initiative of CGIAR. The Tilapia fingerlings were sourced from the CSIR, Water Research Institute in Tamale. The work supports Ghana's Aquaculture Development Plan emphasising the aquaculture value chain from <i>pond to plate</i> which aims to increase prodn. of farmed fish from 90,000 tonnes to 210,000 tonnes by 2027.	2022 to 2025	NDPC/ IWMI/ CSIR/ MoFAD/ GIMPA/	4 MMDAs & 5 dam sites:  Chereponi Tambou Walewale Nalerigu Limgbinsi
10	Resource Person, Ghana Monitoring, Evaluation & Learning (MEL) Platform	Visited IDAN Company Ltd + Feed the Future International a Strategic Agriculture Partnership initiative funded by USAID for maize, soyabean, groundnut, rice + Drought resistant + Resilient crops eg pineapples and Climate Smart Agriculture practices + Fintech + VSLA + IPM integration of Ostracised (witches) women + Fulbis +youth +women into the agronomy practises. At Nanton District - Visited Nanton Health Centre - Incinerator for waste mgt & disposal + mechanised borehole + toilet facility under the WASH 4 Health project. Visited Nanton Kurugu Community Water System - Pump House+Storage Tank+Metered Public Standard pipe + Household Stand pipe. Sorugu Sanerigu CHPS - Water System + Toilet; Boakurugu - ODF community. RING at Yendi & Mion.	2024	NDPC/  USAID Offices Accra & Tamale	7 of 17 MMDAs, zones of influence  Tamale, Sorugu-Sagnerigu, Boakurugu, Savelugu, Nanton, Kalba, Yendi, Mion
11	Resource Person, Regional Dissemination of District Multi-dimensional Poverty Index Report	The multidimensional poverty index reports are not just numbers and charts; they are a comprehensive representation of the challenges and opportunities within our 261 Metropolitan, Municipal, and District Assemblies (MMDAs). These reports provide a nuanced understanding of poverty, looking beyond income to consider various factors that affect the well-being of our people. This multidimensional approach allows us to identify specific areas that require targeted interventions, thereby enabling us to craft solutions that are both effective and sustainable.	2024	NDPC/ Ghana Statistical Services (GSS)	RCC & MMDAs in Upper East Region /
12	Transitional Coordinator, MiDA Post Power Sector Compact II Activities	National Development Planning Commission (NDPC) signed an agreement with the Millennium Challenge Corporation (MCC) and subsequently submitted a budget to the Office of the President for the post Compact M&E activities based on a Post-Compact M&E Plan that served as a guide for MCC and NDPC, the GoG designated entity. The Post-Compact M&E Plan picked up from where the final version of the Ghana Power Compact M&E Plan left off, with updates to the evaluation plan and new roles and responsibilities for Post-Compact M&E activities. The plan was jointly managed by OoP, NDPC and MCC.	2022-2024	NDPC / Office of the President (OoP)	MCC/ MiDA/ MoF
13	Resource Person, SEA M&E Framework for Mole National Park	'Sustainability' in the context of Ghana's development entails integrating three pivotal strands for incubation to ensure resilience namely: the socio-cultural, economic, and natural resources into policies, plans and programmes. In addition, Ghana has identified institutional development as a fourth strand in recognition of the important role strong and efficient institutions play in the delivery of sustainable development outcomes. These four pillars serve as the anchor for development planning, implementation, monitoring and evaluation at all levels. Ghana has found the Strategic Environmental Assessment (SEA) tools to be an important instrument for mainstreaming sustainability which provides useful insights and lessons for policy coherence and synergies.	2022 to 2023	NDPC/ GWS/ European Union	Conference Hall, Mole National Park Damongo

		The concept SEA has evolved strongly in association with the achievements of sustainability practices with cumulative effects that provide a broader environmental vision, early consideration of environmental issues, and in anticipation of environmental impact. Facilitated a planning workshop for mainstreaming biodiversity practices into District/Municipal Plans for the sustainable management of the Mole National Park.			
14	Resource Person, Resilient Agriculture and Climate Change - (REACH) project	The Resilience Against Climate Change (REACH) Project was implemented in the Joint Programme Area (JPA) of the EU Ghana Agricultural Programme (EU GAP) (In total 14 districts: 11 districts of Upper West, 2 districts in Savannah Region and 1 district in North East Region). It is tasked to build resilience against the effects of climate change in rural communities based on a community action planning approach. The project explores an approach which builds on the participant identification of adaptation measures which are further mapped out in a land use plan. In the process adaptation actions will be Prioritised by communities and would be considered in the Medium Term Development Plans (MTDP) of the responsible Municipal and District Assemblies (MDAs). The approach of the REACH Project builds on the two existing planning systems in Ghana, which are presently being implemented separately. The project seeks to unearth areas of synergies among various regulations, guidelines, and practices to generate a methodology that contributes to those development and spatial planning process of MMDAs to develop Community Action Plans based on community land use maps. The Community Action Plans prepared would contribute to the development planning from the community upwards and can serve as an input to the preparation of MTDPs while the developed Land Use Plans contribute to the spatial planning as an input to the preparation structure and local plans. Those plans, in the remit of regulations from NDPC and LUSPA, shall include measures contributing to climate resilience, sustainability of rural livelihoods and conservation agriculture practices.	2022 - 2023	NDPC/ <i>Deutsche Gesellschaft für International Zusammenarbeit (GIZ) GmbH</i>	Dellagio Hotel, Wa Sigrú
15	Resource Person Keta Lagoon Complex Ramsar Site (KLCRS)	Major livelihood activities found in KLCRS are fishing, farming, and mangrove harvesting as well as salt mining to mention but a few. The biodiversity of KLCRS is, however, undergoing threats from natural and anthropogenic sources including sea erosion and over exploitation of resources. The most effective and sustainable option reducing the rate of biodiversity loss in coastal wetlands such as KLCRS is to mitigate pressures on biodiversity through modification of their underlying socioeconomic drivers. Being a complex system, that provides critical services to a wide range of biological organisms as well as its riparian communities, the Centre for Coastal Management of the University of Cape Coast (UCC) launched a research project to assess the effects of ecosystem-based livelihoods on the complex.  Aside from enhancing the understanding of the interactions between the social and ecological system of KLCRS, the project explored alternative ways for conserving the resources to ensure human welfare. It sought to emphasize the collaborative management of KLCRS through community empowerment by promoting a sense of ownership among riparian communities and their districts and municipalities. The project was also aimed at providing a common platform for all stakeholder groups to proffer solutions to the emerging degradation in KLCRS and promote institutional involvement for knowledge-based management. The project further identified the pressures that result from the livelihood activities as well as the contributory drivers of biodiversity loss and its socio-	2022-2023	NDPC/ AceCor, UCC	Aborigines Hotel, Keta Pempamsie Hotel, Cape Coast

