

Holistic Education: Japanese Hands-On Approach JICA Knowledge Co-Creation Program 2025

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Introduction

My Name is Kojo Frempong-Boadu, Principal Programme Officer and Head of Public Investment Unit within the Policy Planning, Budgeting, Monitoring and Evaluation Directorate of the Ministry of Education, Ghana



Introducing Daily Coordinator, Structured Class Discussion and Cleaning into Education System in Ghana

Why (Rationale and Benefit)

Integrating practices like the Daily Coordinator System (Toban), Structured Class Discussion (Hanashiai), and Cleaning Activities (Osoji) directly addresses the need for active citizenship and essential soft skill development.

- A. **Develops Ownership & Responsibility:** Cleaning Activities and the Coordinator system instill discipline, respect for public property and a sense of belonging (I am responsible for my environment).
- B. **Fosters Critical Thinking:** Structured class discussions improve oral communication, logical argumentation and the ability to solve conflicts democratically.
- C. **Enhances Leadership:** The Daily Coordinator role provides structured, rotating leadership experience for every student, building confidence and organizational skills from a young age.

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Daily Coordinator in Japanese School



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Class Discussion in a Japanese School



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The Problem (Current Situation)

The current educational environment in Ghana often fosters passive learning and a lack of student ownership over the school's physical and social spaces.

- A. **Limited Student Accountability:** Maintenance of school facilities is typically outsourced or managed by staff, removing the sense of collective responsibility from students.
- B. **Weak Discourse Skills:** The lecture-based approach limits opportunities for students to practice critical thinking, debate, and collaborative problem-solving through structured class discussions.
- C. **Teacher Overburden:** Teachers often bear the full weight of classroom management and routine organization, reducing time available for instruction.

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The Improved Situation (Desired Outcome)

These will be piloted for 2 years and by the end of the 2-year pilot phase in 20 target schools, students will exhibit measurable improvements in accountability and civic engagement:

- 90% compliance with daily student-led cleaning schedules.
- Demonstrable increase in student engagement and verbal participation in class discussions.
- Positive change in teacher perception regarding student self-management and cleanliness standards.

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The SMART Action Plan (Specific, Measurable, Achievable, Relevant, Time-bound)

This plan will outline the steps for a 2-year pilot across a selection of Basic (Primary/JHS) and Senior High Schools (SHS).

This will be based on these key areas, the Goal Area, Specific Objective, Implementation Level, Timeframe, Measurable Outcome and Estimated Cost.

Detail of this has been prepared as word document and will be shared with JICA for your perusal and further comments.

Participating JICA Knowledge Co-Creation Program FY 2025 - “Holistic Education: Japanese Hands-On Approach”, will thus provide valuable insights to tackling these challenges.

Thank you very much