



United Nations
Educational, Scientific and
Cultural Organization



Institute for Educational Planning
and Administration at University
of Cape Coast, Ghana.
UNESCO Category II Centre
of Excellence.

#1

IEPA NEWSLETTER

UNESCO CATEGORY II INSTITUTE



Signing Agreement between UNESCO and Government of
Ghana to validate the IEPA Category II status

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About IEPA and Gallery

Hello & Welcome!!!

The Institute for Educational Planning and Administration (IEPA) as you have always known it, is now a UNESCO Category II Centre of Excellence for West Africa.

It's been quite a journey started by my predecessors from the year 2013 culminating in the signing of the official agreement in November 2020. The task ahead as a Category II Centre is daunting but not onerous. IEPA has an admirable track record of delivering excellence and I am very proud of what we have achieved in research, teaching and outreach.

As a premier educational institute at the University of Cape Coast in Ghana committed to cutting-edge research, innovative teaching and targeted capacity-building that inform educational policy and practice, we are poised to ensure that we extend this blueprint to the West African sub region.



Dr. Michael Boakye-Yiadom
Director - General, IEPA

The Institute will continue research, teaching and outreach collaborations with international partners such as the Association of African Universities, the Centre for Commonwealth Education, University of Cambridge (UK), University of Bristol (UK), Dfid, JICA, UNESCO, the University of Twente in the Netherlands, Ohio University, University of Maryland College Park, University at Buffalo, Auburn University, Tampere University, All Saints Education Trust (UK), among others.

The IEPA boasts of a highly-skilled, knowledgeable, experienced, energetic, committed and hardworking professional workforce. All the IEPA academic staff have terminal degrees in their respective areas of specialization. Our management team, research group, administrative and support staff are expert professionals in their fields who are poised to attain the mission and strategic thrusts of our institute.

I'm humbled to inform you that our doors are wide open for collaborative engagements and we warmly welcome all our potential partners in the sub-region to come to join us build excellence in the educational sector.

As we start a new trajectory to fulfil the mandate given us by UNESCO as a Category II Centre of Excellence for West Africa, your suggestions, recommendations and feedback will greatly go a long way to shape our deliverables. We appreciate our critical friends. I warmly encourage you to contact us with any suggestions, questions, and requests at my office on iepa.dg@ucc.edu.gh or our indefatigable communications and public relations team on iepa.ocpr@ucc.edu.gh.

I look forward to reading from you my cherished partner in excellence!

Warm regards,

Dr. Michael Boakye-Yiadom

ACHIEVING SDG 4



Mrs. Ama Serwah Neequeye Tetteh
Secretary - General, UNESCO-Ghana Office

In 2015, Member States of the United Nations adopted the seventeen (17) interlinked Sustainable Development Goals designed to be a “blueprint to achieve a better and more sustainable future for all” by 2030.

Of importance to our sector Ministry is the SDG 4 (with 10 targets measured by 11 indicators) which focuses on Education. It calls for governments to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

In its march towards the 2030 deadline, Ghana has achieved the Free Primary and Secondary School target with the implementation of the Free Senior High School policy. Ghana is further making strides in: literacy and numeracy; the provision of safe and inclusive schools; review of the curricula to equip young generations with valuable skills to mould them into better citizens and the provision of improved infrastructure for a conducive learning atmosphere.

Ghana's Progress, Achievements and Immediate Future Plans

Several government agencies, CSOs and Development Partners are watching Ghana's progress as well as contributing to it in many facets. Data is being collected to gauge our progress and the likelihood that we will meet the targets by 2030. Because the targets reach all the facets of education, it is a huge endeavour.

The Ghana Commission for UNESCO, in discharging one of its functions of influencing policy, is helping to establish enablers in the achievement of SDG 4.

This was achieved through the facilitation of the designation of UNESCO Category II Centres of Excellence in the country: AIMS-Ghana and IEPA.

The recognition of IEPA as Ghana's second Category II Centre of Excellence, is one such feat. IEPA's mandate is expected to contribute to achieving SDGs 4.7b and 4.7c.

The Commission and its partners such as the IEPA will continue to provide the needed capacity-building to enable effective reporting on the SDGs; create awareness of opportunities for Ghana to share best practices with sister

Member States as well as create the platforms essential for partnerships and cooperation for the achievement of SDG 4.

You can do your bit by engaging with SDG 4 and its targets and indicators. Find out which ones are relevant to your occupation and help the continent in its stride towards their attainment.

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Career Progression in Education

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”
– Martin Luther King Jr.