		economic impact on KLCRS. The project also sought to identify concrete opportunities for the operationalisation of its findings through policy reviews as well as liaise with the district/municipal assemblies to review their medium-term plans as well as their by-laws.			
16	Resource Person, Market Oriented Agriculture Project - (MOAP)	<p>MMDAs are planning authorities at the district level as prescribed by Section 82 of Act 936. In relation to planning functions, the MMDAs are required to prepare District Medium-Term Development Plans in a manner prescribed by NDPC. MMDAs are to carry out studies on development planning matters in the district including economic, social, cultural, spatial, environmental, sectoral and human settlement issues and policies, and mobilise human and physical resources for development in the district. MMDAs are also required to monitor and evaluate their districts development plans and report in a prescribed format to the NDPC through the RCCs. Sub-District Structures Sub-District structures are subordinate bodies of MMDAs serving as rallying point of local enthusiasm in support of the development objectives of District Assemblies. The Unit and Area councils are required to prepare Local and Area Plans as input for the preparation of medium-term development plans, mobilise resources for development as well as monitor and evaluate implementation. Area Councils and Unit committees in particular played the role of mobilising the communities for public hearings, education, communal labour for implementation of development plans, raising revenue and ensuring environmental cleanliness, facilitating registration of births and deaths, providing data, monitoring and evaluating community development plans. The Committees are also requested to prepare Community Action Plans to inform the District Medium Term Development Plan (DMTDP). These action plans also form the basis for Area Council Plans and also provide a guide to the lowest level of activities that can be mobilized and implemented at the lowest level. The capacity to undertake the above thoroughly by District Planning and Coordination Units (DPCUs) in particular is limited, due to several factors particularly technical and financial. MOAP NW area of interest is however agriculture and provide support to this process through the department of agriculture. The synchronization of these processes for the development of 2022-2025 MTDP requires technical support from development planning experts who can carefully guide the districts/municipals align all necessary guidelines and ensure participatory development of the new MTDP within the context of Agribiz' strategy. This assignment therefore provided capacity support to key DA staff (Planning and Coordinating Unit – DPCU members, representatives of sub-district structures-area councils and unit committees) and the Departments of Agriculture in the development of the 2022-2025 MTDP for the 14 Agribiz targeted districts. The specific objectives of the assignment include:</p> <ul style="list-style-type: none"> <li>● To review the current MTDP and develop comprehensive structure and framework (guidelines) for the new MTDP of each of the 14 Agribiz targeted Assemblies and their Agricultural Departments based on the new NDPC guidelines for the preparation of the 2022-2025 MTDPs</li> <li>● To Participate in the preparation and validation workshop of the 14 targeted Agribiz Assembly MTDP aimed at facilitating to ensure that inputs (Agribiz “integrated business models that stimulate community and other private investment into infrastructure, production and service provision”) particularly from the sub structures are adequately incorporated</li> </ul>	2021-2022	<p>NDPC/ Professional Alliance for Development Actions (PRADA) Consultancy/ UBIDS/ GiZ</p> <p><b>1. Nadowli Municipality Assembly - Sombo - Kaleo</b></p> <p><b>2. Jirapa Municipal Assembly</b></p> <p><b>3. Sissala East Municipal Assembly, Tumu</b></p>	<p>List of MMDAs in the Upper West Region included:</p> <ol style="list-style-type: none"> <li>1. Wa Municipal</li> <li>2. Wa East Dist</li> <li>3. Wa West Dist</li> <li>4. Sissala West Dist</li> <li>5. Dafiama – Builsa–Issa Dist</li> <li>6. Lawra Munici</li> <li>7. Nandom Municipal</li> <li>8. Lambussie District</li> </ol> <p>List of Districts in the Savannah Region included:</p> <ol style="list-style-type: none"> <li>9. North Gonja</li> <li>10. Sawla Tuna Kalba</li> </ol> <p>List of Districts in the North East Region included:</p> <ol style="list-style-type: none"> <li>11. Mamprugu–Moagduri</li> </ol>



		<ul style="list-style-type: none"> <li>To guide in the facilitation of multi-stakeholders meetings and public hearings across all zonal and area councils and at the district level. Particularly Support each of the 14 Agricultural Department to develop the MTDPs starting from the Area/Zonal council level with incorporation of emerging issues and develop implementation plan. The facilitation shall allow for the participation of Area and Zonal Councils, as well as all key stakeholders in the MTDP consultation process.</li> </ul>			
17	Panel discussant	<b>2022 Strategic Planning Workshop</b>	<b>2022</b>	NDPC/ CARE Ghana	Aqua Safari Resort H <sup>1</sup> , Ada
18	Panel discussant-Forum, GSAM	Ghana Audit Service (GAS) Performance assessment of selected agricultural, education, health and governance infrastructure of 60 MMDAs in Ghana under the Ghana Social Accountability Mechanism (GSAM) project.	<b>2022</b>	NDPC/ CARE Ghana/ USAID	Alisa Hotel, Accra
19	Resource Person, Biosphere Reserve & Ecosystem Services	Biosphere Reserves include terrestrial, marine and coastal ecosystems which are places that provide local solutions to global challenges. Ghana has three biosphere reserves: Bia Biosphere Reserve, Songor Ramsar Site and Biosphere Reserve, and the Lake Bosomtwe Biosphere Reserve. Facilitated the mainstreaming of MAN & Biosphere Reserve Concept and Ecosystems into the Medium-term plans of 11 District Assemblies including Ada East and West, Abuakwa South, Atiwa, Bia and Bosomtwe. Also co-authored the preparation of a handbook for mainstreaming ecological reserves meant for learning into national development planning has been launch with a call on all stakeholders to work towards addressing ecosystem management challenges. Known as Biosphere Reserves, they are sites for testing interdisciplinary approaches to understanding and managing changes and interactions between social and ecological systems. The handbook was developed and published by the Ghana Man and the Biosphere (MAB) National Committee as part of efforts to ensure mainstreaming of the biosphere reserve concept into development planning as a basis for sustainable financing of biosphere reserve activities.	<b>2018 - 2022</b>	NDPC/ EPA/ UNESCO	EPA Training Centre, Amasaman Ada Sege
20	Discussant, Post-Budget Workshops	A resource person for Parliament of Ghana for the Post-Budget workshops discussions for 2019; 2020; & 2021 under the theme: <i>'Review of Sector Budgets - What to consider'</i> .	<b>2018-2021</b>	NDPC/ MoF Parliament of Ghana	43 MDAs/ 261 MMDAs
21	Resource person, Support for Decentralisat' Reforms prog'	Up-Scaling M&E skills training programme for staff of Planning, Statistical Service and Social Welfare Depts. of MMDAs to mainstream SDGs into District Medium-Term Development Plans (DMTDPs) in all 16 Regions under the GiZ's Support for Decentralisat' Reforms (SfDR) program.	<b>2018-2019</b>	NDPC/GiZ	261 MMDAs
22	Student	<b>Doctor of Philosophy (Ph.D) Environmental Science</b> Focusing on environmental sustainability highlighting initiatives on projects focused on environmental conservation, sustainable practices, green technologies that intended to contribute to a greener future. <b>Thesis topic:</b> <i>"A critique of a legislative instrument-National Development Planning System Regulations. Are they the panacea for the enforcement of compliance and consolidation of decentralised planning in Ghana?"</i>	<b>2014 - 2018</b>	School of Science and Engineering  Student Mundi Magazine	Atlantic International University, Hawaii, Honolulu, U.S.A
23		<b>Barrister of Law (BL)</b> Civil / Criminal procedures in environmental litigation. Court connected ADR in environmental disputes Land disputes resolution & property settlements procedures	<b>2012-2021</b>	Ghana School of Law	GIMPA Achimota Greenhill / Main campuses
24		<b>Bachelor of Laws (LLB)</b> - Natural Resources Law - Environmental Law - Gender Development & the Law - International Trade & Investment Law	<b>2009 - 2013</b>	University of Ghana School of Law, Legon	Mensah Sarbah Hall

25	Resource Person, Microcredit for agricultural production	Supported the organization to negotiate and collaborate with Social Investment Fund (SIF) in the provision of micro-credit programmes including the design and planning financial & non-financial training programmes for self-propelling women learner groups. Finally, assisted to draft budgets, managing portfolio, analyzing funds.	2006 - 2014	Kraban Support Foundation (FNGO) / Social Investment Fund (SIF)- ARB Apex Bank	Shai Osudoku/ Yilo & Many Krobo Districts
26	Resource person, 1st & 3rd Microfinance Forums organized by the Faculty of Social Sciences, UCC	Presented papers at a series of Microfinance Forums <b><i>“Comparative Linkage Approaches of 2 Financial NGOs in Ghana: Freedom from Hunger &amp; Kraban Support Foundation-Practices and Way forward for Capacity Building”</i></b> and <b><i>2. Microfinance Product Development in Ghana. The innovative and unique dimensions of Kraban Support Foundation’s micro-loan products</i></b>	2006 - 2008	University of Cape Coast (UCC)/ Kraban Support Foundation (FNGO) / Min. of Finance/ Bank of Ghana	Sasakawa Centre, UCC  Elmina Beach Hotel
27	Resource person, Poverty Measurement & Monitoring (PMM)	PMM was a sub-component activity under the Community Poverty Reduction Project (CPRP). The objective was to coordinate, track, collect, collate & analyse data from education, health and agriculture sectors. The project outcomes were disseminated at selected communities within the pilot districts namely Komenda- Edina-Eguafo-Abirem (KEEA); Asunafo; and Bawku District Assemblies under the Loan for Innovation & Learning (LIL) project funded by the World Bank. The project outcomes & techniques for data collection were mainstreamed into NDPC’s National M&E Manual in 2013 & 2016(revsd).	2005- 2006	NDPC  World Bank	3 MMDAs -KEEA/ -Asunafo/ - Bawku MoFA-SRID GHS GES
28	Resource Person, Strategic Environmental Assessment (SEA)	The SEA was conducted in conformity with NDPC Guidelines for the preparation of Sector & District Medium-Term Development Plans, and key legislations which gave effect to the decentralized planning system in Ghana at all levels of governance. The Guidelines issued by NDPC was supported by the Environmental Assessment Regulations, 1999 (L.I.1652) of EPA.	2003 - 2005	NDPC/ Environmental Protection Agency (EPA) The Royal Netherlands Embassy	10 Regions All MDAs MMDAs in Ghana
29	Resource person, 30th Forum International Conference on Social Welfare	Presented a paper on the topic : <b><i>“Policy Direction for Improving Micro financing in Ghana - Suggestions from a Development Practitioner's Perspective”</i></b> . at the 30th International Conference on Social Welfare organized by the Netherlands Institute for Care and Welfare (NICZW) ( <a href="http://www.microfinance.gateway.org">www.microfinance.gateway.org</a> )	2002	NICZW/ Ghana Association of Private Voluntary Organisations in Development (GAPVOD)	De Doelen Conference Centre Rotterdam, The Netherlands.
30	Resource Person, Capacity Building for Biodiversity Utilisation & Development (CBUD)	CBUD was a project involving the management of protected areas and for conflict resolution under the Centre for Sustainable Agriculture and Permaculture Studies (CSAAPS), KNUST. The project was a hands-on-practical training to learn to keep and manage bee farms and process honey and gain business and entrepreneurial skills to run a successful Bee Keeping and Honey Processing as a business venture. I was engaged on the CBUD project as a trainer in the protected area management.	2000	Dept. of Natural Resources Mgt., Kwame Nkrumah University of Science and Technology. (KNUST)	East Akim Municipal Assembly
31	Resource Person, Environmental Education programme	Promoted the objectives of Kraban Support Foundation. Sorted out proposals for environmental sanitation projects and identified marginalised groups involved in income-generating activities for funding. Prepared documentation required for the approval of loans. Monitored and provided technical support for projects under <b>TEACH</b> method.	1998- 2002	Kraban Support Foundation (FNGO)/ German Development Services (DED)	Christian Village/ Kissieman
32	Student	<b>Postgraduate Diploma, Public Administration</b> - Economic Development Planning - Project Planning & Human Resource Mgt. - Budget, Public Financial Mgt. & Statistics - Public Administration /Policy Making & Analysis  <b>Research topic:</b> <b><i>“An evaluation of the impact of Kraban Support Foundation’s Microcredit Programme - “TEACH” on Small Scale Women Entrepreneurs in the Okaikoi North sub-metro of Accra Metropolitan Assembly in the Greater Accra Region”</i></b>	1998- 2000	School of Public Services & Governance (SPSG)  A. L. Adu Oval	Ghana Institute of Management & Public Admin. (GIMPA)  UN Hall of Residence

33	Student	<b>Master of Arts, Adult Education</b> - Programme Planning and Evaluation - Contemporary Global issues - Human resource management & development - Techniques for pedagogic research <b>Thesis topic:</b> <i>'A Study of Lower Pra Rural Bank's Poverty Reduction and Non-Formal Education Programme: "Credit with Education"</i>	1997-2000	School of Continuing Education. & Distance Learning (SCEDL)	University of Ghana, Legon  Mensah Sarbah Hall
34	Resource Person, Ecumenical Church Loan Fund- ECLOF	Provided capacity building services for project analysis for member institutions within the ecumenical body. Had oversight responsibility for ensuring optimum use of inputs by beneficiaries. Facilitated funds management; conducted periodic market assessment surveys for the Board.	1997	Christian Council of Ghana	Nationwide
35	Project Coordinator, Credit with Education (CwE)	Designed educational materials and trained project staff in the use at sessions in health and nutrition, family planning and micro-enterprise development lessons for women project beneficiaries. The project staff facilitated the lessons during weekly meetings as they disbursed credit.	1995 - 1997	Lower Pra Rural Bank/ Freedom From Hunger Ghana/ Trasher Fund	Shama District
36	Resource Person, Natural Resource Management & Sustainable Agricultural Project (NARMSAP)	Engaged as a protected area management and conflict resolution expert under the farmer-centered research extension program formulated with indigenous technologies and practices to conserve natural resources while improving livelihoods of beneficiary communities with suggestions from farmer workshops. There were two protected areas within the Greater Afram Plains [(GAP) - <i>Digya National Park and Kogyae Strict Nature Reserve</i> ].	1994	World Vision Ghana	Greater Afram Plains - Oku Junction Sekyere West Dist. Assembly/ Ejura - Sekyedumase District Assembly
37	Assistant Examiner	Marked scripts of GCE Ordinary level candidates for Social Studies including Geography, Economics & History.	1992-1997	West Africa Examinations Council (WAEC)	Regional Conf. Marking Kumasi & Takoradi C'trs
38	Project Field Assistant, Smallholder Credit, Input Supply & Marketing Project (SCIMP)	Played the role of a Project Field Assistant assigned to 2 Districts namely: Sekyere West and Ejura-Sekyedumase. My duties included educating Village Group Promoters (VGPs) on project objectives and scope and the operational procedures to Smallholder Farmers for the formation of groups to access credit from Agricultural Development Bank (ADB) and other Rural Banks. The International Fund for Agricultural & Development (IFAD) financed SCIMP.	1992 - 1995	Women's World Banking Ghana (WWBG)/ MoFA/  IFAD	Ejura-Sekyedumase Mampong Nsuta-Kwamang
39	Cluster Developer, Post-University National Service	Supervised 2 projects in the Anum Apapam Cluster under the Community Improvement Unit (CIU) National Service Secretariat, Suhum-Krabo-Coaltar District. The projects were Public Catering Improvement Project (PCIP) for monitoring child growth and Basic Hygiene Education & Micro-nutrient (BEAM) Promotion project for educating lactating mothers to use protein supplements in their diets.	1991 - 1992	National Service Scheme /  UNICEF	CIU Anum-Apapam Cluster Suhum Krabo Coaltar District Assembly
40	Student, Development Administration in Ghana	<b>Bachelor of Arts</b> - Political Science/ Sociology - <b>Geography/ Psychology</b> <b>Dissertation topic:</b> <i>"State Divestiture &amp; State Enterprises in Ghana - A Case Study of Tema Shipyard &amp; Drydock Corporation"</i>	1988 - 1991	Dept. of Political Science  University of Ghana, Legon	Mensah Sarbah Hall, Annex A&B Rm AA 215/ Rm AB 103
41	Script Checker	Vetted, collated, re-tallied & validated scores of exams scripts of GCE 'O' and 'A' Level students.	1988-1989	WAEC	Headquarters, Accra
42	Research Interviewer, Data Collection Department	Supervised a team of research interviewers to conduct behavioral studies into attitudes of consumers' towards the use of detergents, alcoholic beverages, cigarettes, ETC.	1986 1988	Research & Marketing Services Ltd.	Unilever Ghana Ltd/ Pioneer Tobacco Co. Ltd/ Kumasi Breweries Ltd.
43	Head, Social Studies Dept/ Teacher	<b>GCE Ordinary level - Geography, Economics, History</b> Geography Teachers Association of Ghana, Eastern Regional Branch, Member.	1984 1986	H'Mount Sinai Senior Sec Sch., Akropong -Akup'	Ghana Education Service (GES)
44	Teacher - Pre-University National Service	<b>Primary Class 6</b>	1982-1984	La Wireless '1' & '6' Primary School Kpeshie Subdist.	GES/ National Service Scheme (NSS) AMA, GAR