Education provides the foundation for tomorrow's leaders. So, how children are trained and nurtured from the onset cannot be overlooked in the development of future leaders. As the population of children increases by the day, there is a need to ensure a proportional stock of trained teachers to nurture these children for the desired future.

Goal four (4) of UNESCO's Sustainable Development Goals (SDGs) – Agenda 2030 states “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. To achieve this audacious goal within a global space, calls for planned efforts to train teachers to champion this cause. As a result of this, educational programmes are mounted in various institutions, specifically in universities, to train teachers to meet this objective.

The University of Cape Coast, which was established in 1962, was borne out of the dire need of the then government for a highly qualified and skilled workforce in education to handle the affairs of the education sector. The university was established to train graduate teachers for second cycle institutions, teacher training colleges, and technical institutions. Education became a compulsory component of every programme in the university, leading to the award of B.A and B.Sc. (general) education degrees to its graduands (Darko & Kwarteng,



2003).

Arguably, most of the students pursuing a first degree in education at whichever institution in Ghana or West Africa are primarily prepared for the classroom. This is because the first degree in education is part of the first points of call regarding a career in teaching. Pursuing a programme in education is almost synonymous with becoming a teacher!

Most students pursue their first degrees in education without a clear understanding of the aims of their degrees. It, therefore, comes as a surprise to them when they begin to look for employment outside the educational sector after school and are mainly signalled to go to the classroom to fulfil the tenets of their certificates. Teaching is a calling, a full-time job and passion, just like any other profession or career, and must be pursued by people, who are ready and committed and desire to leave a lasting impact on society by building leaders for the future.

Career Progression Cont'd

From this backdrop, the pertinent question is, what career paths lie in there for those who, after their first degree in education, identify that teaching is not their passion and want to leave the classroom?

Nelson Mandela once said, "Education is the most powerful weapon you can use to change the world". To internalise this saying is first to realise how important it is to add value - education - to change your world. After a first degree in education, a career progression requires further education as this sets you on a trajectory of any career path you may wish to follow. Career progression in any chosen field needs professional know-how. Suppose one wants to become successful in any career. There is the need to pursue a post-graduate certificate programme or a Master's programme to provide you with a competitive edge. Professional programmes like Masters in Educational Leadership, Educational Administration or Educational Planning offered by notable Institutions both locally and abroad are your best bet to having a career in education outside the classroom. The Institute for Educational Planning and Administration (IEPA), a UNESCO Category II Institute, is a typical example of an institution in Ghana offering programmes in educational leadership, administration, and planning, which take one from teaching to planning teaching, management of schools, among others.

Outside the education sector, it is possible for graduates who pursue programmes in education to explore programmes in Journalism, Communications, Marketing, Law and other related professional areas. Nothing is ever wasted in life. Education courses make you develop excellent interpersonal skills that place you on a good scale to venture into the areas mentioned above and excel. This makes it possible to have a successful career, whether within or outside the education sector, after the first degree in education.

Since education is assumed to place one in the classroom automatically, it is prudent to note that if 'teaching' is far away from your passion/calling, there are other ways of being impactful to society and invariably impact future leaders' education other than being in the classroom; you must invest and work at it.

We are by this piece making a clarion call on headmasters, headmistresses and school counsellors of all second cycle schools to prioritise, encourage and further strengthen career counselling at the secondary school level so students can make informed decisions on what programme(s) to pursue at the tertiary level, which clearly matches their future career paths. Students who want to pursue a career in Arts must be educated to know that choosing a B.A will help get them there. Same applies to those who want to have a career in the sciences (B.Sc.) and education alike (B.Ed.). Additionally, education should be provided for students on the career prospects in each chosen field/path. With this knowledge from the Senior High School, the percentage of students coming to universities with little to no interest in their chosen programmes will be reduced. The inadequate or lack of career counselling at the secondary level provides a gap to be further explored by researchers.

Life presents us with myriads of options to choose from, and it behooves each of us to make the right decision at the right time. Never forget that whatever you do in life should give you fulfilment and add value to your life. John F. Kennedy succinctly captures this when he expressed that, "Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation."

By: **Ms. Nana Efua Rockson, Dr. Stephen Doh Fia and Mr. Emmanuel Kwesi Mensah**

Highlights of Major Activities of IEPA's January - June, 2021

In January 2021, the IEPA set a theme for itself dubbed, "Building bridges; relationship matters". To achieve this, the management decided to build bridges, form strategic alliances with government and non-governmental agencies, ministries and departments, broker lasting relations with institutions of higher learning in the West African sub-region and globally. This is to create a network that continually builds the capacity of educational planners, leaders and administrators and informs policy and practice through research. Below are some key highlights of our building bridges engagements so far.

♦ IEPA Participates in ACPEIU organized Global Meeting of UNESCO Category II Centre



The IEPA participated in a virtual meeting organized by Asia-Pacific Centre of Education for International Understanding (ACPEIU). This meeting brought together all UNESCO Category II Centres in Education in the world to dialogue and recommend a road map to achieving the UNESCO Medium-term Strategy for 2022-2029 (41/C/4) in achieving the United Nations Sustainable Development Goal (SDG) 4. ACPEIU formed a Technical Working Group months before the webinar, with members from the UNESCO Category II Centre in Education, to study the UNESCO Medium-term Strategy for 2022-2029 (41/C/4) and come up with recommendations for adoption at the webinar. All the Category II Centre pledged commitment to the recommendations and demonstrated how it will be actioned at their various regions and centres. The recommendations will be presented to UNESCO for consideration.

♦ IEPA Signs an MOU with RCQE for Collaborations

IEPA signed a Memorandum of Understanding (MOU) with the Regional Centre of Quality and Excellence in Education (RCQE), Saudi Arabia, to collaborate on projects in meeting the United Nations Sustainable Development Goal (SDG) 4. The signing ceremony which took place virtually concurrently in RCQE and IEPA in Cape Coast, saw the Director of IEPA, Dr. Michael Boakye-Yiadom remarked that, "IEPA is excited to be partnering with other Category II Institutes in education beyond West Africa, to learn, share ideas and partner on research. This partnership with RCQE is one of many that will promote the advancement of educational planning and excellence in West Africa specifically and globally as a whole."



♦ IEPA pays a Courtesy Call on AIMS-Ghana



A team from IEPA lead by the Director-General, visited AIMS-Ghana, another UNESCO Category II Centre, to familiarize themselves with their operations and to find common grounds for collaboration as Category II Centres in Ghana. The meeting was insightful as AIMS shared their success stories, took the IEPA team on a tour of the AIMS-Ghana facility and presented their plans for the future. The meeting ended with three key areas identified for collaborative research.

Highlights Cont'd

♦ IEPA Inaugurates Governing Board

The IEPA Governing Board was inaugurated on 13th April 2021, in line with Statute 68 of the University of Cape Coast Governing Act of 1992 which establishes IEPA as a UNESCO Category II Centre in Ghana and for the West African sub-region. The meeting, organized in a blended format due to COVID-19 protocols, saw members within the University of Cape Coast community come together physically whilst the other members join via Zoom. The IEPA Board Members are people with varying backgrounds and expertise in the education sector. The Board also includes UNESCO Member States in West Africa who express interest in partnering IEPA as indicated in the UNESCO agreement with the Republic of Ghana.



♦ IEPA pays a Courtesy Call on the Minister of Education



A seven-member team from IEPA led by the Director-General paid a courtesy call on the Minister of Education, Honourable Dr. Yaw Osei Adutwum. The Honourable Minister was highly pleased with the work IEPA was doing and encouraged the IEPA team to do more stating that “you cannot be a centre of excellence when Ghana’s education system is not excellent”. He charged IEPA to work towards his strategic vision of improving the quality of educational leaders, administrators and

planners in Ghana as well as ensuring excellence at all levels of the educational hierarchy. Similar engagements have been held with other agencies of the Ministry of Education.

♦ IEPA Engages with UTAG-UCC

Management of IEPA and Executives of University Teachers Association of Ghana (UTAG), University of Cape Coast branch have had fruitful engagement to strategize for partnership. The Director-General shared updates on IEPA’s UNESCO Category II status and how it impacts operations especially in relation to UTAG. The UTAG-UCC Executives pledged their support to IEPA to make a true Centre of Excellence for West Africa. Similar engagements have been held with other strategic colleges/directorates/faculties/departments for our mutual benefits.