45	Student, Secondary Education	<b>Advanced Level - Folio: 4091</b> Geography/Economics/Business Mgt./General Paper	<b>1980- 1982</b>	Navrongo Secondary School Navrongo	Aggrey House/ GES
46		<b>Ordinary level</b> Geography/Economics/Commerce/English/Mathematics	<b>1975- 1980</b>	St. Martin's Sec. School, Adoagyiri- Nsawam	Dompreh House/ GES
47	Pupil Middle Sch. Education	<b>Common Entrance - Forms 1 &amp; 2</b>	<b>1973- 1975</b>	Presbyterian Boys' Boarding School (Salem) Akropong-Akup'	GES/ WAEC
48	Pupil Primary Sch. Education	<b>Early Childhood / Basic Education</b>	<b>1968- 1973</b>	Presbyterian Primary School, Larteh-Akuapem	GES
49	Date/Place of Birth	<b>Friday, 16<sup>th</sup> October, 1964</b>	<b>1964</b>	Uncle's Res. Larteh-Akuapem	Zongo, Larteh-Akuapem

# JONES ADZROE

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## PROFILE

Dynamic professional with 15+ years of strategic leadership, organizational planning, and change management expert. Proficient at data analysis, fostering collaboration, and driving innovation. Skilled in using analytical tools for informed decision-making, prudence, and operational efficiency. Strong communicator, able to articulate complex ideas to diverse audiences. Committed to excellence and continuous improvement.

## HIGHLIGHT OF EXPERIENCES

- Leadership skills
- Strong Facilitation & Presentation Skills
- Change Management Skills
- Strategic Thinking & Analytic skills
- Project Management skills
- Communication skills
- Business Process Improvement & Performance Evaluation

## EDUCATIONAL QUALIFICATION

Master of Arts, Educational Research, Leadership  
University of Calgary, Alberta, Canada

**August 2021 to December 2023**

Bachelor of Arts, Management and Psychology  
University of Ghana, Accra, Ghana

**August 2008 to July 2012**

## WORK EXPERIENCE

### Technical Analyst (Full-Time)

**October 2023 to Date**

Atlantic Management Consult (AMC) Ltd., Calgary, Canada

- Collected, cleaned, and transformed data from clients for timely and reliable financial decision-making by management.
- Analyzed financial statements, trends, and performance indicators to provide insight for credit decisions and debt structuring.
- Developed and maintained databases, data models, and reporting systems to support data analysis and reporting.
- Collected and kept client accounting and tax ledgers for annual filing by partner entities.
- Conducted monthly client account monitoring and reporting for initial 6 month after funding.

### Teaching/Research Assistant

**September 2021 to September 2023**

Werklund School of Education, University of Calgary, Canada.

- Conducted data analysis tasks, utilizing appropriate statistical tools.
- Contributed to academic journal articles, including conducting literature reviews, data collection and analysis.
- Collaborated with team members to gather and analyze data, and effectively communicated recommendations and insights to inform decision-making at the executive level.

### Operations Manager (Full-Time)

**September 2016 to August 2021**

Kraban Support Foundation, Financial Non-Governmental Organization (NGO), Accra, Ghana

- Work collaboratively with a program team and leaders in other departments.
- Implemented weekly staff briefings to address welfare issues and fostering an enabling and supportive office environment for all employees.
- Contributed to the development of a continuous upgrading of project management systems.

- Led a team in the preparation of a comprehensive 3-year strategic plan for the organization in 2015, which was later reviewed and updated in 2019 to align with evolving goals and priorities.
- Developed and implemented effective policies and procedures to ensure compliance with regulatory requirements and industry standards.

**Change Management Strategist (Full-Time)**

**September 2014 to August 2016**

Ghana Education Service, Tease Afram Plains South, Ghana

- Collected and conducted a comprehensive analysis of data for district-wide decision-making.
- Promoted the development of change management strategies, including the design and development of project communications plan.
- Designed and developed the Education Management Information Systems (EMIS) unit for the district.
- Directed and managed the design and implementation of policies and procedures.
- Led and supervised the development of a 3-year Strategic Plan for the district.

**Programs Coordinator (Full-Time)**

**November 2002 to July 2008**

Kraban Support Foundation, Financial Non-Governmental Organization (NGO), Somanya, Ghana

- Provided comprehensive training for field staff to deliver weekly financial literacy education and training.
- Administered microlending support through the disbursement of funds and monitoring repayment activities.
- Addressed financial literacy challenges by offering tailored solutions and targeted training programs.
- Collaborated in the development of a communication manual for prudent management of small and medium scale enterprises (SMEs).

**ON-THE-JOB TRAINING (Human Resource, University of Calgary, Canada)**

- Industrial Ergonomics Training July 2023
- Harassment and Violence Awareness Training October 2022
- Workplace Hazardous Materials Information System (WHMIS) 2015 October 2022
- Occupational Health and Safety Orientation Online October 2022
- Hazard Assessment Training October 2022

**ADDITIONAL TRAINING (Certificated)**

- Responsible Leadership on Transparency and Good Governance, Young African Leaders Initiative (YALI) Network, USA. January 2020
- Development Evaluation Training Program in Africa (DETPA), University of Witwatersrand (CLEAR – AA, Winter School), Johannesburg, South Africa. August 2017
- Basics of Health Economics (Cohort 1) FY15, World Bank Group. October 2014

**COMPUTER SKILLS:**

- Microsoft Office suite (MS Word, MS Excel, MS PowerPoint, Access, and Outlook), MySQL, SPSS, Power BI, Qualtrics, and Social Media tools (Zoom, Slack, LinkedIn, Facebook, Twitter, Google Meet, and Loom).

**INTERESTS/HOBBIES**

- **Mentoring:** Passionate about supporting and guiding others in their personal and professional development.
- **Volunteering:** Participating in volunteer activities through community service provision, empathy, and a desire to make a positive impact.
- **Sports fanatic:** Partaking in sports activities as my commitment to a healthy lifestyle, discipline, and teamwork.
- **Music Enthusiast:** Serves as a control mechanism and demonstrates my creativity, attention to detail, and ability to appreciate and connect with different forms of art and cultural expressions.

**REFERENCES:**

- Based on request.