Research from the Institute 2021

- Agbevanu, W. K., Nudzor, H. P., Tao, S., & Ansah, F. (2021). Promoting gender equality in colleges of education in Ghana using a gender-responsive scorecard. In E. Sengupta & P. Blessinger (Eds.), *Innovations in Higher Education Teaching and Learning (Vol. 37): International perspectives in social justice programs at the institutional and community levels* (pp. 151–175). Bingley, UK: Emerald Publishing Limited. ISSN: 2055-3641/doi:10.1108/S2055-364120210000037010
- Addo P. K, Asamoah R. A, Adusei A. & Djampim J. K. (2021). Risk Management in Higher Education: The Role of Educational Leaders in Translating Policy into Practice in the Ghanaian Context. *International Studies in Educational Administration*. 49 (2): 146-162
- Nudzor, H. P., Ansah, F., Boakye-Yiadom, M., & Danso, T. O. K. (2021). Transnational education (TNE) partnerships and the environment of distance learning in higher education in Ghana: Where are we and what do we have to do now? In G. Motsaathebe (Ed.). *Education in Africa: Perspectives, Opportunities and Challenges* (pp. 217–247). New York: Nova Science Publishers Inc.
- Nudzor, H.P.(2021).Re-conceptualizing the paradox in (education) policy implementation: *Unravelling perspectives on the policy/practice gap*. New York: Nova Science Publishers.
- Nudzor, H. P. (2021). Underscoring the importance of lesson-drawing as a strategy for enhancing teacher professional learning. *Article under review for publication in Academia Letters, Article 1414*. <http://doi.org/10.20935/AL1414>.
- Nudzor, H. P. (2021). Re-thinking the paradox in policy implementation: Does implementation analysis perspective have anything to offer? *International Journal of Innovative Research and Development (IJIRD)*, 10(4), 243–252.
- Nudzor, H. P., Adosi, C. M., & Nyame, G. (2021). Examining research partnership needs of Ghanaian higher/tertiary education institutions. *International Journal of Innovative Research and Development (IJIRD)*, 10(5), 63–73.

ACADEMIC PAPER WRITING: WHERE DO WE BEGIN?



written will help you to be clear in your mind about what you want or write on, why you want to work on the chosen issue and how you intend to disseminate the information. You cannot therefore downplay a comprehensive literature search at the stage of topic identification. Engage in some brain storming and turn your ideas into research questions. This will help you fine tune your topic to portray the message you want to put across.

Having done that, scan through articles in Journals related to your area of interest. It's best to look at the abstracts, how they are laid out and what points are emphasized in them. Then examine the outline or structure of the papers to help you plan the outline of your paper. Some writers put down a detailed outline before they write; others have the headings spelt out, whilst others just dive into it with no guidance. As a beginner writer it is beneficial to have an outline that will guide you. Also have a check list to be sure you leave nothing out. Remember that in your writing, it is always better to use the active voice, and acknowledge any source you fall on.

The journey of writing academic papers or grant/project proposals can be very daunting. It commences with questions relating to identifying and developing one's topic. As a writer, you need to find answers to questions such as: What should I write? How should I write? When do I begin? Who will read and accept it? Where will it be accepted for publication? This column on **"Stages in Article Writing"** seeks to help you find answers to questions such as these and make writing easier for you.

Your academic paper journey should begin with the identification of an area or issue of interest. Once you have settled on an area of interest, think about a topic in that area. This requires that, you do a preliminary search on what other writers have done in your chosen area of interest. Knowing what others have

In our next session, we shall explore the different types of papers accepted by journals and how to approach them.

Prof. Rosemary S. Bosu & Prof. George K.T. Oduro

Educational Jokes

Physics Teacher: "Isaac Newton was sitting under a tree when an apple fell on his head and he discovered gravity. Isn't that wonderful?"

Kofi Yesu: "Yes sir, if he had been sitting in class looking at books like us, he wouldn't have discovered anything."

The students were lined up in the dining hall for lunch. At the head of the table was a large pile of oranges. The matron made a note, and posted on the orange tray:

"Take only ONE o. God is watching."

Moving further along the lunch line, at the other end of the table was a large bowl of chips. A student had written a note, "Take all you want. God is watching the oranges."

Teacher: "Why are you late, Amankwah?"

Amankwah: "Because of a sign down the road."

Teacher: "What does a sign have to do with you being late?"

Amankwah: "The sign said, 'School Ahead, Go Slow!'"

The teacher of the earth science class was lecturing on map reading.

After explaining about latitude, longitude, degrees and minutes the teacher asked, "Suppose I asked you to meet me for lunch at 23 degrees, 4 minutes north latitude and 45 degrees, 15 minutes east longitude...?" After a confused silence, Kwame volunteered, "I guess you'd be eating alone."

Mother: "Why did you get such a low mark in the Mathematics exam?"

Kwesi: "Because of absence."

Mother: "You mean you were absent on the day of the exam?"

Kwesi: "No, but Araba who sits next to me was."

Teacher: "If you had 2 cedis and you asked your father for another, how many cedis would you have?"

Efua: "2 cedis."