**Dr. Opare-Djan, Nana - Personal Profile/Education/Work Experience /Areas of Specialization (1964 to 2024)**

Sr. #	Role	Activity Overview	Time Period	Lead Institution & Partners	Support Institutions
1	Guest Lecturer, Short-term training programmes	Facilitated 2 capacity dev't sessions for senior civil/public servants to appreciate the <i>Economic Development and Planning Processes of Ghana</i> to enhance their knowledge and skills in public service admin. & mgt. in Ghana.	2024	School of Public Service & Governance (SPSG), GIMPA	Civil & Public Services
		Facilitated a session for Bishops & Diocesan staff invited from 18 Catholic Dioceses across the regions of Ghana. The objective was to train the Bishops & Diocesan staff to appreciate the "... <i>Current Development Landscape of Ghana : Opportunities, Challenges and Strategic Priorities for National Development</i> "	2024	CARITAS Ghana / GNAT Hostel, Accra	Ghana Catholic Bishops Conference
		Facilitated a session on sustainability in global healthcare : <i>Role of National Development Plans in emergency health crisis responses</i> for seminary students invited across the globe. The topic was etched from the Universal Health and Welfare coverage theme (SDG3.8): towards post COVID-19 Responses; Challenges, Key strategies; and Role of Health and Religious Institutions within Global contexts.	2024	Wisconsin University College/ E,P.University College & Seminary in Ghana	Institute for Science & Diaconic Management (ICDM) Univ. of Bielefeld, Germany
		Facilitated a session in Accounting skills for Parliamentary Service staff of Ghana who are non-Accountants; and a session in M&E skills for staff of M&E Department of the Ho Teaching Hospital. The training was initiated by the Organisation Development (OD) Institute, a tertiary institution accredited by the National Accreditation Board (NAB) affiliated to the University of Cape Coast (UCC).	2022-2024	OD Institute, Kwabenya, Accra/ University of Lobborough, Uk	Parliamentary Training Institute (PTI) / Ho Teaching Hospital
		Facilitated a session for 30 young emerging evaluators under the Youth in Impact Assessment (YIA) programme of Ghana Monitoring & Evaluation (GMEF) to learn evaluation techniques at the Centre for Sustainable Agriculture and Land Management, Siedong Dombo (SD) Univ. of Business and Integrated Dev't Studies (UBIDS).	2023	SD UBIDS Wa, UWR/ GMEF	Participatory Development Associates
2	Panel discussant- Fireside Chat event on the Accra Power Quality and Reliability Dataset Release	The GridWatch Accra Dataset's consists of high-resolution endpoint voltage and frequency measurements collected by nLine over five years in Accra, Ghana. The data-set provides a unique opportunity to analyze the impact of these infrastructure investments on power reliability and quality at an unprecedented scale and resolution. Additionally, the data-set reveals unprecedented insights into power reliability and quality in a major urban center during a period of significant infrastructure investment. It can help inform policy decisions, evaluate infrastructure investments, and contribute to filling critical gaps in information for researchers, economists, data scientists, and other stakeholders working to improve grid reliability and performance in similar contexts. This data was collected as part of the University of California, Berkeley and Mathematica Policy Research independent evaluations of the Millennium Challenge Corporation Ghana Power Compact. The project aimed to increase electricity access and reliability through targeted investments in low-voltage line bifurcation, adding new transformers to low-voltage grid network and splitting existing low-voltage lines.	2024	National Development Planning Commission (NDPC)  nLine Ghana nLine Inc. Global  University of California, Berkeley and Mathematica Policy Research independent evaluations of the Millennium Challenge Corporation Ghana Power Compact	nLine's GridWatch Accra Dataset Release Event  Marriott Hotel, Accra
3	Panel discussant - 7 <sup>TH</sup> Edition: Evidence to Action (E2A) - "Resilience and Climate change adaptation"	The 7th Evidence to Action (E2A) Conference 2024 provided a platform for discussing innovative research and evidence on climate change and its impact on Sub-Saharan Africa. The conference focused on identifying practical solutions and strategies to address the challenges posed by environmental degradation in the Africa region by bringing together experts, policymakers, and stakeholders. Reviewed abstracts, thematic papers, and proposals on climate change and adaptation for discussions at technical sessions. The conference fostered collaboration towards a sustainable resilient future for Sub-Saharan Africa.	2024	NDPC/ International Center for Evaluation Development (ICED)/ GMEF	Institute of Social, Statistical & Economic Research (ISSER), University of Ghana, Legon

4	Panel discussant - addressing the role of the media & political parties in developing political manifestos	The panel discussion addressed the role of evidence in developing political manifestos, challenges like data access and finding the right expertise and resources. It highlighted cultural and ideological barriers, the need to balance political values, and ensuring evidence quality and impartiality. The panel further emphasised systematic evidence use, actionable steps for establishing research units/think tanks within parties and recommendations for continued dialogue and to deepen collaboration beyond the capacity building workshop.	2024	Ghana Institute of Management & Public Administration (GIMPA)/ Development Impact West Africa (DIWA)	GIMPA Executive Conference Centre (GECC)
5	Resource Person, Agriculture Credit Program(ACP)	Facilitated Agricultural Value Chain activities from <i>farm to fork</i> i.e. ( <i>production, storage, marketing, processing, transportation, and exports</i> ) in Akpamu and Ahinkwa communities in the Yilo Krobo District under the ACP.	2010 - 2025	Kraban Support Foundation (FNGO)/ MiDA/MoF	Akpamu Ahinkwa
6	Resource person, EPPC Business Development program	Training in reusable packaging in Ghana under the End Plastic Pollution Consortium (EPPC) on reuse systems, circular economy, legislation & how to make reuse work to cut plastic waste through up-and-midstream solutions like switching from single-use packaging to reusable alternatives for solutions along the plastic waste value chain i.e. to <i>refuse, reuse, recycle, repurpose &amp; repackage</i> .	2024-2025	Mckingtorch Africa/Kraban Supp' Found'/ Okatabanman Community Information Centre	DANIDA Alumni Network  MSMEs in Africa & Latin America
7	Resource Person/ Panel discussant, Ghana CARES - Evaluability Assessment (Diagnostic assessment of participating Institutions)	The evaluability assessment was carried out as part of the Global Evaluation Initiative (GEI) and Organisation for Economic Co-operation and Development's - Development Assistance Committee (OECD-DAC)'s series of country-led evaluations in (Ghana Burkina Faso, and Malawi ) to: i) generate evaluative evidence on the performance and results of national policy responses in the context of COVID-19; ii) to provide valuable lessons for future global crises around the implementation of complex, multi-sectoral policy responses; and iii) to improve collaboration among financing and implementing partners to support collective learning and optimise the use of evaluative evidence.	2022-2023	NDPC / Global Evaluation Initiative (GEI)	ILO, ITC, Turin, Italy, Accra-Ghana
8	Member, Health & Health related SDGs Think Thank Group	While SDG 3 explicitly centres on health, the interconnected nature of sustainable development mandates a holistic perspective. SDG 1 serves as the foundational pillar for sustainable development, aiming to eradicate poverty in all its forms and also addresses access to basic services, including healthcare, for those in poverty, recognizing the inextricable link between financial well-being and health outcomes. SDG 2 propels the vision of a world where hunger is eradicated, and all individuals have access to sufficient, safe, and nutritious food. SDG 6, Clean Water and Sanitation, indirectly contribute to health by addressing fundamental determinants of well-being. To advance healthy lives for all people, it is imperative to recognize the synergies between them. The aforementioned reasons have led to the establishment of the Health and Health related SDGs (HHSDGs) Think Tank in Ghana. The HHSDGs in Ghana comprise a national-level multi-disciplinary, autonomous, independent and inclusive Think Tank to facilitate, promote and create the momentum needed to build effective multi-sectoral strategies to address the challenges hindering progress to achieving the HHSDGs in Ghana.  The Think Tank is expected to help develop evidence, contribute to public discussions and foster new strategies and actions to accelerate progress. It will explore what is feasible and achievable within the Ghanaian context. The idea for the formation of the Group was to use outputs from these activities to create awareness and drive government's momentum to act to promote actions and strategies required to achieve the set targets.	2023-2025	NDPC/ Consultancy Unit UCC	Membership from other CSOs



9	Resource Person, CGIAR Initiative on Aquatic Foods	The initiative piloted fish cage farming in four small dams in the North-East Region, where community youth groups received training and funding support to start their own fish businesses. The pilot sites were Langbinsi, Nalerigu, Nasoni, and Tombu in the East Mamprusi and Chereponi districts. The youth groups are expected to use the profits from the first cycle of fish production to invest in the next cycles, creating a sustainable and scalable model. The four communities stocked small local reservoirs with 48,000 fingerlings of the Akosombo strain of Nile tilapia, as part of a pilot project involving the country's Fisheries Commission, CSIR-Water Research Institute and the Aquatic Foods Initiative of CGIAR. The Tilapia fingerlings were sourced from the CSIR, Water Research Institute in Tamale. The work supports Ghana's Aquaculture Development Plan emphasising the aquaculture value chain from <i>pond to plate</i> which aims to increase prodn. of farmed fish from 90,000 tonnes to 210,000 tonnes by 2027.	2022 to 2025	NDPC/ IWMI/ CSIR/ MoFAD/ GIMPA/	4 MMDAs & 5 dam sites:  Chereponi Tambou Walewale Nalerigu Limgbinsi
10	Resource Person, Ghana Monitoring, Evaluation & Learning (MEL) Platform	Visited IDAN Company Ltd + Feed the Future International a Strategic Agriculture Partnership initiative funded by USAID for maize, soyabean, groundnut, rice + Drought resistant + Resilient crops eg pineapples and Climate Smart Agriculture practices + Fintech + VSLA + IPM integration of Ostracised (witches) women + Fulbis +youth +women into the agronomy practises. At Nanton District - Visited Nanton Health Centre - Incinerator for waste mgt & disposal + mechanised borehole + toilet facility under the WASH 4 Health project. Visited Nanton Kurugu Community Water System - Pump House+Storage Tank+Metered Public Standard pipe + Household Stand pipe. Sorugu Sanerigu CHPS - Water System + Toilet; Boakurugu - ODF community. RING at Yendi & Mion.	2024	NDPC/  USAID Offices Accra & Tamale	7 of 17 MMDAs, zones of influence  Tamale, Sorugu- Sagnerigu, Boakurugu, Savelugu, Nanton, Kalba, Yendi, Mion
11	Resource Person, Regional Dissemination of District Multi-dimensional Poverty Index Report	The multidimensional poverty index reports are not just numbers and charts; they are a comprehensive representation of the challenges and opportunities within our 261 Metropolitan, Municipal, and District Assemblies (MMDAs). These reports provide a nuanced understanding of poverty, looking beyond income to consider various factors that affect the well-being of our people. This multidimensional approach allows us to identify specific areas that require targeted interventions, thereby enabling us to craft solutions that are both effective and sustainable.	2024	NDPC/ Ghana Statistical Services (GSS)	RCC & MMDAs in Upper East Region /
12	Transitional Coordinator, MiDA Post Power Sector Compact II Activities	National Development Planning Commission (NDPC) signed an agreement with the Millennium Challenge Corporation (MCC) and subsequently submitted a budget to the Office of the President for the post Compact M&E activities based on a Post-Compact M&E Plan that served as a guide for MCC and NDPC, the GoG designated entity. The Post-Compact M&E Plan picked up from where the final version of the Ghana Power Compact M&E Plan left off, with updates to the evaluation plan and new roles and responsibilities for Post-Compact M&E activities. The plan was jointly managed by OoP, NDPC and MCC.	2022- 2024	NDPC / Office of the President (OoP)	MCC/ MiDA/ MoF
13	Resource Person, SEA M&E Framework for Mole National Park	'Sustainability' in the context of Ghana's development entails integrating three pivotal strands for incubation to ensure resilience namely: the socio-cultural, economic, and natural resources into policies, plans and programmes. In addition, Ghana has identified institutional development as a fourth strand in recognition of the important role strong and efficient institutions play in the delivery of sustainable development outcomes. These four pillars serve as the anchor for development planning, implementation, monitoring and evaluation at all levels. Ghana has found the Strategic Environmental Assessment (SEA) tools to be an important instrument for mainstreaming sustainability which provides useful insights and lessons for policy coherence and synergies.	2022 to 2023	NDPC/ GWS/ European Union	Conference Hall, Mole National Park Damongo

		The concept SEA has evolved strongly in association with the achievements of sustainability practices with cumulative effects that provide a broader environmental vision, early consideration of environmental issues, and in anticipation of environmental impact. Facilitated a planning workshop for mainstreaming biodiversity practices into District/Municipal Plans for the sustainable management of the Mole National Park.			
14	Resource Person, Resilient Agriculture and Climate Change - (REACH) project	The Resilience Against Climate Change (REACH) Project was implemented in the Joint Programme Area (JPA) of the EU Ghana Agricultural Programme (EU GAP) (In total 14 districts: 11 districts of Upper West, 2 districts in Savannah Region and 1 district in North East Region). It is tasked to build resilience against the effects of climate change in rural communities based on a community action planning approach. The project explores an approach which builds on the participant identification of adaptation measures which are further mapped out in a land use plan. In the process adaptation actions will be Prioritised by communities and would be considered in the Medium Term Development Plans (MTDP) of the responsible Municipal and District Assemblies (MDAs). The approach of the REACH Project builds on the two existing planning systems in Ghana, which are presently being implemented separately. The project seeks to unearth areas of synergies among various regulations, guidelines, and practices to generate a methodology that contributes to those development and spatial planning process of MMDAs to develop Community Action Plans based on community land use maps. The Community Action Plans prepared would contribute to the development planning from the community upwards and can serve as an input to the preparation of MTDPs while the developed Land Use Plans contribute to the spatial planning as an input to the preparation structure and local plans. Those plans, in the remit of regulations from NDPC and LUSPA, shall include measures contributing to climate resilience, sustainability of rural livelihoods and conservation agriculture practices.	2022 - 2023	NDPC/ <i>Deutsche Gesellschaft für International Zusammenarbeit (GIZ) GmbH</i>	Dellagio Hotel, Wa Sigrú
15	Resource Person Keta Lagoon Complex Ramsar Site (KLCRS)	Major livelihood activities found in KLCRS are fishing, farming, and mangrove harvesting as well as salt mining to mention but a few. The biodiversity of KLCRS is, however, undergoing threats from natural and anthropogenic sources including sea erosion and over exploitation of resources. The most effective and sustainable option reducing the rate of biodiversity loss in coastal wetlands such as KLCRS is to mitigate pressures on biodiversity through modification of their underlying socioeconomic drivers. Being a complex system, that provides critical services to a wide range of biological organisms as well as its riparian communities, the Centre for Coastal Management of the University of Cape Coast (UCC) launched a research project to assess the effects of ecosystem-based livelihoods on the complex.  Aside from enhancing the understanding of the interactions between the social and ecological system of KLCRS, the project explored alternative ways for conserving the resources to ensure human welfare. It sought to emphasize the collaborative management of KLCRS through community empowerment by promoting a sense of ownership among riparian communities and their districts and municipalities. The project was also aimed at providing a common platform for all stakeholder groups to proffer solutions to the emerging degradation in KLCRS and promote institutional involvement for knowledge-based management. The project further identified the pressures that result from the livelihood activities as well as the contributory drivers of biodiversity loss and its socio-	2022-2023	NDPC/ AceCor, UCC	Aborigines Hotel, Keta Pempamsie Hotel, Cape Coast

		economic impact on KLCRS. The project also sought to identify concrete opportunities for the operationalisation of its findings through policy reviews as well as liaise with the district/municipal assemblies to review their medium-term plans as well as their by-laws.			
16	Resource Person, Market Oriented Agriculture Project - (MOAP)	<p>MMDAs are planning authorities at the district level as prescribed by Section 82 of Act 936. In relation to planning functions, the MMDAs are required to prepare District Medium-Term Development Plans in a manner prescribed by NDPC. MMDAs are to carry out studies on development planning matters in the district including economic, social, cultural, spatial, environmental, sectoral and human settlement issues and policies, and mobilise human and physical resources for development in the district. MMDAs are also required to monitor and evaluate their districts development plans and report in a prescribed format to the NDPC through the RCCs. Sub-District Structures Sub-District structures are subordinate bodies of MMDAs serving as rallying point of local enthusiasm in support of the development objectives of District Assemblies. The Unit and Area councils are required to prepare Local and Area Plans as input for the preparation of medium-term development plans, mobilise resources for development as well as monitor and evaluate implementation. Area Councils and Unit committees in particular played the role of mobilising the communities for public hearings, education, communal labour for implementation of development plans, raising revenue and ensuring environmental cleanliness, facilitating registration of births and deaths, providing data, monitoring and evaluating community development plans. The Committees are also requested to prepare Community Action Plans to inform the District Medium Term Development Plan (DMTDP). These action plans also form the basis for Area Council Plans and also provide a guide to the lowest level of activities that can be mobilized and implemented at the lowest level. The capacity to undertake the above thoroughly by District Planning and Coordination Units (DPCUs) in particular is limited, due to several factors particularly technical and financial. MOAP NW area of interest is however agriculture and provide support to this process through the department of agriculture. The synchronization of these processes for the development of 2022-2025 MTDP requires technical support from development planning experts who can carefully guide the districts/municipals align all necessary guidelines and ensure participatory development of the new MTDP within the context of Agribiz' strategy. This assignment therefore provided capacity support to key DA staff (Planning and Coordinating Unit – DPCU members, representatives of sub-district structures-area councils and unit committees) and the Departments of Agriculture in the development of the 2022-2025 MTDP for the 14 Agribiz targeted districts. The specific objectives of the assignment include:</p> <ul style="list-style-type: none"> <li>● To review the current MTDP and develop comprehensive structure and framework (guidelines) for the new MTDP of each of the 14 Agribiz targeted Assemblies and their Agricultural Departments based on the new NDPC guidelines for the preparation of the 2022-2025 MTDPs</li> <li>● To Participate in the preparation and validation workshop of the 14 targeted Agribiz Assembly MTDP aimed at facilitating to ensure that inputs (Agribiz “integrated business models that stimulate community and other private investment into infrastructure, production and service provision”) particularly from the sub structures are adequately incorporated</li> </ul>	2021-2022	<p>NDPC/ Professional Alliance for Development Actions (PRADA) Consultancy/ UBIDS/ GiZ</p> <p><b>1. Nadowli Municipality Assembly - Sombo - Kaleo</b></p> <p><b>2. Jirapa Municipal Assembly</b></p> <p><b>3. Sissala East Municipal Assembly, Tumu</b></p>	<p>List of MMDAs in the Upper West Region included:</p> <ol style="list-style-type: none"> <li>1. Wa Municipal</li> <li>2. Wa East Dist</li> <li>3. Wa West Dist</li> <li>4. Sissala West Dist</li> <li>5. Dafiama – Builsa–Issa Dist</li> <li>6. Lawra Munici</li> <li>7. Nandom Municipal</li> <li>8. Lambussie District</li> </ol> <p>List of Districts in the Savannah Region included:</p> <ol style="list-style-type: none"> <li>9. North Gonja</li> <li>10. Sawla Tuna Kalba</li> </ol> <p>List of Districts in the North East Region included:</p> <ol style="list-style-type: none"> <li>11. Mamprugu–Moagduri</li> </ol>