Teacher: "You don't know your maths?."

Efua: "You don't know my father that's why."

Educational Quotes

- ◇ Education is the most powerful weapon which you can use to change the world. **-Nelson Mandela (First Black President, South Africa)**
- ◇ Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family. **-Kofi Annan (Former UN Secretary-General)**
- ◇ Education, particularly higher education, will take Africa into the mainstream of globalization. **-John Agyekum Kuffour (Ex-President of Ghana)**
- ◇ Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development. **-Kofi Annan (Former UN Secretary-General)**
- ◇ A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special. **-Nelson Mandela (First Black President, South Africa)**
- ◇ The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.” **-Martin Luther King Jr**
- ◇ If you are working or you are running a business you have to set aside time and money to invest in your continued formal education and skills acquisition.” **-Strive Masiyiwa (CEO, Econet, Zimbabwe)**
- ◇ Education is, quite simply, peace-building by another name. It is the most effective form of defense spending there is.” **-Kofi Annan (Former UN Secretary-General)**
- ◇ Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.” **-John F. Kennedy**
- ◇ As more men become more educated and women get more educated, the value system has to be more enhanced and the respect for human dignity and human life is made better.’ **-Ellen Johnson Sirleaf (Ex-President, Liberia)**

About IEPA

The Institute for Educational Planning and Administration (IEPA) was established in August 1975 based on a joint agreement between the Government of Ghana and UNESCO/UNDP (Number GHA/72/018/E/01/13) with an initial mandate to build and strengthen capacity of experts and non-experts in educational planning and administration, and to inform educational policy formulation and implementation through research.

In 2013, the IEPA began a process of application to become a UNESCO Category II Centre. However, in the process of the application, the application criteria for UNESCO Category II Centres changed, prompting IEPA to reapply in June, 2018. As part of the application process, the Government of Ghana requested for a feasibility study on the suitability of IEPA as a UNESCO Category II Centre. UNESCO therefore sent a Feasibility Team to Ghana to conduct this study from 11th – 14th February, 2019. The feasibility report was favourable, indicating that IEPA met the criteria set out for the establishment of UNESCO Category II Centres. At the 207 Session of the Executive Board of UNESCO in October, 2019, approval was given for the Establishment of IEPA as a UNESCO Category II Centre of Excellence for West Africa. The Executive Board then recommended to the 40th Session of the General Conference of UNESCO for ratification of the Institute for Educational Planning and Administration of the University of Cape Coast, Ghana, as a Category II Institute under the auspices of UNESCO.

At the 40th Session of the General Conference of UNESCO in November, 2019, IEPA was ratified to be upgraded to a UNESCO Category II Centre of Excellence in Educational Planning, Administration and Leadership for the West Africa sub-region. In November 2020, Her Excellency Anna Bossman, Ghana's Ambassador

Extraordinary and Plenipotentiary to France and Portugal and Permanent Representative of Ghana to UNESCO, signed the agreement establishing IEPA as a UNESCO Category II Centre on behalf of the Government of Ghana whilst Mrs. Audrey Azoulay, Director-General of UNESCO, did same for UNESCO in a virtual signing ceremony, which took place at the UNESCO office in Paris. The agreement spelt out the commitments of both parties and more specifically, addressed the mandate, responsibilities, and obligations of IEPA.

The elevation of IEPA to a UNESCO Category II status further boosts the Institute's agenda towards scaling-up short courses and other stakeholder engagements on contemporary issues in education through various platforms, including online platforms. In achieving its objectives, the IEPA, now a Category II Centre of Excellence for West Africa, would specifically, engage in research, capacity building as well as support sector-wide policy development and planning in education and thereby promote innovation and development within the sub-region.

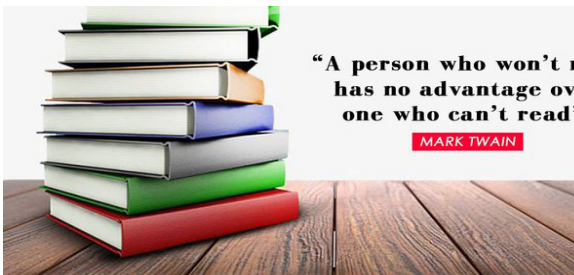
* VISION

To become a strategic Centre of Excellence in educational research and training of educational planners, administrators, managers and leaders in Africa.

* MISSION

As a lead Institute for educational planning, administration, management and leadership in the West African sub-region, the IEPA exists to generate and disseminate reliable educational information for capacity building and to inform educational policy formulation, planning and implementation

Gallery



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