		<ul style="list-style-type: none"> <li>To guide in the facilitation of multi-stakeholders meetings and public hearings across all zonal and area councils and at the district level. Particularly Support each of the 14 Agricultural Department to develop the MTDPs starting from the Area/Zonal council level with incorporation of emerging issues and develop implementation plan. The facilitation shall allow for the participation of Area and Zonal Councils, as well as all key stakeholders in the MTDP consultation process.</li> </ul>			
17	Panel discussant	<b>2022 Strategic Planning Workshop</b>	<b>2022</b>	NDPC/ CARE Ghana	Aqua Safari Resort H <sup>1</sup> , Ada
18	Panel discussant-Forum, GSAM	Ghana Audit Service (GAS) Performance assessment of selected agricultural, education, health and governance infrastructure of 60 MMDAs in Ghana under the Ghana Social Accountability Mechanism (GSAM) project.	<b>2022</b>	NDPC/ CARE Ghana/ USAID	Alisa Hotel, Accra
19	Resource Person, Biosphere Reserve & Ecosystem Services	Biosphere Reserves include terrestrial, marine and coastal ecosystems which are places that provide local solutions to global challenges. Ghana has three biosphere reserves: Bia Biosphere Reserve, Songor Ramsar Site and Biosphere Reserve, and the Lake Bosomtwe Biosphere Reserve. Facilitated the mainstreaming of MAN & Biosphere Reserve Concept and Ecosystems into the Medium-term plans of 11 District Assemblies including Ada East and West, Abuakwa South, Atiwa, Bia and Bosomtwe. Also co-authored the preparation of a handbook for mainstreaming ecological reserves meant for learning into national development planning has been launch with a call on all stakeholders to work towards addressing ecosystem management challenges. Known as Biosphere Reserves, they are sites for testing interdisciplinary approaches to understanding and managing changes and interactions between social and ecological systems. The handbook was developed and published by the Ghana Man and the Biosphere (MAB) National Committee as part of efforts to ensure mainstreaming of the biosphere reserve concept into development planning as a basis for sustainable financing of biosphere reserve activities.	<b>2018 - 2022</b>	NDPC/ EPA/ UNESCO	EPA Training Centre, Amasaman Ada Sege
20	Discussant, Post-Budget Workshops	A resource person for Parliament of Ghana for the Post-Budget workshops discussions for 2019; 2020; & 2021 under the theme: <i>'Review of Sector Budgets - What to consider'</i> .	<b>2018-2021</b>	NDPC/ MoF Parliament of Ghana	43 MDAs/ 261 MMDAs
21	Resource person, Support for Decentralisat' Reforms prog'	Up-Scaling M&E skills training programme for staff of Planning, Statistical Service and Social Welfare Depts. of MMDAs to mainstream SDGs into District Medium-Term Development Plans (DMTDPs) in all 16 Regions under the GiZ's Support for Decentralisat' Reforms (SfDR) program.	<b>2018-2019</b>	NDPC/GiZ	261 MMDAs
22	Student	<b>Doctor of Philosophy (Ph.D) Environmental Science</b> Focusing on environmental sustainability highlighting initiatives on projects focused on environmental conservation, sustainable practices, green technologies that intended to contribute to a greener future. <b>Thesis topic:</b> <i>"A critique of a legislative instrument-National Development Planning System Regulations. Are they the panacea for the enforcement of compliance and consolidation of decentralised planning in Ghana?"</i>	<b>2014 - 2018</b>	School of Science and Engineering  Student Mundi Magazine	Atlantic International University, Hawaii, Honolulu, U.S.A
23		<b>Barrister of Law (BL)</b> Civil / Criminal procedures in environmental litigation. Court connected ADR in environmental disputes Land disputes resolution & property settlements procedures	<b>2012-2021</b>	Ghana School of Law	GIMPA Achimota Greenhill / Main campuses
24		<b>Bachelor of Laws (LLB)</b> - Natural Resources Law - Environmental Law - Gender Development & the Law - International Trade & Investment Law	<b>2009 - 2013</b>	University of Ghana School of Law, Legon	Mensah Sarbah Hall

25	Resource Person, Microcredit for agricultural production	Supported the organization to negotiate and collaborate with Social Investment Fund (SIF) in the provision of micro-credit programmes including the design and planning financial & non-financial training programmes for self-propelling women learner groups. Finally, assisted to draft budgets, managing portfolio, analyzing funds.	2006 - 2014	Kraban Support Foundation (FNGO) / Social Investment Fund (SIF)- ARB Apex Bank	Shai Osudoku/ Yilo & Many Krobo Districts
26	Resource person, 1st & 3rd Microfinance Forums organized by the Faculty of Social Sciences, UCC	Presented papers at a series of Microfinance Forums <b><i>“Comparative Linkage Approaches of 2 Financial NGOs in Ghana: Freedom from Hunger &amp; Kraban Support Foundation-Practices and Way forward for Capacity Building”</i></b> and <b><i>2. Microfinance Product Development in Ghana. The innovative and unique dimensions of Kraban Support Foundation’s micro-loan products</i></b>	2006 - 2008	University of Cape Coast (UCC)/ Kraban Support Foundation (FNGO) / Min. of Finance/ Bank of Ghana	Sasakawa Centre, UCC  Elmina Beach Hotel
27	Resource person, Poverty Measurement & Monitoring (PMM)	PMM was a sub-component activity under the Community Poverty Reduction Project (CPRP). The objective was to coordinate, track, collect, collate & analyse data from education, health and agriculture sectors. The project outcomes were disseminated at selected communities within the pilot districts namely Komenda- Edina-Eguafo-Abirem (KEEA); Asunafo; and Bawku District Assemblies under the Loan for Innovation & Learning (LIL) project funded by the World Bank. The project outcomes & techniques for data collection were mainstreamed into NDPC’s National M&E Manual in 2013 & 2016(revsd).	2005- 2006	NDPC  World Bank	3 MMDAs -KEEA/ -Asunafo/ - Bawku MoFA-SRID GHS GES
28	Resource Person, Strategic Environmental Assessment (SEA)	The SEA was conducted in conformity with NDPC Guidelines for the preparation of Sector & District Medium-Term Development Plans, and key legislations which gave effect to the decentralized planning system in Ghana at all levels of governance. The Guidelines issued by NDPC was supported by the Environmental Assessment Regulations, 1999 (L.I.1652) of EPA.	2003 - 2005	NDPC/ Environmental Protection Agency (EPA) The Royal Netherlands Embassy	10 Regions All MDAs MMDAs in Ghana
29	Resource person, 30th Forum International Conference on Social Welfare	Presented a paper on the topic : <b><i>“Policy Direction for Improving Micro financing in Ghana - Suggestions from a Development Practitioner's Perspective”</i></b> . at the 30th International Conference on Social Welfare organized by the Netherlands Institute for Care and Welfare (NICZW) ( <a href="http://www.microfinance.gateway.org">www.microfinance.gateway.org</a> )	2002	NICZW/ Ghana Association of Private Voluntary Organisations in Development (GAPVOD)	De Doelen Conference Centre Rotterdam, The Netherlands.
30	Resource Person, Capacity Building for Biodiversity Utilisation & Development (CBUD)	CBUD was a project involving the management of protected areas and for conflict resolution under the Centre for Sustainable Agriculture and Permaculture Studies (CSAAPS), KNUST. The project was a hands-on-practical training to learn to keep and manage bee farms and process honey and gain business and entrepreneurial skills to run a successful Bee Keeping and Honey Processing as a business venture. I was engaged on the CBUD project as a trainer in the protected area management.	2000	Dept. of Natural Resources Mgt., Kwame Nkrumah University of Science and Technology. (KNUST)	East Akim Municipal Assembly
31	Resource Person, Environmental Education programme	Promoted the objectives of Kraban Support Foundation. Sorted out proposals for environmental sanitation projects and identified marginalised groups involved in income-generating activities for funding. Prepared documentation required for the approval of loans. Monitored and provided technical support for projects under <b>TEACH</b> method.	1998- 2002	Kraban Support Foundation (FNGO)/ German Development Services (DED)	Christian Village/ Kissieman
32	Student	<b>Postgraduate Diploma, Public Administration</b> - Economic Development Planning - Project Planning & Human Resource Mgt. - Budget, Public Financial Mgt. & Statistics - Public Administration /Policy Making & Analysis  <b>Research topic:</b> <b><i>“An evaluation of the impact of Kraban Support Foundation’s Microcredit Programme - “TEACH” on Small Scale Women Entrepreneurs in the Okaikoi North sub-metro of Accra Metropolitan Assembly in the Greater Accra Region”</i></b>	1998- 2000	School of Public Services & Governance (SPSG)  A. L. Adu Oval	Ghana Institute of Management & Public Admin. (GIMPA)  UN Hall of Residence

33	Student	<b>Master of Arts, Adult Education</b> - Programme Planning and Evaluation - Contemporary Global issues - Human resource management & development - Techniques for pedagogic research <b>Thesis topic:</b> <i>'A Study of Lower Pra Rural Bank's Poverty Reduction and Non-Formal Education Programme: "Credit with Education"</i>	1997-2000	School of Continuing Education. & Distance Learning (SCEDL)	University of Ghana, Legon  Mensah Sarbah Hall
34	Resource Person, Ecumenical Church Loan Fund- ECLOF	Provided capacity building services for project analysis for member institutions within the ecumenical body. Had oversight responsibility for ensuring optimum use of inputs by beneficiaries. Facilitated funds management; conducted periodic market assessment surveys for the Board.	1997	Christian Council of Ghana	Nationwide
35	Project Coordinator, Credit with Education (CwE)	Designed educational materials and trained project staff in the use at sessions in health and nutrition, family planning and micro-enterprise development lessons for women project beneficiaries. The project staff facilitated the lessons during weekly meetings as they disbursed credit.	1995 - 1997	Lower Pra Rural Bank/ Freedom From Hunger Ghana/ Trasher Fund	Shama District
36	Resource Person, Natural Resource Management & Sustainable Agricultural Project (NARMSAP)	Engaged as a protected area management and conflict resolution expert under the farmer-centered research extension program formulated with indigenous technologies and practices to conserve natural resources while improving livelihoods of beneficiary communities with suggestions from farmer workshops. There were two protected areas within the Greater Afram Plains [(GAP) - <i>Digya National Park and Kogyae Strict Nature Reserve</i> ].	1994	World Vision Ghana	Greater Afram Plains - Oku Junction Sekyere West Dist. Assembly/ Ejura - Sekyedumase District Assembly
37	Assistant Examiner	Marked scripts of GCE Ordinary level candidates for Social Studies including Geography, Economics & History.	1992-1997	West Africa Examinations Council (WAEC)	Regional Conf. Marking Kumasi & Takoradi C'trs
38	Project Field Assistant, Smallholder Credit, Input Supply & Marketing Project (SCIMP)	Played the role of a Project Field Assistant assigned to 2 Districts namely: Sekyere West and Ejura-Sekyedumase. My duties included educating Village Group Promoters (VGPs) on project objectives and scope and the operational procedures to Smallholder Farmers for the formation of groups to access credit from Agricultural Development Bank (ADB) and other Rural Banks. The International Fund for Agricultural & Development (IFAD) financed SCIMP.	1992 - 1995	Women's World Banking Ghana (WWBG)/ MoFA/  IFAD	Ejura-Sekyedumase Mampong Nsuta-Kwamang
39	Cluster Developer, Post-University National Service	Supervised 2 projects in the Anum Apapam Cluster under the Community Improvement Unit (CIU) National Service Secretariat, Suhum-Krabo-Coaltar District. The projects were Public Catering Improvement Project (PCIP) for monitoring child growth and Basic Hygiene Education & Micro-nutrient (BEAM) Promotion project for educating lactating mothers to use protein supplements in their diets.	1991 - 1992	National Service Scheme /  UNICEF	CIU Anum-Apapam Cluster Suhum Krabo Coaltar District Assembly
40	Student, Development Administration in Ghana	<b>Bachelor of Arts</b> - Political Science/ Sociology - <b>Geography/ Psychology</b> <b>Dissertation topic:</b> <i>"State Divestiture &amp; State Enterprises in Ghana - A Case Study of Tema Shipyard &amp; Drydock Corporation"</i>	1988 - 1991	Dept. of Political Science  University of Ghana, Legon	Mensah Sarbah Hall, Annex A&B Rm AA 215/ Rm AB 103
41	Script Checker	Vetted, collated, re-tallied & validated scores of exams scripts of GCE 'O' and 'A' Level students.	1988-1989	WAEC	Headquarters, Accra
42	Research Interviewer, Data Collection Department	Supervised a team of research interviewers to conduct behavioral studies into attitudes of consumers' towards the use of detergents, alcoholic beverages, cigarettes, ETC.	1986 1988	Research & Marketing Services Ltd.	Unilever Ghana Ltd/ Pioneer Tobacco Co. Ltd/ Kumasi Breweries Ltd.
43	Head, Social Studies Dept/ Teacher	<b>GCE Ordinary level - Geography, Economics, History</b> Geography Teachers Association of Ghana, Eastern Regional Branch, Member.	1984 1986	H'Mount Sinai Senior Sec Sch., Akropong -Akup'	Ghana Education Service (GES)
44	Teacher - Pre-University National Service	<b>Primary Class 6</b>	1982-1984	La Wireless '1' & '6' Primary School Kpeshie Subdist.	GES/ National Service Scheme (NSS) AMA, GAR

45	Student, Secondary Education	<b>Advanced Level - Folio: 4091</b> Geography/Economics/Business Mgt./General Paper	<b>1980- 1982</b>	Navrongo Secondary School Navrongo	Aggrey House/ GES
46		<b>Ordinary level</b> Geography/Economics/Commerce/English/Mathematics	<b>1975- 1980</b>	St. Martin's Sec. School, Adoagyiri- Nsawam	Dompreh House/ GES
47	Pupil Middle Sch. Education	<b>Common Entrance - Forms 1 &amp; 2</b>	<b>1973- 1975</b>	Presbyterian Boys' Boarding School (Salem) Akropong-Akup'	GES/ WAEC
48	Pupil Primary Sch. Education	<b>Early Childhood / Basic Education</b>	<b>1968- 1973</b>	Presbyterian Primary School, Larteh-Akuapem	GES
49	Date/Place of Birth	<b>Friday, 16<sup>th</sup> October, 1964</b>	<b>1964</b>	Uncle's Res. Larteh-Akuapem	Zongo, Larteh-Akuapem